DEVELOPMENT OF STRATEGIES FOR ENHANCING SUSTAINABLE READING ABILITY OF HIGH SCHOOL STUDENTS

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A thesis submitted in partial fulfillment of the requirements for the Doctor of Philosophy program in Education Management for Sustainable Development

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Thesis Title   Development of Strategies for Enhancing Sustainable Reading Ability of High School Students

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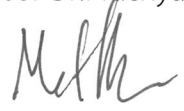
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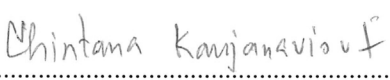
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ABSTRACT

The objectives of this research were 1)To Study the current situation and expected situation of the enhancing sustainable reading ability of high school students. 2) To develop the strategies for the enhancing sustainable reading ability of high school students, and 3) To Evaluate the adaptability and feasibility of the strategies for sustainable development of high school students' reading ability. This research employed a mixed-methods approach. The sample group of this study adopts a stratified sampling and purposive sampling, selects 384 high school students from six schools of three types and different educational levels in Changsha City for questionnaire survey, 12 teachers and experts from universities and demonstration high schools for interview, 12 experts for focus group discussion, and 5 experts for strategy evaluation. The research instruments included 1) questionnaires, 2) interview and 3) strategies, and 4) evaluation form. The statistic analyze the data were percentages, mean, stand deviations, Modified Priority Needs Index; (PNImodified) and content analysis.

The results revealed the follows that 1) the current situation, and expected situation of the sustainable reading ability of high school students had six aspects: students' reading literacy, teacher accomplishment, reading teaching, campus cultural environmen, family cultural environment and social cultural environment, all six aspects needed for development.2) Strategies for the sustainable development of high school students' reading ability included vision, mission, goals, goals and objectives. From six aspects, 23 strategies and 65 measures are explored, which are summed up as six strategies: (1) improving students' reading literacy,(2) improving teachers' professional level, (3) improving reading teaching mode, (4) strengthening campus cultural construction, (5) strengthening family cultural environment construction, and (6) strengthening social cultural environment construction. 3) The adaptability and feasibility evaluation results of the strategies were in the high and highest levels, respectively.

Keywords: Development of strategies, Sustainable reading ability, high school students.

ชื่อเรื่อง	การพัฒนากลยุทธ์เพื่อเสริมสร้างความสามารถในการอ่าน
	อย่างยั่งยืนของนักเรียนระดับมัธยมศึกษาตอนปลาย
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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ ๑) ศึกษาสถานการณ์ปัจจุบันและสถานการณ์ที่คาดหวังในการส่งเสริมความสามารถในการอ่านที่ยังยืนของนักเรียนระดับมัธยมศึกษาตอนปลาย ๒) พัฒนากลยุทธ์เพื่อส่งเสริมความสามารถในการอ่านอย่างยั่งยืนของนักเรียนระดับมัธยมศึกษาตอนปลาย และ ๓) ประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์ในการส่งเสริมความสามารถในการอ่านที่ยังยืนของนักเรียนระดับมัธยมศึกษาตอนปลาย การวิจัยนี้ใช้วิธีการวิจัยแบบผสมผสาน กลุ่มตัวอย่างของการวิจัยใช้วิธีการสุ่มตัวอย่างแบบชั้นภูมิโดยคัดเลือกนักเรียนมัธยมศึกษาตอนปลายจำนวน ๓๘๔ คน จากโรงเรียน 6 แห่งที่มีประเภทและระดับการศึกษาที่แตกต่างกันในเมืองฉางซา การสัมภาษณ์ครูและผู้เชี่ยวชาญจากมหาวิทยาลัยและโรงเรียนมัธยมศึกษาตอนปลายชั้นนำ จำนวน ๑๒ คน การสนทนากลุ่มประกอบด้วยผู้เชี่ยวชาญ จำนวน ๑๒ คน และมีการประเมินกลยุทธ์โดยผู้เชี่ยวชาญ จำนวน ๕ คน เครื่องมือวิจัยประกอบด้วย ๑) แบบสอบถาม ๒) แบบสัมภาษณ์ ๓) ชุดกลยุทธ์ และ ๔) แบบประเมิน โดยใช้สถิติในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ดัชนีความต้องการจำเป็น (PNImodified) และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า ๑) สถานการณ์ปัจจุบันและสถานการณ์ที่คาดหวังของความสามารถในการอ่านอย่างยั่งยืนของนักเรียนระดับมัธยมศึกษาตอนปลายประกอบด้วย 6 ด้าน ได้แก่ การรู้เรื่องการอ่านของนักเรียน คุณสมบัติของครู การสอนการอ่าน สภาพแวดล้อมทางวัฒนธรรมของโรงเรียน สภาพแวดล้อมทางวัฒนธรรมของครอบครัว และสภาพแวดล้อมทางวัฒนธรรมของสังคม ซึ่งทั้ง 6 ด้านนี้จำเป็นต้องได้รับการส่งเสริม ๒. กลยุทธ์ในการส่งเสริมความสามารถในการอ่านที่ยั่งยืนของนักเรียนระดับมัธยมศึกษาตอนปลาย ประกอบด้วย วิสัยทัศน์ พันธกิจ เป้าหมาย และมาตรการ โดยสามารถกำหนดได้เป็น ๒๓ กลยุทธ์ และ ๖๕ มาตรการ ซึ่งสรุปเป็น 6 กลยุทธ์หลัก ได้แก่ การพัฒนาความรู้เรื่องการอ่านของนักเรียน การพัฒนาระดับความเชี่ยวชาญของครู การพัฒนารูปแบบการสอนการอ่าน การเสริมสร้างวัฒนธรรมโรงเรียน การเสริมสร้างสภาพแวดล้อมทางวัฒนธรรมของครอบครัว และการเสริมสร้างสภาพแวดล้อมทางวัฒนธรรมของสังคม ๓) ผลการประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์ พบว่าอยู่ในระดับสูงและสูงสุดตามลำดับ

คำสำคัญ: การพัฒนากลยุทธ์, ความสามารถในการอ่านอย่างยั่งยืน, นักเรียนระดับมัธยมศึกษาตอนปลาย

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Xu Chang Cai
February ๒๐๒๕

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Chapter 1
Introduction

Rationale

The introduction of new curriculum standards, Chinese education has ushered in a new round of changes in recent years. Reading teaching has always been the core component of Chinese teaching in high school, and it is the focus of Chinese teaching reform. Wang Lixin (2021) proposed that Chinese reading instruction should focus on cultivating students' deep reading abilities, integrating contextualized teaching and digital resources to promote personalized reading and the development of critical thinking.Li Xiaoming (2020) emphasized that Chinese reading instruction should highlight students' subjectivity and cultivate reading interest and critical thinking abilities through diverse materials and a campus reading atmosphere.The majority of Chinese teachers have been trying to reform the traditional reading teaching mode, trying to return the subject status of reading to students, stimulate students' subject awareness of reading, cultivate students' reading habits and interest, truly let students become the master of reading. So far, reading teaching reform has achieved a lot of gratifying results, but because the traditional stylized teaching mode is deeply rooted, many teachers have a passion for reform, but it is difficult to completely get out of the old way. In addition, the new reading teaching methods have high requirements for teachers' basic skills and Chinese literacy. Therefore, the reading teaching reform which has been vigorously advocated for a long time has finally fallen into an embarrassing position of "big thunder, little rain". When considering this problem, teachers should pay attention to traditional teaching, find the shortcomings of the reading teaching strategies used in the past, pay attention to the teaching habits and accumulated teaching experience, and innovate on the original teaching basis, so as to achieve the core quality of Chinese subject. In Chinese subject, reading teaching is an effective way to cultivate students' core quality.

The continuous advancement of educational reform, Chinese education is also undergoing continuous reform under the joint efforts of educators. On this basis, reading teaching has been further developed. However, in the process of implementation, there are still some problems, Chen Ming (2020) pointed out that traditional lecture-based reading teaching neglects students' subjectivity, resulting in passive participation in class

and students' lack of intrinsic motivation for reading, leading to poor learning outcomes.Li Jing (2021) holds that the traditional "lecture-style teaching" model suppresses students' thinking and autonomy, resulting in students' lack of reading interest and critical thinking ability, and thus affecting the cultivation of deep reading. Using the theory of "calling structure" in teaching can enrich students' artistic feeling in Chinese class, improve students' literary quality, and help teachers to reflect on teaching and improve reading teaching methods. (Zhang Ming, 2024)

Chinese reading ability, as the basic quality of high school students, has a profound impact on their future development. As one of the core contents of Chinese education in high school, Chinese reading teaching aims to cultivate and improve students' language ability, understanding ability, thinking ability and aesthetic ability. It is the main way to promote and strengthen students' comprehensive Chinese ability and core quality, and plays an important role and far-reaching influence on students' professional learning and sustainable development.
(Li zhi gang, 2023)

The improvement of reading ability is directly related to the learning effect of Chinese and other subjects. At the same time, reading can broaden students' horizons and let students get in touch with a broader field of knowledge. Through reading, students can improve their thinking ability, innovation ability, language expression ability and interpersonal skills, so as to comprehensively improve their comprehensive quality. Smith (2022) emphasizes that reading is the core skill for understanding complex content and building knowledge system in the information age, and it is also the foundation for cultivating independent thinking ability. Li Minghua (2023) believes that in the information age, reading is a key way for students to acquire knowledge, improve cultural literacy and enhance thinking ability, and is crucial to the improvement of comprehensive quality. Fundamentally speaking, through reading, students can better understand the world, understand themselves, and cultivate correct values and outlook on life; At the same time, reading can also help students develop good character and quality, understand and inherit the excellent traditional Chinese culture, and enhance cultural confidence and national pride.In the long history of human civilization, classic works play an important role in every culture, radiating huge energy, and even affecting the survival and development of people of all ethnic groups in the world. To feel,

appreciate and try to absorb this power is not only a review of human civilization, but also an effective way to deal with real challenges and resolve real crises. It is necessary for us to take some time out, to let ourselves calm down and read the classics, to gain courage and strength in the collision with the outstanding human soul. (Liu Na, 2023)

Through the investigation of the current Chinese reading teaching mode and students' reading situation in high school, the researchers found that there are still many problems in high school students' reading, such as students' lack of interest in reading; There is not enough time for reading after school; In the teaching of reading, there is no interaction between teachers and students, and students' passive learning is still the main thing, depriving students of the right to perceive the text independently. Teachers do not pay enough attention to the individual emotional development of students, and the mechanical dismantling of knowledge weakens students' interest in learning literary works. In the face of students' questions, teachers simply give positive or negative answers, unable to go deep into the text and discuss learning. Zhao Lin (2020) pointed out that high school Chinese reading teaching generally has problems such as paying more attention to tests than reading, insufficient interaction between teachers and students, and imperfect reading evaluation system, which affect teaching quality. Wang Fang (2021) believes that there are some problems in Chinese reading teaching in high school, such as single teaching goal, outdated textbook content and neglect of students' individual reading needs, which restrict the overall improvement of reading ability.

Some scholars point out that the main problems in Chinese reading teaching in senior high schools are: (1) Traditional teaching mode and lack of practicability; Teachers' teaching habits are "filling" or "cramming", and students' learning habits are "bringing" and lack of initiative. (2) Teachers neglect the cultivation of students' reading thinking. In general, the teacher speaks more, the students listen more and remember more, the teachers interact less, and the students think less. (3) Lack of clear reading goal orientation. Teachers do not set clear reading goals, and students lack the awareness and experience of reading goals. (4) The reading teaching evaluation mechanism is not perfect; Most teachers rely too much on grades and scores to evaluate reading achievements, ignore the purpose of reading activities, and ignore students' reading literacy and comprehensive ability. (Li Zhigang ,2023)

The current reading teaching is far from the requirements of the new curriculum

reform, and can not effectively train and improve students' Chinese reading ability. Different scholars have different views and expressions on the main problems in reading teaching. Reading mentality is utilitarian, reading meaning is ambiguous, reading path is missing, and reading behavior is separated. (Yi Xiao, 2017) The teaching goal is stylized, the teaching content is superficial, the teaching mode is mechanized, and the teaching evaluation is unitary. (Jiang Guiling, 2024). For a long time, Chinese education has been affected by test-taking pressure, utilitarian tide, impetuousness and other undesirable trends. Many Chinese teachers only see scores but not life, see test questions but not text, only focus on results rather than process, and only care about the present and do not want the future. Chinese classes are divided into knowledge indoctrination classes, test-taking drills, text disassembly classes, and moral teaching classes. It is not able to take authentic Chinese lessons, it is not able to cultivate students' Chinese literacy, reading ability and thinking quality. (Yang Daolin, 2020)

From this point of view, the current situation of reading and reading teaching of high school students is really worrying. In order to cultivate students' reading ability, it is urgent to change the traditional teaching methods. At the same time, how to cultivate students' interest in reading and let students really do the master of reading has become an urgent problem to be solved in front of us.

According to the importance of the details mentioned above. Therefore, the researcher is interested in doing research on the development of strategies for enhancing sustainable reading ability of high school students in order to develop quality of reading ability that make all facing up to many practical problems in Chinese teaching in high schools, promote the sustainable development of students, formulate a set of practical improvement strategies, and evaluate the feasibility and effectiveness of the strategies, so as to provide strategic support and practical boost for Chinese teaching in high schools .

Research Questions

1. What were the current situation and expectation of the enhancing sustainable reading ability of high school students?

2. What were the strategies for the enhancing sustainable reading ability of high school students?

3. What were the level of adaptability and feasibility of strategies for the enhancing sustainable reading ability of high school students?

Research Objectives

1. To Study the current situation and expected situation of the enhancing sustainable reading ability of high school students.

2. To develop the strategies for the enhancing sustainable reading ability of high school students.

3. To Evaluate the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.

Scope of Research

This research is divided into 3 phases:

Phase1: Studying the current situation and expected situation of the enhancing sustainable reading ability of high school students.

Phase2: Developing the strategies for the enhancing sustainable reading ability of high school students.

Phase3: Evaluating the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.

The details as follows:

Phase1: Studying the current situation and expected situation of the enhancing sustainable reading ability of high school students.

Population

Population consisted of 100,000 pepole who were high school students and 120 who were high school Chinese teachers in Changsha city for studying current situation and expected situation of the enhancing sustainable reading ability of high school students.

The Sample Group

The researcher determined sample size with Krejcie and Morgans Table (1970). The sample were high school students, totaling 384 with a stratified sampling technique for studying current situation and expected situation of the enhancing sustainable reading abilityof high school students by questionnaire.

Target group

Twelve teachers and experts from some universities, teaching and research

institutions and key middle schools in Hunan Province discussed the strategies to enhance sustainable reading ability of high school students through interviews. Purposive sampling was used to select the target group, and the selection criteria for the target group/key informants were as follows: high school Chinese teachers with more than 10 years of teaching experience, teaching and research staff in scientific research institutions, and Chinese education experts in universities and colleges.

Phase2: Developing the strategies for the enhancing sustainable reading ability of high school students.

Target group

A focus group of 12 experts was tasked with developing strategies to enhance sustainable reading ability of high school students.

Twelve teachers and experts from some universities, teaching and research institutions and key middle schools in Hunan Province discussed the strategies to enhance sustainable reading ability of high school students through interviews.

Phase3: Evaluating the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.

Target group

There were 5 experts for evaluating the feasibility of the strategies for the enhancing sustainable reading ability of high school students.

The criteria for selecting key whistleblowers for the purposeful sampling method are as follows: more than 10 years of experience, experience in college reading education, experience in college education administration, and researchers conducting strategic development research.

The variable

Independent variable

Strategies for enhancing sustainable reading ability of high school students

Dependent variable

The adaptability and feasibility of strategies for enhancing sustainable reading ability of high school students

Contents

1. Studying the current situation and expected situation of the enhancing sustainable reading ability of high school students. There were important

factors:Students' reading literacy, reading teaching, teachers' professional literacy, campus cultural environment, family cultural environment and social cultural environment.

2. Developing the strategies for the enhancing sustainable reading ability of high school students.using by SWOT,PEST Analysis,TOWS Matrix expert interview and focus group discussion.

3. Evaluating the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.

Time

The study took time from February to August 2024 and is divided into the following phases:

1. Submission of the first three chapters of the proposal in April 2024.

2. Analysis on the current situation, expected situation and expert Interviews of the enhancing sustainable reading ability of high school students in June 2024.

3. Formulating strategies, and taking focus group discussion in July 2024.

4. Evaluating the adaptability and feasibility of strategies in August 2024

5. Summarizing research results, take complete paper, and published research article in December 2024.

Advantages

1. For schools, integrating the concept of sustainable development into education and teaching can expand the reform and innovation of Chinese education, and promote Chinese teaching to greatly improve the Chinese reading ability of high school students.

2. For teachers, teachers, professors and experts can understand the current situation of Chinese reading ability cultivation of high school students in Changsha urban area, reflect on the problems existing in reading teaching, analyze the causes of many problems, and then formulate strategies to enhance the sustainable development of reading ability of high school students, which will help improve teachers' teaching philosophy.

3. For students, they should enhance the understanding of the importance of reading ability, update their learning methods, pay attention to thesustainable development of reading ability, and provide strong foundation support for their entrance

examination, life planning and coping with complex social problems.

Definition of Terms

Strategy: refered to achieve certain target system action process or plan. Simply put, set goals and plan how to achieve them.A strategy was a systematic action or plan taken to achieve a goal in a given situation. Simply put, set goals and plan how to achieve them. Strategy development steps: There were four steps in the strategy development of this study, the first step was to define the objective, the second step was to analyze the internal and external environment, the third step is to develop a clear strategy, and the fourth step was to evaluate the strategy.

Sustainable development: sustainable development refers to the ability to protect and enhance the natural environment and resources while meeting current human needs, so as to ensure that future generations can meet their needs. It emphasizes the coordinated development among economy, society and environment to avoid resource depletion and ecological environment deterioration caused by over-exploitation. Sustainable development not only focuses on short-term interests, but also considers long-term social welfare and promotes the construction of green economy, social equity and ecological civilization. Through innovation, education and policy, we will achieve a long-term balance between society, economy and environment, thereby providing a sustainable living environment and development opportunities for the future.

Reading ability: refered to the ability of students to understand, analyze and critically interpret texts, which not only depends on students' own reading literacy, but also closely related to teachers' professional literacy, reading teaching mode, campus cultural environment, family cultural environment and social cultural environment. From the perspective of students, reading ability includes the mastery of language, the accumulation of knowledge and the expansion of thinking. Through professional quality and teaching strategies, teachers can effectively guide students to improve their reading comprehension. Effective reading teaching mode, especially interactive and task-driven teaching, can help students better master reading skills. The campus cultural environment provides the atmosphere and resources to support students' development, while the family cultural environment influences students' reading interest and ability through parents' reading habits and education methods. The social and cultural environment creates conditions for the long-term improvement of

students' reading ability by providing abundant reading resources and incentive mechanism. Therefore, the improvement of reading ability is the result of many factors, involving the interaction of individuals, families, schools and society.

Sustainable development of reading ability: the sustainable development of high school students' reading ability of high school students refered to the continuous improvement and development of Chinese core abilities, such as knowledge, skills, emotions, attitudes, values, and so on. As the core competitiveness of the future society, reading ability is the fundamental guarantee to promote people's all-round development, lifelong development and sustainable development.

High school students: refered to a general term for students who enter senior high school during junior high school, including ordinary senior high school, vocational senior high school, key senior high school and secondary vocational school students. The age range of Chinese high school students is roughly 15-17 years old.

