摘　要

在高中阶段的英语教学过程中，阅读教学是极其重要的一部分。然而，从当前的英语教学情况可以看出来，阅读教学正面临着很多困难和挑战。大部分的英语阅读教学仍然采用传统的教学模式，即老师是课堂的中心者，而学生一直在被灌输知识，并没有真正对知识产生思考，对知识有自己的见解。那么阅读课就自然而然变成了枯燥和乏味的课堂，学生就会对阅读课提不起兴趣。这就导致了学生的英语阅读能力普遍低下，教师教学并没有很大的成效。因此，为了改善英语阅读当前状况，本研究试图将阅读与参与式教学模式结合到一起，试图探讨其应用价值，为高中英语阅读教学提供一种新的思路。

本研究以建构主义理论和人本主义理论为基础，在阅读教学中引导学生积极主动参与到阅读教学过程中去。教师采用多种教学手段，使学生真正成为课堂上的主人，不再只是在教师的灌输下接受知识，而是在行为，认知和情感三方面都参与到了英语阅读教学过程中去，以此来提高英语阅读的学习成效。

本研论文研究目的是在回答一下三个问题：

（1）参与式教学对高中英语阅读的学习能力有什么影响?

（2）参与式教学对高中英语阅读的学习动机有什么影响？

（3）参与式教学对高中英语阅读的学习策略有什么影响？

笔者以大连市某一所高中高一（1）班和高一（2）班的学生各三十人为实验研究的对象，分别为控制班和实验班，进行了大约一个学期的的教学实验。作者仍然在控制班采用传统的教学模式，而实验班采取了参与式教学模式。采用了测试，调查问卷以及采访等研究手段，并利用 SPSS.23 软件对此收集的数据进行研究分析并得出相关的结论。

研究发现，参与式教学模式能够使学生的阅读能力得到提高，使学生增强对英语阅读的学习动机，并且能够使学生更好的掌握阅读策略。参与式教学对英语阅读的教学产生了积极的影响。因此，将参与式教学模式应用到英语阅读课堂中是可行的并且是有价值的。

关键词：高中英语阅读教学；参与式教学模式；阅读能力；阅读策略

Abstract

Reading is an important part in process of senior high school English teaching. However, the current situation of English reading is facing many difficulties and challenges in English teaching. Traditional teaching model is used in most English teaching as usual which means that teachers are the center of class, while students just accept knowledge passively and they don't participate in the teaching process actually, which results in the English class is boring and students are not interested in English reading and their English reading level is bad generally. In this study, participatory teaching model will be applied in current English reading to explore whether participatory teaching model will have a positive effect on English reading. Author attempts to explore an new reading teaching filed to improve the current English reading.

This study is based on two theories, which contains Constructivism theory and Humanistic theory, which aims to guide students to participate in the process of English learning. Teachers take some kinds of methods to make students to be the center of class, which means the behaviour, cognition and emotion of students all participate in English reading learning rather than just learn English passively so that students can improve their English learning effects. This study intend to research three following questions:

(1) How does participatory teaching affect senior high school students' motivation in learning English reading?

(2)How does participatory teaching affect the senior high school students' reading abilities?

(3) How does participatory teaching affect the senior high school students' reading strategies?

The research participants are elected from a senior high school in Dalian. Class one will be control class and class two will be experimental class. Both classes are thirty students respectively. In order to study above three questions, author conducts experience lasting about four months. Traditional teaching model is still used in control class, while participatory teaching model is applied in experimental class in reading class. Author employs some experimental instruments such as test, questionnaire and interview to collect data and then use SPSS.23 software to analyse collected data to make some conclusions.

The study found that participatory teaching model can improve students 'reading ability, enhance students' reading motives and enable students to better master reading strategies. Participatory teaching has a positive impact on the teaching of English reading. Therefore, it is feasible and valuable to apply participatory teaching modes in English reading class.

Key words: senior high school English reading teaching; participatory teaching model: reading ability; reading strategies

Contents

Chapter1 Introduction..... 1
1.1 Research Background.....1
1.2 Research Significance.....4
1.3 Layout of the Thesis.....5
ChapterII The Theoretical Foundation.....6
2.1 The definition of Participatory Approach..... 6
2.2 Studies on Participatory Teaching Model.....6
2.2.1 Studies on Participatory Teaching Abroad..... 6
2.2.2 Studies on Participatory Approach at Home.....9
2.3 Theoretical Basis.....9
2.3.1 Humanistic Theory.....10
2.3.2 Constructivist Learning Theory..... 11
ChapterIII Research Design..... 13
3.1 Research Questions..... 13
3.2 Research Participants..... 13
3.3 Research Instruments..... 14
3.3.1 Pre-test and Post-test..... 14
3.3.2 Questionnaires.....14
3.3.3 Interview 14
3.4 Research Procedures..... 15
3.5 Data Collection and Statistics..... 21
Chapter IV Data Analysis and Discussion.....22
4.1 Results and Analysis of the Tests..... 22
4.1.1 Results and Analysis of the Pre-test.....22
4.1.2 Results and Analysis of the Post-test..... 23
4.2 Results and Analysis of the Questionnaires.....24
4.2.1 Results of Questionnaire One.....25
4.2.2 Results of Questionnaire Two.....28
4.3 Results and Analysis of Interview.....31
Chapter V Conclusion.....35
5.1 Major Findings of the Study..... 35
5.2 Limitations of the Study and Suggestions for Future Study..... 37
References.....40
Appendix A 42
Appendix B 48
Appendix C 54
Appendix D 55
Appendix E 56

Chapter1 Introduction

There are three parts in this chapter totally which are research background, research significance and the layout of thesis respectively. First of all, the current situation of reading teaching is described by author in senior high school and then some existed difficulties and challenges are pointed out from the different points of teachers and students. In addition, author also represents some potential value of applying participatory teaching model in English reading class. Finally，author show the entire arrangement of thesis.

1.1 Research Background

As we all know, English is seen as the only international standard language. More and more fields all apply the usage of English. English expression can be seen anywhere throughout the world. Our life already haven't leave English. With the development of our country and international globalization, English learning is become more and more important. Generally, more and more people realized that English is an essential language communication tool. Therefore, it is important for learners to learn English well.

People who want to learn a language need master four basic skills including listening, speaking, reading and writing. As the main means of obtaining information, reading has attracted more and more attention. Moreover, we can find that points of reading account for a large proportion in the college entrance examination paper. Reading tests the comprehensive ability of students, which involves many knowledge contents, such as vocabulary, grammar and thinking logic. Commonly reading is considered as the most important part among the four basic skills of mastering language. It is indicated that teachers should pay more attention on reading teaching. And teachers also focus on how to improve students' reading ability, which is seen as an important aim in the process of English teaching for teachers

To develop the overall students' language skills including students' language skills, language knowledge, emotional attitudes, learning strategies and cultural awareness is the basis of achieving this Language ability. It can be seen that the task of high school English teaching is not only to teach students to understand the English texts and materials they are learning, but the most important thing is to make use of some teaching method and some effective reading teaching activities that can guide students to master some reading skills and learn English reading better to improve their level of English reading. However, the true situation that English reading teaching is facing is how to teach students to use appropriate learning strategies to carry out learning activities and to develop their language learning ability effectively. Thus it is necessary and important to cultivate students' English reading comprehension ability.

