

# Research on Strategies for Improving English-Chinese Bilingual Reading Ability of College English Majors

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**Abstract:** The bilingual reading ability of College English majors is an important indicator to measure their English proficiency, which is of great significance for improving their cross-cultural communication skills and international competitiveness. However, in the actual teaching process, many students often have difficulties in reading comprehension, which affects their reading efficiency and comprehension quality. Therefore, understanding the factors that affect the bilingual reading ability of English majors in universities is of great significance for developing effective teaching strategies and improving students' reading ability. This study has identified strategies for improving the bilingual reading ability of English major students in universities through investigation and analysis, in order to serve English major teaching in universities.

**Keywords:** Strategies; English-Chinese; Bilingual Reading Ability; College English Majors

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## 1. Introduction

### 1.1. Research Background

With the continuous deepening of globalization, English has become an important tool for international communication, especially in the field of higher education. English majors need to have bilingual reading abilities in English and Chinese to adapt to the diverse social needs. However, there is a certain gap in the bilingual reading ability of English majors in Chinese universities. For example, students often lack the awareness of self-directed learning of English in their spare time. Their reading materials are relatively narrow, mainly focusing on the little things in front of them, and they do not know how to expand their reading range. This approach and learning strategy are not scientific and reasonable, and cannot effectively improve students' English reading ability. In response to the above issues, this study proposes several paths to enhance the bilingual reading ability of English majors in Chinese universities, in order to serve the English learning of English majors in universities.

Overall, improving the bilingual reading ability of English majors in Chinese universities requires efforts from multiple aspects, including cultivating students' reading interest, providing rich reading materials, strengthening teacher training, and establishing a sound evaluation system. Only in this way can we effectively enhance the English Chinese bilingual reading ability of English majors in Chinese universities, enabling them to better adapt to the development needs of society.

### 1.2. Research Objective

This study aims to conduct in-depth research on the English-Chinese bilingual reading ability of English majors in Chinese universities, in order to reveal various factors that affect their reading ability, and propose practical and feasible improvement strategies for these factors, in order to enhance the English Chinese bilingual reading ability of English majors in universities. This study analyzes the current situation of English-Chinese bilingual reading ability among college English majors, identifies factors that affect their reading ability, and proposes effective improvement

strategies to enhance their English Chinese bilingual reading ability. This will have important theoretical and practical significance for improving the reading ability of English majors in Chinese universities.

### 1.3. Research Meaning

This study has important theoretical and practical significance for improving the English Chinese bilingual reading ability of English majors in universities, enhancing their international competitiveness, and promoting the development of English education in China. This study aims to provide new theoretical support and practical guidance for English education in Chinese universities by exploring the path to improving the bilingual reading ability of English major students. It will help improve the bilingual reading ability of English major students in Chinese universities and enhance their international competitiveness.

### 1.4. Research Methods

This study aims to explore the path for improving the bilingual reading ability of English major students in universities. The research methods include literature analysis, survey research, and case analysis. Firstly, by reviewing relevant literature, identify the main factors that affect the improvement of English Chinese bilingual reading ability among English majors in universities. Next, design and implement a survey questionnaire to collect data on the current status of English Chinese bilingual reading ability among English majors in universities, in order to conduct in-depth analysis of students' reading situation. In addition, selecting some English major students from universities as cases, a specific analysis of their reading strategies is conducted in order to summarize effective methods for improving students' English Chinese bilingual reading abilities.

Based on the above three research methods, this study aims to comprehensively understand the current status of English Chinese bilingual reading ability among English majors in universities, and provide targeted suggestions for improving students' reading ability. In future research, this study will continue to explore other key factors that may affect students' reading ability, in order to provide more scientific and

## **2. An Analysis of the Current Situation and Reasons for the Bilingual Reading Ability of College English Majors**

### **2.1. Current Status of English-Chinese Bilingual Reading Ability of College English Majors**

The current situation of English-Chinese bilingual reading ability among English major students is not optimistic. From the survey results, it can be seen that their reading volume is seriously insufficient, their reading interest is not strong, their reading satisfaction is low, and there are many reading obstacles. This is mainly manifested in the following aspects:

Firstly, the reading volume of English major students is severely insufficient. The survey found that students' reading volume not only did not increase linearly with grade level, but also decreased. The average reading volume of first-year students is 3.86 English classic novels, 3.93 in sophomore year, and 3.42 in junior year. This indicates that during their university years, English major students did not actively engage in extracurricular reading of English original works.

Secondly, English major students have a weak interest in reading. In the question "Do you enjoy reading classic English literature?", students choose from five levels ranging from "very dislike" to "very like", with scores ranging from 1 to 5. The average score for freshmen is 3.2, the average score for sophomores is 2.9, and the average score for juniors is 2.7. This indicates that overall, students are not very interested in reading, and their level of interest is inversely proportional to their grade level. As their grade level increases, their interest not only does not increase but also weakens. Senior students expressed that the pressure of the English major CET-4 and CET-8 exams is too great, which leads to a lack of interest in extracurricular reading.