Conceptual Framework

The title of this study is "The Development of Strategies for enhancing Sustainable reading ability of high school students", and we have sorted out and analyzed relevant theories around the theme. The literature review mainly studies the definition, component and steps of strategy formulation, the definition, constitution and theory of reading ability, the definition and principle of sustainable development, the definition, constitution and relationship of sustainable development of reading ability, the definition and characteristics of high school students, and a brief analysis of related issues.Among them, the composition of reading ability mainly includes six factors closely related to its improvement, namely, students' reading literacy (Li Haiyan 2021; Zhang Xiaodong 2022), teachers' professional literacy (EmilyA.Smith2019; Ruth M.Berman2020), reading teaching mode (Daniel T.Montgomery2020; Susan L.Baker2021), campus cultural environment (Li Hua 2021; Zhang Xiaodong 2022), family cultural environment (Wang Ming 2021; Miller 2022) and social cultural environment (Johnson 2021;Johnson 2021). At the same time, it also analyzes the factors that affect the improvement and development of high school students' reading ability, including:

students' reading literacy, teachers' professional literacy, reading teaching mode, campus cultural environment, family cultural environment and social cultural environment. On this basis, combined with the current situation of high school students' reading ability training and development, three research purposes are determined: (1) To Study the current situation and expected situation of the enhancing sustainable reading ability of high school students. (2) To develop the strategies for the enhancing sustainable reading ability of high school students. (3) To Evaluate the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students. On the other hand, through SWOT analysis, PEST analysis and TOWS matrix analysis, we obtain several strategies and measures to enhance high school students' sustainable reading ability. We have also sorted out the steps of the development strategy. The first step is to define the goal (Zhou Xiuyan, 2019), the second step is to analyze the internal and external environment (Zhang Chao, 2018), the third step is to develop the strategy (Kotler & Keller 2023), and the fourth step is to evaluate the strategy (Zhang Chao, 2018; Hill & Westbrook 2019). By synthesizing the above three research objectives and analysis methods and steps related to strategy-making, we get the constituent elements of strategy, including five aspects: vision (Rumelt,R.2017; kqplan,R.S2018 et al), mission (Grant,R.M.2019; Mintrop2021 et al), goal (Kaphan,R.S2018; Duan Peijun2019, et al), strategy (Ge Dingkun2018; Grant,R.M.2019,et al) and measure (Mintrop2021; Mintzberg,H.2021,et al). On this basis, experts were invited to evaluate strategies to enhance the sustained reading ability of high school students. This part consisted of two components, first developing a strategy evaluation form, and then evaluating the adaptability and feasibility of the strategies. Finally, a series of strategies and measures to enhance the continuous reading ability of senior high school students are proposed to provide strong support for the growth of education departments and students. The whole research framework is as follows:

The Development of Strategies for Enhancing Sustainable reading ability of high school students

Relevant theories on enhancing Sustainable reading ability of high school students

Literature Review
1.Strategy
    1.1Definition
    1.2Component
    1.3Formulation Step
2.Reading Ability
    2.1 Definition
    2.2 Component
    2.3 Theory
3.Sustainable Development
    3.1 Definition
    3.2 principle
4.Sustainable Reading Ability
    4.1 Definition
    4.2 Component
    4.3 Relationship
5.High school students
    5.1Definition

The constituent factors and related problems of reading ability:
1.Students' reading literacy
2.Teacher accomplishment
3.Reading teaching
4.Campus cultural environment
5.Family cultural environment
6.Social cultural environment

1.To Study the current situation, expected situation of the enhancing sustainable reading ability of high school students.
2.To develop the strategies for the enhancing sustainable reading ability of high school students.
3.To Evaluate the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.

The influencing factors of reading ability:
1.Students' reading literacy
2.Teacher accomplishment
3.Classroom teaching
4.Campus cultural environment
5.Family cultural environment
6.Social cultural enviorment

SWOTS Analysis
PEST Analysis
TOWS Matrix

Steps of strategies development
1. Defining the objective
2. Analyzing the internal and external environment.
3. Developing strategies
4. Evaluating strategies.

Component of strategies
    1.Vision
    2.Mission
    3.Goals
    4.Stategies
    5.Measures

Strategies Evaluation
1.Develop an evaluation form
2.Evaluate feasibility and adaptability of strategy by experts

Strategies for Develping Sustainable Reading Ability of high school students

Figure1.1 Conceptual Framework

Chapter 2
literature review

Research on "Development of Strategies for Enhancing Sustainable reading ability of high school students", the researcher was analyzed documents, concepts, theories, and research related . The details are as follows:

1. Strategy

2. Sustainable development

3. Reading ability

4. High school students

5. Related research

Strategy

strategy is generally defined as the overall plan or action plan developed by an organization to achieve long-term goals. It is not only a comprehensive analysis and response to the external environment and internal resources, but also a guiding framework for future development.

Definition of the strategy

Many scholars had different views on the definition of a strategy. The following examples were as follows:

Richard P. Rumelt (2011) points out that strategy is a way of solving a problem that consists of three core elements: 1) a diagnosis of the nature of the challenge; 2) Guidelines for addressing challenges; 3) Coordinated actions designed to implement the guidelines. He emphasized that strategy is not just a plan or choice, but a design issue that requires trade-offs, adjustments, and coordination among various elements.

Qiao Suping (2017), in high school Chinese teaching, high school Chinese reading teaching occupies a very important position, through improving students' reading ability, gradually improve students' Chinese performance, which is of great help to the development of students. Teachers can adopt the following strategies to improve students' Chinese reading ability. Pay attention to teaching situation, stimulate students' reading interest, pay attention to methods, pay attention to preview, pay attention to

expand and enrich reading content.

Guo Qianhui (2018) The strategy for cultivating critical thinking ability in high school Chinese reading teaching is to first cultivate students' questioning ability, dare to question from the perspective of emotional traits, not be afraid of authority, have the courage to search for knowledge and truth, and have the questioning skill to learn to question; Secondly, in the close reading of the text, I can break the fixed thinking, based on the core value of the text to read the text, and at the same time, I can use the resources inside and outside the class to open up students' thinking; Finally, the students' ability to comment is trained, from the news and current affairs to the text in the class to the review of the exercise, and gradually improve their ability.

Chen Chen (2018) pointed out that it is necessary to pay attention to logical thinking ability in the cultivation of reading ability. Aiming at the main task of cultivating logical thinking ability, he proposed effective strategies for cultivating students' logical thinking ability from multiple perspectives, advocated the cultivation of logical thinking methods and forms in reading teaching in a gradient way, the construction of inductive teaching and deductive teaching modes, and the careful design of teaching activities. We should attach importance to the training of logical thinking ability and expand extracurricular teaching resources so as to make the training of logical thinking ability in reading teaching more operable.

To sum up, combined with the thinking of scholars, based on the high school Chinese language reading ability of sustainable development, strategy refered to achieve certain target system action process or plan. Simply put, set goals and plan how to achieve them.A strategy was a systematic action or plan taken to achieve a goal in a given situation. Simply put, set goals and plan how to achieve them. Strategy development steps: There were four steps in the strategy development of this study, the first step was to define the objectives, the second step was to analyze the internal and external environment, the third step was to develop a clear strategy, and the fourth step was to evaluate and modify the strategy.

Component of strategy

Strategy was a crucial process in defining the direction and methods for an organization to achieve its long-term goals. The components of strategy served as a framework that ensured coherence in planning and decision-making. These components

encompassed key concepts that enabled efficient operations and responsiveness to changes. They were essential in providing clarity and acted as tools for tracking and assessing the organization's success at each stage of its operations. Details were as below:

Rumelt, R. (2017) identified three critical components of strategy:

1) Diagnosis of the Problem: A deep analysis of the current situation to identify the most pressing challenges. Effective diagnosis helps organizations understand external threats and internal weaknesses.

2) Guiding Policy: A set of high-level solutions addressing the problem, providing strategic direction and principles for resource allocation. These policies must be concise and actionable.

3) Coherent Actions: A series of coordinated actions that translate the guiding policy into practice. These actions should complement each other to maximize resource utilization.

Rumelt emphasized that the success of a strategy lies in the consistency between these elements.

Kaplan, R. S., & Norton, D. P. (2018) proposed four key components of strategy:

1) Vision and Mission: The long-term goals and values of the organization that provide directional guidance. Vision should inspire and unify organizational members.

2) Strategic Objectives: Specific, measurable goals that guide the organization toward achieving its vision. Objectives must prioritize and direct actions.

3) Strategy Map: A logical pathway that displays the relationships among objectives, integrating financial, customer, internal process, and learning dimensions.

4) Execution Framework: Clear accountability and resource planning to ensure strategy implementation.

Grant, R. M. (2019) identified the core components of strategy as:

1) Environmental Analysis: Identifying market trends and competitive dynamics to understand external opportunities and threats while assessing internal capabilities.

2) Resource Allocation: Optimizing the distribution of limited resources to support key areas.

3) Competitive Advantage: Leveraging unique resources and capabilities to create sustainable advantages.

4) Dynamic Adjustment: Adapting strategies to changes in the external environment to maintain flexibility and responsiveness.

Mintzberg, H. (2021) outlined four dimensions of strategy:

1) Planning: Detailed, explicit goals and action paths that ensure clarity of direction.

2) Positioning: Determining a distinct position in the market by analyzing the competitive landscape.

3) Pattern: Establishing a set of effective actions derived from past experiences to guide future decisions.

4) Perspective: Integrating the organization's culture and values into strategy to reflect core beliefs.

Hrebiniak, L. G. (2023) identified the following key strategy components:

1) Goal Setting: Clear strategic goals aligned with the organization's mission and priorities.

2) Resource Integration: Combining human, financial, and technological resources to support objectives.

3) Execution Pathway: A step-by-step action plan to translate strategic goals into tangible results. The pathway must be flexible to adapt to environmental changes.

4) Performance Monitoring: Establishing metrics to track the implementation of strategies and ensure goal attainment.

Ge Dingkun (2018) identified four major components of strategy:

1) Goals: Clear strategic goals that are specific, measurable, and reflect organizational development directions.

2) Pathways: Methods and approaches for achieving goals, including resource allocation and key activities.

3) Actions: Specific measures that implement strategies, ensuring resources and capabilities focus on priority areas.

4) Feedback: A dynamic mechanism for strategy adjustment through evaluation of goals and actual outcomes.

Duan Peijun (2019) proposed the following components of strategy:

1) Goal Design: Setting clear, strategic goals based on internal and external environment evaluations. Goals should align with the organization's mission.

2) Pathway Planning: Designing specific pathways to achieve goals, including resource allocation and actionable steps.

3) Execution and Evaluation: Continuously monitoring and evaluating performance to ensure effective implementation.

Zhang Yulin (2020) identified the following key components:

1) Goal Setting: Directional goals for organizational development that are specific and measurable.

2) Problem Diagnosis: An in-depth analysis of internal and external environments to identify main challenges and opportunities.

3) Action Design: Developing a series of specific plans to achieve goals.

4) Evaluation and Feedback: Optimizing strategies through real-time monitoring and feedback mechanisms.

Mintrop (2021) proposes that the components of educational policy strategies include problem definition, policy objectives, solutions, resource allocation, implementation plans and evaluation feedback. He believes that problem definition is the basis of strategy design, and the service objects and core requirements of the strategy must be clearly defined. Resource allocation and execution plan is the key to the implementation of the strategy, especially in the case of limited resources, it is necessary to maximize the goal through accurate allocation.

Zhao Lixin and Li Hong (2021) propose that the core elements of education strategy include demand research, goal setting, resource integration, execution plan, monitoring adjustment and evaluation optimization. They emphasized that demand research provides a realistic basis for the strategy, and resource integration is the core link of the strategy implementation, which needs to integrate school, family and social resources to achieve the full realization of the goal.

Johnson and Miller(2022) point out that data-driven strategy consists of data collection, analysis framework, goal setting, action plan, monitoring and evaluation. They stressed that the scientific nature of the strategy stems from accurate data collection and analysis, while the formulation of the action plan needs to be based on the key issues revealed by the data. At the same time, monitoring and evaluation as a feedback mechanism to ensure the implementation effect and sustainable optimization of the strategy.

Smith & Brown (2023) proposed that the home-school cooperation strategy consists of family needs assessment, goal setting, home-school linkage mechanism, resource sharing and effect feedback. They pointed out that the key of home-school cooperation lies in the unity of goal setting and the efficiency of resource sharing. Only through the joint efforts of both home-school and school can the optimal effect of student development be achieved.

Strategic components were essential elements that guide an organization toward achieving its long-term goals. These typically include vision, which defines the organization's desired future state, mission, which outlines its purpose and values, and goals, which provide measurable targets. Strategies describe the approaches taken to reach those goals, while measures or performance indicators help track progress and assess success. Together, these components ensure alignment of operations with the organization's objectives, facilitating coherent decision-making and long-term success, being summarized as in Table 2.1.

Table 2.1 Component of strategy.

	Rumelt, R. (2017)	Kaplan, R. S (2018)	Ge Dingkun (2018)	Grant, R. M. (2019)	Duan Peijun (2019)	Zhang Yulin (2020)	Mintrop(2021)	Zhao Lixin (2021)	Mintzberg, H. (2021)	Johnson and Miller(2022)	Hrebiniak, L. G. (2023)	Smith & Brown (2023)
Vision	✔	✔			✔			✔	✔	✔	✔	✔
Mission	✔	✔		✔	✔		✔	✔	✔	✔	✔	
Goals		✔	✔		✔	✔	✔	✔	✔	✔	✔	✔
Strategies	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Measures	✔	✔	✔	✔		✔	✔			✔	✔	✔

Methods of developing strategies

Scholars give different strategy developing methods for different research objects, problems and tasks,There are mainly the following details:

PEST analysis method was first proposed by Harvard Business School professor Francis J. Aguila (1967). In his book Scanning the Business Environment, he first proposed a systematic method for analyzing the external environment. PEST represents four dimensions: Political, Economic, Social, and Technological, and is designed to help organizations identify key factors in the macro environment to support strategic decisions. This approach emphasizes that through analysis of the external environment, organizations are better able to respond to change, identify opportunities and avoid risks.

The SWOT analysis method was first proposed by American scholar Albert Humphrey (2005) in his Research on business management conducted by Stanford Research Institute. SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. It is a tool used to assess an organization's internal conditions (strengths and weaknesses) and external environment (opportunities and threats) to help organizations develop strategic plans, optimize resource allocation, and enhance competitiveness.

Sammut-Bonnici and David Galea (2015) explored the components of PEST analysis in detail in their research, emphasizing the influence of political, economic, social and technological factors on corporate strategy formulation. PEST analysis provides a framework for companies to help identify macro environmental factors that may affect business operations, supporting strategic planning and market research.

Morris (2015) pointed out that although SWOT analysis is widely used as a tool for strategic planning, its effectiveness depends on the depth and accuracy of implementation. He stressed that when using SWOT analysis, organizations must conduct in-depth internal and external environmental assessments to ensure that the strengths, weaknesses, opportunities and threats identified truly reflect the actual situation. In addition, he suggests using SWOT analysis in conjunction with other strategic tools to improve the effectiveness of strategy formulation.

Pearce and Robinson (2019) explore the application of SWOT analysis to strategic management, pointing out that the tool helps organizations gain a comprehensive understanding of their own situation and the external environment. They emphasize that SWOT analysis is not only a tool to identify internal strengths and weaknesses, but also a means to assess external opportunities and threats. They suggest that organizations should regularly conduct SWOT analysis to adapt to the dynamic changing market environment and incorporate its results into the strategic decision-making process.

Carlos A. Diaz Ruiz et al. (2020) point out in their study that although PEST analysis plays an important role in explaining market changes, it has limitations in predicting future market changes. They emphasize that companies may overlook market-shaping behavior when conducting market scans, leading to a poor understanding of market dynamics. Therefore, the authors suggest that enterprises should use PEST analysis in combination with other analytical tools to fully grasp the market environment.

In conclusion, the current strategy development methods mainly include PEST analysis and SWOT analysis. PEST focuses on external environment analysis, including four elements: politics, economy, society and technology; SWOT focuses on internal environment analysis. It includes four aspects: opportunity, threat, strengths and weaknesses. This paper will use top analysis method to analyze the external factors affecting the sustainable development of Chinese reading ability of high school students, and use SWOT analysis method to analyze the internal environmental and TOWS Matrix to develop the sustainable reading ability of high school students.

SWOT Analysis , PEST Analysis, and TOWS Matrix
The concept and steps on SWOT
SWOT analysis is widely used in the fields of enterprise strategic planning, market analysis and project management. Its practical significance is to improve the scientific and effective decision-making, enhance competitiveness and sustainable development ability.

1) The concept of SWOT
Hill and Westbrook (2020) define SWOT analysis as a static strategic assessment tool for rapidly diagnosing an organization's internal capabilities and external environment. However, they argue that the limitation of SWOT is the lack of dynamic adjustment ability, so it needs to be combined with PEST analysis (political, economic, social, technical) and other methods to enhance its practicality.

Li Ming and Zhang Lei (2020) define SWOT analysis as a regional education planning tool used to analyze internal and external resources and constraints in the education system. They pointed out that through SWOT analysis, the key points and difficulties of regional education development can be clarified, and data support and strategic suggestions can be provided for achieving balanced development.

Dyson (2021) defines SWOT analysis as an educational decision-making tool primarily used to assess the current state and future potential of a school or education system. He believes that in the educational environment, SWOT analysis can effectively identify the efficiency of internal resource allocation, and at the same time provide insight into the opportunities and threats of the external policy environment, so as to provide a scientific basis for educational reform.

Gurel and Tat (2021) define SWOT analysis as a strategic planning tool for assessing an organization's Strengths, Weaknesses, Opportunities, and Threats. They emphasize that SWOT analysis provides a clear strategic path for decision makers by synthesizing information from the internal and external environment. At the same time, the application of SWOT analysis in the fields of education, business and policy has become an important basis for formulating strategies.

Kotler et al. (2022) point out that SWOT analysis is a core tool in the field of marketing, helping enterprises to identify key success factors in a complex market environment. They believe that SWOT analysis is not only a tool to identify strengths and weaknesses, but also a strategic guidance framework that can be used to develop integrated strategies for market entry and brand positioning.

2) The steps in creating strategies from SWOT analysis

Gurel and Tat (2021) propose that the following steps are followed to create a strategy from a SWOT analysis:

(1) Build a SWOT matrix: Put strengths, weaknesses, opportunities, and threats into a matrix based on an organization's internal and external analysis.

(2) Matching elements: Combine internal strengths with external opportunities, identify SO (advantage-opportunity) strategies, and explore other combination strategies (such as WO, ST, WT).

(3) Prioritization: Determine the priority of the policy through the weight evaluation method.

(4) Implementation and monitoring: Develop a detailed implementation plan and establish a monitoring mechanism to ensure the effective implementation of the strategy.

Kotler et al. (2022) proposed the following steps:

(1) Identify strategic elements: Identify possible market entry or competitive

strategies based on the SWOT matrix.

(2) Strategy classification: divided into offensive strategy (based on SO combination), adjustment strategy (based on WO combination) and defensive strategy (based on WT combination).

(3) Resource allocation: Allocate resources to each strategy to ensure it is realistic.

(4) Test and optimization: Test the effect of strategies by simulating the market and continuously optimize them.

Kim and Park(2023) propose the following steps when talking about dynamic SWOT and real-time strategy generation:

(1) Dynamic data acquisition: Use big data tools to update SWOT analysis in real time.

(2) Combination analysis: Dynamic matching of SWOT elements to generate multiple alternative strategies.

(3) Situational simulation: Multi-situational simulation of strategies using AI technology.

(4) Rapid implementation: Rapid implementation of optimal strategies based on simulation results and establishment of feedback mechanisms.

Johnson, G., Scholes, K., and Whittington, R. (2023) pointed out the steps from SWOT analysis as follows:

(1) Conduct a SWOT analysis: Identify strengths, weaknesses, opportunities, and threats through comprehensive internal and external assessments.

(2) Strategic mapping: Use the SWOT matrix to map strategies that:

SO strategies: Leverage strengths to seize opportunities.

ST strategies: Utilize strengths to counteract threats.

WO strategies: Develop strategies to address weaknesses and capture opportunities.

WT strategies: Formulate defensive strategies to manage weaknesses and avoid threats.

(3) Strategic development: Develop detailed action plans for each identified strategy.

Carrie, D. (2023) pointed out the steps from SWOT analysis as follows:

(1) SWOT identification: Identify internal strengths and weaknesses and external

opportunities and threats.

(2) Strategic formulation:

SO strategies: Create strategies that capitalize on strengths to exploit opportunities.