All teachers and students make efforts to improve English reading ability. However, the truth is that there are many problems existing in our English reading teaching. Students read English passages just for finding the answers in order to obtain points in a short time. Their purpose of reading English materials never is to understand the content of every passage. Students are always in a situation of passive reading. Actually, there are still some reasons occurred in English reading learning, which can explain some issues and difficulties.

Firstly， teachers still use the backward teaching method. The survey found that many teachers are still following the traditional test-oriented teaching model. The teaching model is regarded teachers as the center of English class while students don’t participate in the class actually and they are just the receiver of knowledge passively. The teacher adopts a “ bottom-up ” approach to teaching English reading. It is believed that students can understand the meaning as long as they understand meaning of every word. Therefore, teachers mainly explain vocabulary, some important knowledge of grammar and analysis of sentence structure in the text. However, and relative background, ability to comprehensive and appreciate passage and training of reading skills are ignored to introduce to students. It turned out that students’ reading level is improved so slowly. Furthermore, it is easy for students to lose interest and reduce their initiative in reading learning.The survey found that many teachers are still following the traditional test-oriented education The survey found that many teachers affected exam concept of education, still follow the tradition

Secondly, teachers ignore cultivation of students' interest in reading. Some teachers believe that even if students spend a lot of time reading in and out of class, their test scores may not improve immediately. Therefore, in order to enable students to "seize" the books, teachers always spend a lot of time on the repetition of book knowledge and boring drills and ignore accumulation of students' English language knowledge and cultivation of language sense and semantics. In the long run, reading teaching will be very mechanical and tedious and students' interest in reading will gradually decrease and become inhibited.

Thirdly, teachers pay no attention to explaining and guiding some reading strategies and skills. And the ignorance of teaching reading strategies and reading skills leads to many issues in the process of English teaching. The root cause is that most teachers are bound by the traditional teaching method which is centered on teacher explanation. In addition, some teachers are of low quality and lack the mastery of relevant theory on reading strategies and skills. Naturally, they cannot give students specific guidance based on different reading materials and purposes. These reasons have led to many students' lack of reading strategies and skills and they don't know how to deal with reading materials when they meet some unfamiliar reading topics.

The above reasons are analyzed from the aspects of the teacher. In terms of senior high school students, there are some problems and difficulties are still existing in their English reading learning.

First of all, students are lacking in vocabulary. The key to reading is vocabulary. If students cannot understand the meaning of some vocabularies, they may have difficulties in understanding author's true meaning. Therefore, having a sufficient vocabularies has an important impact on improving reading speed and comprehension. Many students become nervous and irritable when they meet new words, worrying that they will not be able to understand the entire text, which will limit development of reading skills.

Secondly, students are lacking in reading skills and strategies. The survey found that most students are not familiar with reading strategies, and some students do not even know what reading skills are. Teachers' lack of guidance on reading strategies and skills in the process of English reading is one of reasons. At the same time, students pay less attention to employ reading skills and strategies in the progress of reading learning, which is also a factor that cannot be ignored. Therefore, guiding students to use reading strategies effectively is an important thing that teachers need to pay attention to.

Thirdly, students are weak in grammar. In the process of reading materials, students often encounter some special sentence patterns and complicated sentences. They are confused about structure of sentences let along figure out the meaning of the sentence. Especially when encountering a compound sentence, students have difficulty in understanding the meaning of the sentence. The fundamental reason is that students do not have a firm grasp of grammatical knowledge and cannot make a correct analysis of the entire sentence structure, which affects the grasp the meaning of entire sentence.

Lastly, students have a low interest in English reading. As a saying goes, interest is the best teacher for students. Learning English reading well is significant thing for senior high school students in the process of English learning. Although students are aware of the importance of English reading, they wouldn’t like to spend time reading some English materials, even they are bored of English reading. Some students think that the atmosphere of reading class is monotonous and dull. Some students even act as bystanders in reading class, and do not want to participate in the interactive reading process between teachers and students. For them, reading lessons are just tasks and burdens.

Participatory teaching model is different from traditional teaching model. It pays attention to student-centered class and takes the development of students as the fundamental element so that students can actively participate in the entire teaching process. Students have more opportunities to explore and discuss with partners in class. Generally, students can raise interest in English reading and understand content better when they think on their own and learn reading materials actively. Its distinctive features meets the requirements of the new curriculum standard. Therefore, participatory teaching model is worth being explored to solve current problems existed in English reading teaching and learning.

1.2Research Significance

English reading is significant for senior high school students and it plays an important part in the process of learning English. Moreover, cultivating other language abilities are based on a better English reading ability. The purpose of study is to cultivate students' sense of English language and also promote accumulation of vocabulary. In addition, students are able to use English skills proficiently and improve students' cultural literacy. Moreover, it can strengthen ability to think independently and solve problems and cooperation with others. In this study, the practical values of participatory teaching model are explored by the authors on reading class.

Participatory teaching model is different from traditional one, which meets requirements of new curriculum standard. This study applies participatory teaching model into senior high school English reading class, which intends to explore an effective and practical way to solve current problems and promote students' reading ability and arose students' interest to read English materials. Therefore, this study has research significances.

From the theoretical view, First, it helps to expand teachers' knowledge and understanding of teaching. The traditional understanding of teaching is more focused on transmission of "knowledge". Teachers set teaching goals is more reflected in "learning", emphasizing results of cognition. While the process of "learning" by students is often ignored. Participatory teaching model focuses on reflecting main status of students and combines guiding role of teachers with students' participation, which helps to cultivate students' sense of participation and ability of think independently, and helps educators and teachers have a deeper level of education and teaching awareness. Second, it is conducive to further broaden subject research of participatory teaching model. This research explores the implementation strategies of the participatory teaching model in English class by combing the relevant literature materials of the participatory teaching model and combining the subject characteristics of the English class. Through this research, it is beneficial to enrich the subject research of participatory teaching model and broaden research horizon of participatory teaching model.

From the practical view, this study provides methodological guidance for teaching practice. In actual teaching, many teachers have not truly integrated the inner spirit of new curriculum standard into their own English reading class. Students' participation is not good and class atmosphere is not really driven. This research finds out the reasons for low degree of student participation through field investigation and provide method guidance for changing teachers' teaching concepts and implementing participatory teaching practice.

1.3 Layout of the Thesis

This thesis consists of five chapters.

In the first chapter, author introduces four parts including research background, research significance and the layout of the thesis. In the second chapter, author presents the literature view. And author views the participatory teaching model specifically from two aspects including the development of participatory teaching model and relevant review. In addition, author also show some study about participatory teaching model from abroad and domestic. Author also represents some theoretical basis that direct author to apply participatory teaching model in English reading class. In the third chapter, author introduce research methodology including research participants and research instruments and data collection. In the forth chapter, author shows the results and discussion in which author employs SPSS 23.software to analyse the data of experience and to explore three research questions. In the last chapter, author shows the conclusion including some findings and some limitations of this experience.

