INFLUENCE OF CONDITIONED EMOTIONAL RESPONSE INTERVENTION ON ENGLISH READING ABILITY OF COLLEGE STUDENTS

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Abstract
The teaching of English reading is a process of conditioned emotional response intervention (CERI). This paper mainly explores how CERI influences the English reading ability of college students. Specifically, a control experiment was carried out on freshmen in class 2002 from a university in China. The subjects were divided into three groups. The first group received both English reading skill training and CERI; the second group was only subjected to English reading skill training; the third group was taught in normal mode without any intervention. Before and after the experiment, the students in each group were evaluated through an English reading comprehension test, a questionnaire survey on the level of CERI, and an assessment against a learning self-monitoring scale. The results show that the first group of students made the most obvious progress in English reading ability. The research results lay the basis for developing effective psychological intervention methods for English learners in colleges.

Key words: Conditioned Emotional Response Intervention (CERI), English Reading Ability, Reading Activities, College Students.

INTRODUCTION
With the development of the times and the increase of multi-channel exchanges in international affairs, the higher requirements on English proficiency are brought forward against college students. At present, most universities in China require college students to pass the corresponding English level test before their graduation, but for many college students, it's difficult to for them to master English. The traditional way of English learning is hard to improve students' grades in a short period of time by applying only learning methods, and is helpless in the face of the students with learning-weariness. In this study, the conditioned emotional response intervention (CERI) (Chen & Kraklow, 2015; Vibulphol, 2016) was adopted to help college students quickly get rid of the dilemma of distraction and inefficiency in English learning from the perspective of college students' learning emotion and conditioned emotional response intervention, through which improve their academic performance and comprehensive quality, aiming at providing the effective methods to relieve college students' difficulties in English learning, and providing the scientific basis for the psychological problems during subject learning.

The study on foreign language reading theory always follows closely the study of native language reading, and with the progress of the study on CERI in native language reading activities, the studies on CERI and second language reading have also attracted much attention abroad. Just like the native language reading, the foreign language reading model has also experienced three stages, i.e. "bottom-up", "top-down" and "interaction"(Haidara, 2016; Butler, 2015; Green, Hood, & Neumann, 2015). However, since the pure "bottom-up" model relies too much on the information of current...
chapter, and "top-down" model leaves far away from the information of chapters, the researchers realized that only through the organic integration of the "bottom-up" information and "top-down" information, may the readers really understand the information during foreign language reading, wherein, the process of integration refers to a process that the readers invoke the existing background knowledge to interact with the information of current chapters, and positively and actively revise the assumption and ignore the irrelevant details to achieve the comprehension of the article according to the information of chapters, including readers' monitoring, evaluation, adjustment, revision and summarization and other psychological activities. In addition, since more circles such as the decoding of words, matching of phrase, and recognition of sentence pattern are involved during foreign language reading and therefore higher requirements on the monitoring level of CERI during reading process against readers are brought forward, foreign language reading researchers have transferred their attention from the study on reading materials to the study on the individual factors influencing reading, among them, CERI is an important aspect. At present, the development of a large number of theoretical and empirical studies abroad have made the concept of conditioned emotional response intervention be widely accepted in the field of foreign language. For example, it is believed that the knowledge of CERI in foreign language reading is the knowledge that readers already have mastered about reading as a cognitive process (Woods, Park, Hu et al., 2019), including three aspects: people's knowledge, task knowledge and strategy knowledge (Hodara, 2015). It is believed that the awareness of CERI is the basis for effectively constructing comprehension monitoring in foreign language reading (Bunch, & Kibler, 2015; Suryasa, Prayoga, & Werdistira, 2017; Fong, Davis, Kim et al., 2017). It is believed that just like the native language reading (Weiss, Visher, Weissman et al., 2015; Zhang, 2016), foreign language reading also included at least three stages and six categories of CERI monitoring activities, namely: assessment stage (including identifying difficulties and identifying root causes of problems); actual activity stage (planning strategy and problem solving activities); inspection stage (including inspection and correction activities). The foreign language teaching researchers have no sufficient recognition on the function of CERI in improving the comprehension level during foreign language reading, and in recent years, a few English learning strategy researches mentioned CERI strategy, and several articles brought forward to apply CERI theory into the teaching practice of English reading in China. Among them, other than the research on the combination of CERI with teaching practices, most articles focus on discussing the relation between CERI and foreign language reading strategy through investigation or theoretical analysis, and there're rare empirical research on CERI trainings during the teaching of English reading in China. Although the study on CERI in the reading field of second language acquisition abroad, the objects of their study are not Chinese. For the environment for second language acquisition abroad is different from that of foreign language learning at home, therefore, the study results abroad will not be necessary to work well for English teaching in China. Hence, such problems as what's the role of CERI in the Chinese students' English reading comprehension, whether or not will CERI trainings really increase the students' abilities in reading comprehension, what CERI trainings are needed mostly by the students, and the migration of CERI during English teaching, etc. require to be further discussed through a large quantity of empirical researches, meanwhile, the study on CERI strategy trainings abroad is still at the exploratory stage, and in China, how to carry out CERI strategy trainings under foreign language teaching environment is undoubtedly a new topic that deserves discussion.