ST strategies: Develop strategies that use strengths to mitigate threats.

WO strategies: Formulate strategies to address weaknesses while taking advantage of opportunities.

WT strategies: Design strategies to reduce weaknesses and avoid threats.

(3) Execution and review: Implement the strategies and review their effectiveness regularly to ensure they are achieving desired outcomes.

Drucker, L. (2023) pointed out the steps from SWOT analysis as follows:

(1) Perform SWOT analysis: Identify internal strengths and weaknesses, as well as external opportunities and threats.

(2) Develop strategic options: Match strengths with opportunities and address weaknesses and threats.

(3) Select strategies: Choose the most effective strategies based on their potential impact and alignment with organizational goals.

(4) Implement strategies: Execute the chosen strategies and monitor progress to ensure alignment with strategic objectives.

Figure 2.1 SWOT analysis

The concept and steps on PEST analysis

(1) The definition on PEST analysis

PEST Analysis is a strategic framework used to evaluate the external macro-environmental factors that impact a business. It stands for Political, Economic, Social,

and Technological influences. This tool helps organizations understand market dynamics and anticipate potential challenges or opportunities.

Morrison and Wensley (2019) define PEST as a dynamic situational analysis tool, emphasizing its applicability to strategy development in complex environments. They suggest combining PEST with SWOT to analyze how the external environment amplifies or weakens a company's internal strengths and weaknesses in order to improve the precision of strategy formulation.

Li Qiang and Wang Li (2020) define PEST analysis as a regional economic assessment tool, which is used to analyze the impact of external environment on regional economic development. They propose that more accurate regional development plans can be formulated through the interpretation of political policies, the analysis of economic data, the research of social trends and the tracking of technological innovation.

According to Johnson et al. (2020), PEST analysis is a strategic adaptation tool that helps organizations identify potential opportunities and threats in the external environment. They emphasize that PEST's role is to translate external changes into the direction of internal strategic adjustments, especially in industries with high levels of international market expansion and policy uncertainty.

Gillespie(2021) points out that PEST analysis is a tool of globalization strategy, especially applicable to multinational enterprises. He believes that PEST analysis not only helps companies understand the external environment of their target market, but also provides a global perspective for their global strategy by examining the interactions between the various dimensions in depth. For example, technological progress may be limited by political decisions, while social changes may directly affect the structure of the economy.

Zhang Kai and Chen Xin (2021) believe that the core role of PEST analysis in education management is to predict the impact of external environment on education policies. They emphasize that political and economic factors often play a dominant role in educational policy reform and resource allocation, while social and technological changes provide the driving force for innovation in educational models.

Kotler et al. (2022) define PEST analysis as a macro environmental analysis tool used to systematically assess the impact of external factors on an organization's strategy.

They point out that changes in the four dimensions of politics (P), economy (E), society (S) and technology (T) may alter market conditions, and companies should use PEST as a framework to flexibly adjust their strategic direction, especially in a rapidly changing global market.

Liu Na (2022) proposed that PEST analysis is a key method for enterprise strategy formulation. Through in-depth analysis of external environment, enterprises can identify risks and seize opportunities. She also pointed out that PEST analysis needs to be combined with internal resource allocation to ensure the feasibility and effectiveness of strategic decisions.

According to Hill and Westbrook (2023), PEST analysis is a static analysis tool, but it is limited by its inability to capture rapidly changing dynamic environments. Therefore, they propose the "PESTLE" model (new legal and environmental dimensions) to address the new challenges in the current context of globalization and sustainable development.

PEST analysis was widely attributed to Francis J. Aguilar, who introduced the concept in his book "Scanning the Business Environment," published in 1967. While the original framework included other elements, the acronym PEST later became popular for summarizing the political, economic, social, and technological factors. And details were as bellows:

Figure 2.2 PEST analysis

From above information, PEST analysis was a strategic tool used to assess external factors influencing an organization. It categorizes these factors into Political, Economic, Social, and Technological domains. The framework has evolved to include Environmental and Legal aspects, reflecting their increasing importance in strategy formulation. Effective use of PEST Analysis involves continuously monitoring these factors to anticipate changes and adapt strategies accordingly. It is particularly useful for

understanding market dynamics, addressing global and local variations, and integrating these insights into broader strategic management practices.

The steps to use PEST analysis in strategy creation

Using PEST analysis in strategy creation offers comprehensive insights into external factors, helping businesses anticipate risks. It enables proactive decision-making and strategic alignment with market conditions for long-term success, details as follows:

According to Johnson et al. (2020), the steps for creating a policy using PEST analysis typically include:

1) External environment scanning: Identify key changes in political, economic, social and technological factors and assess their potential impact on the industry.

2) Data Collection and analysis: Ensure a deep understanding of each dimension through extensive data collection.

3) Strategy matching: Match the changes in the external environment with the existing resources and capabilities of the company, and design the most suitable strategic plan.

4) Implementation and evaluation: During the implementation process, the effectiveness of the strategy is continuously evaluated and adjusted according to changes in the environment.

Kotler et al. (2021) proposed that in the process of market strategy creation, the steps of strategic planning based on PEST analysis include:

1) External environment identification: PEST analysis to understand the impact of external factors on the market, especially changes in policy and technology.

2) Opportunity and Threat assessment: Analyze market opportunities and threats arising from changes in each dimension.

3) Strategy selection and design: Based on the results of PEST, develop market entry or product innovation strategies, flexibly adjust corporate positioning.

4) Execution and adjustment: Adjust strategies in a timely manner based on feedback from the implementation process to respond to the dynamic external environment.

According to Morrison and Wensley(2022), PEST analysis can be used as a strategic optimization tool, with specific steps including:

1) Political environment assessment: Analysis of the impact of government

policies, regulations and political stability on the organization.

2) Economic factor analysis: Analysis of macroeconomic data to identify the potential impact of economic changes on the company's operations.

3) Analysis of social and cultural trends: Examine the impact of social values and demographic changes on market demand.

4) Technological Change assessment: Focuses on how technological progress creates new opportunities or threats, especially breakthroughs in the field of innovative technologies.

5) Develop an integrated strategy: Combine all external factors to develop a strategic direction that best responds to the future environment.

Hill and Westbrook (2023) proposed that, under the framework of PEST analysis, the steps of strategic initiative include:

1) Environmental analysis and Identification: Identify key external factors through the PEST framework and analyze their potential impact on the organization's strategy.

2) Compare opportunities and challenges: Assess the opportunities and challenges presented by each dimension and develop a response strategy accordingly.

3) Situational simulation: Combine different external environment scenarios to simulate a variety of possible strategic schemes.

4) Rapid adjustment and execution: Flexibly adjust the strategic execution path in response to rapid changes in the external environment.

Gillespie(2021) proposed that the steps of PEST analysis in the formulation of competitive strategy include:

1) Environmental scanning and data collection: Identify the driving forces of market change through in-depth analysis of the external environment by PEST framework.

2) Comparative analysis of external environment: Compare PEST factors in different markets or regions to identify market opportunities.

3) Strategic design: Design a variety of competitive strategies based on PEST results and select the most suitable strategy.

4) Continuous evaluation and improvement: During the implementation process, adjust the strategic plan according to market feedback.

According to Li Qiang and Wang Li (2020), the following steps are usually followed

to formulate strategies for the Chinese market through PEST analysis:

1) Political Environment analysis: Analysis of the impact of Chinese policies, regulations and government intervention on the industry.

2) Economic factor analysis: Assess the impact of China's economic development trends, inflation rate and consumption level on the market.

3) Socio-environmental assessment: Focus on changes in China's socio-cultural, demographic and educational levels.

4) Technological innovation analysis: A special focus on how innovation in China's technology sector is changing the industrial landscape.

5) Develop a comprehensive strategy: Based on the above analysis, develop a strategy that matches the Chinese market environment.

Zhang Kai and Chen Xin (2021) believe that PEST analysis is an important tool for formulating policy response strategies. The steps include:

1) Political environment interpretation: By analyzing the impact of political policies and government decisions on the industrial chain, countermeasures are formulated.

2) Economic environment analysis: Assess how the current economic situation affects the development of the industry, in particular fluctuations in the economic cycle.

3) Social and cultural trend analysis: The study of socio-cultural changes, especially changes in consumer behavior.

4) Technology Innovation Assessment: How the rapid development of technology affects industry innovation and competitiveness.

5) Response strategy design and implementation: Based on PEST analysis results, formulate policy response strategies in line with market demand.

Liu Na (2022) proposed that in the process of strategy formulation, enterprises can rely on PEST analysis for environmental assessment. The specific steps include:

1) External environment analysis: Systematic analysis of political, economic, social and technological trends and their impact.

2) Opportunity and threat identification: Identify possible opportunities and threats through PEST analysis to provide a basis for strategic decision-making.

3) Resource matching: combine the company's internal resources and capabilities to choose the strategic plan that best responds to the external environment.

4) Monitoring and adjustment: During the implementation of the strategy,

continuously monitor changes in the external environment and make adjustments according to feedback.

By combing the views of eight scholars on PEST analysis creation strategy, the following steps can be summarized:1) External environment scanning and data collection: PEST framework is used to identify changes in key factors such as politics, economy, society and technology, and collect relevant data to ensure a comprehensive understanding of the external environment (Johnson et al., 2020; Gillespie, 2021).2) Opportunity and threat assessment: Analyze opportunities and threats brought about by changes in each dimension to provide strategic direction for enterprises (Kotler et al., 2021; Liu Na, 2022).3) Strategy matching and design: combining the analysis results of the external environment, designing a strategic plan that is consistent with the resources and capabilities of the enterprise, including market positioning, product innovation and policy response (Morrison & Wensley, 2022; Zhang Kai and Chen Xin, 2021).4) Situational simulation and strategy optimization: simulation of strategic performance in different scenarios, selection of optimal solutions, and optimization to cope with future uncertainties (Hill & Westbrook, 2023).5) Implementation and monitoring adjustment: In the process of strategy implementation, continuously evaluate the effect, monitor the dynamic changes of the external environment, and make timely adjustments to maintain adaptability (Li Qiang and Wang Li, 2020; Liu Na, 2022).

These steps emphasize a deep understanding and dynamic response to the external environment, helping organizations achieve strategic goals in an uncertain environment by matching resources, designing adaptive strategies, and continuous optimization.

The concept of TOWS Matrix

https://www.penfill.co/strategy/tows-matrix/

The definitions of TOWS Matrix

These detailed explanations of the TOWS Matrix were as follows:

Weihrich(2020) proposed that TOWS matrix is a further development of SWOT analysis, which helps enterprises to design strategies according to external threats and opportunities, as well as internal strengths and weaknesses. He emphasized that the TOWS matrix consists of four main strategies:1)SO Strategy (advantage-opportunity) : Use the strengths of the organization to seize external opportunities.2)WO Strategy (weakness-Opportunity) : Exploit external opportunities by overcoming weaknesses.3)ST Strategy (advantage-threat) : Use advantage to counter external threats.4)WT Strategy (weakness-threat) : Mitigate negative effects by avoiding threats and improving weaknesses.

Porter and Teece(2021) propose that the TOWS matrix can not only help companies identify external opportunities and threats, but also help companies use internal advantages to combat these threats, especially in competitive markets. The key to the TOWS matrix is to analyze the internal and external environment, determine the most appropriate strategic actions, and adjust the allocation of resources according to these actions.

According to Lamb and McKee(2022), TOWS matrix can effectively help organizations choose the most appropriate strategy according to different environmental factors in the process of strategy formulation. Combined with SWOT analysis, the TOWS matrix can help management develop more targeted strategies such as market penetration, product development, or market diversification to achieve long-term competitive advantage.

Teece and Pisano(2020) propose that the application of TOWS matrix in innovation strategy can help enterprises identify how to manage external threats and internal weaknesses while utilizing their innovation capabilities. They believe that the TOWS matrix helps enterprises evaluate market opportunities and make strategic choices based on factors such as technological innovation, resource allocation, and partnership.

Lynch(2021) believes that TOWS matrix is an important tool to adapt to changes in different external environments. Through detailed analysis of the four strategies of the TOWS matrix, enterprises can flexibly adjust their strategies in different market environments, such as how to cope with new threats through existing advantages, or

break through the weaknesses in the market through resource integration.

Chen Yong and Liu Tao (2021) propose that TOWS matrix is not only used for strategy formulation, but also as an important tool for enterprise risk management. They believe that through the analysis of external threats and opportunities, enterprises can better identify potential risks and take effective countermeasures to avoid the negative effects of risks.

The TOWS Matrix is an extended tool based on SWOT analysis that helps companies develop targeted strategies by systematically analyzing external threats and opportunities, as well as internal strengths and weaknesses. The steps include:1) SO strategy (advantage-opportunity): Use an organization's internal strengths to maximize external opportunities, which is suitable for situations where resources are sufficient and the environment is favorable (Weihrich, 2020). 2) WO Strategy (weakness-opportunity): Identify internal weaknesses and overcome them through external opportunities, such as optimizing internal processes or enhancing technical cooperation (Lamb & McKee, 2022). 3) ST Strategy (strengths-threats): Respond to external threats through internal strengths, such as adjusting product positioning or enhancing brand competitiveness, to reduce the impact of threats (Porter & Teece, 2021).4) WT strategy (weakness-threat) : Avoiding risks through strategic exit or business adjustment in a situation where weaknesses and threats coexist (Chen Yong & Liu Tao, 2021).

The TOWS matrix emphasizes the full integration of internal and external environments, enabling enterprises to develop flexible and dynamic strategies to adapt to market changes, especially in highly competitive and rapidly changing environments (Teece & Pisano, 2020; Lynch, 2021). This approach is suitable for strategic planning and supports the implementation of risk management and innovation strategies.

Steps to Use TOWS Matrix in Strategy Creation

The TOWS Matrix is a strategic management tool that extends the SWOT analysis by linking internal factors (strengths and weaknesses) with external factors (opportunities and threats). This matrix helps organizations develop actionable strategies by identifying how internal capabilities can be used to capitalize on external opportunities, address threats, and overcome weaknesses. The following steps outline the process of utilizing the TOWS Matrix to craft and execute effective strategies, details were below:

Weihrich (2020) proposed that the application of TOWS matrix includes the

following steps: 1) analysis of external opportunities and threats; 2) Evaluate internal strengths and weaknesses; 3) Determine four strategy combinations, including SO (advantage-opportunity) strategy,WO (disadvantage-opportunity) strategy, ST (advantage-threat) strategy and WT (disadvantage-threat) strategy; 4) Optimize the implementation priorities of each strategy and develop an action plan.

Gurel and Tat (2021) emphasize that the process of TOWS matrix should start from clearly defining problems, and then: (1) identify external environmental factors; (2) Identify internal environmental factors; (3) Cross-contrast method was used to generate SO, WO, ST and WT strategies; (4) Select appropriate strategies according to priorities, implement and monitor them.

Hill and Westbrook (2019) proposed an improved model of TOWS matrix, and suggested adding two steps on the basis of the general steps: (1) Adjusting the weight of external and internal factors according to the situational environment; (2) Determine the feasibility of each strategy and ensure that the results have practical value, especially the priority implementation of SO strategy.

David et al. (2022) argued that the application of TOWS matrix should focus on dynamic adjustment. Key steps include: (1) Regularly updating the input of the SWOT analysis; (2) Revise SO, WO, ST and WT strategies based on the latest data; (3) Link strategy evaluation with performance indicators to ensure the flexibility of strategy implementation.

Kotler and Keller (2023) pointed out that the construction of TOWS matrix should include the following specific contents: (1) defining the goal and scope; (2) List the specific factors of SWOT; (3) Combine internal and external variables to generate a four-quadrant strategy; (4) Setting priorities and allocating resources, supported by implementation plans.

According to Zhang Xiaolan (2020), TOWS matrix should include the following steps: (1) Analyze the external environment from a macro perspective; (2) Integrate internal resources and list strengths and weaknesses; (3) Cross-matching generation strategy; (4) Put forward resource allocation suggestions to ensure the maneuverability and execution of the strategy.

Wang Lei (2021) proposed the practical path of TOWS matrix, emphasizing that process design should: (1) clarify core objectives; (2) Adjust SWOT analysis according to

industry characteristics; (3) Select key strategies through matrix analysis; (4) Dynamically adjust the combination of strategies to adapt to external changes.

Li Minghui (2022) emphasized that the steps of TOWS matrix should pay more attention to practical applications. His recommendations are: (1) data-driven analysis of external and internal environments; (2) Adding situational simulation after the generation of four-quadrant strategy; (3) Integrate implementation plans and risk management measures.

To sum up,The TOWS matrix is an effective tool for strategy creation, and its application follows these steps:

(1) Analyze External Opportunities and Threats: According to Weihrich (2020) and Gürel & Tat (2021), it is essential to comprehensively identify external environmental factors, such as market trends and industry changes, and clarify their impact on organizational goals. This step provides foundational data for strategy formulation.

(2) Evaluate Internal Strengths and Weaknesses: Kotler & Keller (2023) and Zhang Xiaolan (2020) recommend systematically reviewing organizational resources and capabilities to list strengths and weaknesses. Data-driven analysis, as emphasized by Li Minghui (2022), can enhance the accuracy of this process.

(3) Generate Four-Quadrant Strategies: Cross-matching external and internal factors generates four strategies: SO (Strength-Opportunity), WO (Weakness-Opportunity), ST (Strength-Threat), and WT (Weakness-Threat). Hill & Westbrook (2019) propose additional verification of the feasibility of these strategies.

(4) Optimize Strategy Combination: Prioritize and select key strategies. Weihrich (2020) and David et al. (2022) suggest linking strategies with performance indicators to enable dynamic adjustments.

(5) Develop and Implement Action Plans: Kotler & Keller (2023) and Wang Lei (2021) emphasize the importance of resource allocation and execution planning, recommending flexibility in adapting to external changes.

(6) Monitor and Evaluate: Combining performance evaluations ensures the operability and adaptability of strategies. Dynamic updates, as recommended by David et al. (2022), help maintain the effectiveness of strategies.

The perspectives of both Chinese and international scholars highlighted in the references emphasize the structured process and flexibility of the TOWS matrix, while

also underlining the importance of data support and scenario simulation to ensure comprehensive achievement of strategic objectives.

Steps for strategy development

Many scholars have different views on how to develop a strategy, specifically as follows:

Zhang Chao, (2018) Strategic management is an important management link in the development of modern enterprises. It is a process in which enterprises build a complete long-term development goals and implement and control strategies by combining the internal and external environment. From four aspects: (1) internal and external strategic environment analysis; (2) formulating the overall strategic objectives and ideas; (3) preparing the strategic measures planning; (4) evaluating the strategy implementation.

Zhou Xiuyan, (2019) The determination of teaching objectives is related to the lifelong development of students. Therefore, the following four steps should be taken in the formulation of teaching objectives: (1) clear teaching objectives and requirements, (2) analysis and research of teaching materials, (3) consider the actual situation of students, and (4) choose appropriate teaching methods.

Zhang Siyu (2020), the teaching strategy is the general term for the purpose of achieving teaching objectives and adjusting and controlling teaching activities in the teaching process. A good reading teaching strategy can stimulate students' interest in reading, improve their ability to integrate text information, and even promote their creativity in reading. Choosing the most effective teaching strategy depends on the students and the learning content.(Magajna,1995; Rutar Ilc,2011).In practice, lack of familiarity with different types of learning and failure to consider differences between them Conflict occurs (Rutar Ilc, 2011). Magajna Believe that teachers must be aware that not all teaching strategies are equally effective and that choosing appropriate teaching strategies can make a significant contribution to high-quality teaching and learning (Magajna, 1995, p 69).

Zeng Yuan, (2023) College English teaching is not a simple indoctrination teaching, but a kind of teaching that focuses on students' personal needs. Only specific teaching plans can steps, methods and methods be formulated according to different learning stages and tasks, and summarized through continuous induction to improve teaching

strategies, so as to cultivate students 'awareness of " using learning strategies and provide useful reference for cultivating students' independent learning ability."