ChapterII The Theoretical Foundation

In this chapter, author firstly introduces the definition of participatory approach. Then author presents relevant studies on participatory teaching model at abroad and at home. Finally, author shows the theoretical foundations.

2.1 The definition of Participatory Approach

According to Ma Xiabing (2012), teaching models can be basically divided into two categories which are "transmission-reception" model and "guidance-exploration" model. Participatory teaching is a kind of the " guidance-exploration " models. Compared with " transmission-reception " teaching model, it has its own characteristics and is concentrated in four aspects. First, transformation of teaching goals. It transfers from single-dimensional knowledge to unify three-dimensional goals of knowledge, ability and quality. Second, transformation of teaching subject. It transfers from the teacher being the center of the classroom to the student being the center of the classroom. Third, transformation of teaching process. Students transfer from passive acceptance to explore actively. Last, change of teaching atmosphere. It changes from tense and dull to relaxed and lively. In other words, compared with traditional teaching model, participatory teaching model has many benefits that traditional teaching model can’t achieve so that participatory teaching model is beneficial for cultivating students' enthusiasm and cultivating students' innovative spirit (Chen Hua, 2001) Yang Xiaoping (2009) also believes that participatory teaching should be a teaching concept. Under this concept, participatory teaching should always maintain a kind of flexibility in ideological form, only when it is combined with a specific practical environment and fully considered.

2.2 Studies on Participatory Teaching Model

Author introduces the studies on Participatory Model mainly including studies on Participatory Teaching abroad and studies on Participatory Teaching at home.

2.2.1 Studies on Participatory Teaching Abroad

Participation originated from England in 1950s, which is a set of social theory in the first place. It was used to help some international organizations developing countries to build infrastructure construction and promote the local people to participate in social activities.Initially, Participatory was not a pedagogy, but a set of social theories that some sociological experts summarized when they conducted international research. Paulo Freire, a famous educator of Brazil initiated the action participatory research in the 1960s. This program is an action-based educational planning method aimed at mobilizing local people to participate in activities. The research theory also believed that foreign experts can only be used as facilitators of local social changes, whose aim is only to enable local people especially

for the powerless and the poor to have sufficient wisdom, knowledge, creativity and ability to act and participate in the aid project to the maximum extent. In this way, aid projects can make succeed. In the 1970s, large German companies began to apply this method to corporate planning and management. In the 1990s, participatory method was introduced to China for training staff and teachers about rural development project. This method achieved good results. Under the influence of this theory, at the beginning of the twentieth century, "participatory" began to appear frequently in the fields of teacher training and the teaching of various subjects and chapters. Gradually, it formed a self-contained participatory teaching method.Abroad, the idea of participatory teaching can be dated back to Socrates and Plato in ancient Greece. The teaching features of Socrates' Midwife to get accurate answers is by the means of guiding students, while Plato likes to learn in game-based activities, so as to tap the learner's talent and potential through games. Since modern times, Rousseau believes that participation is the prerequisite for pursuing and enhancing one's own value and being able to become his own master. Barber believes that active participation can promote people's mutual dependence and transform conflicts and contradictions. At the end of the 1940s, Dewey was regarded as an educator who systematically discussed subject participation earlier in the history of education. He puts forward the "child-centered theory". He believes that the main body of teaching is students and advocates the idea of "learning by doing". That means teachers ought to focus on cultivating and rising children's interest in learning and guide them to actively participate in learning and explore doubts. American educator Jackson described in detail the vagueness and variability of learners' participation in his book "Life in Classrooms". He divided the students in the classroom into "sleepers" and "hand-wavers". Based on this, teachers can easily determine whether learners participate in classroom learning and the level of participation. The implication is that the situation in the classroom is not so simple. Most of the time, some students sleep or don’t like to participate in the teacher’s teaching activities. Therefore, teacher must know how to identify and interpret the hidden information behind the student's behavior. The American scholar Astin also summarized the existing research and proposed the theory about involvement. So far, the theory of “ student participation” has matured. There is another scholar, Suhomlinsky, who believes that the core of education is subject participation, which fully reflects the modern education theory and give full attention to the subjectivity of students in teaching and guide them to actively discuss in practical activities. At the same time, respect students' personality in education, attach importance to their subjective performance, and vigorously promote students' subjective participation concept. In the 1990s, when studying the factors that affect learners’ classroom participation in foreign countries, they found that the main influencing factors are the gender difference of the educated, the social environment of the individual or the collective, other social and cultural factors, classroom atmosphere and school classroom rules. The main results are: Stephen Lamb from Australia studied the gender differences of Australian junior high school

learners in mathematics learning. He proposed that the social status, gender differences and school types of learners are special for female learners to actively participate in mathematics learning. Australia's Mary Hanrahan (Mary Hanrahan) proposed that by allowing learners to write journals in class to form a harmonious class atmosphere can improve learners' sense of active participation. Since the development of world education history, student participation in the classroom has become the center of teaching reform. Connell (WF), an expert in the history of education in Australia, proposed in the book "The History of World Education in the Twentieth Century" that the learning process will be transformed again-from teaching (the transmission of knowledge) to the main training involving more extensive human behavior which emphasis placed on questioning and inquiry, the conformity of the educated's practical activities, and the probability of the educated's learning in a wide range , has become one of the three major trends in education in the 20th century. Every scholar’ s original knowledge system is different and he will construct a unique perspective according to his own perspective and method. Therefore, what constructivism brings us is the ability to actively explore and reorganize knowledge. At the same time, there is no dogma of new knowledge. Rigid understanding can also gain more different understanding in mutual cooperation and communication. The participatory teaching model's reference to this theory lies in the fact that in classroom teaching, teachers will set the classroom situation based on the knowledge reserves and life experiences that students have acquired, and guide students to discover, explore, and solve problems.

The participatory teaching model's reference to this theory lies in the fact that in classroom teaching, teachers will set the classroom situation based on the knowledge reserves and life experiences that students have acquired, and guide students to discover, explore, and solve problems.

Participatory teaching mode that the reference theory, teachers in the classroom will be set based on a student has learned the knowledge base and experience of life classroom situation, to guide students to identify problems, explore and solve problems.

In this process, students' divergent thinking will be cultivated by using problems as a link, combined with existing knowledge to solve unknown areas, and gradually establish their own knowledge system.Every scholar’ s original knowledge system is different, and he will construct a unique perspective according to his own perspective and method. Therefore, what constructivism brings us is the ability to actively explore and reorganize knowledge. At the same time, there is no dogma of new knowledge.

2.2.2 Studies on Participatory Teaching at Home

As mentioned in the online paper, since the advantages of the participatory method were widely recognized in the 1990s and widely adopted at the end of the 20th century, the domestic research status and evaluation of the participatory method (2012) was introduced into China at the end of the 20th century . Higher education organizations in Western countries.

