

晋 中 学 院

本科毕业论文（设计）

题 目 持续默读法在小学英语教学中的
现状调查——以襄垣中心小学为例

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学习年限 2018 年 9 月至 2022 年 7 月

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2022 年 2 月 21 日

Acknowledgements

I have received a lot of assistance in writing my paper. I'd want to express my thanks to everyone who has assisted me.

First and foremost, my sincere and heartfelt gratitude goes to Yao Wenjing, my dear supervisor. It is Mrs. Yao who has provided lots of invaluable guidance and suggestions on my paper writing, and has devoted her precious time to revising my paper with great patience. I'd want to sincerely thank my supervisor for her thorough guidance.

I'd also want to convey my sincere appreciation to the following individuals for their unwavering help and inspiration during my paper. I'd want to convey my thanks to the teachers and children at Xiangyuan Central Primary School for their help and cooperation during my research. Without their enthusiastic help, I would not have been able to obtain so many first-hand statistics to conduct my research. In addition, I'd want to express my gratitude to my loving family. My friends and housemates have always provided me with motivation and help as well.

Survey on the Current Situation of Sustained Silent Reading to English Teaching in Primary School

--Take Xiangyuan Central Primary School as an Example

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Abstract: Sustained Silent Reading is an activity in which the instructor assigns students a set amount of time each day to read individually and without much intervention. In this study, questionnaires and personal interviews are done with sixth grade students, teachers, and parents at Xiangyuan Central Primary School. The purpose is to concentrate on the use of continuous silent reading in basic English instruction. On this basis, sensible proposals for effective assistance in the growth of English instruction in primary schools are presented. The adoption of sustained silent reading in the basic English curriculum is the subject of this research. It brings together the perspectives of primary English teachers, students, and parents on the use of sustained silent reading in basic English learning. It is concluded that sustained silent reading has its positive impact in English teaching in elementary school. However, there are certain issues in the implementation process. Based on the analysis, the following three proposals are given to improve the quality and efficacy of teaching: modifying pupils' attitudes and preconceptions towards English reading, modifying teachers' teaching strategies and enhancing parents' involvement in their children's English learning. This study provides some guiding implications for primary school English teaching, which is advantageous to improving the efficacy of English instruction and boosting students' long-term development.

Keywords: sustained silent reading; primary English teaching; questionnaires

持续默读法在小学英语教学中的现状调查

——以襄垣中心小学为例

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摘 要：持续默读，也称 SSR, 英文全称 Sustained Silent Reading, 这项活动就是老师每天安排出一定的时间，这段时间让学生自主阅读，教师不多加干预。随着新课程的兴起，持续默读近年来在二语习得领域逐渐得到普遍使用。本文以襄垣中心小学六年级学生、教师以及学生家长为研究对象，通过使用问卷调查和个人访谈，旨在探讨持续默读法在小学英语教学中的现状。通过分析调查结果，提出如何在小学英语教学中科学地开展持续默读教学活动，为小学英语教学工作的进一步开展提供有效支撑。本文通过具体研究持续默读法在小学英语教学中的使用情况，结合小学英语教师以及家长对持续默读法在小学英语学习中的看法，得出持续默读法在小学英语教学中有其积极的一面，但在实施过程中也存在一些问题。基于这些结论，本文就怎样激发学生学习英语的主动性和英语阅读效率，提高教学质量与效果，提出了如下建议：转变学生对英语阅读的态度与偏见；转变教师的教学理念；提高家长对孩子英语学习的重视程度。本研究对小学英语教学具有一定的指导意义，有利于提高小学英语教学效果，促进学生的长远发展。

关键词：持续默读； 小学英语教学； 问卷调查

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I Introduction

Reading is an important component of language learning. According to Krashen (2004), reading is the sole method to become a competent speaker, to acquire a mature writing style, a large vocabulary and advanced grammatical abilities, and to become a proficient speller. It is not just a talent to be acquired, but also the primary source of target language input for pupils. Debbita Tan Ai Lin (2012) et al. argue that continuous silent reading must be free of distractions, which includes not only being free of external physical elements, but also not enabling the instructor to offer assignments for students to read and without the teacher's influence. Sustained silent reading is a form of autonomous and continuous reading strategy, according to Tian Limin and Guo Ying (2020), it assists pupils in developing strong reading abilities. It enhances pupils' English reading skills by allowing them to choose reading materials and reading time by themselves, and insist on reading for a long time. It offers several advantages for elementary school English instruction.

With the emergence of new curriculum reform in recent years, continuous silent reading has become increasingly employed in the field of second language learning. Sustained silent reading offers several advantages in students' English learning. It enables students to assimilate learning progress at their own pace, without interruption. It can excite students' brains and help them pay more attention, boosting the reading effect and kids' reading skills. English textbooks, as we all know, contain only a limited quantity of reading, and pupils' reading abilities cannot be taught wholly through classroom teaching. Students must supplement their reading materials with a wide range of themes and genres that are appropriate for their cognitive development demands and language development levels at various stages. At the moment, primary school students can access English reading materials in a variety of ways, and they can read their favorite English books through paper books, online reading, and other means, which can increase children's enthusiasm in reading and broaden their horizons, and this in turn provides a significant impetus for English teaching.

It is a courageous teaching endeavor for teachers to shift the typical learning condition of guiding pupils. Instead of assigning reading assignments, teachers

encourage pupils to read on their own. This opens up a new way of thinking about English education in elementary schools, which will help to improve teaching approaches and improve teachers' comprehensive professional ability.

The purpose of this research is to look at the current condition of sustained silent reading in primary school English education using a questionnaire survey of sixth grade students and their parents at Xiangyuan Central Primary School and personal interviews with instructors. This study gives information on how to scientifically apply prolonged silent reading activities in primary English language education based on the findings. This effectively supports the spread of English language instruction in primary schools. Countless studies on sustained silent reading have been done by scholars both at home and abroad from various perspectives, but there have been few relevant investigations on primary school English teaching. Furthermore, the procedures for carrying out continuous silent reading activities in primary school English education are unclear. According to this circumstance, the continuous silent reading technique has research significance in primary school English instruction.

II Literature Review

Luo Shaoxi (2017) points out that sustained silent reading is a kind of general reading, a kind of reading style that is both spontaneous and entertaining, used to cultivate reading habits in teens and increase their reading abilities. The research of persistent quiet reading has grown significantly in recent years. Rich outcomes have been obtained. In this part, the author presents the definition, theoretical foundations of sustained silent reading and some related research both at home and abroad of sustained silent reading.

As we all know, as the social economy develops and the country's overall strength improves, Chinese teens and youngsters begin to touch English earlier and earlier. However, the amount of reading provided by the existing English textbooks is limited, and students' reading ability cannot be completely cultivated through classroom teaching. Students need to supplement the rich reading materials suitable for different stages of cognitive development and language development levels, themes and genres. Sustained silent reading, according to Li Xiaoyi (2019), aims to

assist students to sense the actual meaning and delight of English reading, as well as to boost students' inner reading motivation, establish a healthy reading habit and attitude, and enhance English reading skill and comprehensive reading quality.

Li Xiaoyi (2019), sustained silent reading can be traced back to Lemmon C. Hunter, a researcher at Vermont's University in the United States. In the 1960s, Lemmon C. Hunter presented the notion of "sustained silent reading." Later, two reading experts, Marlin McCracken and Robert, continue to study and made more people know this concept of reading. Luo Shaoxi (2017), sustained silent reading refers to continuous and silent reading. Pure continuous silent reading occurs when students select reading material based on their own preferences. There is no assessment of any kind. The teacher neither teaches nor explains the reading material, but simply creates a good atmosphere for the students to read. The improved continuous silent reading refers to the simple intervention of teachers on students' continuous silent reading activities, such as helping students choose appropriate books, moderately supervising the reading process, and organizing recording or sharing activities after reading. Huang Yuanzhen (2015) believes that no matter in the strict sense of sustained silent reading or under the intervention of teachers, it is always associated with three aspects of this activity. The first is silent reading. The second is reading silently with concentration. The last point is continuous reading without interruption.