In conclusion, there were four steps to develop the strategy: the first step is to define the goal; the second step is to analyze various influencing factors and existing problems; the third step is to develop effective strategies to solve the problem; and the fourth step is to evaluate and revise the strategy.
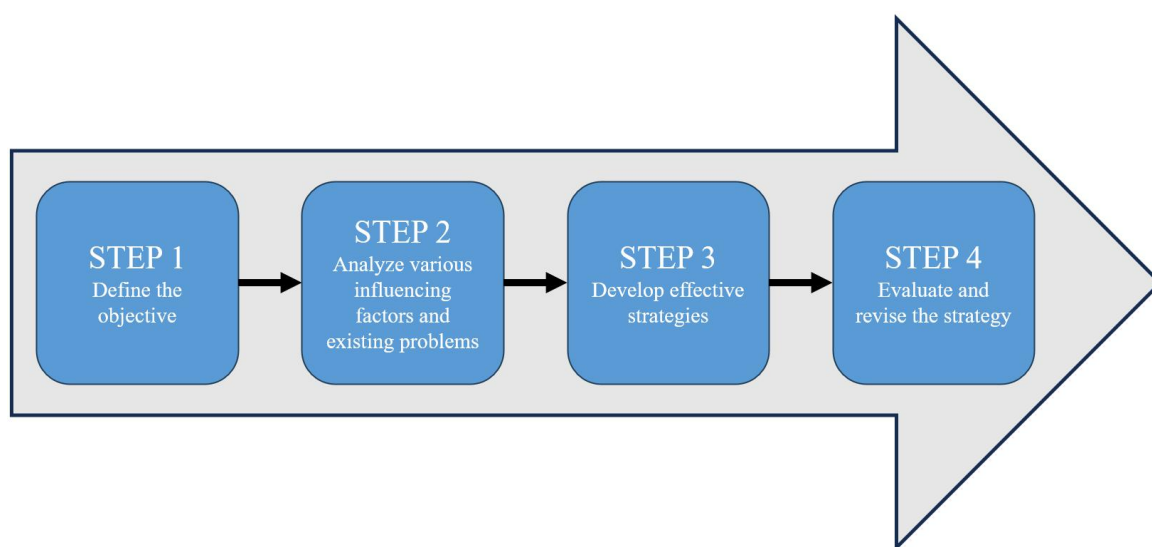
Figure2.3 Develop strategy steps

Strategies for developing reading ability

This study analyzes and refines the relevant literature, concepts and theories that promote the development of students' Chinese reading ability. The research documents include Tao Xiao (2018), Sun Bingxiang (2019), Li Mingjian (2020), Wang Yaqin (2020), Wang Fang (2021), Duke and Cartwright (2021) are as follows:

Wen Junqing (2018), through the investigation of the reading ability of 5,695 primary and middle school students in Beijing and related factors, believes that in the practice of reading guidance, students should focus on individual factors and teacher factors, and students 'reading literacy should be improved by improving individual interest and motivation to participate in reading and improving teachers' reading guidance ability. He proposed four key strategies to promote the improvement of students' reading ability and accomplishment: first, to cultivate good reading habits, enhance planning, and ensure continuous reading; second, to improve the self-concept of reading ability: to improve

selectivity and promote effective reading; third, to carry out reading method guidance, highlighting pertinence and promotion High reading efficiency; fourth, pay attention to the cultivation of advanced reading ability, thinking and improving thinking quality.

Tao Xiao (2018) Teachers must change the traditional concept of reading teaching, guide students to learn effective reading methods, and guide students to develop good reading habits. He analyzed the advantages and disadvantages of high school students' reading ability, and believed that they could generate new knowledge, have a strong interest in reading and have a certain comprehensive analytical ability under the guidance of teachers. The deficiency is that it can not grasp the text from the whole, the lack of critical thinking, the choice of extracurricular books tends to entertainment. Starting from the lack of reading ability of high school students, the main strategies to improve the reading ability of high school students are taking novel teaching as an example, mainly including: paying attention to every student The development of the students should deeply explore the text value, create the teaching situation, stimulate the students 'subject consciousness, lead the emotional experience, and expand the students' aesthetic space.

Sun Bingxiang (2019), in the process of teaching Chinese reading in senior high school, we should pay attention to cultivating students' core qualities and promoting their all-round development. Teachers should create a good learning atmosphere for students, enhance emotional experience, deepen cultural understanding, consolidate independent reading, and develop good reading habits, so as to effectively cultivate students' reading ability and lay a good foundation for their growth and talents.

Sun Bingxiang (2019), the strategy research of middle school students' ability improvement in high school Chinese reading teaching under the new curriculum concept, lays a good foundation for the growth of students.

Li Mingjian (2020) proposed a "three-dimensional interactive" reading cultivation model, emphasizing the synergistic effect of cognitive ability, emotional engagement and social and cultural context. He believes that reading teaching should improve the ability through teacher-student interaction, text interaction and practice interaction, and pay attention to the design of life-style situations to stimulate students' deep thinking and transfer application. This model breaks through the traditional one-way knowledge imparting mode and advocates the dynamic generation view of reading learning.

Wang Yaqin (2020) believes that reading is the most effective way for students to learn Chinese well in high school, and it is very important to cultivate high school students' comprehensive Chinese ability and improve their core Chinese literacy through reading. To improve the efficiency of high school Chinese reading class and stimulate the reading enthusiasm of high school students, teachers need to develop scientific and effective reading teaching strategies, to give full play to students 'subjective initiative, and to improve their reading awareness, to let them develop good reading habits, so as to improve students' reading ability. He put forward four strategies to improve reading ability: strengthen independent reading training and build harmony Classroom, optimize the reading teaching method, make full use of the Internet technology.

Wang Fang (2021) proposed a four-dimensional strategy for cultivating reading competence: first, stimulating reading interest through contextualized scenarios; second, strengthening textual analysis skills using tools like mind mapping; third, fostering critical thinking through cross-textual comparisons; and fourth, enhancing metacognitive abilities via reading logs.

Duke and Cartwright (2021) put forward the "Active View of Reading", which emphasizes the synergistic effect of metacognitive strategies and emotional motivation. They argue that the development of reading skills requires a combination of language cognition (e.g., vocabulary development, text structure analysis) and executive functions (e.g., goal setting, attention regulation), as well as differentiated instruction to meet individual needs and digital tools to enhance interactivity. This model highlights the influence of sociocultural context on reading comprehension.

Zhao Tinghan (2023) used three research methods of high school students, Problems existing in the study were investigated. The survey results show that the main problems are: shallow reading thinking, the lack of interaction and cooperation between teachers and students,Poor extracurricular reading habits, low sense of achievement in reading and lack of reflective learning consciousness. In view of the above problems, the following training students are put forward :Teaching strategy of reading ability: task-driven and problem-oriented strategies to promote students' deep reading thinking; and "situational" teaching Learning activity strategy to stimulate students 'interactive interest; enhance students' reading participation with "cooperative" task strategy; and "mixed"The reading strategy to promote students with "continuous attenti on"The generation of

reading accomplishment; promoting students' reflective learning with a "self-evaluation" learning strategy. Hope that through these strategies in class. The effective implementation of in-class teaching plays the teaching effect of promoting students' reading thinking and reading ability.

From the above materials, it is not difficult to summarize the main strategies for cultivating students' reading ability:

(1) Cultivate reading interest and motivation: by setting attractive topics and creating a democratic and equal learning atmosphere, stimulate students' reading interest, and transform "I want to learn" into "I want to learn".

(2) Pay attention to the cultivation of independent reading ability: guide students to master effective reading methods, encourage independent preview, independent thinking and reflection, and develop good reading habits.

(3) Strengthen teacher guidance and interaction: Optimize classroom teaching mode, promote teacher-student interaction through task-driven, situational creation and cooperative learning, and enhance students' deep reading and critical thinking ability.

(4) Optimize teaching resources and methods: make use of library, Internet and other resources to enrich reading materials, emphasize diversity and efficiency, and promote continuous reading and deep thinking.

(5) Diversified evaluation and incentive: innovative evaluation methods, such as self-assessment and cooperative assessment, are adopted to enhance students' sense of reading accomplishment, participation motivation and reflective consciousness.

(6) Pay attention to personalized development: respect students' individual differences, guide them to interpret texts individually, expand aesthetic space, and improve comprehensive analysis ability.

By combining these strategies with interest stimulation, method guidance and resource optimization, we can help improve students' reading ability and core literacy in an all-round way, that is, promote the sustainable development of students' reading ability. Specifically, the following elements are very important to promote the development of students' sustainable reading ability.

Reading interest

Yang Wei (2015) Interest in reading refers to the degree of love for reading. Only when students are interested in reading can they pay attention, arouse positive

imagination and get a pleasant emotional experience. To cultivate the interest in reading, we should stimulate with clear goals and strengthen with reading results, and encourage students to choose reading materials independently. Finally, teachers should lead students to feel the beauty of the text and appreciate the beauty of the text, so that students can enjoy it and have strong interest in reading.

Xu Yuan (2016), students 'low interest in reading is a thorny problem facing Chinese reading in high school. As a class organizer and guide, teachers should use various strategies to enhance students' interest in reading and stimulate their curiosity and thirst for knowledge. For example, the "reading to promote teaching" method can be adopted. In the process of reading teaching, teachers 'style reading and wonderful reading aloud can stimulate students' interest in reading aloud, infect students' reading emotions, and pave the way for the construction of efficient reading classroom.

Dong Ying (2016) with the deepening of the new curriculum and reform, we a line of Chinese teachers have fully realized the original reading teaching is not suitable for the development of The Times, students are the main body of reading teaching, teachers just reading teaching in the auxiliary, students' reading ability must be promoted through its subjectivity practice. Only in this way can we strengthen students 'subject reading consciousness and promote students' independent reading.

NiuChunLian (2017), adjust the high school Chinese reading teaching mode, for example, in learning the dog package brother, teachers can be divided into several groups, each group is responsible for reading the text, and discusses the thoughts of each part content, finally introduced representative summary, clarify the author to express emotion. This teaching mode can improve students' participation in the classroom and create a harmonious classroom atmosphere. Teachers can also organize students to watch relevant documentary films in full, and use multimedia teaching to make students feel the situation described in reading more intuitively, relying on textbook reading articles, combining audio and video, video and Teaching of text and picture materials is helpful to improve students' interest in reading.

Zhi Yuan Ping (2019), in order to cultivate the independent reading ability of high school students, teachers must combine the text content and students 'Chinese ability, life experience, cognitive characteristics of create reading situation, to stimulate students' interest in reading, lead students to actively reading, deep thinking, improve the

effectiveness of reading teaching.

Liu Liurong (2023) No matter what form of high school Chinese reading teaching activities, teachers should pay full attention to the creation of the situation, which is also the premise of guiding students to the depths of the text. On the one hand, the appropriate situation can provide students with intuitive materials for reading activities; on the other hand, the situation can improve the reading atmosphere to some extent and attract students to participate in reading.

Jiang Guiling (2024) respect students, stimulate students 'reading interest according to the requirements of the new curriculum, students in the principal position in the Chinese reading teaching, it requires the language teacher set up the student-centered teaching concept, give students autonomous, learning, explore and display space, stimulate students' interest in reading, make the students can get effective exercise in the reading teaching. Believe in your students and encourage them to express themselves freely.

Reading interest can stimulate students' love for reading and encourage students to be more active in reading activities, thus improving their reading attention and enthusiasm. At the same time, through the independent selection of reading materials, students can develop the ability and habit of independent reading, and thus form a sustained reading motivation.

Teaching mode

Huang Zhicheng, Wang Jun (2013), Brazilian educator Paul Paul. In The Education of the Oppressed, Frerey points out that" this kind of education (traditional model teaching) is a kind of saving', students are like accounts opened in the bank' and teachers are depositors'.Teachers teach and deposit, while students passively listen, accept, remember, repeat, and store. Instead of mutual communication'- -the more students' 'accounts' deposit, the less criticism they develop, which can enable them to intervene in the world as reformers of the world."

Dong Ying (2016) Chinese reading is a process of thinking and perception, a process of emotional experience, a process of spiritual dialogue between readers and the author, and a cognitive activity of understanding the society, understanding life and feeling life. We should clearly realize that reading is a necessary link in the evolution of a psychological process, and absolutely not simply the pursuit of elegance and a waste of

time. Based on the change of consciousness and the renewal of teaching ideas, we will truly emancipate the mind, get rid of the traditional Chinese teaching, implement the renewal of the Chinese reading teaching mode, and advocate the maximization of the effectiveness of Chinese reading. Such as guided, situational, lecture reading Teaching is a relatively novel and effective reading teaching mode.

Li Zhigang (2023) In the actual teaching process, teachers should pay attention to guiding students to read deeply, and cultivate and improve their ability of comprehensive analysis, so as to strengthen students' article appreciation and the improvement of reading quality. In this case, teachers can choose an article or a work, let students read independently, explore independently, discover and solve problems independently, and complete the systematic reading of the content of the article. Then the teacher analyzes and summarizes the content of the article, and corrects and supplements the students' systematic reading. Therefore, comprehensively cultivate and strengthen the students' thinking ability.

Chen Yanxia (2023) The core of innovative teaching methods is to stimulate their interest in active learning and participation from the students. Compared with the traditional "cramming" teaching, innovative teaching pays more attention to students' subjectivity and interactivity. Innovative teaching methods also include integrating interdisciplinary elements into Chinese reading teaching. This interdisciplinary teaching method can broaden students' knowledge horizons and help them to establish the connection between literature and other disciplines.

Teaching mode is of great significance to promote the sustainable development of students' reading ability. By adopting effective teaching modes, such as situational teaching and guided teaching, students' interest in reading can be stimulated and their initiative and enthusiasm in reading can be improved. These teaching modes can help students deeply understand the content of the text, cultivate the ability of comprehensive analysis and problem solving, so as to strengthen the appreciation of articles and improve the quality of reading.

Reading literacy

Xiang Yuanping (2019) The so-called reading literacy refers to the reading interest, motivation and learning strategies obtained through free reading or under the guidance of teachers. It is the skill and ability to understand, use and reflect on written materials

formed in long-term training. Reading is an essential link in the process of Chinese learning, so it is generally believed that the reading quality of middle school students should be cultivated through Chinese teaching, which is purely the responsibility of Chinese teachers.

Li Zhigang (2023), the high school Chinese reading teaching from the perspective of the core literacy, should also pay attention to the combination of classroom theory and life practice. Chinese reading comes from life, which is higher than life, and then returns to life. Teachers should guide students to read from their own point of view and according to what they have learned in class with the actual life, so as to improve their perception and understanding ability of life, things and the world.

Liu Liurong (2023), high school Chinese teaching is closely related to students' life. Teachers should not be limited to in-class teaching activities, but should be based on this, combine students' life experience to enrich the teaching content, so that students can deepen their understanding of the reading text under the leadership of teachers.

Reading literacy includes interest, motivation and strategy to help students deepen text understanding. It enables students to integrate what they learn in the classroom with life and improve their perception and understanding. The teaching combined with life experience can deepen students' understanding of reading and promote the development of reading ability.

Reading thinking

Jiang Ya (2020), in the teaching process, teachers should let students develop the habit of thinking while reading as soon as possible. Practice shows that students' thinking and imagination in the process of reading can quickly solve many problems in the text. At the same time, they can also stimulate students to think more deeply and find problems.

Liu Liurong (2023) The relatively simple form of reading organization is an important factor hindering the improvement of reading quality. It is difficult to read a single text to really arouse students' emotions, which will have a negative effect on reading activities. In view of this situation, teachers should pay attention to highlighting the vividness and interest of reading teaching activities, and organize students to conduct research from multiple angles, expand students 'reading thinking, so as to cultivate students' comprehensive quality.

Wang Qi (2023), after the new curriculum reform, China's educational concept has also been updated, from the early exam-oriented education to quality-oriented education, one of which is that we need to focus on cultivating students' innovative spirit and practical ability. Being good at finding problems and solving problems is an essential ability for students now, so it is very necessary to use the problem teaching method in reading teaching. Only in this way can we cultivate innovative talents needed by the country. The problem teaching method mainly is the teacher in the classroom to guide students to actively active their thinking, so as to exercise students' thinking ability and creative ability.

Jiang Guiling (2024), attaches great importance to thinking teaching. The key to the improvement of students 'reading ability lies in the improvement of thinking ability, so Chinese teachers should consciously exercise students in understanding ability, comparative ability, judgment ability, reasoning ability and other aspects, which is also very effective for cultivating students' Chinese literacy.

Students' reading thinking is of great significance to the sustainable development of reading ability. It can solve text problems, stimulate deep thinking, and discover new problems. Multi-angle research and lively and interesting reading activities can expand reading thinking and cultivate comprehensive quality. Teachers guide positive thinking, exercise the ability of thinking and innovation, and help the long-term development of students' reading ability.

Reading method

Yang Wei (2015) Mastering reading methods can improve students' reading efficiency, improve their reading level, and enhance their reading ability. Special attention should be paid to the four commonly used reading methods: reading aloud, silent reading, intensive reading, skimming. Reading aloud requires the students to read correctly, fluently and emotionally in Mandarin. Reading aloud can stimulate the imagination, reproduce the picture, and make the students enter the situation. Silent reading emphasizes the use of silent fast reading to understand the content of the article, and at the same time to develop a reading habit of reading while reading, reading and thinking while reading. Intensive reading is a reading method to study the text carefully and carefully to achieve a full understanding of the text. The skimming is done by quick reading, Grasp the general idea of the article, grasp the key reading method.

Xu Yuan (2016) teaches students the correct reading method, which is an important way to improve students' Chinese reading level. For example, teach freshmen of high school the reading method of marking, cultivate them to learn to write down the habit of reading comprehension casually. Students are encouraged to write reading notes and read them online. Teachers will place their extracurricular reading materials on the designated online learning platform, so that students can easily download them and learn happily.

Jiang Guiling (2024), according to the requirements of the new curriculum, in high school Chinese reading teaching also should play to the principal role of students, reduce teachers "do", but many teachers always with students 'ability is difficult to effective teaching task, which requires teachers consciously method guidance to students, to "fish" to "to" fish ", so as to effectively improve students' reading ability.

Mastering reading methods is very important for the sustainable development of students' reading ability. It can improve the efficiency and level of reading, enhance the ability. Correct methods such as reading, silent reading, intensive reading, skimming, etc., can help students deeply understand the text, develop good reading habits, and effectively improve reading literacy.

Reading habit

Sun Xuejun (2014) mentioned in his article Cultivating the Habit of reading literature:"Naturally, the way to solve this problem is to develop the habit of reading literature, and even force yourself to read at the beginning. Reading should not be limited to your own small peer field, but should look at the whole scientific literature, and even read literature across disciplines and fields, and find research ideas in reading, exercise your scientific appreciation, and grasp academic hot spots."

 Wen Rumin (2019), in an interview, emphasized that cultivating a love for reading from an early age is crucial. He believes that reading not only improves personal qualities but also promotes independent thinking and creative development. He suggests that university students should develop the habit of deep reading, particularly classic works, to broaden their perspectives and enhance their overall quality.

Li Xiaoqing (2018), forming good reading habits in Chinese learning, is not only conducive to improving our Chinese learning performance, but also to strengthen their own understanding ability and comprehension ability. Chinese subject is closely linked

with our daily life, and reading ability is more reflects our comprehensive ability and Chinese accomplishment, we should develop good reading habits in daily study, improve reading interest, reading a lot of classic Chinese and foreign literature, and make related notes in the process of reading, eventually improve the Chinese study.

Jiang Guiling (2024), attaches great importance to cultivating students' reading habits. The essence of education is to cultivate habits, so Chinese teachers should pay attention to cultivating students' reading habits, guide students to take the initiative to read, and combine in-class reading and extracurricular reading, which is also an effective way to improve their reading ability.

Reading habit plays a key role in the sustainable development of students' reading ability. It fosters sustained interest in reading and improves comprehension and generalization. The habit of reading, taking notes, thinking and consulting reference books every day can broaden the scope of knowledge, enhance Chinese literacy, and help the long-term development of reading ability.