Professor Wang Shen noted and emphasized the importance and advantages of learner-based students' early participation in teaching. He proposed that the teaching process centered on student participation can help students easily master knowledge, thereby gaining interest in learning, and thus contributing to the overall development of students (Wang Shen, 2000). He mentioned the importance of learner-centered participation in the teaching process. Participation is one of the spiritual needs of human development and self-expression. Participation methods can help students actively integrate into the classroom and complete learning tasks independently and creatively with their tutors (Wang Shen, 2000). He also discussed the strategies and advantages of using students as the main body of learning in the teaching process (Wang Nhen, 2001). Professor Chen Aiming has done a lot of research on participatory methods in the field of education. She emphasized that participatory teaching can help students really "learn" something in the learning process, which makes all learners feel capable and able to apply what they have learned to their studies. Daily life, thereby bringing a sense of accomplishment and happiness to participants (Chen Aiangming, 2003). She also made it clear that in another book, teachers must help students participate in the teaching process through group or paired collaborative learning to improve their learning efficiency. In the action of reflecting self-teaching and learning to promote self-development, (Chen Xiangming, 2006). During her research period, she truly recorded the work done by some practitioners and researchers in the training and application of participatory pedagogy in basic education, and emphasized the role of participatory pedagogy in the professional development of teachers and the cultivation of students’ influence on learning. The interest of students and the important role of students’ learning efficiency (Chen Xiangming & Tao Jianling, 2008).

2.3 Theoretical Basis

The author mainly explains two theories in this section, which contain Constructivism theory and Humanistic theory. The author will explore two theories deeply and then expound their connections with participatory teaching model, making them as strong support for applying this kind of teaching model.

2.3.1 Humanistic Theory

Author introduces Humanistic Theory from three aspects that are the origin of Humanistic Theory, the teaching view of Humanistic Theory and the learning view of Humanistic Theory.

2.3.1.1 The origin of Humanistic Theory

Humanistic developed in the 1960s and 1970s and originated in the United States. It is called the "third force" in psychology outside of behaviorism and psychoanalysis. The main representatives of this theory are Maslow, Rogers and Kelly. Among them Rogers is called "the father of humanistic psychology." The humanistic theory sharply criticized the theory of "technology ruling everything" at that time, focusing on the overall development of people, emphasizing human dignity and value, and focusing on creating a harmonious and harmonious environment for educated people so that they can better perceive the world, fully mobilize their learning initiative, so as to achieve self-realization.

2.3.1.2 The teaching view of Humanistic

Humanism advocates a "student"-centered educational philosophy. The education emphasizes respect for human emotions, values, human rights, freedom and natural science. It believes that education exists based on the needs of people, and its main goal is to let people understand the value of their own existence while understanding the world, constantly improve themselves and gain spiritual abundance. As Rogers said, learning is the full development of personal potential, the development of personality and the development of oneself, which embodies the idealistic value orientation of "Humanism" that emphasizes the individual, the society, the spirit, and the material.

In terms of teaching content, humanism believes that the task of teachers is not just to teach students the curriculum requirements and skills specified in the syllabus, but to present this colorful world to students. Therefore, students can decide the content of learning independently.

In terms of teaching methods, students are the main body, focusing on humanization and diversification, and committed to cultivating people with strong adaptability, strong sense of independent learning and fully developed personalities, and advocates that education is a combination of knowledge, ability and emotional development.

2.3.1.3 The learning view of Humanistic

Mr. Rogers believes that learning is not a simple combination of rigid stimuli and response reception. The main factor of learning is a psychological process, which is a personal interpretation of perception. Learning is a process of self-exploration and self-discovery, and it is the quality that encourages people to explore unknown areas. The humanistic learning theory focuses on the harmonious and harmonious learning environment created by teachers, where students obtain absorption and transformation through their own efforts, and promotes students' self-evaluation. Only in this way can students improve their self-cognition and develop various aspects potential ability in the aspect of self-recognition .

The participatory teaching model draws on the positive and reasonable side of humanism. It emphasizes people's initiative and initiative, and fully respects people's emotions and willing. In terms of teaching methods, diversification is advocated and the individualized development of students is respected. Therefore, students can fully understand themselves and optimize themselves.

2.3.2 Constructivist Learning Theory

The constructivist learning theory advocated by Cognitive Psychology, represented by Piaget, believes that learning is a process of actively constructing knowledge including structural knowledge as well as non-structural knowledge experience in students' minds. The spiritual world of the educators is created and constructed autonomously and actively with the help of others and using necessary learning resources under certain circumstances, rather than being shaped by external forces. Constructivist learning theory emphasizes that teachers should see learners as class-centered and respecting personal opinions, attach importance to the connection between direct and indirect experience, arousing students' awareness of questioning and emphasize students' active participation, advocate cooperative learning and focus on cultivating students' exploration spirit. Constructivist learning theory provides an important basis for the concept and practice of participatory teaching from the perspective of learning. From the point of constructivist on learning, it can be seen that the learning goals are not achieved by the teacher's purely preaching and instilling in teaching activities, which reminds us that the learning process is not simple information input, storage and extraction, but a process that student constructs by themselves. The learner is the center of the teaching activity. The constructive teaching model is a kind of model which is student-centered. In process of the whole teaching activity, the role of teachers are diverse such as organizers, instructors, tutors and facilitators, which is also an important feature of participatory teaching.

2.3.2.1 The origin of constructivism

Constructivism is derived from the theory of children's cognitive development, from Piaget, a famous psychologist in Switzerland, who advocates studying children's cognition and development of the world from the perspective of the interaction of internal and external factors. Constructivism is a theory about learning knowledge. It advocates taking students as the main body, emphasizing the subjective initiative of students in learning and developing instructional design about how to better structure activities.Piaget believes that human cognition is a history of "assimilation" and "adaptation". He believes that children understand the outside world under the complementary effects of independent learning and the external environment, half subjective into half reorganization and transformation, and the two are balanced. Gradually deepen the understanding of the outside world, so as to develop their own cognitive structure.

2.3.2.2 The teaching view of Constructivism

Constructivism is contrary to the previous teaching philosophy. The learning environment emphasizes the "student" as the center. Under the guidance and help of teachers, it encourages students to learn knowledge by themselves and realize cooperation with teachers. The teaching design of constructivism is aimed at the design of the learning environment rather than the design of the teaching environment. It pays more attention to active and free learning. In this situation, students can learn and construct knowledge independently and can integrate into teaching better.

2.3.2.3 The learning view of Constructivism

Constructivism believes that learning is neither the transmission of a single item of knowledge by the teacher nor the passive reception of information by the educated, but the learner consciously receives new knowledge concepts based on the existing knowledge structure, based on the existing experience background. Process and polish external information, reorganize the learned knowledge to establish a more systematic knowledge structure through cooperative learning and communication.

The participatory teaching model's reference to this theory lies in the fact that in classroom teaching, teachers will set the classroom situation based on the knowledge reserves and life experiences that students have acquired, and guide students to discover, explore, and solve problems. In this process, students' divergent thinking is cultivated by using problems as the link, combined with existing knowledge to solve unknown areas and gradually establish their own knowledge system.