In this paper, the selection of English reading skills as a specific subject for CERI trainings is mainly based on the following reasons: firstly, from the previous theoretical review, we have known that effective reading process is both a cognitive process and a CERI process; since English learning doesn't involve the complicated factors including decoding of words, matching of phrases and recognition of sentence patterns, it has higher requirements on the level of conditioned emotional response intervention in the process of reading. A lot of theoretical and empirical researches have been conducted abroad, from which summarize some effective methods, and however, in China, fewer researches have conducted researches in this aspect, let alone the empirical research of CERI
traintings conducted by combining the ability of English reading, and the research on the same kind for college students is totally zero. This study aims at filling in gaps, and conducting verification for the appropriateness and effectiveness of relevant theories against college students. Secondly, English is always a difficult subject according to the reflection of college students, and the passing rate of college students in the examination of English level 3 is less than 5%, wherein, English reading comprehension is the important factor influencing the scores, and also the weak link of students in English learning. This study, on one hand, is expected to improve the testing results of colleges students in English reading comprehension, playing a promotion role in improving college students' passing rate in the examination of English level, and on the other hand, provides an attempt and reference for the CERI trainings conducted by TV University in further by combining other courses. Therefore, selecting English reading skills as the specific teaching content relied by the strategy training in this study has the important theoretical and practical meanings.

THE INFLUENCE OF CERI ON THE IMPROVEMENT OF COLLEGE STUDENTS’ ENGLISH READING ABILITY

The effectiveness in improving English reading ability

(1) The influence of emotion on foreign language learning

Emotion is a person's attitude experience for objective things and his/her corresponding behavior response, and it is a high-level function of human brain, which has a complex interaction with other psychological processes, thus ensuring the survival and development of individuals, and has an important impact on individual learning, memory and decision-making. It is believed that children's results in school and achievements in adulthood depend not only on their abilities, but also on their motivation, attitudes, and emotional responses to school and other achievement situations. Yerkes–Dodson Law shows that the level of mental activity of human beings is affected by the level of emotion, and the relationship between them varies with the complexity of the tasks. Positive emotions have a coordinating effect, and have the biggest promotion function for such recognition activities as students' attention, memory, judgment and reasoning, which may further improve students' results significantly; meanwhile, when the students generate negative emotion due to the hindering on their learning behaviors, such emotions will disturb the orderly motivated behaviors and hinder the process of learning activities, and accordingly reduce the efficiency of learning activities. There's a negative correlation between foreign language anxiety and foreign language performance. The framework diagram of correlation study is as follows:

Figure 1. The study on the correlation between conditioned emotional response intervention and English reading ability