This study's theoretical bases include the input hypothesis and reading motivation theory. The following is the description of these two theories:

Sustained silent reading also means reading English silently for a long time and in large quantities. Only by ensuring sufficient input can students' reading ability and level be improved. Krashen's (1985) theory of input hypothesis is one of the theoretical foundations. He argues that language acquisition occurs through understanding information. After being exposed to the semantic material, pupils learn what it signifies through context and situation in order to naturally master sentence constructions and grammatical rules in communicative languages. In the process of continuous silent reading, students freely choose their favorite books for silent reading without any interference, without any form of evaluation after reading. This mode can

not only maintain children's enthusiasm in reading, but also cultivate pupils' good reading styles and create lots of opportunities for students to input comprehensible language.

Another theoretical foundation for this study is reading motivation theory. Motivation, according to Jia Guanjie (2007), is the internal motivation and drive that psychologically urges a person to do something, allowing an individual to commence and continue an activity. According to Li Xiaoyi (2019), motivation may develop a demand for reading while also stimulating pupils' motivation to read. When students' reading desire reaches a particular level, they will establish reading habits and the related psychological and conscious states, forming a virtuous cycle of reading behavior and reading motivation.

A large number of studies related to sustained silent reading have been carried out by both domestic and international researchers.

Aranha (1985) applies SSR to a language school in India. The researcher let all fourth graders participate in the same language program, using completion blanks to examine changes in student reading scores. The accomplishments are diverse. This demonstrates that persistent silent reading has a favorable influence on children's reading proficiency.

Madison (2009) reports that when she compared the CRCT scores of 294 students, the results suggest that students who participate in a protracted silent reading experience have higher CRCT scores. As a result, more research is needed in this field.

Ware (2012) employs sustained silent reading (SSR) and peer interest reading strategy (PIRS), as well as a qualitative study to gather data before and after the study. According to the findings, about 97 percent of African American kids improve their reading habits. Researchers find that the SSR intervention has the biggest impact on students' interest and motivation, and that it also helps students improve their reading habits. The PIRS intervention, on the other hand, has minimal effect on pupils' reading. A variety of characteristics, including motivation, engagement, and socializing, enhance the amount of time secondary students spend actively reading, and these qualities make students more likely to improve their reading scores. This

highlights the significance of growing students' reading interests and fostering a favorable reading environment.

Coward (2015) conducts an experiment in order to examine whether sustained silent reading improves academic progress and increases silent contextual reading fluency. His study examines students enrolled in a sophomore English course and subjects them to a 12-week-long sustained silent reading (SSR) program. The study's findings demonstrate that while students' academic performance did not increase, their quiet contextual reading fluency improved. According to the findings, 12 weeks is insufficient time to enhance pupils' academic performance, but it is enough time to improve adolescents' reading fluency. This shows that continuous silent reading is beneficial for English reading, but it needs to be sustained over time to achieve more results.

Compared to foreign countries, research on sustained silent reading in China emerged later. Zhou Chunyan (2013) takes 10 teaching classes of the senior class of Qutang Middle School in Jiangsu Province as the experimental subjects, and divides these 10 classes into two groups according to the average score, with five classes in each group. She stipulates that in one of the groups only normal English teaching is to be conducted, while the other group is to be taught not only normal teaching but also sustained silent reading of English materials by organizing students. According to her research, SSR has a vital effect in pupils' reading skills.

Wu Aijiao (2016) compares Sustained Silent Reading with Test-Based Reading based on English reading literacy. She claims that "sustained silent reading" is increasingly popular among children. It is conducive to improving pupils' English reading skills.

According to Liu Ying, Zhou Jinqiu, and colleagues (2017), they conducts a continuous silent reading experiment in six (4) classes at Beijing Normal University Primary School, with the final result showing that the average reading level of the entire class is dramatically higher in the post-test than in the pre-test. They also discover that students and parents are typically quite supportive of ongoing silent reading activities in English through interviews and surveys with individual students and parents. This shows that the majority of parents and children support sustained

silent reading.

Lu Dapeng (2019) conducts an experiment with 112 students in two parallel classes of a second year of high school in Sihong County, Jiangsu Province. The two classes are the experimental class and the control class. There is no substantial performance disparity between the two courses, which are taught by two equally qualified faculty members. Before and after the empirical investigation, all students are given a pre-test and a post-test. The pre-test and post-test data are quantitatively examined. The report details the changes in student results throughout the three reading levels. Researchers employed independent samples to perform cross-sectional comparisons of the experimental and control classes' before and after scores, as well as paired samples to establish longitudinal comparisons of scores. According to the findings, the effect of continuous silent reading on pupils' skills is connected to their own talents. This shows that continuous silent reading training does not improve students' reading ability overnight, and the effect of using this method varies for students with different learning abilities.

According to research conducted by domestic and foreign scholars on the sustained silent reading method, it has some positive impacts on English learning. It must, however, be followed over a long period of time, and the results are not visible in the short term. In addition, most of the studies by scholars at home and abroad focus on students in higher school levels, but there are fewer investigations relate to elementary school English teaching, and the strategies for scientifically implementing prolonged silent reading activities in primary school English education are unclear. As a result, continuous silent reading approach has research value in the primary English education.

III Research on Sustained Silent Reading

The first two parts outline the basic concept and practical relevance of sustained silent reading, as well as the theoretical underpinnings of sustained silent reading's use in education and the present situation of research in China and overseas. This study focuses on research design, which encompasses the research objective, research subjects, research methodology, and research procedure.

3.1 Research purpose

There is little question that reading is a vital part of English instruction. Training pupils' reading abilities and improving their overall quality via reading is a clear requirement of the new curricular standard. Sustained silent reading, as an autonomous and continuous reading activity, is advantageous for improving students' English reading comprehension ability and is a realistic technique for increasing students' overall quality.

Passive reading is now the most common reading challenge among primary school children, in which understanding of reading material is confined to the cognition of literal meaning. As a result, continual quiet reading can help to change the phenomena of passive reading in primary school kids, which supports the development of students' minds, emotional attitudes, and values, as well as the promotion of comprehensive literacy, is helpful in developing students' critical thinking skills. The majority of earlier research concentrated on the middle school level, with few investigations on primary school teaching and unclear measures to carry out continuous silent reading activities in primary schools. In today's social situation, young parents are paying more attention to their children's reading abilities, and a plethora of English novels are being published at an alarming rate.

The goal of this experiment is to determine whether or not using continuous silent reading in primary school English classes is advantageous to kids' learning. As a result, more detailed questions are being developed in order to better grasp the present state of this strategy in primary schools. Finally, the existing condition is analyzed to provide appropriate measures and ideas for change.

3.2 Research subjects

The purpose of this research is to explore the use of sustained silent reading activities in elementary English classes. The findings are informative because Xiang Yuan Central Primary School is a well-known local elementary school with a relatively large number of students and teachers. The participants in this study include 88 sixth-grade students from Xiang Yuan Central Primary School, their two English instructors, and their parents. Both female teachers have extensive teaching experience. Ms. Zhao has been teaching for 15 years. She enjoys experimenting with

different approaches. Ms. Liang is a relatively young English instructor with a positive reputation among her pupils.