ChapterIII Research Design

This chapter mainly contains four parts including research questions, research participants,research instruments and research procedure. Before conducting experience, author employs pre-test, pre-questionnaire to collect data collected from experimental class and control class. After conducting experience,author employs post-test, post-questionnaire collected from experimental class and control class as well as an interview from experimental class.Experimental class uses participatory teaching model in English reading class while control class still uses traditional teaching model. At last, author analyzes the data by SPSS.23 software.

3.1 Research questions

In the process of learning English reading, it is necessary to abandon the traditional teacher-centered teaching model and adopt a new student-centered teaching model. And this study applies participatory teaching model in English reading class to explore impact on senior high students' reading motivation, reading strategy and reading ability. Therefore, the following three questions are intended to explore in this study:

(1) How does participatory teaching affect senior high school students' motivation in learning English reading?

(2) What is the impact of participatory teaching on senior high school students' reading abilities?

(3) How does participatory teaching affect the senior high school students’ reading strategies?

3.2 Research Participants

This study participants are chosen from two senior one classes in an ordinary senior high school. The classes from class one and class two are two parallel classes, which are taught by the same teachers, used the same materials and adopted the same teaching model and so on. There are 60 students totally. To research the three questions, the author will choose class one as control class (CC)， which will still use traditional teaching model. As the same time, class two will be chosen as experimental class (EC), which will use participatory teaching model in English reading class. From September to December in 2020, there are four months to carry out the teaching experiment in totally. Besides, the author teaches the two classes and knows the English level of students and observes students better, which can make sure the study' authenticity.

3.3Research Instruments

In order to make conclusion of the study more convincing and validity, the author employs four research instruments, including pre-test and post-test, questionnaires, and interview.

3.3.1 Pre-test and Post-test

Before carrying out the study, the pre-test is conducted at the beginning of the first semester in September 2020. The aim of pre-test is to make sure that control class and experimental class are parallel classes. The level of students' reading ability in control class is similar to the level of students' reading ability in experimental class. In order to make sure the authority of this test, the paper test is from senior high entrance test whose difficulty of the paper is appropriate to the current level of the students. All students in two classes take part in the pre-test and the pre-test is held on the same time. Then author collects data and compares the data collected from control class and experimental class. After the experimental progress lasting about four months, the post-test is conducted in December 2020. As the same as the pre-test, all students should participate the final test on the same time. The aim of post-test is to discover the influence of participate teaching model on students in the aspect of reading ability. After students completed the final test, author also collect date and analyze the date to make a conclusion in the study. Besides, the test exercises of pre-test and post-test are the same. There are four parts: reading comprehension, cloze, five answers out of seven items and error correction The total scores are both 100 and the exam time lasts one and a half hours.

3.3.2 Questionnaires

In this study, author also employs questionnaires as a research approach to collect data. Before the research study, author need to know clearly about students' learning status including English reading strategies and English reading motivation. Therefore, students from experimental class need complete two questionnaires before experiment. After the research study, to discover the impact of participate teaching model on students in the aspect of English reading strategies and English reading motivation. Therefore, students from experimental class also need complete two questionnaires which are conducted before the experiment. Then author collect date and compare results to make a conclusion. Besides, students from experimental class also need fill out another questionnaire in order to know whether participatory teaching model makes a difference to students' reading ability and helps students to improve their reading ability.

3.3.3 Interview

At the end of experiment, six students are chosen from experimental class to answer questions. The purpose of interview is to know students' some subjective expressions. And these questions haven't standard answers and they are set based on the three questions that study need to explore. And author also need to know students' attitude to participate teaching model. In order to make result more convincing and validity, six students are chosen from different knowledge level. To avoid the different impact of gender, author will choose two students at the same knowledge level including a boy and a girl. Students' answers are recorded during the whole process of interview.

3.4 Research Procedures

Author need guarantee that experimental class and control class are two parallel classes, which means both two classes are at the same knowledge level. Therefore, students from experimental class and control class are required to take the pre-test. And the result of pre-test will be analyzed by author.

In order to explore the impact of participate teaching model on students, author conduct experiment on experimental class in which author apply participate teaching model, while author still applies traditional model in control class during the whole experimental progress. Before conducting the participate teaching model in experimental class, author investigates students from experimental class reading ability, reading strategies, reading motivation and reading strategies by asking students to fill out two pre-questionnaires.

After study lasting four months, author investigates students from experimental class the above three aspects by post-questionnaires once again. By comparing the result collected from pre-questionnaires and post-questionnaires, author can know if participate teaching model has an effect on students. Also, students from experimental class and control class are required take the final test and grades from the final exam are as the date of post-test. Author analyses date from pre-test and post-test and comparison between them can see the influence of participate teaching model on students. In addition, to make conclusion more convincing and reliable, author also interviews six students from experimental class.

In order to make research procedure clearer, author takes two teaching procedures from experimental class and control class for example and both classes based on the same teaching content. The experimental class applies participatory teaching model in teaching process, while the control class uses traditional teaching model.

a.Teaching Example in Control Class (CC)

1.Lesson duration: 45 minutes

2.Type of the lesson: Reading

3.Teaching material: Student's book 1 of senior high school, Unit 3 Family matters

4.Teaching method: The traditional English teaching model

5.Teaching aids: Flash cards, PPT, chalk, blackboard

6.Teaching objectives:

a. Knowledge objectives: To understand the main idea of the passage；

b. Ability objectives: To master the stylistic features and basic elements of a play；

c. Emotion objectives: To know how to solve the family conflicts and establish the correct family values.

7.Important points and difficult points:

a. Important points:To help the students grasp the main idea and the meaning of the title accurately.

b.Difficult points: To help students master the stylistic features and basic elements of a play; To guide the students to know how to solve the family conflicts and establish the correct family values.

8.Teaching procedure:

Step a:

Lead in: Playing a radio about “What is the family”

Step b:

Learning words and phrases. Teacher teaches new words and phrases according to the the list of vocabularies.Firstly, teacher teaches students how to pronounce every word. Then, teacher gives some time to practice again and again until they are familiar with every word.

Step c:

Doing exercises about those new words. Teacher presents some exercises in order to consolidate new words.

Step d:

Learning reading material. First of all, students are required to read the whole passage and learn the main idea of passage by teachers. Then students headline words and sentences that students don’t understand.

Step e:

Explaining key language points in the passage in detail. Firstly, teacher analyzes passage and explains grammatical points and complicated sentences appearing in the text, and students take notes on the knowledge points taught by the teacher. During the teacher's explanation process, the students will be asked to do translation sentence exercises and the teacher will give them guidance.

Secondly, after the teacher combs the grammatical points and difficulties of the text, students go through the text again and answer the questions raised by the teacher.

Step f:

Summary. Teachers review key language points in the passage and then do exercises related to the passage.

9.Homework

a.Students need write ten times for each vocabulary and recite them.

b.Students need master key language points appearing in the passage.

c.Students need complete related exercises on the exercise book.