Once again, the reading satisfaction of English major students is low. Regarding the question "Are you satisfied with your reading volume of English classics?", students choose from five levels ranging from "very satisfied" to "very dissatisfied", with scores ranging from 1 to 5. The average score for freshmen is 1.9, for sophomores it is 1.8, and for juniors it is 1.7. Overall, the satisfaction of all students with their reading volume is very low, and the satisfaction decreases year by year as the grade level increases.

Finally, English majors face numerous reading barriers. When asked, "What do you think are the reasons that hinder you from reading English literary works?", over 80% of students from freshman to junior believe that language proficiency limitations lead to difficulty understanding the original works. Therefore, without mandatory requirements from teachers, they will not actively overcome difficulties in reading.

In summary, the current situation of English Chinese bilingual reading ability among English major students is not optimistic. The problems of insufficient reading volume, lack of reading interest, low reading satisfaction, and numerous reading obstacles seriously restrict their reading ability. Therefore, how to improve the bilingual reading ability of English major students has become an urgent problem to be solved.

### **2.2. Factors Affecting the Bilingual Reading Ability of College English Majors**

The bilingual reading ability of English major students in universities is an important indicator to measure their English proficiency, which is of great significance for improving their cross-cultural communication skills and international competitiveness. However, in the actual teaching process, many students often have difficulties in reading comprehension, which affects their reading efficiency and comprehension quality. Therefore, understanding the factors that affect the bilingual reading ability of English majors in universities is of great significance for developing effective teaching strategies and improving students' reading ability.

Firstly, basic language knowledge is the foundation that affects students' reading ability. English major students need to have a solid foundation in the English language, including vocabulary, grammar knowledge, and reading comprehension ability. However, many students have varying levels of English proficiency before entering universities, and some students have weak language foundation knowledge, which leads to difficulties in their reading process. Therefore, teachers need to develop personalized teaching strategies based on students' language foundation to help them lay a solid language foundation and improve their reading ability.

Secondly, the level of mastery of reading strategies is also an important factor affecting students' reading ability. Reading strategy is a series of methods adopted by students during the reading process, including prediction, analysis, reasoning, etc. However, many students often lack effective reading strategies during the reading process, which affects their reading efficiency and comprehension quality. Therefore, teachers need to teach students various reading strategies to help them improve their reading abilities.

Furthermore, the reading environment is also an important factor affecting students' reading ability. The reading environment includes factors such as the type of reading material, the time and place of reading. However, many students are often influenced by external factors during the reading process, such as phone interference, TV interference, etc., which affects their reading efficiency and comprehension quality. Therefore, teachers need to create a good reading environment for students and help them improve their reading ability.

In addition, students' reading interest and motivation are also important factors that affect their reading ability. Reading interest and motivation are the intrinsic driving forces for students to actively participate in reading activities, which is of great significance for improving students' reading efficiency and comprehension quality. However, many students lack interest and motivation in the reading process, which affects their reading efficiency and comprehension quality. Therefore, teachers need to stimulate students' interest in reading, cultivate their reading motivation, and help them improve their reading ability.

In summary, factors that affect the bilingual reading ability of English majors in universities include language foundation knowledge, mastery of reading strategies, reading environment, reading interest, and motivation. Teachers need to develop effective teaching strategies based on these factors to help students improve their reading ability, enhance their cross-cultural communication skills, and international competitiveness.

### 3. Effective Ways to Enhance the Bilingual Reading Ability of College English Majors

The bilingual reading ability of English major students in universities is an important indicator to measure their English proficiency and plays a crucial role in improving their comprehensive English application ability. In order to improve the English Chinese bilingual reading ability of English majors in universities, this article summarizes and generalizes the existing ways to enhance their English Chinese bilingual reading ability, and explores their effectiveness and feasibility through practice.

Firstly, English teaching in universities should focus on reading instruction to enhance students' reading abilities. College English teaching should focus on reading teaching, and the quality of reading teaching directly affects the success or failure of English teaching in higher vocational schools and whether the ultimate goal of college English teaching can be achieved. Therefore, we must attach great importance to English reading teaching and actively work to improve students' English reading ability.

Secondly, college English teachers should train students' discourse analysis skills in the actual teaching process. The ability to analyze discourse is the key factor that affects college students' English learning. Therefore, in the process of discourse teaching, teachers should try to choose different content and types of discourse, and ensure that the selected articles have a certain depth and connotation, avoiding the negative impact of single subject matter on English teaching. The diversification of discourse content and themes can help stimulate college students' interest in learning, thereby cultivating their creative thinking and improving their ability to understand and analyze English discourse.

Again, college English teachers should use classroom teaching to analyze different discourse, which can help students understand the writing characteristics of different articles, guide them to grasp the overall idea of the article, comprehensively improve students' deep reading ability, and enable students to achieve significant improvement in both reading and writing.

In addition, college English teachers should arrange English reading according to students' individual development characteristics. College English teachers need to communicate with students, understand their thoughts, practical interests, and hobbies, and let them choose their favorite English reading materials to read extensively. Teachers should respect the subject status of students, allow their individual talents and abilities to be fully utilized, care for each student, and reflect humanistic care in English reading course teaching.