The purpose of this study is to estimate the current situation of continuous silent reading in elementary school English classes. As a result, the involvement of instructors, students, and parents is required. The Xiangyuan Central Primary School is a rural town's central primary school with a huge group of students from adjacent villages. The sixth grade students belong to the upper elementary school students, they already have certain cognitive ability and have their own views on English learning. Despite the fact that it is a primary school, parents are deeply interested about their children's education, and their opinions are valued. Teachers know the most about students' learning at school, so their views are crucial.

3.3 Research Methods

The author uses the Questionnaire Star App to create a questionnaire with reasonable reliability and validity to better understand the use of “sustained silent reading” in elementary English teaching and parents' attitudes toward students' English learning. Students and parents are given separate questionnaires in this study, with the student questionnaire including 19 questions and the parent questionnaire containing 20 items. The surveys for Xiangyuan Central Primary School's sixth grade pupils and parents are delivered, filled out, and collected online. Finally, statistics and analysis are carried out. The questionnaire asks questions on reading habits, reading attitudes, and reading interests to define continuous silent reading practices in primary English education.

Teachers act as compass points for pupils. The majority of the interviews are with sixth grade English instructors at Xiangyuan Central Primary School. It's utilized to learn more about instructors' attitudes and impressions of continuous silent reading practices. Four interview questions are created, and these questions are intended to determine if the teachers have employed continuous silent reading in their teaching process, as well as their thoughts on this teaching style.

Furthermore, the literature review approach is employed as the research methodology. The completion of the article necessitates the research and use of a huge number of local and international literatures on sustained silent reading. This study

collects the birth and development of the concept of sustained silent reading (SSR), as well as its connotation and related studies by academics both at home and abroad with the help of journal literature and China National Knowledge Infrastructure database. All of them give theoretical support and essential references for this paper's authoring.

This paper employs both quantitative and qualitative research approaches. The author conducts quantitative analysis and examination of a vast amount of data acquired from the questionnaires, and then makes suitable conclusions. The author undertakes a qualitative analysis of the teacher interview data since the results represent the instructors' viewpoints. The author discusses how teachers perceive this teaching style, highlighting the need of persistent quiet reading.

3.4 Research procedure

The author reads abundant literatures on sustained silent reading before writing the paper, learns about the current state of research on sustained silent reading in recent years, and reflects on it. This allows the author to develop a preliminary idea for the paper and clarify the overall idea of the paper. The layout of surveys and interviews is critical. The initial step is to create the questionnaire. The student questionnaire is in the form of all choice questions, taking into account that the student subjects are elementary school students with limited comprehension. There are multiple choice, single option, and open-ended items on the parent questionnaire. The author creates two questionnaires to guarantee the validity and accuracy of the survey data. These two surveys are granted separately to students and parents. The questionnaire questions are thorough.

The second step is to contact the sixth grade students and parents of Xiangyuan Central Primary School. Because the poll is set to coincide with the students' winter break, this assignment is rather easy. After that, the questionnaire is distributed online using the Questionnaire Star WeChat App. Questionnaire Star is a professional online questionnaire survey platform that focuses on offering users with efficient and straightforward online questionnaire creation, data collecting, survey results analysis, and a variety of additional services. Compared with traditional survey methods and other survey sites or survey systems, Questionnaire Star has the obvious advantages

of being fast, easy to use and low cost. To confirm the questionnaire's rationality, the author presents the questionnaire's goal and substance. It is also explained that the questionnaires are anonymous and the results are only used as research information for this paper and not have any influence on the respondents.

The next stage is to write the interview questions. The purpose of the interviews with the teachers is to learn about the teachers' opinions and suggestions about the continuous silent reading method. Personal interviews are conducted with teachers. Before the interviews, the author contacts the English teachers at the school and explains the content and purpose of the interviews with a view to obtaining their approval. Both female teachers are interviewed on WeChat. Voice and text are used to respond to the queries. The interviews yielded useful information.



Figure 3.1 APP “Questionnaire star”

The last step is to gather the data from the questionnaires and take notes during the interview. There are a total of 88 student surveys, 88 parent questionnaires, and two interview results. Both quantitative and qualitative researches are used to assess the survey data. The questionnaire survey findings are supplied in the form of vast

volumes of data. Finally, the author assesses the quantitative outcomes of the returned questionnaires. The instructors' interview transcripts are evaluated utilizing qualitative approaches. The study's findings are genuine and reliable. By comparing the results, the author presents some problems and makes suggestions.



Figure 3.2 Partial interview results

IV Results and Analysis of the Research

The third part explains the study's purpose, subjects, methodologies, and procedures. This part is the analysis of the questionnaire and interview data. There are 19 items in the student questionnaire. The parent questionnaire has 20 questions. The author analyzes the result data of each question from different aspects, summarizes the problems and makes suggestions. To examine the interview data and summarize

instructors' impressions of the continuous silent reading method, the author conducts a qualitative analysis. The survey results and related analysis are as follows:

4.1 Analysis of research results

The author collects 176 questionnaire results, of which 88 questionnaires are returned from students and 88 from parents. Two interview transcripts are obtained from interviews with two English teachers. The questionnaire and interview findings are analyzed in the following part.

4.1.1 Analysis of questionnaire survey results

The first is a questionnaire for students with 19 questions, containing 11 single choice questions and 8 questions with multiple choices. The number of valid completions for each question is 88. The student questionnaire is classified into six aspects: students' attitudes toward reading in English, reading habits, reading abilities, aims and benefits of reading, reading styles, and reading materials. The specific analysis is as follows:

Table 4.1 Percentage of pupils' opinions about English reading

Question number	1. Do you like to do English reading?				2. Do you attach importance to English learning?			
	A. Not fit	B. In line with	C. Fit	D. Totally fit	A. Not fit	B. In line with	C. Fit	D. Totally fit
Results(%)	6.82	55.68	32.95	4.55	1.14	45.45	44.32	9.09

According to Question 1, 55.68% choose B and 32.95% choose C. This shows that most students still prefer reading in English, but there are still 6.82% who choose not to prefer reading in English. Question 2 reveals that the majority of students understand the value of studying English, yet only a tiny percentage of them picked D. These two questions reveal that there are still a few pupils who are uninterested in studying English and do not recognize its relevance.

Table 4.2 Percentage of students' English reading habits

Question	A.	B.	C.	D.
3. Can you read English silently?	13.64% (Not fit)	48.86% (Fit)	35.23% (In line with)	2.27% (Totally fit)
4. Do you read for pleasure on your own?	20.45% (Not fit)	44.32% (Fit)	34.09% (In line with)	1.14% (Totally fit)
6. Do you usually read English with parents?	17.05% (Not fit)	40.91% (Fit)	38.64% (In line with)	3.4% (Totally fit)
7. Can you understand the words based on the text?	2.27% (Never)	52.27% (Sometimes)	39.77% (Often)	5.69% (Always)
8. Can you figure out what words mean?	2.27% (Never)	53.41% (Sometimes)	36.36% (Often)	7.96% (Always)
10. Do you read a lot each week?	26.14% (0-3)	60.23% (3-5)	13.63% (5-7)	0 (>7)
11. Do you take a long time to read each time?	26.14% (<20)	60.23% (20-35)	12.5% (35-50)	1.13% (>50)
19. When do you usually read English?	27.27% (Recess time)	48.86% (After school at noon)	54.55% (After school in the afternoon)	42.05% (On weekends)

According to Questions 3 and 4, most students choose the middle option, and very few students could read English silently for a long time and have independent reading habits, while 13.64% and 20.45% of students choose the negative option in Questions 3 and 4. It shows that most of the respondents lack self-awareness and

autonomy in English reading. According to Question 6, only 17.05% of the students choose A, indicating that most students read with their parents and lack autonomy. In response to Question 7, 52.27 percent of students choose to understand the short text in context occasionally, and 39.77 percent choose to understand the short text in context frequently, while only 5.69% of the students always understand the short text in context, and even 2.27% choose to never understand the short text in context.