(2) The influence of CERI on English learning

The CERI method is a high-level thinking sound that controls the cognitive process by individuals actively. Learning is affected by the interaction of various factors, and the CERI plays an organizing and coordinating role in these factors, thus become a high-level, core and key factor, and have a direct relation with the final learning result. The importance of the CERI on academic performance has been confirmed by studies. American psychologist, Gagne, thought, in foreign language learning process, in the model combining CERI strategy and specific recognition strategy, learners' CERI awareness is the self-knowledge and self-reflection on the issue about how to learn a foreign language, and to carry out an effective planning, monitoring and assessment on the whole process of language learning, so as to make foreign language learning become learners' conscious and active recognition activity. CERI plays a very important guiding and coordinating role during foreign language learning. The ability of
conditioned emotional response intervention is largely reflected in the difference in reading skills. The study found that skilled readers have a potential problem handling tentative plans and strategies, applying the knowledge already known to understand the content what they have learned and to effectively monitor their comprehension of the text information, and unskilled readers have less cognitive knowledge about reading, rarely monitoring the memory, comprehension, and other cognitive processes, regarding the reading comprehension as the decoding process rather than the process of meaning acquisition, difficulty in finding and dealing with the contradictory information during reading and unable to control the whole reading process, etc. With the improvement of CERI, unskilled readers can constantly improve their reading skills through self-monitoring, compensating for the difficulties in reading comprehension, and improving their reading level and performance, which have been proved by many studies.

(3) The effectiveness of conditioned emotional response intervention in English learning

Figure 2. The change of the scores in English learning before and after the intervention of CERI method

CERI, also known as CERI behavioral intervention method, refers to the psychological application technology that enables visitors to master correct cognitive concepts and generate positive emotional experience through cognitive adjustment and implied learning, thus forming adaptive behavioral response. Its operation procedures are comprised of three stages: cognitive adjustment, suggestion training, and monitoring and counselling of CERI, which by changing the conditioned emotion of subjects when learning English and improving the monitoring ability of CERI of participants, effectively changing the English learning dilemma faced by college students.

As shown in Figure 2, this study, through the intervention of college student subjects’ English learning ability, discusses the effectiveness of CERI in improving college students’ English reading ability, so as to prepare a set of effective psychological intervention method and procedures, providing extensive help and guidance for college students who have difficulty in learning English.

The research methods of conditioned emotional response intervention in improving English reading ability

(1) Independent variables

Independent variables for the teaching methods, according to the CERI trainings in teaching, are divided into three handling levels, i.e. English reading skills teaching group combining CERI trainings (Experimental Group), conventional English reading skills teaching group (Control Group 1) and normal teaching group without any experimental intervention (Control Group 2). Among them, English reading skills teaching combining CERI trainings refers to the English reading skills teaching into which infiltrate various specific CERI trainings, aiming at teaching the students to actively regulate and control their studying process according to the characteristics of learning materials and tasks. The specific CERI trainings adopted during the experiment mainly include: self questioning method, loud thinking method, interactive teaching method, knowledge imparting method and self-assessment training method, etc.; conventional English reading skills teaching refers to the English reading skills teaching in which teachers mainly adopt traditional teaching method, through which teach the students English reading skills related knowledge and steps, guiding the students to carry out reading exercises. During the process, the preparation of reading objectives, selection of strategies, assessment of results and regulation and control of reading process are all under the control of the teachers, and the students need only simply follow the teachers' thoughts during their learning activities.
Table 1. Pre-test results of subjects' English reading time and accuracy (n=60) (mins/piece)

| Experimental group     | Time for English reading | Accuracy of English reading |
|------------------------|--------------------------|-----------------------------|
|                        | M  | SD  | T    | M  | SD  | T    |
| Experimental Group     | 29.8 | 12.34 | 0.768 | 38.33% | 0.12 | 0.104 |
| Control Group          | 27.3 | 12.52 |        | 38.67% | 0.13 |        |

(2) Dependent Variables

Students' English reading ability and autonomous learning ability. Wherein, the operation of students' reading ability is defined as the English reading comprehension test results and CERI level test results with regards to English reading, and the operation of students' autonomous learning ability is defined as the test results of students' self-monitoring ability in study.