Sustainable development

The concept of sustainable development has important implications for socio-economic and environmental education: to promote stable economic growth, protect the ecological environment, ensure social equity, promote educational innovation, achieve long-term prosperity and progress in all aspects, and meet current needs without compromising the development capacity of future generations.

Definition of sustainable development

There are more than 100 definitions of sustainable development, and there are several typical ones: The Brentland report published by the World Commission on Environment and Development (1987): Sustainable Development is a development that meets the needs of the present without causing harm to the ability of future generations to meet their needs. They are an inseparable system that should not only achieve the purpose of economic development, but also protect the natural resources and environment such as the atmosphere, freshwater, oceans, land and forests on which human live, so that future generations can develop sustainably and live and work in

peace and contentment.

The international federation of ecology (INTECOL) and the international federation of biological sciences (IUBS) (1991) jointly held a seminar on the issue of sustainable development, defines sustainable development as: protect and strengthen the environment system production and update capacity, its meaning of sustainable development is not beyond the environment, the development of system update ability.

World conservation alliance (INCN), the United Nations environment program (UN-EP) and the world wildlife foundation (WWF) (1991) jointly published the protect the earth a sustainable survival strategy (Caring for the Earth: A Strategy for Sustainable Living), the sustainable development is defined as: in the survival is not beyond the ecosystem capacity, improve the quality of human life, and put forward the nine basic principles of human sustainable survival.

Edward B. Barbier (2013) defined sustainable development as "maximizing the net benefits of economic development while maintaining the quality of natural resources and the services they provide". He stressed that economic development should be based on the premise of not reducing the quality of the environment and not destroying the world's natural resource base.

Michael Redclift (2015) points out in his book that sustainable development is "development that meets the needs of the present without compromising the ability of future generations to meet their needs". He stressed that development should take into account the environmental carrying capacity and the finite nature of resources.

In his study, John Blewitt (2018) proposed that sustainable development is "a way to ensure that future generations can meet their needs while meeting the needs of the present".He stressed that coordinated social, economic and environmental development is the key to achieving sustainable development.

In his book, Peter A.Victor (2019) defines sustainable development as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs". He stressed that economic growth should be coordinated with environmental protection and social well-being.

Li Zhijun (2020) points out in his study that sustainable development is "development that meets the needs of the present generation without compromising the ability of future generations to meet their needs". He stressed that economic

development should be based on the premise of not reducing the quality of the environment and not destroying the world's natural resource base.

In summary, sustainable development refers to the ability to protect and enhance the natural environment and resources while meeting current human needs, so as to ensure that future generations can meet their needs. It emphasizes the coordinated development among economy, society and environment to avoid resource depletion and ecological environment deterioration caused by over-exploitation. Sustainable development not only focuses on short-term interests, but also considers long-term social welfare and promotes the construction of green economy, social equity and ecological civilization. Through innovation, education and policy, we will achieve a long-term balance between society, economy and environment, thereby providing a sustainable living environment and development opportunities for the future.

The concept of sustainable reading ability

Reading ability usually refers to people reading text, acquiring information and knowledge, exercising their thinking and character, and perfecting themselves psychology and my ability. The improvement of reading ability is of great significance to a person's learning and growth, which is one dynamic development, long-term accumulation, and continuous improvement of the process. Many scholars have studied the importance of reading ability,Especially for the significance of a person's sustainable development, The sustainable development of reading ability is usually related to six elements: students' reading accomplishment, teachers' professional accomplishment, reading teaching mode, campus cultural environment, family cultural environment and social cultural environment. the typical view is as follows:

According to Emily A. Smith (2019), teachers' professional quality is not only reflected in mastering the content of textbooks, but also in understanding the individual differences of students. Her research shows that teachers can adjust teaching strategies according to different needs of students and provide personalized reading guidance, which can significantly improve students' reading comprehension ability and promote the sustainable development of students' reading ability.

Ruth M. Berman (2020) points out that the professional quality of teachers, especially the deep understanding of reading strategies and linguistic theories, is crucial to the sustainable development of students' reading ability. Teachers have solid reading

teaching skills, can effectively guide students to text analysis and critical thinking training, help students to improve understanding and reasoning ability, so as to achieve long-term reading ability improvement.

Daniel T. Montgomery (2020) believes that task-based reading teaching model can effectively promote the sustainable development of students' reading skills. By integrating reading tasks in real situations into the classroom, teachers not only help students build practical reading skills, but also improve their problem-solving skills. This model enhances students' reading motivation by enhancing their sense of participation and practicality, thus supporting their long-term reading ability development.

According to Smith (2020), a positive atmosphere in the campus cultural environment is crucial to improving students' reading ability. Schools should provide rich reading resources, stimulate students' interest in reading, and create a culture that encourages reading. This kind of environment can significantly improve students' reading motivation, and then affect the long-term development of their reading ability. Scholars believe that teachers and school leaders should promote reading skills by creating a supportive culture.

Zhang Qiang (2020) pointed out that the construction of social and cultural environment is crucial to the sustainable development of high school students' reading ability. The active advocacy of reading by the society, the government's reading policy and the sharing of community resources can create a good reading atmosphere for students, and then improve their reading level and thinking ability.

Li Hua (2021) pointed out that the campus cultural environment has a profound impact on the sustainable development of students' reading ability. She believes that schools should pay attention to cultivating the reading atmosphere, stimulate students' interest in reading through reading activities, reading clubs and other forms, so as to improve their reading ability. In addition, the importance that school leaders attach to reading education is also a key factor, which can not only improve the teaching quality of teachers, but also encourage students to develop good reading habits.

Li Haiyan (2021) believes that reading interest is the core driving force for the sustainable development of reading ability, which can promote independent reading, strategic application and in-depth understanding. Diversified reading materials should be used to stimulate interest.

Susan L. Baker (2021) believes that interactive reading teaching mode can significantly improve students' reading comprehension ability. She notes that this model emphasizes positive interaction between teachers and students, helping students deepen their understanding of what they read in the classroom by exploring texts together, asking questions and critically analyzing them. Through this model, students are able to develop critical thinking and self-directed learning skills, thus promoting their long-term reading skills.

Wang Ming (2021) believes that family cultural environment plays a crucial role in the sustainable development of high school students' reading ability. He pointed out that parents' cultural literacy and attention to children's reading directly affect students' reading habits and abilities. Especially in the adolescent stage, a good reading atmosphere in the family can not only stimulate students' interest in reading, but also help students to accumulate knowledge and improve their thinking depth and language expression ability. Parents' role model and supportive guidance are important factors in promoting students' reading development.

Johnson (2021) believes that social cultural environment has a profound impact on the development of high school students' reading ability. The importance of reading in the society, the promotion of reading by the media and the reading activities in the community can effectively stimulate students' reading interest and ability. Good social support can help students form the habit of lifelong reading, thus promoting their academic growth.

Zhang Xiaodong (2022) emphasizes that the accumulation of reading experience improves the ability of reasoning, analysis and strategy use, and schools and families should guide students to have extensive contact with texts.

According to Miller (2022), the family cultural environment plays a key role in the development of students' reading ability. Parents' reading habits and attitudes towards reading directly affect children's reading interest and ability. Especially in high school, reading resources and discussion platforms provided by families help students develop their interest in independent learning and reading, thus laying a foundation for their future academic development. The reading atmosphere of the family can promote the students' understanding of literature and the improvement of critical thinking ability.

To sum up, the sustainable development of high school students' Chinese reading

ability of high school students refers to the continuous improvement and development of Chinese core abilities, such as knowledge, skills, emotions, attitudes, values, and so on. The sustainable development of reading ability will be restricted by students' own reading quality, teachers' professional quality, reading teaching mode, campus cultural environment, family cultural environment and social cultural environment.

The relationship between sustainable development and Chinese education

The concept of lifelong learning was first published in the 1972 UNESCO report "Society Survival", which Outlines the democratic equality of educational learning opportunities and the ideal blueprint for breaking educational barriers. In 2003, the World Bank pointed out in its report on Lifelong Learning in the Global Knowledge Economy that lifelong learning is the correct form of education in the era of knowledge economy. The document of "China's Education Modernization 2035" clearly proposes to build a modern education system serving comprehensive lifelong learning, and accelerate the construction of a learning society. Teachers shoulder the concept of lifelong education and lifelong learning in their education and teaching work Important responsibility, teachers should be the model of the practice of lifelong learning concept, to become a guide to train students and contribute to the motherland.

Former UNESCO Director-General Irina Bokova (2015) stressed that "education must teach people how to coexist with the earth, attach importance to cultural literacy, base itself on respect, dignity and equality, and help to integrate a sustainable society, economy and environment". The key to the sustainable development of society lies in the sustainable development of education, which is a strong guarantee for the sustainable development of society.

David Orr(2017)emphasizes that education should cultivate students' environmental responsibility and critical thinking. He believes that language education can enhance students' understanding and concern for sustainable development by analyzing environmental themes in literary works.

Yuan Dayong and Wang Mo (2018) believe that in the context of globalization, lifelong learning should have basic learning ability, diversified learning places, market-oriented learning attributes, learn to understand, adapt, reflect and prospect, to ensure the realization of the concept of sustainable development.

Richard Louv (2018) points out that modern education should focus on students' connection with nature. He suggested that Chinese teaching could stimulate students' interest and responsibility for the environment by introducing natural literature works.

Chen Ming (2018) pointed out that Chinese education should focus on students' practical ability and social participation. He suggested fostering students' practical ability and social responsibility by organizing them to participate in social practice and community service.

Wang Li (2019) believes that Chinese education should pay attention to students' emotional experience and humanistic quality. She suggested cultivating students' emotional experience and humanistic literacy by guiding them to read classic literary works.

Wang Xiaoming (2019) believes that Chinese education should pay attention to the cultivation of students' emotions and values. He suggested that students develop a sense of responsibility and critical thinking by analyzing environmental and social themes in literary works.

Li Na (2020) believes that Chinese education should focus on students' critical thinking and innovative abilities. She suggested cultivating students' critical thinking and innovative abilities by analyzing complex plots and multiple perspectives in literary works.

Zhang Wei (2021) pointed out that Chinese education should focus on students' global vision and social responsibility. He suggested that students develop an international understanding and sense of responsibility by introducing discussions on multicultural and global issues.

Huang Shaokun (2022), Sustainable Development Education (Education for Sustainable Development, ESD) was proposed in the 1980s. Its core is to emphasize respect for others, differences and the environment, and the goal is to fully meet the basic life needs of all mankind. Hkel (John Huckle), a consultant at World Wide Fund for Nature (WWF), believes that sustainable education is a support It encourages sustainable development, which allows people to develop the consciousness of criticizing the spirit and the material in nature, and helps people to take appropriate actions.

The essence of sustainable development education lies in harmonious development, which pays attention to the coordinated development of internal and

external relations in education, and instill the spirit of sustainable development . At the same time, the core of sustainable development education is the sustainable development of people, paying attention to the ability of people to receive and carry out education in different stages of self-education, so as to realize sustainable education and sustainable learning, and promote human development .

This study defines "sustainable development" as a long-term development approach that emphasizes that the improvement of Chinese reading ability can promote a person's lifelong development, comprehensive development and sustainable development, and emphasizes that teachers should change the development concept, adjust the development structure, strengthen the development impetus and optimize the development strategy. Sustainable development pays attention to human development, and emphasizes the stable, effective and long-term development of students' Chinese reading ability.

Sustainable development strategy needs awareness first, the core of which is to promote human development. Chinese teachers are the soul of Chinese teaching, and we should take the lead in establishing the correct consciousness of sustainable development. It is necessary to establish the consciousness of development scientifically, take reading, learning, teaching and teaching research as daily activities, and complete various tasks regularly and quantitatively, so as to boost the improvement and development of students' Chinese literacy and reading ability. At the same time, teachers should always maintain the enthusiasm for learning and research attitude, and strive to become a role model and leaders for students to learn. The correct development consciousness of teachers will infect students imperceptibly, and will gradually make the consciousness of "sustainable development" become The thought guide of students' reading ability development.

At the same time, Chinese teachers should love Chinese teaching, love reading, to take teaching as a career to manage, a great cause to struggle. To clearly see the development opportunities brought by teaching, we should get rid of the negative thoughts and behaviors of careless coping and muddling along. The consciousness of "sustainable development" is the driving force and foundation of the development of students' Chinese ability. Only by setting up the correct sense of development, can Chinese teachers actively devote themselves to teaching, actively explore teaching, carry

out their work solidly, effectively promote the improvement of students' Chinese literacy and the development of reading ability, and then promote the sustainable development of studenHigher school students

Reading ability

Reading ability is a kind of language ability that needs to be cultivated in high school Chinese reading teaching, and it is also a core ability for students' learning, life, growth and sustainable development. This research reviews the literature on this key topic. It is mainly carried out from the definition of reading ability, the constitution of reading ability, the theory of reading ability cultivation, the main influencing factors of reading ability and the assessment of reading ability.

Definition of reading ability

Since its birth, the concept of reading ability has been complex and diversified along with the development of society. Different scholars have put forward different views and views based on different perspectives, different social needs and referring to different evaluation indicators. Although the research perspectives are different, they all define the subject's ability to read text, obtain information, and process information. The main points are as follows:

According to Miller (2020), reading ability is strongly influenced by the school's cultural environment, which includes the availability of reading resources, the encouragement of reading habits, and the overall literacy culture. A positive school culture fosters students' engagement with reading, enhancing their ability to comprehend and analyze texts.

According to Anderson (2020), reading ability is closely tied to the teacher's professional competencies, including their own reading skills, experience, and enthusiasm for reading. A teacher's ability to model effective reading strategies and foster an engaging reading environment significantly enhances students' reading development.

Zhang Lin (2020) believes that family cultural environment directly affects students' reading ability. Parents' reading attitude and behavior, reading resources in the family, and parents' educational support are all important factors that affect students' reading interest and ability. A good family cultural atmosphere helps to cultivate

students' reading habits and comprehension.

Chen Xiao (2020) believes that social and cultural environment is crucial to the development of students' reading ability. Social reading atmosphere, cultural policies and the provision of public resources can promote students' reading interest and ability, especially by providing students with a wide range of reading opportunities and practice places, which can effectively improve their reading level.

According to Green (2021), reading ability is shaped by the broader social and cultural environment, including access to reading materials, societal attitudes toward reading, and community engagement with literacy. A supportive social environment fosters students' reading development by providing opportunities for diverse reading experiences.

Liu Lin (2021) believes that the school cultural environment is crucial to the improvement of students' reading ability. A campus full of reading atmosphere can stimulate students' interest in reading and provide supportive resources, which has a positive impact on the development of students' reading skills, especially comprehension and critical thinking skills.

According to Li Hua (2021), reading ability not only includes students' reading skills and comprehension ability, but also involves their reading experience and interest. Students acquire skills and interest in reading through rich reading experience, which can promote the continuous improvement of their reading ability.

According to Thompson (2021), reading ability is shaped by the instructional model used in teaching. A student's ability to comprehend, analyze, and engage with texts is enhanced by an interactive, student-centered teaching approach that encourages critical thinking and active reading strategies.

Zhang Jie (2021) believes that the improvement of reading ability cannot be separated from a reasonable reading teaching model. Interactive teaching, task-driven teaching and strategic instruction can effectively improve students' reading ability, especially in improving their text comprehension and critical thinking.

According to Carter (2021), reading ability is influenced by the family's cultural environment, including the values, resources, and habits that promote reading. A supportive family atmosphere, where reading is encouraged and modeled, plays a critical role in enhancing students' reading skills and fostering long-term reading habits.

According to Harris (2022), reading ability is a multifaceted construct that involves not only the technical skills of decoding and comprehension but also the student's reading experience and intrinsic motivation. A student's interest in reading directly affects their engagement and growth in reading proficiency.

Wang Lei (2022) pointed out that teachers' reading ability and professionalism directly affect students' reading ability. Teachers' reading skills, teaching experience and interest in reading can create a good learning atmosphere for students, thus improving students' reading comprehension ability and reading interest.

To sum up, Reading ability is the ability of students to understand, analyze and critically interpret texts, which not only depends on students' own reading literacy, but also closely related to teachers' professional literacy, reading teaching mode, campus cultural environment, family cultural environment and social cultural environment. From the perspective of students, reading ability includes the mastery of language, the accumulation of knowledge and the expansion of thinking. Through professional quality and teaching strategies, teachers can effectively guide students to improve their reading comprehension. Effective reading teaching mode, especially interactive and task-driven teaching, can help students better master reading skills. The campus cultural environment provides the atmosphere and resources to support students' development, while the family cultural environment influences students' reading interest and ability through parents' reading habits and education methods. The social and cultural environment creates conditions for the long-term improvement of students' reading ability by providing abundant reading resources and incentive mechanism. Therefore, the improvement of reading ability is the result of many factors, involving the interaction of individuals, families, schools and society.

The composition of reading ability

Reading ability is a kind of ability to read text, acquire knowledge, understand the world, solve problems and improve oneself. What are the factors in it? Many scholars have studied the structural components of reading ability from different angles, mainly including the following typical views.

Zhu Huaxin (1995), After examining the views of many scholars, through quantitative and qualitative analysis, believed that the developmental reading ability includes six components: reading ability, comprehension ability, absorption ability, speed

reading ability, language sense and appreciation ability.

Wang Lianzhao and Tian Huisheng (2007). Reading ability refers to the ability to understand, use, and reflect on written materials, which ensures that an individual can achieve personal goals, increase personal knowledge, develop personal potential, and participate in social activities. Reading ability involves the text form (understanding, narration, explanation, comment), the reading process (retelling, summary, reflection), and the background (understanding the use of different texts).

Lai Li (2008). The core of reading ability is language sense ability, and language sense is the ability to induce language phenomena. These linguistic phenomena include the following aspects: speech, the sound carrier of language, the semantic meaning of written symbols, the grammar, the rules of language, the context, the special meaning of the language in a certain language environment, the internal basis of language logic, emotion and on. This is the core part of reading ability, which integrates three levels of six abilities (screening ability and interpretation ability, analytical ability and generalization ability , Appreciation ability and evaluation ability), presents the different levels of development requirements of high school reading ability.

Issued by the Ministry of Education of the 2010 exam outline (curriculum standard experiment): Chinese " (2010) to test the students' language ability to define, six levels: memorization (refers to recognition and memory), understanding (refers to grasp and can make a simple explanation), analysis (refers to analysis and induction), appreciation evaluation (refers to the identification of reading materials, appreciation and comment), expression application (refers to the use of language knowledge and ability), explore (refers to discuss some problems, have insights, discovery, innovation). This can be said to be the constituent level of the reading ability of the Chinese examination version.

Zhang Siyu (2020), Li Hailong's reading teaching ability structure is based on "perception", "understanding" as the core, and "appreciation, transfer and creativity" as the goal, dividing the abilities of readers in the reading process into three levels from shallow to deep, step by step. According to the structure requirements of Li Hailong's reading teaching ability, reading teaching activities should cultivate students' five reading abilities, from shallow to deep to "perception---understanding---appreciation---transfer---creativity".

To sum up, reading ability factors are more complex, different scholars deepened

our understanding of reading ability comprehensive and system, also for our reading teaching cultivate students 'reading ability, pointed out the new curriculum standards especially the national Ministry of Education, put forward the Chinese core literacy concept, which contains the most important reading ability, our Chinese education must be along the direction of the new guidelines, to carry out the discipline core literacy, promote the sustainable development of students' reading ability.

Theory of reading ability

Many scholars have put forward different views on the reading ability cultivation theory, mainly including:

Wan Cho (2015). Confucius, Mencius and Xunzi, the representatives of pre-Qin Confucianism, left many aspects of reading in their respective works, including reading effect, reading task, reading principle, reading quality and reading method. About the effect of reading: (1) Reading to nourish the body, Ming things know reason. (2) Reading can learn skills and make people behave in the world. (3) Reading can put what you learn into practice and govern the world. About reading methods: (1) Combination of reading and thinking. (2) Combination of reading and learning. (3) Reading line combination. About the reading process: (1) Step by step. (2) heuristic induction. From the perspective of Confucian reading theory, cultivating national reading should pursue "five things" : having interest, having specialization, having thoughts, having worries and having questions.