The results of Question 8 are also the same as those of Question 7, with a large percentage of students choosing options B and C. Very few of them never guess the meaning of the words they encounter in English reading. This shows that students' reading habits are different and their reading methods need to be changed. In Question 10, the frequency of reading English more than 7 times a week is 0. In Question 11, only 1.13% of the students read for more than 50 minutes each time, so it can be concluded that pupils read less frequently and for a shorter period of time, and few have good reading habits. In Question 19, 54.55% of students choose to read English after school in the afternoon. It can be seen that children finish school earlier in the evening and students have more time to read English.

Table 4.3 Percentage of students' reading ability

Question number	5. Do you have good English reading comprehension skills?				9. Do you read faster than other students?			
	A. Not fit	B. In line with	C. Fit	D. Totally fit	A. Never	B. Sometim es	C. Often	D. Always
Results(%)	9.09	51.14	38.63	1.14	5.68	72.73	20.45	1.14

According to question 5, 9.09% of the students are negative about their reading ability and they chose A. Only 1.14% of the students are confident about their reading comprehension ability. According to question 9, only 1.14% of the students believe that they always read faster than their classmates in English, and 5.68% of the pupils

are always slower readers than others. Therefore, students' reading skills must be enhanced.

Table 4.4 Percentage of purpose and benefits of reading

Question	12. Purpose of reading				16. Benefits of reading			
	A. Improv ving grades	B. Improv ing capabil ities	C. Expan ding horizo ns	D. Passing the time	A. Increase vocabula ry	B. Improvi ng efficienc y	C. Speedin g up	D. No benefit
Results (%)	57.95	87.5	60.23	2.27	55.68	85.23	64.77	4.55

According to Question 12, 87.5% of the students choose B, 60.23% choose C and also 57.95% choose A. As a result, the majority of students' initial motivation for reading English is evident, and they are all striving to improve their grades, enhance their reading skill and level, and expand their knowledge. According to Question 16, A, B, C are chose by more than half of the pupils. However, there are still a small number of pupils who believe that English reading is not of any use, so it is imperative to change children' prejudice about language perusal and raise the importance of English reading to them.

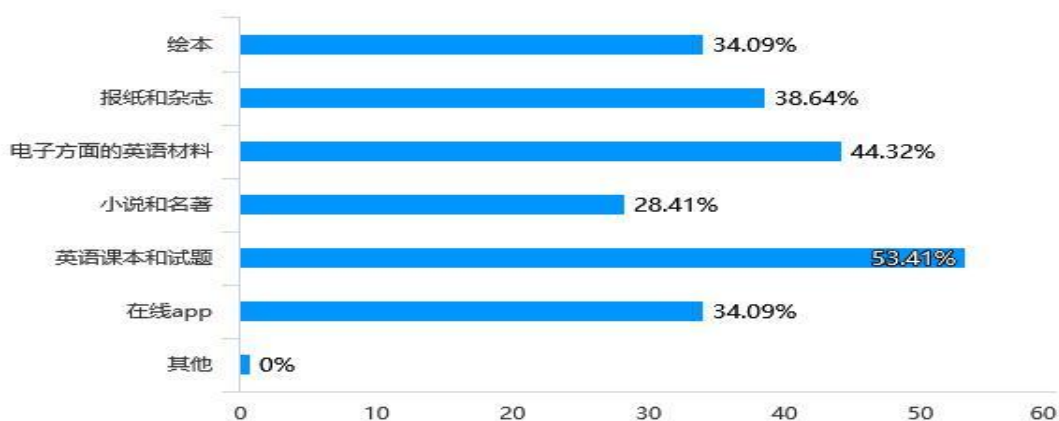


Figure 4.1 Results of Question 13

Table 4.5 Percentage of ways to reading

Question	A	B	C	D
14. How do you usually read?	47.73% (Guessing words)	54.55% (Check the dictionary)	67.05% (Marking words and phrases)	7.95% (Without thinking)
15. What's your preferred reading style?	39.77% (Read with teacher)	50% (Read with parents)	68.18% (Autonomous Reading)	26.14% (Read Online)
17. How to improve your English reading skills?	57.95% (Observe the title before reading)	86.36% (Quick glance while reading)	75% (Reviewing vocabulary after reading)	22.73% (Extracts of beautiful words and phrases)

These are multiple-choice questions that ask about the way students read. The two options that account for the most part in Question 13 are C and E. Most students improve their reading through English textbooks and test questions, which shows that students do not have enough reading material to choose from. In Question 14, more than half of the students choose B and C. In Question 15, option C is chosen by the greatest number of people. This shows that pupils are looking forward to being able to read alone and do not want to be interrupted. In Question 17, more than half of the students choose A, B, and C. Option B has the highest percentage, and students tend to quickly skim the article to grasp the general idea when reading.

According to Question 18, option B is the only choice of over half of the pupils, most of whom read the book *The Little Prince*, while all the other picture books are read by only a few students. This means that kids have fewer reading resources available to them, and those that are available are restricted.

Table 4.6 Percentage of materials for reading

Question number	18. What picture books have you read?									
	A. <i>Charlotte's Web</i>	B. <i>Little Prince</i>	C. <i>Small fish eat elephants</i>	D. <i>Day & Night</i>	E. <i>Name change</i>	F. <i>Thumbelina</i>	G. <i>Birthday Gift</i>	H. Growing up without worries	I. <i>Beautiful rainbow</i>	J. Others
Results(%)	20.45	65.91	38.64	26.14	12.5	25	9.09	10.23	9.09	4.55

The questionnaire distributes to parents consisted of twenty questions. It includes 14 single-choice, 5 multiple choice questions, and one open-ended question. The questionnaire is organized into three sections: parents' attitudes and perspectives on their children's English learning, their perspectives on sustained silent reading, and their issues and recommendations for English instruction. The specific analysis is as follows:

Table 4.7 Percentage of parents' attitudes and views on their children's English learning

Question	A. Not fit	B. In line with	C. Fit	D. Totally fit
1. You are concerned about your child's English learning.	2.27%	36.36%	52.27%	9.1%
2. You think learning English is very important.	0	37.5%	47.73%	14.77%
3. You often buy English picture books for your children.	5.68%	46.59%	39.77%	7.96%
4. Your child is interested in reading in English.	12.5%	36.36%	46.59%	4.55%

The 14 questions above are designed to understand parental attitudes. According to Question 1, 2.27 percent of parents choose not to take an interest in their children's English learning. Nobody chooses A in Question 2. The results of Question 2 and 3 suggest that parents care about their children's education and recognize the importance of language development. In Question 4, the majority of them select the middle option, but 12.5 percent of parents believe that their children are uninterested in reading English. As a result, it is critical to steadily develop students' passion in reading during English instruction.

Table 4.8 Percentage of parents' attitudes and views on their children's English learning

Question	A	B	C	D	E
5. Do you do extracurricular reading with your child?	13.64% (Often)	48.86% (Sometimes)	36.36% (Rarely)	1.14% (Never)	
6. Your child has the habit of reading without supervision.	14.77% (Not fit)	45.45% (In line with)	37.5% (Fit)	2.28% (Totally fit)	
8. What's your view on your child's ability to learn independently?	11.36% (Can't be separated from your supervision.)	32.95% (Independent study is possible.)	50% (Need to study with classmates.)	5.69% (Must study at the urging of the teacher.)	
9. Do you encourage your child to learn English?	1.14% (Never)	54.55% (Sometimes)	39.77% (Often)	4.54% (Always)	
10. How many books have you purchased for your kids?	15.91% (1-3)	44.32% (3-5)	26.14% (6-10)	9.09% (>10)	4.54% (0)

The results of Question 5 and 6 show that parents play less influence in their

children's learning, and some students have the habit of independent reading, but only a minority. In Question 8, 50% of parents believe that their children are motivated to study with their classmates. Only 4.54 percent of parents constantly motivate their children to study English, according to question 9. According to the Question 10, 4.54% of parents never purchase English picture books for their kids, and the percentage of those who buy more than ten books is only 9.09%. This demonstrates that some parents are unconcerned about their children's English reading and provide little support for their children's English learning.