(3) Controlled variables

During the whole experiment, all subjects are taught according to the original teaching materials and syllabus, and the time and content of normal teaching remained unchanged; in order to avoid the experimenter effect, the reading skills for group A and group B shall be taught by the same teacher, the training materials for reading skills shall be the same, and the difference is that teacher in the process for teaching group A shall penetrate the CERI training methods, while for teaching group B, the teacher shall teach them according to the conventional teaching methods; no communications about the experimental intervention among teachers who teach reading skills and who teach normal English courses are allowed; The English reading skills classes of group A and group B shall be both arranged at the period from 7:30 p.m. to 9:30 p.m., and the training period of two groups are the same, i.e. 20 class hours, once a week, two hours each time, with a total experimental period of 3 months This study takes the 2002 freshmen of a university as experimental subjects. Since the public English teaching of this grade is divided into fast class, medium class and slow class, and all these various classes use different teaching materials, among which middle class accounts for about 70% of the total, we select 203 students from 4 middle class of public English of the Grade (The class division standard scores for college entrance examination are between 35-50), for whom, we will carry out the pre-test of self-monitoring ability in study, and then under the premise of ensuring the basically same scores from college entrance examination English scores and self-monitoring ability in study, matching every three subjects and assigning any one among these three into one group randomly to form three average groups. These three groups shall be divided into Group A, Group B and Group C, which shall accept different experimental handling. Wherein, Group A shall be English reading skills teaching class combining CERI trainings (Experimental Group, herein after referred to as "CERI Training Class"), Group B shall be conventional English reading skills teaching class (Control Group 1, herein after referred to as "Reading Skills Training Class"), and Group C shall be normal teaching class without the involving of experimental intervention (Control Group 2, herein referred to as "Normal Teaching Class"). Group A, B and C have 31 subjects separately, with basically same quantity of female and male subjects.

Research materials

(1) Test on English reading comprehension

Select 20 pieces of English essays featuring fairly difficulty and extensive subjects, equalling freshman's English level, carry out the prediction in un-experimental classes firstly and analyze the results to eliminate those difficult essays with low differentiation degree and select 10 pieces of essays. Then divide these 10 pieces of essays into two pieces of English Reading Examination test paper as per the principle of equal difficulty, i.e. test paper A and test paper B. Randomly select one piece of test paper to carry out pre-test and post-test. Each test paper is consisted of five essays and 20 choice questions, marking score 1 for each right answer to one question, and the total result is 20 scores.

(2) The questionnaire on the level of CERI in English reading

Since, from the overall trend, CERI knowledge can reflect the overall level of CERI, e.g. Prinrich et al found that there's correlation between the mastering of strategy knowledge and actual strategy application, and through investigation, Barnett found that there's correlation between...
the reading comprehension and strategy's application and perceiving, this questionnaire, through the investigation on CERI during students' English reading, reflects their level of English reading under CERI. CERI knowledge in foreign language reading refers to the knowledge that readers have obtained and that foreign language acts during the cognitive process, including three aspects, i.e. people's knowledge, task knowledge and strategy knowledge. At the same time, by referring to relevant CERI questionnaires about English reading at home and abroad, Questionnaire on CERI Awareness in second language reading, the aspect of people's knowledge is for testing and inspecting students' opinions and assessment on their reading ability and strategy, mainly respecting the students' self-concept and sense of self-efficacy in CERI in reading; at the level of strategy knowledge, inspecting students' remedy strategy upon the recognition of problem and whether be able to effectively apply same knowledge with specific reading strategy under specific situation; at the level of task knowledge, mainly inspecting readers' judgment about task difficulties, and how to flexibly apply the strategic self-regulation ability for different reading tasks. The questionnaire is designed with five level self-report inventory, and the answer of each question is divided into five grades including "completely consistent, basically consistent, general, not quite consistent, and completely inconsistent", corresponding to 5-1 score(s) separately. The sum of all questions' scores divided by the total questions equals to the total points, with the range of scores between 20-110. In order to improve the reliability and validity of the questionnaire and prevent from the forming of reflection mode of subjects, some questions are designed as negative proposition, applying reverse score, such as Question No. 8, 10, 13, 16, 20, 21, etc. Upon the prediction analysis of the questionnaire in non-experimental classes, the reliability coefficient is fixed at 0.906, and the coefficient of internal consistency of various score items is 0.759 (part of people's knowledge), 0.783 (part of strategy knowledge) and 0.852 (part of task knowledge) separately, the relevant validity of questionnaire and students' English reading performance is 0.712, featuring a relatively good reliability and validity.