Liu, M. D. (2015). Critical discourse analysis is a theoretical framework and perspective of discourse analysis developed from critical linguistics. Discourse is a kind of social practice, and critical discourse analysis is devoted to analyzing the content of the relationship between discourse and society, and studying the complex ideologies and preassumptions that form these contents. This also shows that critical discourse analysis, as a form of discourse analysis, explores the power relations and ideology hidden behind the discourse through the analysis of discourse forms, and explores the relationship among discourse, power and ideology. Real reading is not to seek to grasp the original views of the text author, but to combine their own experience with the text, analyze the hidden ideological and power factors, and thus form their own understanding.

Li Hui (2015), Russian scholar Bakhtin proposed that human thinking, expressing emotions and expressing cognition are all based on dialogue, "two voices are the lowest

conditions for life and survival", "in every sentence, every sign language and every feeling, there are dialogue echoes", and "people enter dialogue as a complete voice. Participate in the dialogue not only with one's own thoughts, but also with one's own destiny, with one's whole personality." Based on this theory, conversational reading teaching emphasizes the need to carry out multiple dialogues in reading, cultivate students' subjective reading ability, respect their unique experience, so as to help students accumulate humanistic quality and improve their personal spiritual world.

Zhang Hui (2017). The so-called "original reading theory" refers to the reading is based on the flow of original reading. It reads the text through experience and knowledge, which requires students to have certain understanding ability and life experience. It is the differences between different students in these two aspects that cause them to often have different experiences when reading the same text. The orthoform reading theory contains three fundamental properties. One is the nature of the text, that is, all reading starts from the text, the text is the foothold and starting point of reading. The second is mobility, that is, students' thinking in reading is not invariable, but in many times In the reading, the harvest of different experience, so that the thinking mode is constantly improved in the flow.

Guo Qianhui (2018) Text close reading originates from the semantic school of Western literary theory in the 20th century, which regards semantic analysis as the most basic method and means of literary criticism, while text close reading is an important method and significant feature of semantic text interpretation. From the perspective of word meaning, the close reading of the text refers to the careful and prudent study of the text, the analysis of the text's morphology, composition, image, rhetoric, and so on, and the final evaluation of the value of the work. Rickards believes that "close reading" is "full reading." Brooks applied the "close reading method" to practice, pointing out that "close reading of a text" is a thoughtful and critical analysis of a text, focusing on profound details, in order to develop a deep understanding of text form, technique, etc. The characteristics of text close reading are mainly manifested in three aspects: the first is text-centered, the second is to pay attention to the role of context, and the third is to focus on the internal organization structure of the work.

Wang Xuemin (2023) found that learning theory is a scientific and efficient learning theory, which was first proposed by American educator Bruner and is also known as

"inquiry learning theory". On the basis of correctly stimulating students' learning initiative, inquiry learning and other methods should be adopted to improve students' learning efficiency and learning ability, so as to provide impetus for knowledge transfer and meaningful learning. It advocates protecting students' intrinsic learning motivation, focusing on extracting effective information, using intuitive thinking, and carrying out inquiry activities. It can effectively avoid the disadvantages of students' low interest in learning under the traditional learning mode, and help students actively explore knowledge, build the discipline knowledge framework, and improve their own knowledge and ability system. More importantly, students can master learning methods in the process of discovering and learning, drawing inferences from one example to the other.

To sum up, support the theory of reading ability training and promotion theory, development and change also soon, different perspective of scholars, center of gravity, pointing to focus on, however, one thing is interlinked, that is that these theoretical ideas can help teachers to understand the students 'reading psychology and demands, understand the nature and characteristics of reading teaching, more scientific and effective reading teaching and reading training, and cultivate the sustainable development of the students' Chinese reading ability.

The influencing factors of reading ability.

According to literature research, the following table is sorted out:

Table 2.2: The factors affecting the improvement of reading ability

Name	Influencing factor
Wang Meiyan (2013)	1. Teachers have outdated teaching concepts. 2. Neglect students' main position. 3. Students lack good reading habits. 4. Students have low reading awareness.
Liu Yan (2014)	1. Students are not interested in reading. 2. The main body status of students is not prominent. 3 Individual differences of students are not distinguished.
Wang Ji Yu chi (2014)	1.Students have less disposable time. 2.Utilitarian teaching of Chinese reading. 3. Students' enthusiasm for independent reading is not high.
Zhang Ming (2019)	1. Single teaching method.

	2 Students lack interest in reading.
	3. Lack of knowledge of teachers.
	4. Read outdated materials.
Han Shiyou (2019)	1. Students don't know clearly.
	2. Limited reading materials.
	3. Poor after-school reading.
An Yuxia (2019)	1. Less interaction between teachers and students.
	2. Teaching methods and methods are too simple.
Zhen xi (2021)	1. Too much emphasis on exam-oriented education.
	2. Single teaching method.
	3. Students have narrow reading surfaces.
Liu juhua (2022)	1. Text interpretation is fragmented and lacks humanistic perception.
	2. One-sided focus and lack of critical thinking.
	3. Content analysis is superficial and lacks deep thinking.
	4. The choice of reading material is entertainment and lacks emotional influence.
Huang zhaokai (2022)	1. Single teaching mode.
	2. Students rely too much on teachers.
	3. Students spend less time reading.
	4. Students have poor awareness of independent reading.
	5. Outdated teaching concepts.

Summary, can be seen from the table, many factors affecting high school students Chinese reading ability promotion, mainly have teachers, students, teaching materials, extracurricular reading factors, on the basis of nine experts, scholars, teachers, can be found that the main factors are: 1) teachers teaching idea, mode, method, 2) students' consciousness, interest, method, 3) reading the single text, block, old, 4) negative, passive, superficial thinking, etc.

High school students
Definition of high school students

High school students are a general term for students who enter senior high school in the middle school learning stage, including students from regular high schools, vocational high schools, key high schools and secondary vocational schools. The age range of Chinese high school students is roughly 15 to 17 years old.China's senior high

school does not belong to the compulsory education stage, belong to the charge of education. If junior high school graduates want to enter a higher level of school to continue to receive education, they need to take the junior high school academic level examination (also known as senior secondary school admission examination), according to the examination results, moral, intellectual and physical comprehensive measurement, selective admission to enter high school. Regular high school emphasizes the education of comprehensive theory and moral accomplishment, three academic years, in many provinces; from the second academic year of regular high school, students can choose to enter the class based on history or physics direction, except Chinese, mathematics and foreign language (generally English), in politics and geography , Chemistry, biology and other disciplines to choose two disciplines combination study. Vocational high schools emphasize the education of actual production and operation technology. There are also three academic years, where junior high school graduates pass the school selection examination or directly register, and the major is freely chosen by the students. The high school curriculum arrangement is uniformly formulated by the Ministry of Education, with additional elective subjects (including Japanese, Russian, etc.). Many provinces after the curriculum reform have begun to implement the credit system in the senior high school stage.

Characteristics of Chinese learning for high school students

Many experts have done research on the characteristics of Chinese learning for high school students, and the representative views are as follows:

Kong Fanzhe et al. (2015). As a transplant of transplantation, "student sustainable development" the development of students' life as a whole, a complete ecological process, contains both "need" and "may", namely the students have the inner desire of sustainable development and self appeal, set up the goal of sustainable development, and has the ability of sustainable development, to realize the development of sustainability. As far as primary and secondary schools are concerned, students' ability of sustainable development is not only reflected in their attention to the long-term goals of future sustainable development, but also in their ability of sustainable learning and their ability to choose more wisdom , More appropriate methods to learn, the pursuit of intelligent development mode, to achieve rapid development, rather than just stay in the "immediate results" type of short-term effect.

Xu Feilong ,Ruan Zhihong (2016), this stage of the psychological characteristics of the youth is emotional self-knowledge, and this understanding is full of contradictions, and very vague, the heart is often stirring a kind of inexplicable timidity and difficult to discharge the worry. Their psychology than the youth period, a lot of subtle changes, in the main characteristics of Chinese teaching is as follows: one is the closed psychology, try to control their words and deeds in class, do not want to show their ideas. Second, the awareness of independence is enhanced, they hope that teachers do not do all, to trust students, open hands and feet, give students more opportunities to study independently. High school students like to imitate adult ways of thinking , Think independently, analyze problems, and solve problems. Third, he shows a strong interest in exploration in learning. Fourth, creative thinking is enhanced. They often, according to their own theories, reanalyze, judge, reason, demonstrate, and put forward doubts and criticisms.

Ju Xiuna (2017) believes that the psychological effect of magic to boost students' Chinese learning. One is to consciously use the Rosenthal effect to give students expectations. The second is to use the tide effect to compete for students. Third, the reasonable use of the halo effect, to care for students. Teaching is an art, Chinese teachers should deeply understand the psychological characteristics of students, make full use of all kinds of psychological effects, and strive to meet the learning needs of students, so that Chinese teaching can naturally greatly improve the quality of teaching.

Timothy Keller and Marcel Just (2018) conducted a 6-month follow-up study on 72 students and found that reading can physically change the brain structure and generate new white matter, thereby improving the communication mechanism within the brain. This shows that long-term, planned reading training can improve students' cognitive ability and learning efficiency.

Zhang Xiaodong (2018) found that many high school students lack interest in Chinese learning and show a negative attitude, leading to a decline in Chinese proficiency. He believes that the insufficient motivation of students in Chinese learning is one of the main reasons, and proposes to improve this situation by stimulating and cultivating the motivation of learning.

Liu Xiaoli (2018) pointed out in her research that high school students generally have problems such as inattention and great emotional fluctuations in Chinese learning.

She believes that this is related to students' lack of learning motivation and excessive learning pressure. It is suggested to improve students' learning interest and concentration through emotional education and diversified teaching methods.

Wang Tingting (2019) found that high school students showed a significant lack of autonomy in Chinese learning. She pointed out that this phenomenon stems from students' lack of learning strategies and understanding of the value of learning Chinese subjects. She suggested that teachers enhance students' sense of identity in Chinese subjects by stimulating their ability to learn independently.

According to Li Zhihua's (2021) research, the psychological characteristics of high school students in Chinese learning are mainly reflected in strong difficulty fear and low sense of self-efficacy. Through the introduction of cooperative learning and successful experience sharing, it can help students build up their learning confidence and improve the effectiveness of Chinese learning.

Yin Xiaoli (2022) believes that there are three main characteristics of high school students' learning. First, high school students are required to constantly improve their self-learning ability, including critical spirit, thinking ability, problem discovery and solving ability, observation ability and practical ability. Second, strengthen independent teaching and cultivate independent ability. Third, high school students should have clear goals. High school students should have a clear academic motivation and academic purpose, cultivate a strong interest in their study, rationally adjust their emotions and emotions, have an optimistic attitude, have ideal and confidence, and have a good interpersonal relationship.

Zhang Wei (2023) research shows that high school students' emotional experience of Chinese learning is complex and changeable, and some students show negative emotions towards Chinese learning. He suggested to help students have more positive experiences in Chinese learning by optimizing teaching design and adding content that is relevant to real life.

Liu Wenli (2023) Combined with Vygutsky's theory of psychological function development and Piaget's theory of cognitive development, high school students are in a critical period of mastering language, using language to understand abstract things and build their own abstract world. Teachers mastering the psychological characteristics of high school students 'learning can improve the cognition of students' learning level, and

facilitate the better development of novel reading teaching activities.

As a digital reading literacy assessment tool PISA (international students academic achievement evaluation project) and PIRLS (international reading literacy progress research), they are the definition of students' reading ability, students can understand, use, reflect on the content to achieve personal goals, enhance knowledge, play potential, the ability to participate in social activities."Understanding, application and reflection" is the process of reading ability from shallow to deep. The process of decoding and meaning in high school reading psychology needs to be analyzed from the perspective of psychology. Coding is the necessary stage of reading and the process of understanding; acquisition is the sublimation stage of reading and application And the process of reflection.

To sum up, the characteristics of high school students learning Chinese are as follows: psychological closure, reluctant to express; Eager to learn independently, like to imitate adult thinking; Strong exploratory desire and creative thinking; Susceptible to psychological effects; Improving reading ability can change brain structure; There are many problems such as lack of learning motivation and distraction. Lack of self-learning ability and clear goals.

Related Research

Reading strategy

Grabe & Stoller (2019) believe that reading strategies are tools and methods to help readers solve comprehension problems and enhance the efficiency of information processing.

Afflerbach et al. (2020) pointed out that reading strategies refer to a series of planned behaviors that readers consciously take to understand and remember text information.

Li Huadong (2020) believes that reading strategies are cognitive and metacognitive methods that students use independently to achieve reading goals, including planning, monitoring and regulating behaviors.

Sheorey & Mokhtari (2021) believe that reading strategies refer to the skills readers use purposefully and consciously in reading to improve comprehension and reading effect.

Zimmerman et al. (2022) pointed out that reading strategy is a planned and

flexible adjustment process that readers choose to achieve their reading goals.

Li Wangfang & Zhang Jie (2022) pointed out that reading strategies are the techniques and steps readers take to enhance comprehension and memory in the process of reading.

To sum up, reading strategies refer to a series of planned behaviors and methods consciously adopted by readers to achieve specific goals in the process of reading, including cognitive strategies (such as inference and prediction), metacognitive strategies (such as monitoring and adjustment) and social strategies (such as cooperation and seeking help). It can help readers solve comprehension problems, improve information processing efficiency, and flexibly adjust in complex reading tasks to enhance reading effect and text memory.

Reading Ability

Zou Jiani (2021), in the education thought, the students studious, happy learning subjectivity respect, the attention of extensive knowledge accumulation construction, for independent thinking, constantly ask questions, the contradiction is, reverse thinking, to their own behavior monitoring reflection, etc., is the pursuit of rational, reflection of speculative reading teaching growing fertile soil.

Tang Ming (2022), the essence of reading lies in the construction of meaning. In reading activities, readers must make their own understanding of the complex text world and pursue their meaning. Reading comprehension is not only the interpretation and construction of the meaning of the text, but also the understanding and construction of the meaning of life. More clearly speaking, the essence of reading lies in exploring new knowledge, constructing meaning, and forming and developing the spiritual world of students. For this reason, the international evaluation projects PISA (Program for International Student Assessment), PIRLS (P rogress of International Reading Literacy Studies) In its reading evaluation framework, the reading literacy.

In Chen Shanshan (2022), intertextuality reading is not only a method of text interpretation, but also a reading training way to improve your reading ability and develop reading habits. In the teaching of modern reading practice mutual reading, appropriate use of rapid reading, different type than reading, inductive reading, classic intensive reading, reset type read five kinds of reading method, the appropriate text, throughout the students 'reading process, to improve the students' modern appreciation

ability, aesthetic ability, reading ability is helpful.

Yong-jie huang (2022), good reading habits is crucial to improve students' reading ability, teachers in reading teaching to guide students to return to text reading, latent text, taste text details, key, special, contradiction, blank, profound, form a fine and profound reading habits, change the habit of extensive reading, in this way, in the process of reading can constantly acquire knowledge and accumulate reading experience, gradually improve the reading ability.

Wang Zhanyue (2023), in the reciprocal teaching, teachers and students read a text together, and solve problems by using prediction, questioning, clarification and abstract reading strategies. The implementation steps are as follows: ①Teachers and students ask questions around the text; use strategies to solve problems; teachers and students talk, clarify understanding and generate inferences; predict the subsequent text content. This kind of reciprocal teaching is carried out in the reading process shared by teachers, students and students, which can effectively promote students to use reading strategies, activate prior knowledge, and promote the improvement of reading ability.

Chen Yu (2023), special grade teacher Wang Songzhou, believes that the close reading of the text in the context of Chinese curriculum means that "the author conducts detailed and accurate semantic analysis through the detailed reading of the text, so as to realize the accurate and transparent interpretation of the meaning of the text". At the same time, he believes that the careful reading of text has four characteristics of multiple reading posture, speech of careful reading, compatibility of careful reading conclusions, and sharing of careful reading experience. It advocates close reading from both content and form.

To sum up, reading is an activity in which the subject recognizes the object, obtains knowledge, develops his thinking, broadens his vision and exercises his ability. Reading teaching is a kind of behavior between teachers and students, purposeful, planned, step by step, pay attention to appropriate reading method, pay attention to the students 'thinking and skills, the training of knowledge and experience, as the main body of reading teaching, teachers need to use multiple teaching methods, rich reading content, create reading situation, activate the reading atmosphere, make reading to deep, rich and filling, so, the students' reading ability to get continuous improvement and development.

Sustainable development of education

Scholars will be popular concept of "sustainable development" transplant to the field of education, has given rise to the "sustainable development education" thought, and the connotation of the sustainable development of education and extension appropriate deepening, expand, gives some new content, also closely related to the fields of education teaching, formed the concept of sustainable development of subject education teaching.

In the field of education, the 2030 Agenda for Sustainable Development formally introduces the concept of sustainable development into the research perspective, where the Sustainable Development Goals 4 (SDG 4) is dedicated to education development and the integration of education into other goals to support its implementation. It can summarize the double connotation of sustainable development of education: education can cultivate talents with sustainable development ability and provide reliable intellectual support for economic and social development; secondly, education itself has the ability of sustainable development, that is, maintain the vitality and vitality of the education system, act in accordance with the objective law of education development, and ensure the health, order and quality of education Ensure the quantity, sustainable development.

Stephen Sterling (2001) argues that ESD should promote learners' systems thinking skills to enable them to understand and respond to complex global issues. He emphasized the need for education to shift from imparting knowledge to developing critical thinking and problem-solving skills.

Shi Gendong (2016) suggested that education for sustainable development be included in the 13th Five-Year Plan, emphasizing the key role of education in driving sustainable development change. He pointed out that the concept of sustainable development should be integrated into education policies, curriculum development and teaching practices to cultivate talents with the concept and ability of sustainable development to meet the needs of society for sustainable development.

Pan Nan (2019). The concept of sustainable development education has different definitions, but there are some basic commonalities, which can be summarized into the following four points: First, like the other types of education advocated by UNESCO, the direct goal of sustainable development education is to enable learners to acquire

corresponding knowledge and skills and develop specific attitudes and values; and third, the fundamental goal of sustainable development education is to become more responsible "citizens of sustainable development" to contribute to sustainable development at the regional and global level ; Fourth, sustainable development requires a balance between the three interacting dimensions of economy, society and environment. In other words, sustainable development education is not only about teaching knowledge and skills, but also about cultivating learners' attitudes and values, which will eventually change at the behavioral level and become "sustainable development citizens".

According to Tilbury (2020), education for sustainable development is an educational model that promotes change and inspires students to become active actors in promoting a sustainable society through interdisciplinary collaboration, hands-on learning and values education.

Sterling (2021) believes that the sustainable development of education should integrate environmental, social and economic goals, and cultivate students' systematic thinking ability and sustainable behavior habits to cope with complex challenges in the future.

Cao Xuanwei (2021) emphasizes that education with sustainable development as the core can be a breakthrough in innovative talent training mode. She pointed out that universities should integrate the concept of sustainable development into management education and cultivate future leaders and managers with sustainable development vision, responsibility and humanistic care to promote the realization of the country's sustainable development goals.

Professor Grotzer (2023) stressed that ESD needs to focus not only on the transfer of knowledge and skills, but also on developing students' awareness and attitudes to become sustainable development practitioners in the future. She pointed out that education needs to shift from being human-centric to being earth-centric, developing students' global awareness and capacity for sustainable development action. Her research provides new perspectives for educators and highlights the critical role of education in driving sustainable development.

Ms. Long Yuan (2023) noted that education for Sustainable Development should equip all humanity with the knowledge, skills, attitudes and values needed to build a

sustainable future. She stressed that ESD not only includes learning content and outcomes, but also focuses on teaching methods and learning environments, advocating to motivate learners to change established behaviors in order to take sustainable actions. Her perspective provides guidance for educational practice, emphasizing the importance of teaching methods and learning environments in ESD.