Table 4.9 Percentage of parents' attitudes and views on their children's English learning

Question	A	B	C	D
11. How many times a week can your child read?	11.36% (1)	65.91% (2-3)	17.05% (4-5)	5.68% (>5)
12. How long do children read at a time?	19.32% (15-20 mins)	61.36% (20-30 mins)	15.91% (30-40 mins)	3.41% (>60 mins)
14. What is your child's attitude when it comes to reading?	28.41% (Highly interested and motivated.)	48.86% (A perfunctory attitude.)	22.73% (Poor attention span.)	
15. Where the picture books your child reads come from?	54.55% (Parent Purchase.)	52.27% (School library.)	53.41% (Inter-collegiate borrowing.)	47.73% (Online Reading.)
16. When does your child often read English?	47.73% (In school English classes.)	65.91% (Recess time.)	59.09% (After school and homework.)	35.23% (At weekends.)

Questions 11 through 16 are focusing on the child's reading habits. In Question 11, 65.91% of parents choose B, indicating that their children read less often. In

Question 12, 61.36% of parents choose B, indicating that their children read less. In Question 14, 48.86% of the parents think that their children have perfunctory attitudes when doing English reading and therefore need to change their students' learning attitudes. According to Question 15, the small percentage difference between each option indicates that students read more sources of picture books. According to Question 16, the percentage of choice B is 65.91% and the percentage of choice C is 59.09%, which indicates that students usually read English between classes and after school with limited time.

Table 4.10 Percentage of parents' attitudes towards the sustained silent reading method

Question	A	B	C
7. What you know about the method?	20.45% (Heard of)	70.45% (Tried)	9.1% (No idea)
13. What do you think about it?	65.91% (Support)	17.05% (Not support)	17.04% (Doesn't matter)

Table 4.11 Question17 What progress has your child made through consistent silent reading?

Options	Results (%)
A. Increase in vocabulary	47.73
B. Reading speed improvement	77.27
C. Developing a reading habit	71.59
D. Dare to express boldly	57.95
E. English score improvement	32.95

These three questions are created in response to parents' opinions regarding long periods of silent reading. According to Question 7, 70.45% of parents strive to include the continuous silent reading approach into their children's education. According to

Question 13, 65.91% of parents approve adopting the continuous silent reading approach to teach English in elementary school. In Question 17, parents believe that sustained silent reading method has brought many benefits to students. This demonstrates that, in general, parents support continued quiet reading and look forward to the enhancement of English classroom teaching techniques.

Table 4.12 Question 18 What problems in current English teaching?

Options	Results (%)
A. Poor independent learning skills in children.	47.73
B. Faculty Teaching Methods.	51.14
C. Children lack interest in learning English.	81.82
D. Parents do not give their children enough attention.	32.95

Table 4.13 Question19 What changes do you want to see in English language teaching?

Options	Results (%)
A. Teacher-student role swapping.	38.64
B. Improving the guidance role of teachers.	68.18
C. Schedule time for students to read independently.	75
D. No changes required.	26.14
E. Home-school cooperation to increase parental influence in children's learning.	30.68

According to the results of Question 18, 81.82 percent of parents say that their children lack of excitement for studying English and lack of confidence. These are the most significant obstacles in English education today. The largest percentage of question 19 is option C. Most parents want to have their students read English on their own either in the English classroom or at a specific time each week. Question 20 is an open-ended question. This question asks for suggestions about teaching English. The

majority of parents believe that students' autonomy should be increased and students' initiative should be developed in the future teaching of English.

4.1.2 Analysis of interview results

Along with the questionnaire, the author creates interview questions for instructors. The interviews are being conducted in order to acquire a better understanding of the present state of the continuous silent reading approach in basic English instruction. There are two English teachers in the sixth grade of Xiangyuan Central Primary School, two interviews are retrieved. The details are as follows:

Through four questions, the interview examines the present state of implementation of the continuous silent reading technique in primary schools. The first question is: Can you talk about your opinion on sustained silent reading? The second one is: Have you ever used sustained silent reading method in your English teaching process and how is the effect? The third question is: What's your point on the benefits of sustained silent reading for primary school students' English learning or their own development? The last question is: Do you support the use of this method in teaching English in elementary school?

Two teachers respond to these questions by sharing their perspectives. In the first question, both teachers say they have heard of it and agree that English learning is important. They believe that it is very significant to cultivate students' English reading ability at an early age. They both believe that the continual silent reading strategy is advantageous to primary school students' English acquisition.

When it comes to their teaching experience, Ms. Liang says she has tried to use this method in teaching, but it does not work very well. She supposes that elementary school students are younger and lack self-awareness, which can easily lead to out-of-control classroom order. Ms. Zhao, on the other hand, expresses a different opinion, saying that she often encourages pupils to read independently and sets aside a part of the day in class for them to read English on their own. Some students do not have good self-control, but they will imitate others when they see them concentrating on reading. Therefore, Ms. Zhao thinks this teaching method is good and will continue to insist on using this teaching method in the teaching process.

Both teachers concur that sustained silent reading has benefits. They both agree

that sustained silent reading is very helpful for elementary students' English learning. Both professors feel that extended hours of individual reading may help children acquire the habit of regularly reading, which can help them improve their reading speed, vocabulary, and grammar. There is no denying that sustained silent reading is very beneficial for elementary students' English learning.

When discussing their attitudes toward the sustained silent reading, the two teachers again express different views. In response to this question, Ms. Liang expresses her concerns. She believes that elementary school students' comprehension and receptiveness are poor due to their age, the reading materials chosen by students themselves are sometimes of poor quality, and this method is a test of students' self-awareness. She believes that this teaching method requires long-term practice to reach a conclusion, so it remains to be seen. And Zhao feels that employing this strategy in her own teaching process is well-liked by pupils and has piqued their interest in learning English. She intends to continue doing it.

4.2 Factors of influencing sustained silent reading in primary English teaching

The previous part analyzes the results of the questionnaire and interviews to raise some questions, and this part summarizes the causes of the problem. The elements could be examined from three perspectives: teachers, students, and parents. The details are as follows:

4.2.1 *Inappropriate application by teachers*

Chinese experts' study on the sustained silent reading approach appeared late. The use of this approach in China is still in its early stages. As a result, some issues will surely arise during the practicing process.

Being in the frontline education industry, teachers must master lofty theories of education and teaching in order to lead teaching practice with advanced teaching principles. Nevertheless, teachers must also learn, practice, and evaluate on teaching practice activities that are especially practical. The most difficult component of the teaching process for instructors, according to the findings of the interviews, is keeping classroom order. However, maintaining classroom order is a crucial indicator of a teacher's ability. It is a reflection of the lack of competence of some teachers or an

incorrect use of the approach, which results in different consequences than planned. Students in elementary school are still young and are known to have inconsistent attention spans and poor self-control. Elementary school pupils frequently rely on externally provided pressure rather than intentional action to complete a task. Teachers must employ tactics that students are familiar with in order to keep kids reading silently throughout this process. Rather than simply disregarding pupils who read on their own.