(3) Self-monitoring Scale in Study

The self-monitoring scale in study compiled by a university is selected, and its reliability and validity are 0.975 and 0.719 separately. This scale is closely combined with the practice of student learning activity process, dividing the self-monitoring learning ability into three stages, eight dimensions, which are self-monitoring before learning activity (planning, preliminary), self-monitoring during learning activities (consciousness, methods, implementation), self-monitoring after learning activities (feedback, remediation, summary). The scale contains a total of 70 items, and the answers to each item are divided into six grades, i.e. "completely unlike, basically unlike, a little bit unlike, alike, totally alike", corresponding to 1 to 6 points. Divide the scores on each dimension by the number of items of the corresponding dimension, get the score of each dimension. The sum of each dimension score is the total score representing the students' self-monitoring learning ability.

With reference to the teaching materials of English reading skills at home and abroad, and combining with the actual English level of college students, I compiled a set of training materials for English reading skills to serve as the written textbook to train students' English reading skills. The content includes nine lessons, including Lesson 1: Various Bad Reading Habits and Their Overcoming; Lesson 2: How to Find the Topic Sentence of A Paragraph; Lesson 3: How to Determine the Main Idea of An Article; Lesson 4: Word-guessing Skills: Lesson 5: Methods for Identifying Important Facts and Details; Lesson 6: The Skills of Grasping Context; Lesson 7: Methods for Reasoning and Judgment in English Reading; Lesson 8: The Law of Overall Discourse Reading; Lesson 9: Comprehensive Skills for Improve Reading Speed. In addition to Lesson 4 "Word-Guessing Skills", which requires 4 credit hours, the rest of lessons only takes 2 credit hours, a total of 20 credit hours required. At the same time, I have compiled 20 pieces of English essays of 200-400 words or so with a wide range of genres and difficulty equivalent to the level for a freshman as reading materials in the training of reading skills.

As shown in Fig. 3, self-assessment training is a training method that requires subjects to improve their monitoring level of conditioned emotional response intervention through the self-assessment on the correctness of the results.
answered. The implementation of the specific operation is to ask the subjects finish each item when conducting reading activities, so as to carry out self-assessment on their grasping degree of the selection or answer, and give a score. After the teacher announces the answers, the subjects shall compare the actual scores with the confidence scores. The less difference between these two scores, the more consistence between the subjects’ understanding level and their own assessment, and the higher reading monitoring level, otherwise, the lower reading monitoring level.

**Figure 3. The changes of self-monitoring scale before and after the monitoring of English learning**

![Graph showing changes in self-monitoring scale before and after monitoring of English learning.]

**VERIFICATION VIA EXPERIMENT**

The comparison of English reading test and pre-test differences of self-monitoring scale in study between the experimental group and the control group

Independent sample T test was conducted on the English reading test and pre-test results of self-monitoring Scale in Study between the students of experimental group and control group, with the results shown in Table 2.

Table 2 shows that there is no significant difference between experimental group and control group in English reading test and pre-test of self-monitoring scale in study conducted before the experimental intervention.