A Teaching Example in experimental class (EC)

1.Lesson duration: 45 minutes

2.Type of the lesson: Reading

3.Teaching material: Student's book 1 of senior high school, Unit 3 Family matters

4.Teaching method: The Traditional English Teaching Model

5.Teaching aids: Flash cards, PPT, chalk, blackboard

6.Teaching objectives:

a. Knowledge objectives: To understand the main idea of the passage；

b. Ability objectives: To master the stylistic features and basic elements of a play；

c. Emotion objectives: To know how to solve the family conflicts and establish the correct family values.

7.Important points and difficult points:

a. Important points:To help the students grasp the main idea and the meaning of the title accurately.

b.Difficult points: To help students master the stylistic features and basic elements of a play; To guide the students to know how to solve the family conflicts and establish the correct family values.

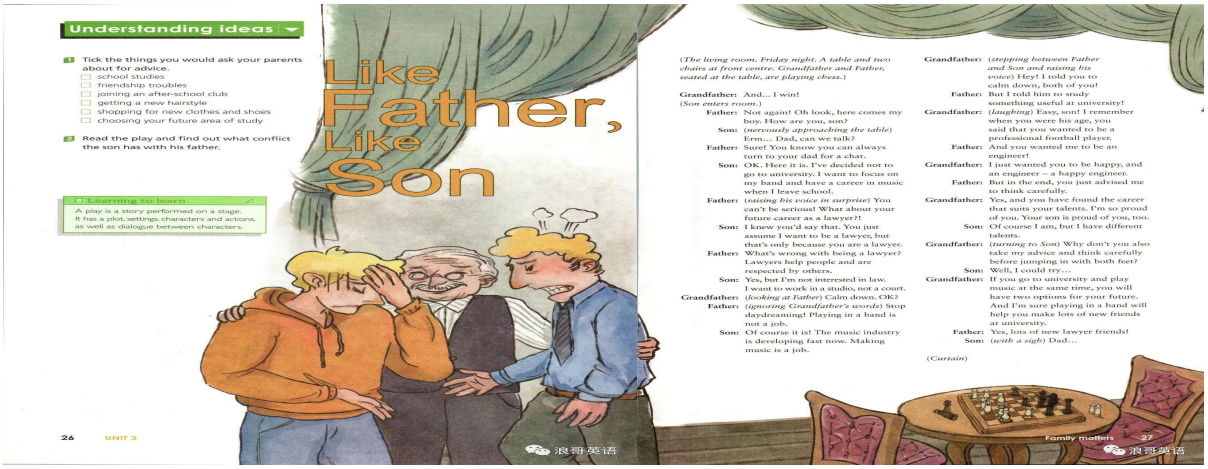
8.Teaching procedures

Pre-reading activities(behavioral participation)

Step One: Lead-in and preparation for reading

Firstly, teacher plays a video about “What is family?” and then students are asked to answer the questions as follows:What is family according to the video?

Secondly, students are asked to read the title and observe picture of the passage to guess what the play is mainly about.

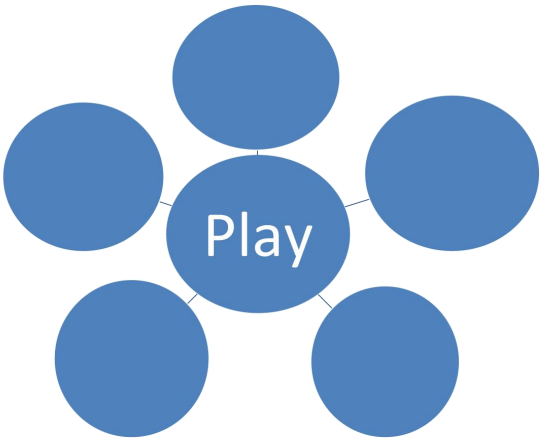


While-reading activities(behavioral,cognitive and emotional participation）

Step One: teacher asks students to read passage quickly. Students can do scanning and skimming in order to find questions in limited time and complete tasks. Students need complete three tasks as follows:

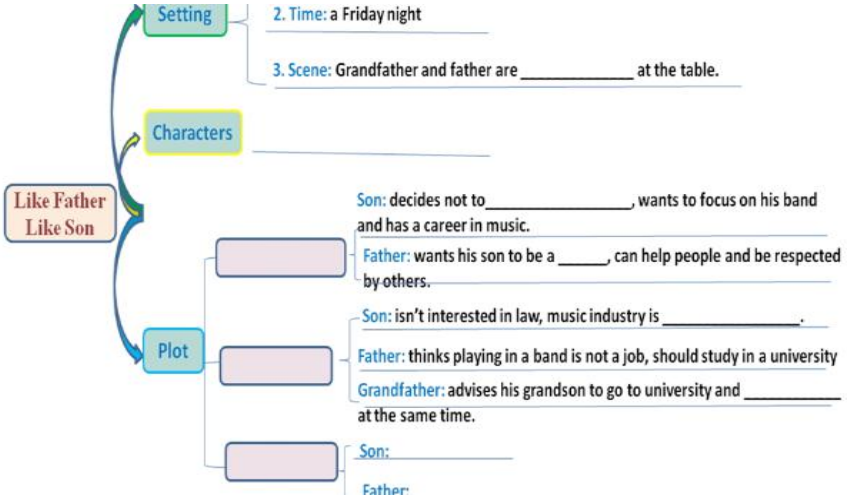
a:Read the play quickly and find out what conflict the son has with his father.

b:Read quickly and find out the elements of a play.



c:Go through the passage quickly and ask students to fill in the blanks

From the constructivist discourse on learning, it can be seen that the learning goals are not achieved by the teacher's purely preaching and instilling in teaching activities, which reminds us that the learning process is not simple information input, storage and extraction, but the student body construction

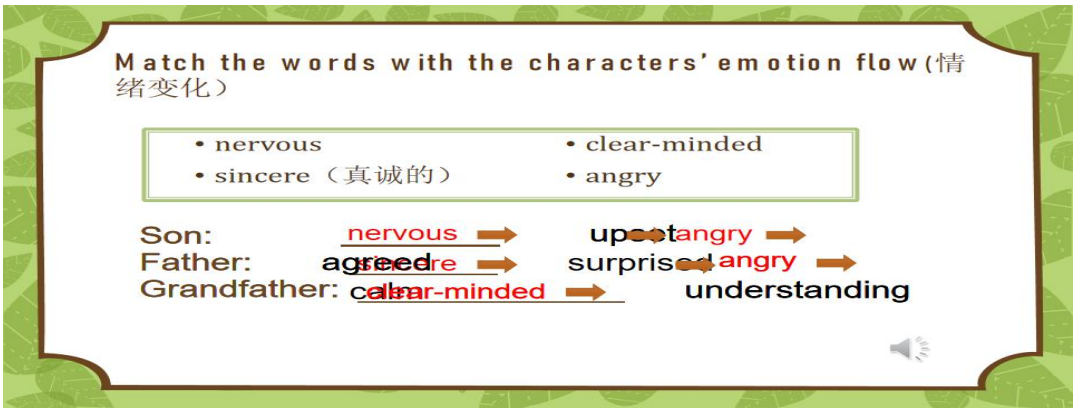


After students do scanning and skimming and complete tasks, teacher asks them to discuss answers by group discussion. Each group are made up of five students. And then one student from each group are asked to tell their results of discussion.