Another significant reason is that some teachers are strict with their students but have low expectations of themselves. Teachers only supervise students during the continuous silent reading process, they do not read together. Primary school students are excellent imitators, and they frequently choose to mimic the teacher's words and actions. Teachers must fully understand and apply the characteristics of good imitation in elementary school students in order to effectively play the critical role of exemplar. As a result, it is critical that teachers and students work together to implement continuous silent reading. If the teacher only requires students to read during continuous silent reading, but they do not read, the students will be affected by the teacher, and there will be no concentration. Teachers and students reading together can help to create a comfortable and good silent reading atmosphere, participants can enjoy the pleasure of reading during the process of continuous silent reading, and help to cultivate a harmonious teacher-student relationship.

In addition, teachers place too much focus on the effect of reading while ignoring students' actual reading experiences. During the interview, it is discovered that one instructor seldom employ this strategy in her teaching since the outcomes are unsatisfactory. In reality, the goal of continuous silent reading is to instill excellent reading habits in pupils, thus it is critical to eliminate the reading merit throughout the implementation process. Because individuals' skills vary, it is difficult to expect all pupils to perform at the desired level. The application procedure should prioritize students' reading experiences above the effect.

4.2.2 Deficiency of students' own ability

The author elaborates on the reasons of these difficulties by analyzing student questionnaire data. Primary school pupils are more playful, and their self-control is

lacking. Some pupils engage reading with a coping mentality. They just rush through reading and play, which accumulates over time and forms poor reading habits. English as a second foreign language is extremely important for education of students. The rate of change in the English curriculum has been accelerated, and instructors and parents are only concerned about student scores. Some pupils are chastised when they do poorly, which leads to a bad attitude about learning. The attitude of professors and parents reduces pupils' interest in studying and dampens their excitement.

Both school and home do not create a comfortable atmosphere for pupils. There is no conducive environment for extracurricular reading in the countryside. Nonetheless, with the growth of the knowledge competition, parents are becoming more conscious of the benefits of reading. However, some parents are mainly concerned with their children's exam results and rarely purchase reading materials for them. This results in a paucity of reading resources from which pupils may pick, and the nurturing of kids' reading ability is severely hampered, and their reading capacity falls.

Parents are unaware of how to foster their children's reading interests. To begin with, due to their jobs, parents have limited time to read with their children. Second, neither parents nor children are interested in reading. Many elementary school children's actions are learned through imitation. One of the major reasons why pupils' reading habits are poor is because their parents do not play an active part at home. Parents just insist that their children read while they are preoccupied with other activities. This results in a weak reading rhythm and easy distraction when reading at home.

4.2.3 Weak awareness of parents

Some parents may not dedicate sufficient time to their children's English education. They play only a minor role in the process. Some parents are unaware of the importance of purchasing picture books for their children, and there are few materials for pupils to read. The following are the causes of these issues:

Parents must work long hours to make ends meet. As a result, parents are less attentive with the education of their children. Family spending and children's education are significant expenses in an era of continually growing prices. As a result,

parents must perform their best work and be compensated for it. Many youngsters are left behind in rural regions. Children's physical and mental growth is not paid enough attention, resulting in a range of challenges for students.

Another reason is that many parents do not have the habit of reading. Parents buy a small amount of picture books for their children. Due to a shortage of appropriate picture book materials, students have less ways to meet with picture books. As a result, developing appropriate reading habits is tough. Another problem is that many parents do not have the habit of reading. Parents are children's first instructors, and many of their activities influence their thinking and growth. Parents dislike reading, and it is easy for them to pass up opportunities to instill reading habits in their children. Adults who dislike reading spend the majority of their time on their phones, and children will be affected as well.

Because some parents do not select picture books based on their children's interests, it is challenging to pique students' enthusiasm in reading. A family has many individuals, thus a healthy atmosphere is critical. Children are often distracted by outside sounds, making it difficult for them to concentrate on reading for lengthy periods of time. Parents are role models for their children. Primary school is the foundational period of habit formation, which is critical throughout life. As a result, parents must embrace the chance to instill healthy reading habits in their children and provide them with pleasant reading environments as much as possible.

4.3 Suggestions for sustained silent reading

The findings of the surveys and interviews have been evaluated above, and certain issues have been discovered. Based on these problems, three suggestions for the application of the continuous silent reading method in elementary schools are presented below, which are directed to teachers, students and parents. The following are the specifics:

4.3.1 *Changing teachers' teaching strategies and maintaining class order*

According to teacher reports, one of the most difficult aspects of performing extended silent reading in the classroom is maintaining classroom order. The efficiency of reading varies from person to person, and elementary school pupils have low understanding and receptiveness. To address these issues, the following

suggestions are available:

In a nutshell, teachers should reconsider their teaching methodology. First and foremost, teachers must actively guide students through the silent reading process. When performing prolonged silent reading, they should consider teaching reading strategies at appropriate intervals to assist pupils grasp the right and relevant learning approaches. Students should read independently according to their own interests and capabilities, but independent reading is not blind reading. Wang Qiang (2006) believes that teachers should provide some guidance to assist kids in selecting resources appropriate for their comprehension level, so as to ensure that students have a pleasurable reading experience and maintain long-term motivation to read outside of class. The teacher is the guiding light on the student's learning path. Through the teacher's help, students can take fewer detours, avoid reading poor quality readings, and can uniquely access more educationally valuable readings in less time.

Teachers should seek to increase their academic and practical expertise. Simultaneously, instructors should develop fair rules and regulations to guarantee that classroom order is not disrupted. They should hold the classroom order. Teachers can supply kids with relevant reading resources and read silently with them throughout the process. Liu Han (2016) argues that teacher should play the role of a good model of reading. Teachers are seen as subject matter experts by pupils, and their reading attitudes and practices are worthy of admiration and imitation. Therefore, when teachers read with their students, they are setting an example for them. Under the subtle impact of teachers, pupils might acquire serious reading attitudes and mindful reading practices. Teachers could help students develop their own goals, enhance their drive to study, and enable them to undertake independent reading instinctively, so that some students with less self-control can also find the pleasure of reading.

Teachers' perspectives must shift. Teachers should consider not only the results, but also whether students' reading experiences are enjoyable. Teachers should maintain contact with students' parents. Home-school cooperation is a very necessary way. Learning is not simply restricted to the classroom. Instructors should assist students in developing the practice of sustained quiet reading; parents could also help pupils establish the habit of continuous quiet reading. In this way, it can promote the

use of continuous silent reading in elementary English instruction.

4.3.2 Modifying pupils' attitudes and prejudices towards English reading

According to the above-mentioned examination of student surveys, it can be seen that the students surveyed read less often and for a shorter period of time, and some of them use inappropriate methods when reading, and the reading effect is less satisfactory. And there are still pupils who are uninterested in English study and reading. There is also an important problem that students do not have enough reading materials to choose from. The following suggestions are provided to pupils to solve these issues:

Students should change their attitudes and prejudices about reading in English. English is a second foreign language, and many students think that they can't even learn their own tongue, let alone English. According to Li Xiaoyi (2019), despite the fact that the speed of English curriculum change has been accelerating and English instructors have gained greater flexibility in their management of materials and teaching of the curriculum, the influence of the examination system and other factors have led to schools and parents still being very concerned about students' classroom work and regular test scores. Some students are scolded when they do not do well, which leads to a negative attitude towards learning and predictable results. English is a course that requires long-term learning. When they do not do well, some kids lose confidence and their attitude toward English becomes worse and worse, which eventually leads to English becoming a nightmare for some children. Students must have the guts to face the task and change their prejudices about learning English.