The comparison of the differences between experimental group and control group in English reading test, questionnaire on the level of CERI in English reading and post-test of self-monitoring scale in study

Independent sample T test was conducted on the English reading test of the experimental group and the control group, the questionnaire on the level of conditioned emotional response to English reading intervention method, and the post-test results of the self-monitoring scale in study. The results are shown in table 3:

Table 3, Figure 4 shows, compared with these of control group class B, the post-test scores of English reading test of experimental group A have significant increase, and compared with these of control group class C, the post-test scores of group A have extremely significant increase, and compared with these of control group class C, the scores of control group class B have extremely significant increase, which mean that English reading skills training has a significant effect on the improvement of the test results of class A and B students in English reading, wherein, the results of class A's students is increased significantly. It means that, compared with relatively conventional English reading skill teaching, the teaching combining CERI trainings may better significantly increase the students' reading test.

**Table 2. The comparison of the difference in English reading test and pre-test of self-monitoring scale in study between experimental group and control group**

|                  | CERI training class(A) | Reading skills training class(B) | Normal teaching class (C) | T value |
|------------------|------------------------|----------------------------------|---------------------------|---------|
|                  | (n=31)                 | (n=31)                           | (n=31)                    |         |
| English reading test | 26.89±2.54             | 7.10±2.12                        | 6.79±2.39                 | -0.23   |
| Self-monitoring test in study | 6.97±2.37             | 26.74±3.24                       | 26.81±3.51               | 0.12    |
Table 3. The comparison of differences in English reading test and post-test of self-monitoring scale in study between experimental group and control group

|                          | CERI training class (A) | Reading skills training class (B) | Normal teaching class (C) | T value |
|--------------------------|-------------------------|-----------------------------------|---------------------------|---------|
| English reading test     | (n=31)                  | (n=31)                            | (n=31)                    | A&B     |
|                          | 9.39±2.59               | 7.81±2.34                         | 6.55±1.89                 | 2.52*   |
| CERI questionnaire test  |                        |                                   |                           | A&C     |
| about reading            | 61.23±8.17              | 54.39±7.67                        | 25.81±9.26                | 4.92*** |
| Self-monitoring test in  |                        |                                   |                           | B&C     |
| study                    | 27.26±5.39              | 26.36±3.10                        | 25.56±2.45                | 2.32*   |

In terms of the scores of the questionnaire on the level of conditioned emotional response intervention in English reading, compared with these of control group class B and class C, the scores of experimental group class A have significant increase, and reached an extremely significant level, while compared with control group class C, the scores of control group class B have no significant increase, it means that English reading skills teaching combining CERI trainings may significantly improve the students’ CERI ability in English reading, and however, the normal English reading skills training has no significant effect on students’ ability in CERI. In terms of self-monitoring Scale in Study, there’s no significant difference among experimental group class A, control group class B and control group class C. It means that the influence on students’ self-monitoring ability of experimental group and control group in study of this experiment didn’t reach a significant level.

The comparison of the difference between experimental group and control group in pre-test and post-test of self-monitoring Scale in Study

Since the difference of total scores of post-test of self-monitoring scale in study between experimental group and control group did not reach significant level, in order to inspect students’ pre-test and post-test scores on such eight dimensions as the planning, preliminary, consciousness, method, execution, feedback, remediation and summary in self-monitoring scale, we conducted further statistics and analysis on the scores of sub-items of pre-test and post-test of self-monitoring scale in study between the students of experimental group and control group. Through the T test against matched samples conducted for pre-test and post-test scores of various dimensions of the scale, we concluded the results as follows (see Figure 5):

Figure 4. The verification of the influence of English reading test, conditioned emotional response intervention questionnaire and self-monitoring scale on English reading