Finally, English teaching in universities should focus on classroom teaching, and further expansion should be achieved on this basis by extending teaching into the workplace, so that students' English learning can be organically combined with professional employment. In daily English teaching, teaching should strengthen students' basic knowledge and skills training in English, and combine English frequently used in daily life and work as the main teaching content. Professional workplace situations should be introduced in the teaching process, allowing students to communicate and interact in English according to the needs of workplace positions.

In summary, improving the bilingual reading ability of English majors in universities is a systematic project that

requires joint efforts from English teachers, students, and all sectors of society. Only by increasing the importance attached by English teachers in universities to English reading can we effectively enhance the bilingual reading ability of English majors in universities.

## 4. Summary

### 4.1. Research Conclusion

The ways to improve the bilingual reading ability of English majors in universities mainly include the following aspects:

Firstly, strengthen the cultivation of English reading habits. The cultivation of English reading habits is of great significance for improving students' reading ability. Teachers can improve students' reading interest and habits by developing reading plans, guiding them to engage in regular English reading, and encouraging them to share their reading experiences.

Secondly, expand reading platforms and improve reading resources. The richness of English reading resources also plays an important role in improving students' reading ability. Schools and education departments should provide more English reading resources, including paper books, e-books, online reading, etc., to meet the different reading needs of students.

Again, provide appropriate method guidance to improve reading efficiency. Reading methods are the key to improving reading ability. Teachers can help students improve their reading efficiency and comprehension ability by teaching reading skills such as skimming, searching, and intensive reading.

Finally, integrate cultural education and enhance reading interest. Reading interest is the foundation for improving reading ability. Teachers can enhance students' interest in reading by teaching them cultural background knowledge to help them better understand the reading materials.

Overall, there are multiple ways to improve the bilingual reading ability of English majors in universities, which require joint efforts from teachers, schools, and society. Only through comprehensive cultivation can students' English reading ability be improved, thereby enhancing their overall quality.

### 4.2. Research Limitations

There are still many limitations in this study, mainly manifested in the following aspects:

Firstly, this study belongs to the field of social sciences, and the experimental process may be influenced by various subjective and objective factors. For example, participants may be influenced by subjective factors when understanding discourse, such as the level of mastery of background cultural knowledge. In addition, the psychological factors of the subjects, such as their level of tension, may also affect the test results. In addition, family cultural background may also have an impact on the experimental results. However, these impacts are extremely rare and negligible, and cannot affect the true validity of the experimental data.

Secondly, in this study, the position of students as the main teaching subjects was not fully reflected. University teaching is usually led by teachers, who ask questions and students search for answers based on the content of the article. However, teachers often overlook students' inner thoughts on English, leading to passive training and loss of interest in

learning.

Thirdly, there are issues with the curriculum design of professional English courses in universities in this study. The insufficient emphasis placed by teachers and students on professional English learning has resulted in an unreasonable curriculum design for professional English courses. In addition, there are differences between the curriculum of professional English and basic English in terms of time, class hours, and assessment system, which makes the learning of professional English weak.

In summary, this study has certain limitations in experimental design, theoretical basis, and teaching practice. In the future teaching and research process, further improvement and optimization are needed to enhance the quality of English teaching in universities and students' reading abilities.

### 4.3. Research Prospects

The research outlook section mainly looks forward to future research directions, that is, how to apply the results of this research in practical teaching.

Firstly, this study can provide a new reading teaching method for English majors in universities. Through this study, we can understand the path to improving the bilingual reading ability of English majors in universities, including how to enhance students' reading interest, increase their vocabulary, and cultivate their reading habits. These pieces of information can provide new teaching references for college English teachers, helping them better design and implement teaching activities, thereby improving students' reading abilities.

Secondly, this study can provide guidance for autonomous learning of English majors in universities. This study not only provides methods for reading instruction, but also offers reading strategies such as guessing words, skipping, skimming, etc. These strategies can help students better understand and read English articles, improving their reading efficiency. Therefore, students can independently choose and implement these strategies under the guidance of teachers to improve their reading ability.

Again, this study can provide theoretical support for reading instruction for English majors in universities. This study reveals the path for improving the bilingual reading ability of English major students in universities through empirical research, providing theoretical reference for English reading teaching. College English teachers can use these theories to design more effective teaching activities and improve students' reading abilities.

Finally, this study can also provide reference for the reading evaluation of English majors in universities. This study compared the effects of different teaching methods on students' reading ability through comparative experiments. This provides a reference standard for college English teachers to evaluate students' reading ability. Teachers can evaluate students' reading ability more accurately based on these standards, thereby providing them with more targeted guidance.

Overall, this study provides a new research perspective for improving the English Chinese bilingual reading ability of English majors in universities, and offers a new teaching method for English reading instruction. In future research, we

can further explore how to apply the results of this study to practical teaching to improve the reading ability of English majors in universities.

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