Students should try to find a learning style that suits them and develop good reading habits. Schedule time to read every day, and over time it will become a habit. Persistence is the victory, and everything that you persist in will definitely have unexpected results. Students should be more independent in their studies. Everyone is an autonomous person who cannot learn entirely under the supervision of parents and instructors. A smart brain is not only an innate factor, but also requires an acquired effort. To learn to read English well depends on persistence and practice over time.

More English texts should be read by students. Reading abilities in English must be strengthened in a number of methods. Students can borrow from each other and

their classmates, or they can increase their reading with the help of online reading, English picture books, newspapers and other materials, and thus learn words and grammar. The elementary school years are the time to build a good foundation for reading, and students should make the greatest use of all available resources to study hard.

4.3.3 Enhancing parents' involvement in their children's English learning

Analysis of the parent questionnaires led to the following conclusions: some parents do not devote enough time to their kids' English study and intervene less in their children's learning process. Some parents have a weak sense of purchasing picture books for their students, and there are fewer reading materials available to students. To address these issues, the following sections are suggestions from the author:

Parents do not devote enough attention to their children's education. Some students have little access to a wide variety of picture book resources after school, and they are not able to read consciously. Parents purchase fewer picture books for their students, so students have less access to picture books due to the lack of adequate picture book resources. As a result, developing good reading habits is tough. Outside of work, parents should devote more time to their children's English studies. Parents should provide as many English reading options as possible to their children. They should assist their children's English learning as much as possible.

Parents should cooperate with the school to help their students to do sustained silent reading at home. After all, the time for conducting sustained silent reading at school is limited, so when conducting sustained silent reading, home school cooperation for sustained silent reading should be considered. According to Chen Yiling (2019), "Students were provided persistent silent reading instruction at school throughout the first period. Its purpose is primarily to familiarize pupils with the approach of silent reading and to create reading habits so that they may experience the joy of reading". Students perform persistent quiet reading at home after school and on weekends. Therefore, parents can work with instructors to assist pupils establish the habit of continuous quiet reading. In order to urge students to read, parents can assign reading tasks so that students can reflect and summarize after reading, thus forcing

them to read.

Parents should set a good example. Reading should be instilled in parents. Students can only develop this habit if their parents create good reading habits. Zhang Shan (2021) says, “the basis of sustained silent reading in English is that students can read independently after forming reading habits. Therefore, with good reading habits, the time and place of reading can be flexibly selected”. However, students are subject to many temptations at home, and getting them to abandon games, TV, etc. to read is more difficult to achieve without truly external intervention. So parents should supervise their children appropriately and help them gradually develop the habit of sustained silent reading in English. Appropriate pressure on students can lead to continuous improvement.

V Conclusion

This paper goes into great depth on using the continuous silent reading approach to teach English in primary school. The author conducts surveys and interviews with sixth-grade instructors, students, and parents at Xiangyuan Central Primary School, which leads to the study’s ultimate conclusions. The research highlights the benefits of continuous silent reading shown in English reading by examining the statistics and texts, as well as the present challenges in English reading acquisition in elementary school. The report, on the other hand, makes sensible suggestions for instructors, students, and parents. It is advantageous to enhance children’s reading activities and English learning. The following are some of the study’s results.

To begin with, sustained silent reading has an indisputable favorable influence on primary school children’s reading comprehension. It assists pupils better understand the core ideas of the text. It supports in the development of pupils’ decision-making and cognitive abilities. Students who have the habit of reading silently read faster. This indicates the beneficial effects of prolonged quiet reading on fundamental reading abilities. It aids in the development of reading speed and fluency. Simultaneously, persistent quiet reading encourages the development of English reading interest, motivation, and habits. Of course, sustained silent reading is also limited by some problems. In the classroom, there are some students with low

self-control who are easily distracted when doing silent reading, leading to disorder in the classroom. Students with low learning ability encounter more difficulties, and the rushed time affects students' reading summary and reflection.

This paper's contributions include the following. Unlike most prior research that focused on secondary school pupils, this dissertation investigates the current condition of the sustained silent reading method's use in primary schools. The author offers several inferences based on the study of the two analyses. In this age of knowledge competition, parents and children usually acknowledge the value of learning English. Nonetheless, there are issues such as improper learning techniques and a lack of reading materials. At the same time, it is vital for teachers to adapt their teaching tactics and teach some reading skills. This can improve students' reading ability and comprehension skills. The author makes various ideas for students, parents, and teachers to increase the visibility of continuous silent reading in elementary schools.

Because of the authors' weak academic competence, this work still has several limits and shortcomings. Due to limited time and effort, only a few students are selected for interviews, which reduced the validity of the study. This research includes just 88 sixth grade students, their teachers and parents from Xiangyuan Central Primary School, and they may not be typical of all primary school instructors, students, and parent groups in China. The questionnaire and interview questions lack comprehensiveness due to limited capacity. The authors' recommendations are essentially exploratory and based on questionnaire and interview data. They require further empirical validation.

The scientific application of sustained silent reading in primary English teaching still needs further exploration. This is a preliminary study based on the author's insufficient academic background. The complexity of the current situation of reading instruction in primary school is also one of the reasons. Therefore, there is much follow-up work that needs to be further explored in depth.

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Appendix I

持续默读法在小学使用情况调查（学生篇）

亲爱的同学：

你好！持续默读法简称 SSR，是每天安排出一定的时间自己阅读，在此过程中完全由学生自主学习，教师与家长不予干预。为了了解持续默读法在小学英语教学中的使用现状，以便更好的进行英语教学，进一步适应国家课程改革的需要，特进行本次问卷调查。该试卷采用匿名方式，调查结果只作为论文研究参考资料，不会对您有影响，请同学们根据自己的实际情况如实填写，非常感谢您的参与！

单选题

1. 我很喜欢英语阅读？

- A. 不符合
- B. 基本符合
- C. 符合
- D. 完全符合

2. 我很重视英语的学习？

- A. 不符合
- B. 基本符合
- C. 符合
- D. 完全符合

3. 我能长时间默默阅读英语？

- A. 不符合
- B. 基本符合
- C. 符合
- D. 完全符合

4. 我会经常自己阅读绘本，英语故事书？

- A. 不符合
- B. 基本符合
- C. 符合
- D. 完全符合

5. 我认为自己的英语阅读理解能力不错？

- A. 符合
 - B. 基本符合
 - C. 符合
 - D. 完全符合
6. 我通常在父母或家长的陪同下阅读英语？
- A. 不符合
 - B. 基本符合
 - C. 符合
 - D. 完全符合
7. 在英语阅读中，我会根据上下文理解短文意思？
- A. 从不
 - B. 有时
 - C. 经常
 - D. 总是
8. 在英语阅读中遇到生词我会尽力猜测？
- A. 从不
 - B. 有时
 - C. 经常
 - D. 总是
9. 阅读英语的速度比班里同学快？
- A. 从不
 - B. 有时
 - C. 经常
 - D. 总是
10. 英语阅读的频率是每周（）次？
- A. 0-3
 - B. 3-5
 - C. 5-7
 - D. 7 以上
11. 每次英语阅读的时间是（）分钟？
- A. 20 以下