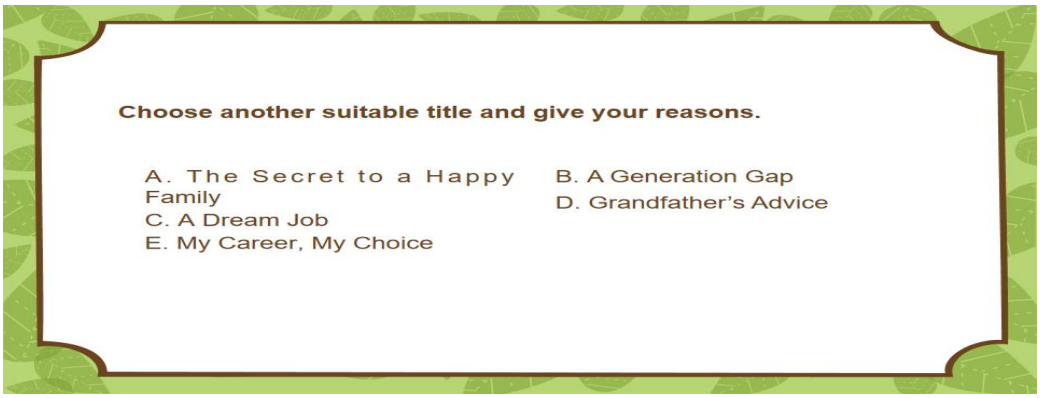
The purpose of reading quickly is to cultivate students' ability that is to skip and grab information in a short time by skimming and scanning.

Step Two, teachers ask students to read passage in detail. Students need complete following tasks.

Match the words with the characters' emotion flow



Two:Choose another suitable title and give your reasons.



Students work in groups and discuss the answers of the tasks. Students can think passage deeply by those questions. After discussion, teacher chooses one student from each group to represent their group’ s idea.

Step Four: Presentation

After understanding the whole passage deeply, students are asked to work in groups and cooperate to play roles based on reading content. What students need focus on are three elements. They are setting, plot and characters. The specific requirements what each role need do are as follows:

Student A: You are the son. You want to study history and try your best to persuade your father to agree.

Student B: You are the father. You want your son to study physics and give your reasons.

Student C: You are the grandfather. You offer advice and solve the conflict between them.

Student D: You are the narrator. You need to introduce the setting and characters.

After discussing in groups, teachers choose some groups to perform in the platform.

Post-reading activities(behavioral,cognitive and emotional participation）

Step One: Students need think two following questions and share their opinions.

a. Is the title Like Father, Like Son suitable for the play? Why?

b. Do you have had conflicts with your parents? What conflicts are they? What measures did you take to solve them?

Students can express their opinions in a free talk and share their opinions in groups. And then some of them can share their opinions with the whole classes. Students can communicate their thoughts and the teacher gives a summary and assessments.

9.Homework

a.Write a new story

Before the son’s graduation, he has a conflict with his father about whether to continue his studies or find a job, what will he choose this time?

3.5 Data Collection and Statistics

After finishing the experience lasting about four months, author collects data with questionnaires and analyzes the information by using SPSS25.0 software. The data the author collects can reflect students’ motivation, reading strategies and reading ability. Author also asked students to participate in the two tests. One is conducted before conducting experience called pre-test and the other is conducted at the end of experience called post-test. The results of both two tests need to be collected and are analyzed by SPSS23.0 software. The data in pre-test also need be analyzed by SPSS23.0 software to prove that language level of experimental class and control class is about the same. The data in post-test need be analyzed by SPSS23.0 software and the change of students’ grades also can reflect whether participatory teaching model has a good influence on improving students’ motivation and English reading ability by comparing experimental class and control class. To make the result of study more convincing and reliable, author also interviews some students to answer some questions in order to know their truly feeling about applying participatory teaching model into reading class.

Chapter IV Data Analysis and Discussion

In this chapter, author analyzes the data that author has collected in the process of study. It includes the analysis of pre-test, post-test, questionnaire before conducting experiment, questionnaire after conducting experiment and interview. The data analysis can reflect students' some changes on reading motivation, reading strategies and reading interest.

4.1 Results and Analysis of the Tests

In order to make results more convincing, author asks students to participate in tests twice which are conducted before experience and after experience respectively. The result of pre-test is analyzed by SPSS.23 software and author want to improved that experimental class and control class are parallel classes. In the process of conducting experience, author applies participatory teaching model into reading teaching in the experimental class, while traditional method is still used in control class. And author collects their final scores as the result of post-test and analyzed their final results by SPSS.23 software. The aim of post-test is to study weather participatory teaching model has a positive impact on students' reading learning by comparing data collecting from control class and experimental class. The analysis results are shown as follows.

4.1.1 Results and Analysis of the Pre-test

Before conducting study, author need guarantee that experimental class and control class are parallel classes. Therefore, the scores from pre-test are collected and then author analyzes data by SPSS.23 software, the final result is shown below:

Table 4.1 Group Statistics on Pre-test in EC and CC

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	2(EC)	30	53.3000	7.77330	1.41920
	1(CC)	30	53.4667	11.05343	2.56579

From the table, we can see that author chooses class one as control class and class two as experimental class. Both classes are 30 students respectively and means of pre-test from experimental class and control class is 53.30 and 53.47 respectively, which can indicate that there is almost no gap between experimental class and control class.

Table 4.2 Independent Samples Test of the Pre-test of EC and CC

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	5.451	.023	-.057	58	.955	-1.6667	2.93214	-6.03598	5.70265
Equal variances not assumed			-.057	45.226	.955	-1.6667	2.93214	-6.07148	5.73815

In addition, author also gets a conclusion of independent samples test on pre-test in experimental class and control class. The independent samples test on pre-test in experimental class and control class represents the difference between two classes. From table 4.2, we can see that F is 5.451,t is -0.057 and the Sig. (2-tailed) is 0.955>0.05. The result clearly shows that students from experimental class and control class are at the same knowledge level.

4.1.2 Results and Analysis of the Post-test

To study the influence of participatory teaching model on students, author collects their final test scores after about four-month experience as post-test scores. By analyzing the change of results between experimental class and control class to make a conclusion weather participatory teaching model has an effect on students. The analysis is shown as follows:

Table 4.3 Group Statistics of the Post-test of EC and CC

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-test	2(EC)	30	64.9667	13.26776	2.42235
	1(CC)	30	53.6000	14.24321	2.60044

From table 4.3, it is cleared that the number of both classes doesn’t change. However, the mean of post-test has taken place great change. Mean of control class is 53.60, which is almost the same as the mean of pre-test. However, mean of experimental class is changed a lot, which has increased to 64.97 evidently. Therefore, we can conclude that students from

experimental class have made progress with the participatory teaching model, which means participatory teaching model has a positive effect on students.