Chapter 2 focuses on strategies to enhance the sustainable reading ability of high school students. It uses SWOT, PEST, and TOWS analyses to evaluate factors affecting reading education. SWOT highlights strengths (access to resources), weaknesses (ineffective teaching), opportunities (technological advancements), and threats (exam pressure, digital distractions). PEST examines political, economic, social, and technological influences, while TOWS develops actionable strategies, such as using interactive activities to combat distractions and updating teaching methods to reduce exam stress. The section also emphasizes reading as a lifelong skill, requiring integration with societal concerns. The study proposes a multi-dimensional approach with technology, interactive teaching, and collaboration between schools, families, and communities to improve reading ability. Recommendations include policy support, financial investment, and teacher training to foster a strong reading culture.

Chapter 3
Research Methodology

Research on the development of strategies for Enhancing sustainable reading ability of high school students has three objectives:1) To Study the current situation and expected situation of the enhancing sustainable reading ability of high school students. 2) To develop the strategies for the enhancing sustainable reading ability of high school students.3) To Evaluate the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.This study takes three steps as the following:

Phase 1: Studying the current situation and expected situation of the enhancing sustainable reading ability of high school students.

Phase 2: Developing the strategies for the enhancing sustainable reading ability of high school students.

Phase 3: Evaluating the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.

The details of the research methodology were as follows:

Phase 1:Studying the current situation and expected situation of the enhancing sustainable reading ability of high school students.

Studying the current situation and expected situation of the enhancing sustainable reading ability of high school students had details as:

The population / Sample Group

The Population

According to the latest statistics of Changsha Education Bureau,There are 100,000 students , 120 chinese teachers in 30 public high schools and experts in high school, colleges and university of downtown Changsha in Hunan province.

Sample

The sample groups were based on the Morgan sampling table (Krejcie & Morgan, 1970).There are 384 students .

1.There are 30 public senior high schools in the urban area of Changsha City, which are divided into three types of schools according to their educational level:

upper, middle and lower. The researchers selected two of the three types of schools respectively by random sampling to form six schools covering all educational levels.The six sampled high schools account for 20 percent of the urban middle schools in Changsha. The six schools are Yali Middle School, Changjun Middle School, Mingde Middle School, Zhounan Middle School, Changsha No. 15 Middle School and Changsha No. 21 Middle School.

2.According to the Morgan sampling table (Krejcie & Morgan, 1970), the researchers used random sampling methods to select a total of 384 students in different proportions from six middle schools as questionnaire objects.

The sample of students has details as table 3.1

Table 3.1 Sampling distribution table

order	School name	In the district and county	ensemble	sample
1	Yali middle school	Yuhua district	1230	63
2	Changjun Middle School	Tianxin district	1341	69
3	Zhou Nan middle school	Kaifu district	1433	73
4	Mingde middle school	Tianxin district	1,220	62
5	Changsha No.15 Middle School	Yuhua district	1,200	61
6	Changsha No.21 Middle School	Yuhua district	1110	56
	total		7534	384

3. Researchers distribute and collect questionnaires through the Internet in accordance with the principle of voluntary participation of survey subjects, and declare that the questionnaires are confidential and will not affect the safety of respondents, and all information is purely used for research to ensure the authenticity and effectiveness of data.

Research Instruments

1. Instruments

Research instrument consist of questionnaires and interview forms as below;

1.1 Questionnaire of current status and main factors of improve the sustainable reading ability of high school students for students and teachers. Questionnaire are rating scale of Likert Scale 5 level with lowest, low, moderate, high, highest. On a scale of low to high, the students rated the current status of a question about sustainable reading ability from poor to best.

1.2. Interview forms of current status and main factors of improve the sustainable reading ability for students, teachers, and experts; structured interview form have 10 questions

2. The development process of research instruments

2.1 Studying about concept and development process of questionnaire and interview form of current status and main factors of improve the sustainable reading ability of high school students

2.2 Draft both research instruments and draft checklist form for assessment of Conformity of questionnaires and interview form that the level of consideration is as follows:

Rating is +1. There is an opinion that "Corresponds to definition/ measurement objectives."

Rating is 0. There is an opinion that "Not sure it corresponds to definition/measurement objectives."

Rating is -1. There is an opinion that "Inconsistent with definition/measurement objectives."

2.3 Draft the assessment of Conformity of questionnaire and interview form and use the index of consistency as a criterion for consideration. At the end of each section, there is a space for experts to write suggestions that can be helpful in improving.

2.4 Verify the validity of checklist taking the evaluate instruments to 5 Academic and professional scholars experts to consider the test consistency. Three of them come from Thailand, and the other two come from China.The evaluation passed the IOC test and obtained values in the range of 0.80 to 1.00, demonstrating the high validity of the questionnaire design.

2.5 The researchers randomly selected 30 students out of 384 students to answer questionnaires for reliability statistics. Cronbach's Alpha and Cronbachs Alpha Based on standardized items were 0.93, which proved that the experiment was highly

effective. Then a large scale questionnaire survey was conducted on 384 students. Overall ensure the effectiveness of adjustment activities.

     2.6 Modify checklist form according to suggestion and select 20 appropriate items and arrange into the questionnaire and select 10 appropriate items and arrange into the interview form to implement to the Instruments

Data collection

1. Coordinate with 384 students and 12 experts, dispense official document from Bansomdejchaopraya Rajabhat University to research samples and give information about research instruments and data collection process.

2. Collect data from 384 students and 12 experts about current status and main factors of improve the sustainable reading ability of high school students through questionnaires and interview form

3. Analysis data about current status and main factors of improve the sustainable reading ability of high school students.

Data analysis

The data are analyzed as follows.

  1. Quantitative data were analyzed through means, and standard deviation and calculate the average of the suitability score from the opinion of experts to be compared with the criteria as follows:

Score 4.51 - 5.00 means "lowest"

Score 3.51 - 4.50 means "low"

Score 2.51 - 3.50 means "moderate"

Score 1.51 - 2.50 means "high"

Score 1.00 - 1.50 means "highest"

  2. Qualitative data of interview form are analyzed through content analysis method

Table3.2 Summarizes the research methods in step 1

Research Process	Research Objectives	Research Method	Resources/ Target Group	Instruments	Data Analysis	Results
1. Studying the current situation and expected situation of the enhancing sustainable reading ability of high school students.	To analysis the current situation and expected situation of the enhancing sustainable reading ability of high school students.	Study the factors enhancing reading ability - internal and external factors	1.Sample group 384 students	1.Questionnaire	- Frequency -Standard Deviation	To obtain the main internal and external factors affecting the improvement of reading ability, so as to formulate strategies to enhance the sustainable development of reading ability of high school students

Phase 2: Developing the strategies for the enhancing sustainable reading ability of high school students.

This step has objective to develop strategies to enhance sustainable reading ability of high school students.There are important details four items such as:

Target group for research

There are 12 experts in schools, colleges, and university of Hunan province are target group for research in focus group discussion. They are famous Chinese teachers, senior professors from universities, educational administrators, and researcher. They have 10 years of teaching and strategy devoping experience and have been engaged in Chinese teaching and research.

Research Instruments
1. Instruments

1.1 Strategies for Enhancing Sustainable reading ability of high school students

1.2 Group discussion recording form; It is a form for recording the opinions of

experts in joint consideration to create a strategy for this research in focus group discussion

2. The development process of research instruments

2.1 Studying strategy formulating from books, textbooks, documents, and related research.

2.2 Taking result of analyzing the current status and main factors of improve the sustainable reading ability of high school students to formulate strategies through SWOT Analysis and PEST analysis and TOWS Matrix.

2.3 Formulating strategies for enhancing sustainable reading ability of high school students and Group discussion recording form

2.4 Take strategies and Group discussion recording form to the thesis advisor for review and then use them in the focus groups discussion.

Data collection

1. Get in touch with experts that are key informants for focus group discussion

2. Set meeting online of focus group discussion, involves gathering 12 experts who have strategy and reading ability experiences together to discuss a specific topic of developing strategies for enhancing sustainable reading ability of high school students, the researcher was as a facilitator.

3 Summarized the discussion and specific data.

Data analysis

Qualitative data of focus group discussion are analyzed through content analysis method

Table3.3 Summarizes the research methods in step 2

Research Process	Research Objectives	Research Method	Resources/ Target Group	Instruments	Data Analysis	Results
2.Developing strategies to enhance reading ability of high school students	To develop strategies to enhance the development of sustained reading ability in high school students	SWOT Analysis and PEST analysis. TOWS Matrix	12 experts in schools, colleges,and university of Hunan province .	1.Develop stategies through SWOT Analysis and PEST analysis 2.Focus group discussion	Content Analysis	1. Developing strategies to enhance reading ability of high school students. Get input from focus group experts on strategies to improve reading skills

Phase 3: Evaluating the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.

This step has objective to evaluate the feasibility of strategies to enhance sustainable reading ability of high school students. There are important details 5 items such as:

Target group for research

There are 5 experts for evaluating the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students. They are famous Chinese teachers, senior professors from universities, educational administrators, and researcher. They have 10 years of teaching and strategy formulating experience

Research Instruments

Evaluation form; evaluating the adaptability and feasibility of strategies to enhance sustainable reading ability in high school students.

Data collection

1. Get in touch with experts that evaluating the adaptability and feasibility of strategies to improve sustainable reading ability in high school students

2. Take the strategies and evaluation form to experts to consider the feasibility and feasibility of applying this strategy.23 strategies have been evaluated by experts, and their adaptability is at a very high level ($\overline{x}$=4.49, S.D=0.35) and feasibility is at a very high level ($\overline{x}$=4.46, S.D=0.28).

3 Summarize the data of evaluation form.

Data analysis

1. Quantitative data were analyzed through means, and standard deviation and calculate the average of the suitability score from the opinion of experts to be compared with the criteria as follows:

Score 4.51 - 5.00 means "hightest"

Score 3.51 - 4.50 means "high"

Score 2.51 - 3.50 means "moderate"

Score 1.51 - 2.50 means "less"

Score 1.00 - 1.50 means "least"

2. Qualitative data of recommendations from experts are analyzed through content analysis method

Table3.4 Summarizes the research methods in step 3

Research Process	Research Objectives	Research Method	Resources/ Target Group	Instruments	Data Analysis	Results
1.To evaluate the adaptability and feasibility of strategies to improve sustainable reading ability in high school students.	To evaluate the adaptability and feasibility of strategies to promote the sustainable development of high school students' reading ability	Take the strategies and evaluation form to experts to consider the feasibility of applying this strategy.	5 experts were invited to evaluate this strategy for promoting reading development in high school students	1.Evaluation form 2.evaluating the feasibility of strategies to improve sustainable reading ability in high school students.	- Mean ($\bar{X}$) - Standard Deviation S.D.)	The strategies to improve the reading ability of senior high school students.

Chapter 4
Results of Analysis

According to the research on Development of Strategies for Enhancing Sustainable reading ability of high school students, it is required 1) to Study the current situation and expected situation of the enhancing sustainable reading ability of high school students. 2) to develop the strategies for the enhancing sustainable reading ability of high school students. 3) to Evaluate the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students. Samples were 384 high school students, 12 teachers and education administrators as samples, stratified sampling method and questionnaire survey method were used to study the current situation of reading ability of high school students in Changsha and the supporting factors for promoting sustainable development. The Relevant research data was divided into three sections as follows:

1. Results of studying the current situation and expected situation of the enhancing sustainable reading ability of high school students .

1.1 Analysis of personal information of high school students , including gender, grade and school.

1.2 Analysis of the questionnaire information on the current situation and expected situation of the enhancing sustainable reading ability of high school students .

1.2.1 Analysis of total: Students' reading literacy, reading teaching, teachers' professional literacy, campus cultural environment, family cultural environment and social cultural environment.

1.2.2 Analysis of Students' reading literacy

1.2.3 Analysis of Reading teaching

1.2.4 Analysis of Teachers' professional literacy

1.2.5 Analysis of Campus cultural environment

1.2.6 Analysis of Family cultural environment

1.2.7 Analysis of Social cultural environment

2. Results of development the strategies for the enhancing sustainable reading ability of high school students.

2.1 Taking results of analysis of development of the strategies for the enhancing

sustainable reading ability of high school students to develop strategies

       2.1.1 SWOT and TOWS Matrix of Students' reading literacy

       2.1.2 SWOT and TOWS Matrix of Reading teaching

       2.1.3 SWOT and TOWS Matrix of Teachers' professional literacy

       2.1.4 SWOT and TOWS Matrix of Campus cultural environment

       2.1.5 SWOT and TOWS Matrix of Family cultural environment

       2.1.6 SWOT and TOWS Matrix of Social cultural environment

       2.1.7 SWOT and TOWS Matrix of total: Students' reading literacy, reading teaching, teachers' professional literacy, campus cultural environment, family cultural environment and social cultural environment.

       2.1.8 SWOT and PEST Analysis of total: Students' reading literacy, reading teaching, teachers' professional literacy, campus cultural environment, family cultural environment and social cultural environment.

       2.1.9 Result of including all (SWOTS, PEST, TOWS)

     2.2 Taking Strategies to interview 12 experts

       2.2.1 table of analysis result of interview (first time)

       2.2.2 table of analysis result of interview (second time)

       2.2.3 23 strategies

     2.3 Summary of development strategies

3. Results of Evaluating the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students .

     3.1 Analysis of evaluating the adaptability and feasibility of the strategies for sustainable development of reading ability of high school students .

     The details of the research methodology are as below:

1. Results of studying the current situation and expected situation of the enhancing sustainable reading ability of high school students .

     1.1 Analysis of personal information of high school students, including school, gender and grade. The details were below:

Table 4.1 Personal information, Number and percentage of respondents (n = 384)

	Personal information	Number of people	Percentage (%)
school	Yali Middle School	63	16.41
	Changjun Middle School	69	17.97
	Mingde Middle School	62	16.15
	Zhou Nan Middle School	73	19.01
	Changsha No. 15 Middle School	61	15.89
	Changsha No. 21 Middle School	56	14.58
	Total	**384**	**100**
Gender	male	164	42.71
	female	220	57.29
	Total	**384**	**100**
Grade	Senior one	152	39.58
	Senior two	152	39.58
	Senior three	80	20.83
	Total	384	**100**

From the detail in Table 4.1 showed that this study involved a total of 384 effective participants, who were senior high school students . The respondents came from six senior high schools , and were divided into three categories according to school quality: two first-class schools with a total of 132 people, accounting for 16.41% and 17.97% respectively, two second-class schools with a total of 135 people, accounting for 16.15% and 19.01% respectively, and two third-class schools with a total of 117 people, accounting for 15.89% and 14.58% respectively. According to the surname, there were 164 male students, accounting for 42.71%, and 220 female students, accounting for 57.29. According to the grade, the first grade 152 people, accounting for 39.58%, the second grade 152 people, accounting for 39.58%, the third grade 80 people, accounting for 20.83%.

1.2 Analysis of the current situation of sustainable development of reading ability among high school students .

1.2.1 According to the results of the questionnaire survey on students, this

study analyzed the current level of sustainable development of reading ability of high school students from six aspects, including Students' reading literacy(reading awareness, reading experience, reading interest, reading habits), reading teaching, teacher accomplishment, campus cultural environment and family environment, and obtained the average value and standard deviation. The questionnaire used in this study is specially designed by the researcher for this study, and the survey results are as follows:

Table 4.2 Analysis results of the current situations and expectations of sustainable development reading ability of high school students.

Reading ability	Current situations(D)		Expected situation(I)		PNI modified	Level
	$\overline{x}$	S.D.	$\overline{x}$	S.D.	(I-D)/D	
1.Students' reading literacy	2.77	0.78	4.71	0.68	0.70	1
2.Reading teaching	2.78	0.78	4.68	0.65	0.68	2
3.Teacher accomplishment	2.92	0.79	4.76	0.71	0.63	5
4. Campus cultural environment	3.04	0.83	4.47	0.69	0.47	6
5. Family cultural environment	2.74	0.80	4.61	0.64	0.68	3
6. Social cultural environment	2.77	0.81	4.61	0.70	0.66	4
Total	2.84	0.80	4.64	0.68	0.63	

From the data in Table 4.2, it can be seen that the surveyed high school students' view of the sustainable development of reading ability of senior high school students is at a low level from the average of six aspects ($\overline{x}$=2.84, S.D=0.80).From the average of the six dimensions, the surveyed students are at the moderate level in one dimensions and at the low level in five dimensions. The following is the ranking of each level, from high to low: The first is campus cultural environment ($\overline{x}$=3.04,S.D=0.83), followed by teacher accomplishment ($\overline{x}$=2.92,S.D=0.79), the third is reading teaching

($\bar{x}$=2.78,S.D=0.78), the fourth is students' reading literacy ($\bar{x}$=2.77,S.D=0.77),social cultural environment ($\bar{x}$=2.77,S.D=0.81), and the lowest is the family cultural environment ($\bar{x}$=2.74,S.D=0.80).The surveyed high school students' expectation of the sustainable development of reading ability of high school students is generally at a high level($\bar{x}$=4.64,S.D=0.68). There is a big gap between the current situation and the expectation of the sustainable development of reading ability of senior high school students. This indicates that the reading ability of high school students needs to be further improved and developed. These could be presented from the total PNI value (PNI=0.638), which was shown from highest to lowest as follows:Students' reading literacy (PNI=0.700),Reading teaching (PNI=0.683), Family culture environment(PNI=0.682), Social culture environment (PNI=0.664), Teacher accomplishment (PNI=0.630), and Campus cultural environment (PNI=0.470). It can be said that the reading ability of high school students needs to be further improved in these six aspects.

1.2.2 Analysis of current situation and expected situation of Students' reading literacy

This research mainly used Mean, Standard Deviations and PNI$_{modified}$ to analyze the situation of each variable.

Table 4.3 Analysis of Current Situation and Expected Situation of High School Students' reading literacy.

(n=384)

Students' reading literacy	Current situations(D)		Expected situation(I)		PNI modified (I-D)/D	Level
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
1. Have good reading habits.	2.64	0.76	4.85	0.68	0.83	2
2. Keep a steady interest in reading	2.07	0.78	4.75	0.64	1.29	1
3. Accumulate reading experience and methods.	3.14	0.85	4.55	0.70	0.44	6

Table 4.3 (continue)

Students' reading literacy	Current situations(D)		Expected situation(I)		PNI modified (I-D)/D	Level
	$\overline{x}$	S.D.	$\overline{x}$	S.D.		
4. Participate in some reading exchange activities	2.82	0.81	4.65	0.69	0.64	3
5. Adhere to extracurricular reading	2.98	0.72	4.67	0.71	0.56	5
6. Reading focuses on feeling, experiencing and thinking.	2.96	0.67	4.78	0.66	0.61	4
Total	2.77	0.77	4.71	0.68	0.73	

From the data in Table 4.3, it can be seen that the surveyed high school students' opinions on the current situation of reading literacy of high school students are at a low level from the average of six aspects($\overline{x}$ =2.77,S.D=0.77). From the average of the six dimensions, the surveyed students are at the moderate level in one dimensions and at the low level in five dimensions. The following is the ranking of each level, from high to low:" Accumulate reading experience and methods" scored moderate ($\overline{x}$ =3.14,S.D=0.85), "Adhere to extracurricular reading" scored low ($\overline{x}$ =2.98,S.D=0.72), "Reading focuses on feeling, experiencing and thinking." scored low ($\overline{x}$ =2.96,S.D=0.67)," Participate in some reading exchange activities"scored low($\overline{X}$ =2.82,S.D=0.81) "Have good reading habits" scored low ($\overline{x}$ =2.64,S.D=0.76), "Keep a steady interest in reading" scored low ($\overline{x}$ =2.07,S.D=0.78). The expectation of high school students in Changsha on the sustainable development of reading literacy was generally at a high level ($\overline{x}$ =4.71,S.D=0.68) .There is a big gap between the current situation and the expectation of the sustainable development of reading literacy of senior high school students in Changsha City.The greater the difference between students' expectations and the current situation, the more eager students are to improve this factor. The PNI values from the highest to the lowest are as follows: "Keep a steady interest in reading" (PNI=1.295),"Have

good reading habits" (PNI=0.837), "Participate in some reading exchange activities" (PNI=0.649),"Reading focuses on feeling, experiencing and thinking." (PNI=0.615),"Adhere to extracurricular reading" (PNI=0.567)," Accumulate reading experience and methods" (PNI=0.449).It can be said that the reading literacy of high school students needs to be further improved in these six aspects.