B. 20-35

C. 35-50

D. 50 以上

多选题

12. 我认为英语阅读是为了？

A. 提高成绩和排名

B. 提高阅读能力和水平

C. 增长见闻，拓展视野

D. 打发时间

13. 我通过哪种方式提高阅读量？

A. 绘本

B. 报纸和杂志

C. 电子方面的英语材料

D. 小说和名著

E. 英语课本和试题

F. 在线 app

G. 其他

14. 我通常这样阅读英语？

A. 遇到生词，会尽力猜测

B. 遇到生词，立马查字典

C. 会经常标注关键词句

D. 不加思考，读完就没事了

15. 我喜欢的阅读方式？

A. 在老师引导下阅读

B. 在家长陪同下阅读

C. 自主阅读（有自己的安排，不受别人影响下一个人安静阅读）

D. 在线阅读

16. 我认为英语阅读对我有这些益处？

A. 增加词汇量

B. 提高学习效率

C. 加快英语阅读速度

D. 没有任何用

17. 我认为以下方式可以很好的提高英语阅读水平？

- A. 阅读前，观察文章的标题和段落
- B. 阅读时，快速浏览文章掌握大意
- C. 阅读后，针对出现的生词多加复习
- D. 摘录文中较好的词句

18. 我读过哪些英语绘本？

- A. 《夏洛的网》
- B. 《小王子》
- C. 《小鱼吃大象》
- D. 《白天与黑夜》
- E. 《换名字》
- F. 《拇指姑娘》
- G. 《不玩水的鸭子》
- H. 《生日礼物》
- I. 《成长没烦恼：勇气篇》
- J. 《美丽的彩虹》
- K. 其他

19. 我通常在哪些时候阅读英语？

- A. 短暂的课间时间
- B. 每天中午放学后
- C. 每天下午放学后
- D. 周末安排时间阅读

Appendix II

持续默读法在小学使用情况调查（家长篇）

亲爱的学生家长：

您好！持续默读法简称 SSR，是每天安排出一定的时间自由阅读，在这一过程中由学生自主学习，教师与家长不予干预。为了了解持续默读法在小学英语教学中的使用现状，以便更好的进行英语教学，进一步适应国家课程改革的需要，特进行本次问卷调查。该试卷采用匿名方式，调查结果仅作为论文研究参考资料，不会对您有影响，请您根据自己的实际情况如实填写，非常感谢您的参与！

单选题

1. 我非常关注孩子的英语学习？

- A. 不符合
- B. 基本符合
- C. 符合
- D. 完全符合

2. 我认为英语学习非常重要？

- C. 不符合
- D. 基本符合
- C. 符合
- D. 完全符合.

3. 我会经常给孩子购买英语绘本或者书籍？

- A. 不符合
- B. 基本符合
- C. 符合
- D. 完全符合

4. 孩子对英语阅读很感兴趣？

- A. 不符合
- B. 基本符合
- C. 符合
- D. 完全符合

5. 我是否和孩子一起进行课外阅读？

- A. 经常
 - B. 偶尔
 - C. 很少
 - D. 从不
6. 孩子有自主阅读的习惯，基本不需要督促就可以自己学习？
- A. 不符合
 - B. 基本符合
 - C. 符合
 - D. 完全符合
7. 我对持续默读法（安排一定的时间让孩子自己阅读英语）的认识？
- A. 听说过
 - B. 有尝试运用到孩子的学习中
 - C. 完全不知道
8. 我认为孩子的自主学习能力如何？
- A. 没有我的督促，孩子根本不学习
 - B. 能够自己完成作业并进行课外阅读
 - C. 每次学习都得和同学们一起才有动力
 - D. 必须在老师的催促下学习
9. 我会鼓励孩子学习英语并进行英语阅读？
- A. 从不
 - B. 有时
 - C. 经常
 - D. 总是
10. 我给孩子买过多少本英语绘本？
- A. 1-3
 - B. 3-5
 - C. 6-10
 - D. 10 以上
 - E. 从来没有
11. 孩子每周能阅读多少次？
- A. 1 次

B. 2-3 次

C. 4-5 次

D. 5 次以上

12. 孩子每次阅读大概多长时间？

A. 15-20 分钟

B. 20-30 分钟

C. 30-40 分钟

D. 1 个小时以上

13. 我对持续默读法在小学英语教学中运用的看法？

A. 很支持

B. 不支持

C. 无所谓

14. 我的孩子在进行英语阅读时的态度如何？

A. 兴趣浓厚，积极性很高

B. 态度敷衍，草草了事

C. 注意力不集中，无法长时间阅读

多选题

15. 孩子所阅读的绘本来自？

A. 家长购买

B. 学校图书室

C. 同学间借阅

D. 在线阅读

16. 孩子常常在什么时间阅读英语？

A. 学校英语课堂上

B. 课间活动时间

C. 放学写完作业后

D. 周末

17. 通过持续默读，我认为孩子在哪些方面有进步？

A. 词汇量增加

B. 阅读速度提升

C. 养成阅读习惯

D. 敢于大胆表达

E. 英语成绩提高

18. 我认为当前英语教学中存在的问题？

A. 孩子自主学习能力差，必须在老师和家长的督促下学习

B. 老师教学方法不合适，需要改进

C. 孩子对英语的学习兴趣不高，缺乏自信

D. 家长对孩子的学习不闻不问，关注度少

19. 我希望小学英语教学中有哪些改变？

A. 教师学生角色互换，学生参与课堂活动增多

B. 教师多多督促与引导，勤检查作业，提高教师的引导作用

C. 英语课堂中或者每周安排特定时间让学生自己阅读英语

D. 不需要任何改变

E. 家校合作，提高家长在孩子学习中的影响，与孩子共同完成作业

开放题

20. 我认为孩子在英语阅读中存在哪些问题，希望在未来的英语教学中做出什么改进？

Appendix III

持续默读法在小学英语教学中的现状调查（教师个人访谈）

受访者姓名：梁惠钦老师，赵彩霞老师

访谈时间：2022-2-10

访谈地点：微信

问题一：可以谈一下您对持续默读法的看法吗？

梁老师：英语学习非常重要，从小培养学生的英语阅读能力具有重大的意义，持续默读是一种非常考验学生自觉性的教学方式，充分发挥学生的自主性，具有一定的优势。

赵老师：持续默读在于持续，它是一种教学活动。长时间阅读对发展学生的阅读流畅度，养成阅读习惯等方面都有重要的影响。持续默读活动在家、在学校都可以做，我认为这是帮助学生自主阅读的一个好方法。

问题二：您在教学过程中是否使用过该方法，效果如何？

梁老师：有尝试过，但是很少。因为小学生年龄尚小，缺乏自觉性，很容易导致课堂秩序失控，效果不太好。

赵老师：作为教师，要经常性地做好思想转变，学习新的教学方法和授课方式。我经常鼓励学生独立阅读，不管在课堂上还是课下，课上我会留出一部分时间让他们自己阅读，我也要求学生每天下午上课之前自己阅读。有些学生的自制力不好，但是他们看到别人专心阅读时也会模仿。

问题三：您认为持续默读对小学生的英语学习或自身发展有哪些益处？

梁老师：我认为就这种方法而言，持续默读对小学生的阅读能力是有一定帮助的。每天有一部分时间阅读，久而久之可以培养学生的阅读习惯，养成经常阅读的好习惯，同时也可以提高阅读速度。在这个过程中学生可以学习一些新的英语词汇、语法，不可否认对英语的学习有很大帮助。

赵老师：小学阶段是学生语言发展的基础阶段，在这一阶段最重要的是培养学生的兴趣。采用多种形式鼓励学生阅读会激发学生的阅读兴趣，增加阅读量，从而提高学生自身学习能力。

问题四：可以谈一下您对持续默读法在英语教学中应用的态度吗，您是否支持在小学英语教学中使用持续默读法？

梁老师：由于小学生的年龄比较小，理解能力和接受能力较差，在英语阅读教

学中，应逐步培养学生对于阅读的兴趣。这个问题取决于是否对学生有真正的帮助，是需要长期实践才能得出结论的，所以还有待观察。

赵老师： 在教学过程中采用这种策略，让学生自己选择喜欢的绘本和读物，学生兴趣浓厚，深受孩子们的喜爱。在教学中我会继续采用这种教学活动，每天留出时间让他们自己阅读。