Table 4.4 Independent Samples Test of the Post-test of EC and CC

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.015	.901	3.198	58	.002	11.36667	3.55388	4.25280	18.48053
Equal variances not assumed			3.198	57.711	.002	11.36667	3.55388	4.25204	18.48129

author also gets a conclusion of independent samples test on post-test in experimental class and control class. The independent samples test on post-test in experimental class and control class reflects the difference between two classes. From table 4.4, we can see that F is 0.015, t is 3.198 and the Sig. (2-tailed) is 0.002<0.05. Therefore, there is difference between experimental class and control class after conducting experience.

To sum up, it can be seen clearly that participatory teaching model is beneficial for students' English learning compared with traditional teaching model.

4.2 Results and Analysis of the Questionnaires

This part mainly discusses the analysis of two questionnaires aiming to know change of students' after applying the participatory teaching model in English reading class. Both questionnaires need be investigated twice before and after experience. Each questionnaire has ten questions and students have five choices to choose ranging from number one to number five. Author collects the data and compares them to show the influence on students after applying participatory teaching model. The detailed statistical analysis and discuss are presented as follows.

4.2.1 Results of Questionnaire One

In order to study the change of students' reading motivation after applying participatory teaching model in the process of reading teaching, author designs ten items in questionnaire one. Author designs these items from three dimensions, which contains sense of efficacy, intrinsic motivation and extrinsic motivation.Each item has five choices that has five degrees: 1 (totally disagree), 2 (basically disagree), 3 (have no idea), 4 (basically agree), 5 (totally agree). The following table is shown the result of statistical analysis in detail.

Table 4.5 The Results of Pre-questionnaire One from CC and EC

	Class									
items	CC					EC				
	1	2	3	4	5	1	2	3	4	5
Q1	23%	40%	0%	27%	10%	20%	47%	0%	27%	6%
Q2	23%	43%	6%	20%	6%	17%	40%	10%	30%	3%
Q3	17%	23%	17%	27%	17%	14%	23%	17%	27%	17%
Q4	17%	37%	6%	33%	6%	14%	27%	6%	37%	17%
Q5	27%	40%	3%	23%	6%	27%	33%	3%	23%	14%
Q6	17%	40%	3%	30%	10%	20%	40%	6%	20%	14%
Q7	6%	10%	3%	30%	50%	2%	10%	3%	27%	53%
Q8	3%	6%	4%	40%	50%	3%	6%	4%	43%	50%
Q9	6%	14%	6%	37%	37%	10%	14%	10%	33%	40%
Q10	6%	6%	10%	23%	53%	10%	10%	7%	23%	50%

From the table 4.5, it is cleared that students from experimental class and control class all have a similar motivation in English reading and have a negative attitude towards English reading.

Question one to question three are designed from the point of sense of efficacy. Question one shows that over half of students from experimental class and control class feel themselves not good at English reading. Question two shows that most of student from experimental class and control class don't like reading challenging and difficult passages. Question three shows

that only a small number of students hope and believe that they can learn English well as they expected. Question one to three indicates that most students are lack of self-confidence generally in English reading and have a negative attitude towards reading and are afraid of reading difficult reading materials so that they avoid reading English materials as possible as they can. These characters reflect in class are some reactions including passive learning attitude and inactive performance in class. Therefore , teachers need take measures to improve students' confidence in reading. Question three to question six are designed from the point of intrinsic motivation. Question four indicates that only 17% of experimental class and 6% of control class can finish the reading tasks in time even though teacher don't arrange reading homework. Question five shows that only 14% of experimental class and 6% of control class always participate in discussion actively. Question six shows that when the content of reading class and teaching method are changed, most of students can't be aroused the desire of learning, which means most of students aren't interested in English reading. Question four to six can prove that students have a low motivation in English reading and they are also lack of interest in English reading and most of students learn English passively. Question seven to ten are designed from the point of extrinsic motivation. From the result of question seven and ten, almost more than half of students know that learning English is beneficial for their entering ideal colleges and seeking content jobs as well as attaining praises from teachers. Question seven to ten indicates that most of students aware the importance of learning English. They learn English mainly depending on strong extrinsic motivation.

Table 4.6 The Contrast between Pre-test and Post-test of Questionnaire One from EC and CC

Items	1		2		3		4		5		Class
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
Q1	23%	20%	40%	43%	0%	0%	27%	27%	10%	10%	CC
	20%	17%	47%	33%	0%	0%	27%	40%	6%	10%	EC
Q2	23%	23%	43%	37%	6%	10%	20%	23%	6%	6%	CC
	17%	14%	40%	27%	10%	6%	30%	43%	3%	10%	EC
Q3	17%	14%	23%	27%	17%	20%	27%	20%	17%	20%	CC
	14%	6%	23%	14%	3%	17%	27%	47%	17%	30%	EC
Q4	17%	17%	37%	33%	6%	6%	33%	37%	6%	6%	CC

	14%	6%	27%	10%	6%	3%	37%	50%	17%	30%	EC
Q5	27%	23%	40%	33%	3%	6%	23%	27%	6%	10%	CC
	27%	14%	33%	30%	3%	3%	23%	33%	14%	23%	EC
Q6	17%	17%	6%	40%	3%	6%	30%	27%	10%	10%	CC
	20%	14%	40%	27%	6%	6%	20%	33%	14%	20%	EC
Q7	6%	6%	10%	10%	3%	3%	30%	27%	50%	53%	CC
	6%	6%	10%	10%	3%	0%	40%	43%	53%	53%	EC
Q8	3%	3%	6%	6%	0%	0%	40%	37%	50%	53%	CC
	3%	3%	6%	6%	4%	0%	43%	43%	50%	54%	EC
Q9	6%	6%	14%	17%	6%	10%	37%	33%	37%	33%	CC
	10%	10%	14%	14%	6%	10%	37%	33%	33%	40%	EC
Q10	6%	6%	6%	6%	10%	30%	23%	38%	53%	53%	CC
	6%	5%	6%	5%	6%	3%	30%	29%	42%	50%	EC

From the table, we can see that the results conducted after experience from control class almost don’t change a lot compared to the results conducted before experience. However, it is cleared that the results of control class make a lot changes after experience in which author applies participatory teaching model in reading class. And it also shows that students from experimental class have a higher motivation after experience compared to the results of pre-questionnaire. Therefore, it proves that participatory teaching model has a positive impact on enhancing students’ motivation.

Question one to three shows that students’ sense of efficacy are generally improved after applies participatory teaching model in English reading class. It is cleared that almost more than half of students feel more confident than conducting experience. Most of students believe that they can learn English better and would like to read challenging reading materials. However, students from control class are almost at the same level compared to the result of pre-questionnaire. Question four rises 33% compared with pre-questionnaire, which means more students from experimental class can finish reading tasks initially. Question five increases 19% than before conducting experience which means students would like participate in discussion in class compared to before conducting experience. Therefore, he results of

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。如要下载或阅读全文，请访问：https://d.book118.com/885112141101011240