Figure 5. The verification of difference between experimental group and control group in self-monitoring scale for college students’ self-monitoring scale in English reading
As can be seen from Fig. 5, compared with the pre-test score, the post-test score of experimental group class A in such dimensions as consciousness, method, feedback and summarization increased significantly, the difference reached significant level and however, the scores in planning and preparation dropped obviously, and the changes of other items failed to reach significant level; the post-test score of control group class B on the dimension of method in the scale creased significantly, and except that the scores on the dimensions of planning and preparation dropped significantly, the changes of all other items failed to reach significant level. In addition, compared with the pretest in the dimensions of consciousness, method, feedback and summarization of the scale, and the differences all reached the significant level. However, the posttest score decreased significantly in the dimensions of planning and preparation, and other changes did not reach the significant level. In the control group, the post-test score of class B in the dimension of the scale method was significantly 7 liters, while the score in terms of planning and preparation was significantly decreased, and other changes did not reach a significant level. In class C of the control group, all the changes did not reach a significant level, except for a significant drop in the posttest score of planning and preparation. In addition, in terms of the overall average score after the scale, except for a slight increase in class A of the experimental group, both class B and class C of the control group decreased.

The comparison of differences of post-tests between experimental group and control group in the level of English reading CERI questionnaire

In Table 3, we have found that, in terms of the questionnaire scores of CERI method in English reading, compared with control group class B and class C, experimental group class A’s scores increased significantly, and the difference reached extremely significant level, while compared with control group class C, control group class B’s scores had no significant change. In order to further inspect the changes, we conducted one-way analysis of variance with regard to students’ CERI level in English reading between experimental group and control group, with the results shown as Table 4.

As shown in Table 4, the scores of experimental group class A in questionnaire raiser’s knowledge and task knowledge were significantly higher than those of control group class B and class C, and the difference reached significant level; compared with these of control group class B and class C, the scores of experimental group A in strategy knowledge increased to a certain extent, which however failed to reach significant level; compared with these of control group class C, the scores of experimental group class B failed to reach significant increase. The results clearly show that, compared with control group, the significant increase of the total scores of experimental group, mainly because its scores in two parts, i.e. people’s knowledge and task knowledge, increased significantly, which can be found from the broken line graph (see Fig. 6) of the average score of each item in the questionnaire for the level of English reading CERI for three classes.

As can be seen from Figure 6, the scores of the two parts of people’s knowledge and task knowledge in the experimental group were all higher than those in the control group, while in the part of strategy knowledge, except for the scores for question 6, 7 and 14 which were significantly higher than those in the control group, the scores of other questions were not significantly different.

Table 4. The multiple comparison test of post-questionnaire about CERI level in English reading between experimental group and control group

|                     | CERI training class(A) | Reading skills training class(B) | Normal teaching class (c) | T value |
|---------------------|------------------------|---------------------------------|---------------------------|---------|
| People’s knowledge  | (n=31)                 | (n=31)                          | (n=31)                    |         |
| Strategy knowledge  | 13.35 ± 2.51           | 11.94 ± 1.79                    | 11.13 ± 2.50              | 2.42*   |
| Task knowledge      | 19.74 ± 2.46           | 15.52 ± 2.42                    | 15.52 ± 3.12              | 4.23    | B&C    |
|                     |                        |                                 |                           |         |
CONCLUSIONS

Compared with relative conventional English reading skills teaching, English reading skills teaching combining with the CERI training could be more effectively promote the improvement of college students' English reading test results and English reading CERI level, which means that CERI trainings may indeed contribute to the improvement of students' English reading ability. The English reading skills teaching combining CERI trainings may not only improve the students' English reading test results, but also significantly improve students' CERI ability in English reading, while although the conventional English reading skills teaching method may improve students' English reading test results, its functions on improving students' English reading CERI level and autonomous learning ability are not significant, and strategy teaching features low migration/mobility. It means that while teaching the general cognitive strategy, CERI trainings may significantly improve students' academic achievements and learning ability, which further verifies the important position of CERI trainings in strategy teaching; the strategy teaching method highlighting CERI trainings has better mobility, making the students get improved in such dimensions as the consciousness, method, feedback and summarization of self-monitoring ability, which shows that conditioned emotional response trainings are conducive to the improvement of autonomous learning ability.

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