1.2.3 Analysis of current situation and expected situation of reading teaching. This research mainly used Mean, Standard Deviations and PNImodified to analyzed the situation of each variable.

Table 4.4 Analysis of Current Situation and Expected Situation of Reading teaching.

(n=384)

Reading teaching	Current situations(D)		Expected situation(I)		PNI modified	Level
	$\overline{x}$	S.D.	$\overline{x}$	S.D.	(I-D)/D	
1. I learned effective reading methods and skills in class.	2.64	0.76	4.85	0.63	0.83	2
2. Think positively and speak up in class.	3.07	0.78	4.55	O.68	0.48	4
3. Emphasis on critical thinking training.	2.41	0.85	4.45	0.64	0.84	1
4. Classroom teaching can effectively improve reading comprehension	2.98	0.73	4.86	0.59	0.63	3
Total	2.78	0.78	4.68	0.635	0.69	

From the data in Table 4.4, we find that the status quo of "Reading teaching" is at a lower level ($\overline{x}$=2.78,S.D=0.78). From the results of the study, from high to low, "Think positively and speak up in class" scored moderate ($\overline{x}$=3.07,S.D=0.78), "Classroom teaching can effectively improve reading comprehension" scored low ($\overline{x}$=2.98,S.D=0.73),"I learned effective reading methods and skills in class" scored medium ($\overline{x}$=2.64,S.D=0.76), and" Emphasis on critical thinking training" scored medium ($\overline{x}$=2.41,S.D=0.85).The greater the

difference between the student's Expected situation and the Current situation in the "Reading teaching ," the more eager the student was to improve this factor. The PNI values in descending order are: "Emphasis on critical thinking training"(PNI=0.846),"I learned effective reading methods and skills in class" (PNI=0.837),"Classroom teaching can effectively improve reading comprehension"(PNI=0.631),and"Think positively and speak up in class" (PNI=0.482).It can be said that the reading teaching of high school students needs to be further improved in these four aspects.

1.2.4 Analysis of current situation and expected situation of Teacher accomplishment

This research mainly used Mean, Standard Deviations and $PNI_{modified}$ to analyzed the situation of each variable.

Table 4.5 Analysis of the current situation and expected Situation of teacher accomplishment .

(n=384)

Teacher accomplishment	Current situations(D)		Expected situation(I)		PNI modified	Level
	$\overline{x}$	S.D.	$\overline{x}$	S.D.	(I-D)/D	
1. Teachers have good literacy.	2.98	0.76	4.85	0.64	0.62	3
2. Teachers pay attention to imparting reading experience and methods in teaching.	3.34	0.78	4.65	0.65	0.39	4
3. Teachers have advanced reading teaching concepts.	2.41	0.85	4.55	0.58	0.88	1
4. Teachers can arouse students' enthusiasm for reading.	2.93	0.78	4.98	0.63	0.67	2
Total	2.92	0.79	4.76	0.625	0.64	

From the data in Table 4.5, the status of Teacher accomplishment is at low level

($\overline{x}$=2.92,S.D=0.79). From the research results, from high to low," Teachers pay attention to imparting reading experience and methods in teaching" score the moderate ($\overline{x}$=3.34,S.D=0.78), "Teachers have good literacy." score the low ($\overline{x}$=2.98,S.D=0.76)," Teachers can arouse students' enthusiasm for reading" score the low ($\overline{x}$=2.93,S.D=0.78), and" Teachers have advanced reading teaching concepts" score the low ($\overline{x}$=2.41,S.D=0.85). The teacher accomplishment, the larger the difference between students' Expected situations and Current situations, the more eager students are to improve this factor. Here are the PNI-values ranked from highest to lowest:" Teachers have advanced reading teaching concepts"(PNI=0.888),"Teachers can arouse students' enthusiasm for reading"(PNI=0.670),"Teachers have good literacy" (PNI=0.628), and "Teachers pay attention to imparting reading experience and methods in teaching" (PNI=0.392).It can be said that the professional quality of teachers facing the development of reading ability of high school students needs to be further improved in these four aspects.

  1.2.5 Analysis of current situation and expected situation of campus cultural environment.

    This research mainly used Mean, Standard Deviations and $PNI_{modified}$ to analyzed the situation of each variable.

Table 4.6 Analysis of current situation and expected situation of campus cultural environment .

(n=384)

Campus cultural environment	Current situations(D)		Expected situation(I)		PNI modified (I-D)/D	Level
	$\overline{x}$	S.D.	$\overline{x}$	S.D.		
1. Whether the school emphasizes the cultivation of students' reading literacy.	2.98	2.98	4.35	0.59	0.45	3

Table 4.6 (continue)

Campus cultural environment	Current situations(D)		Expected situation(I)		PNI modified	Level
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	(I-D)/D	
2. Whether the school often carries out colorful theme reading activities.	3.03	0.87	4.45	0.63	0.46	2
3. Whether the school encourages students to read appropriate extracurricular books	3.02	0.82	4.25	0.58	0.40	4
4. Whether the school creates a good reading atmosphere.	3.13	0.78	4.85	0.57	0.54	1
Total	3.04	0.83	4.47	0.59	0.47	

From the data in Table 4.6,the current status of campus cultural environment is at a moderate level($\bar{x}$=3.04,S.D=0.83).From the survey results, from high to low," Whether the school creates a good reading atmosphere"s cored moderate ($\bar{x}$=3.13,S.D=0.78),"Whether the school often carries out colorful theme reading activities." scored moderate ($\bar{x}$ =3.03,S.D=0.87)," Whether the school encourages students to read appropriate extracurricular books" scored moderate ($\bar{x}$ =3.02,S.D=0.82), and" Whether the school emphasizes the cultivation of students' reading literacy." scored low($\bar{x}$=2.98,S.D=0.85).In terms of campus cultural environment, the greater the difference between students' expectations and the current situation, the more students are eager to improve this factor. The PNI values are arranged from high to low as follows:" Whether the school creates a good reading atmosphere" (PNI=0.549), "Whether the school often carries out colorful theme reading activities." (PNI=0.469), "Whether the school emphasizes the

cultivation of students' reading literacy." (PNI=0.459),and" Whether the school encourages students to read appropriate extracurricular books." (PNI=0.407).It can be said that the construction of campus cultural environment facing the reading ability development of high school students needs to be further improved in these four aspects.

      1.2.6 Analysis of current situation and expected situation of Family culture environment

         This research mainly used Mean, Standard Deviations and $PNI_{modified}$ to analyzed the situation of each variable.

Table 4.7 Analysis of current situation and expected situation of Family culture environment .

(n=384)

Family cultural environment	Current situations(D)		Expected situation(I)		PNI modified (I-D)/D	LEVEL
	$\overline{x}$	S.D.	$\overline{x}$	S.D.		
1. Parents often communicate with their children about reading.	2.54	0.82	4.35	0.65	0.71	2
2. The family has a rich collection of books.	2.87	0.84	4.55	0.59	0.58	4
3. Parents love reading and encourage reading.	2.57	0.76	4.65	0.57	0.80	1
4.Create a good reading environment	2.98	0.78	4.87	0.62	0.63	3
Total	2.74	0.80	4.61	0.61	0.68	

From the data in Table 4.7, it is found that the current status of family culture environment is at a low level ($\overline{x}$=2.74,S.D=0.80). From the research results, from high to low, they are: "Create a good reading environment" score the low ($\overline{x}$=2.98,S.D=0.78),

"The family has a rich collection of books" score the low ($\overline{x}$=2.87,S.D=0.84), "Parents love reading and encourage reading" score the low ($\overline{x}$=2.57,S.D=0.76), "Parents often communicate with their children about reading" score the low ($\overline{x}$=2.54,S.D=0.82). The family culture environment, the larger the difference between students' Expected situations and Current situations, the more eager students are to improve this factor. Here are the PNI-values ranked from highest to lowest:" Parents love reading and encourage reading"(PNI=0.809), "Parents often communicate with their children about reading" (PNI=0.713), "Create a good reading environment" (PNI=0.634),"The family has a rich collection of books" (PNI=0.585). It can be said that the construction of family culture environment in the development of reading ability of high school students needs to be further improved in these four aspects.

1.2.7 Analysis of current situation and expected situation of Social culture environment

This research mainly used Mean, Standard Deviations and PNI$_{modified}$ to analyzed the situation of each variable.

Table 4.8 Analysis of current situation and expected situation of Social culture environment .

(n=384)

Social cultural environment	Current situations(D)		Expected situation(I)		PNI modified (I-D)/D	Level
	$\overline{x}$	S.D.	$\overline{x}$	S.D.		
1. Whether the impetuous and utilitarian social atmosphere will affect students' reading.	2.53	0.85	4.55	0.64	0.79	1
2. Whether the values of heavy material and light spirit will affect students' reading.	2.68	0.79	4.65	0.65	0.73	2

Table 4.8 (continue)

Social cultural environment	Current situations(D)		Expected situation(I)		PNI modified (I-D)/D	Level
	$\overline{x}$	S.D.	$\overline{x}$	S.D.		
3. Whether e-reading and multimedia reading will affect the improvement of students' reading ability	2.88	0.84	4.45	0.67	0.54	4
4. The relevant departments of society create a good reading atmosphere.	2.97	0.76	4.78	0.70	0.60	3
Total	2.77	0.81	4.61	0.67	0.67	

From the data in Table 4.8, the state of social culture environment is at a low level ($\overline{x}$=2.77,S.D=0.81).From the research results, from high to low they are:" The relevant departments of society create a good reading atmosphere" scored low ($\overline{x}$=2.97,S.D=0.76), "Whether e-reading and multimedia reading will affect the improvement of students' reading ability" scored lower ($\overline{x}$=2.88,S.D=0.84). "Whether the values of heavy material and light spirit will affect students' reading" scored low ($\overline{x}$=2.68,S.D=0.79), "Whether the impetuous and utilitarian social atmosphere will affect students' reading" scored low (x=2.53,S.D=0.85).In terms of social culture environment, the greater the gap between students' expectations and current conditions, the more eager students are to improve this factor. The PNI values from high to low are:" Whether the impetuous and utilitarian social atmosphere will affect students' reading" (PNI=0.798), "Whether the values of heavy material and light spirit will affect students' reading" (PNI=0.735), "The relevant departments of society create a good reading atmosphere" (PNI=0.609), "Whether e-reading and multimedia reading will affect the improvement of students' reading ability"

(PNI=0.545).It can be said that the construction of social culture environment in the development of reading ability of high school students needs to be further improved in these four aspects.

2. Results of development the strategies for sustainable development of Reading ability of high school students.

2.1 Taking analysis results of the current situation and expected situation that enhancing sustainable development of Reading ability of high school students to develop strategies.

2.1.1 Results of SWOT and TOWS Matric Analysis of Students' reading literacy

Table 4.9 SWOT Analysis: Students' reading literacy

S	W
S1 Moderate Accumulation of Reading Experience and Methods	W1 Low Levels of Reading Habits and Interest:
S2 Eagerness for Improvement:	W2 Limited Participation in Reading Exchange Activities
S3 Rich reading resources	W3 Improper reading method and insufficient reading time
O	T
O1 High Expectations for Sustainable Development:	T1 Performance-Expectation Mismatch
O2 Potential for Enhanced Evaluation Systems	T2 Insufficient Recognition and Support

According to table 4.9, the SWOT analysis of the Students' reading literacy highlights several key points: 1) strengths include having a certain amount of reading experience, having the desire to improve reading ability, and having relatively abundant reading resources, indicating these areas align well with expectations. 2) The main weaknesses are the lack of reading interest and habits, not much reading participation, improper reading methods, and little reading time. These aspects should be improved.3) The opportunity lies in the strong desire of students to improve their reading and enhance their ability, and the reading assessment system can promote students to improve their reading, and 4) The threat lies in the large gap between students'

expectations and the current situation, and the serious lack of social, family and school cognition and support for reading.. In general, from the perspective of students' reading literacy, there are not only basic and comparative advantages, but also shortcomings and obstacles, so it is necessary to take targeted measures to promote the sustainable development of their reading ability.

Based on the TOWS Matrix provided according to the Table 4.7, here's an analysis using the strategies it suggests for students' reading literacy aspect:

1) SO Strategies (Strengths-Opportunities)

(1). Utilize students' existing reading experience and methods to meet high literacy expectations through targeted programs.

(2). Enhance library resources and diversify collections. Create shared reading spaces to foster a reading culture.

2) ST Strategies (Strengths-Threats)

(1) Bridge the gap between performance and expectations using students' reading experience and support resources.

(2) Teach time management to help students balance studies and extracurricular reading.

3) WT Strategies (Weaknesses-Threats)

(1) Foster reading habits and interest through engaging environments to bridge performance gaps.

(2) Promote reading exchanges to build support and enhance reading development.

4) WO Strategies (Weaknesses-Opportunities)

(1) Use evaluation systems to identify causes of low reading interest and develop personalized reading plans.

(2) Enhance recognition and support through refined evaluations and reading exchanges.

By applying these strategies, educational institutions can better align their internal strengths and weaknesses with external opportunities and threats, ultimately promoting more effective and sustainable student reading literacy in education.

2.1.2 Results of SWOT and TOWS Matric Analysis of Reading teaching aspect

Table 4.10 SWOT Analysis: Reading teaching aspect

S	W
S1 Effective Reading Methods and Skills Teaching: S2 Recognition of Critical Thinking Importance:	W1 Moderate Class Participation and Positivity: W2 The methods, effects and assessment of reading comprehension need to be improved
O O1 Innovation in Reading Instruction: O2 Enhanced Evaluation Systems	T T1 Mismatch Between Expectations and Reality: T2 Challenges in Attracting and Retaining Reading Interest:

According to table 4.10, the SWOT analysis of reading teaching reveals: The strengths of the current reading teaching situation lie in the effective teaching of reading methods and the recognition of critical thinking. However, weaknesses such as moderate class participation and the perception of reading comprehension improvement need attention. Opportunities for innovation in instruction and enhanced evaluation systems present avenues for improvement. Meanwhile, threats such as mismatched expectations and challenges in maintaining reading interest must be addressed to ensure sustainable development of students' reading abilities.

Based on the TOWS Matrix provided for reading teaching aspect, here's an analysis using the strategies outlined:

1) SO Strategies (Strengths-Opportunities)

(1) Integrate new technologies and expert collaboration to innovate reading curricula.

(2) Enhance evaluations to assess critical thinking and track its impact on comprehension.

2) ST Strategies (Strengths-Threats)

(1) Bridge the gap between expectations and abilities with personalized, effective reading instruction.

(2) Maintain reading interest by using diverse materials and interactive technology.

3) WT Strategies (Weaknesses-Threats)

(1) Encourage class participation and collaboration to address expectation mismatches.

(2) Help students manage distractions and pressure by offering reading clubs and strategies for engagement.

4) WO Strategies (Weaknesses-Opportunities)

(1) Encourage active participation and innovation in engaging classroom activities for student ownership of learning.

(2) Use comprehensive evaluation systems to assess and improve reading comprehension through data-driven instruction.

By applying these TOWS strategies, educators can effectively address the strengths, weaknesses, opportunities, and threats associated with promoting sustainable development of students' reading abilities.

2.1.3 Results of SWOT and TOWS Matric Analysis of Teacher accomplishment

Table 4.11 SWOT Analysis: Teacher accomplishment aspect

S	W
S1 High Expectations for Teacher Improvement: S2 Teachers have room to grow and develop S3 Awareness of Key Areas for Improvement:	W1 The overall status of teacher achievement scored low, with improvements in key areas W2 Limited Innovation in Teaching Methods W3 Low recognition and support for teachers
O	T
O1 Develop targeted professional programs to enhance teachers' literacy and teaching skills **O2** Collaboration among educators, administrators, and experts fosters innovative teaching strategies and resources.	**T1** Lack of Funding and Resources: **T2** Teacher turnover and recruitment challenges may affect reading instruction quality. Retention and recruitment strategies, like better rewards and support, are needed.

According to table 4.11, The SWOT analysis highlights both the strengths and weaknesses of the current situation regarding teachers' professional qualities and their impact on students' reading ability. By leveraging opportunities for professional development, collaboration, and access to technology and resources, while addressing threats such as funding constraints and teacher turnover, educational institutions can develop strategies to promote the sustainable development of students' reading ability. The TOWS analysis provides specific strategies for aligning internal strengths and weaknesses with external opportunities and threats to foster a more effective and supportive educational environment

Based on the TOWS Matrix provided for Teacher accomplishment aspect, here's an analysis using the strategies outlined:

1) SO Strategies (Strengths-Opportunities)

(1) Use teachers' desire for improvement to create targeted professional development programs addressing identified needs.

(2) Encourage collaboration to develop and share innovative teaching strategies and resources, fostering continuous improvement.

2) ST Strategies (Strengths-Threats)

(1) Prioritize funding for professional development and materials, seeking external partnerships to overcome resource constraints.

(2) Develop strategies to retain and recruit teachers with professional growth opportunities, rewards, and support systems.

3) WT Strategies (Weaknesses-Threats)

(1) Enhance teaching methods with innovative resources and implement recognition programs to reward teachers for improving students' reading abilities.

(2) Foster internal collaboration and trust to create a supportive environment that helps reduce teacher turnover.

4) WO Strategies (Weaknesses-Opportunities)

(1) Turn weaknesses into growth opportunities through targeted interventions like training, mentoring, and coaching for teachers.

(2) Improve access to technology and resources through partnerships, providing teachers with tools to enhance teaching and reading skills.

By applying these strategies, educational institutions and teachers can

effectively leverage their strengths, seize opportunities, address threats, and address weaknesses, thereby improving the overall literacy and comprehensive competence of teachers and students.

    2.1.4 Results of SWOT and TOWS Matric Analysis of School cultural environment aspect

Table 4.12 SWOT Analysis: School cultural environment aspect

S	W
S1 Potential for Innovation in Reading Activities: S2 Recognition of the Importance of Reading Atmosphere: S3 Support for Extracurricular Reading:	W1 Limited Emphasis on Reading Literacy Cultivation: W2 Insufficient Trust and Collaboration in Reading Promotion: W3 Limited Recognition for Efforts in Reading Promotion:
O	T
O1 Technological Advancements in Reading Materials and Platforms: O2 Growing Awareness of the Importance of Reading: O3 Policy Support for Educational Innovation:	T1 Policy Support for Educational Innovation: T2 Resource constraints may limit investment in reading programs and materials. T3 Extracurricular activities and sports may reduce students' reading engagement.

According to table 4.12, the SWOT analysis of School cultural environment reveals 1) The strengths lie in the innovative potential of reading activities, the awareness of the importance of reading atmosphere and the corresponding support for extracurricular reading:, 2) The weakness lies in the limited attention paid to the cultivation of reading literacy, the lack of trust and cooperation in reading promotion, and the limited recognition of reading promotion work: this indicates that we should attach importance to reading, enhance mutual trust and cooperation, and actively promote reading, 3)

Opportunities exist in three areas: technological advances in reading materials and platforms, increasing awareness of the importance of reading, and policy support for educational innovation, and 4) There are three threats: insufficient policy support for educational innovation, resource constraints, and financial and human resource constraints that may limit schools' ability to invest in reading programs and materials, Extracurricular activities and sports may take away students' time and attention, reducing their commitment to reading. Addressing these weaknesses and threats is crucial for aligning school support with expectations and enhancing overall effectiveness.

Based on the TOWS Matrix provided for School cultural environment aspect, here's an analysis using the strategies outlined:

1) SO Strategies (Strengths-Opportunities)

(1) Introduce innovative, tech-driven reading formats like e-books, apps, and virtual clubs to enhance students' reading experiences.

(2) artner with local libraries, bookstores, and organizations to host reading events and build a vibrant reading community.

2) ST Strategies (Strengths-Threats)

(1) Develop structured, engaging reading programs like workshops and book clubs to reignite students' interest in reading.

(2) Overcome resource constraints by organizing book drives, seeking donations, and applying for grants to support reading programs.

3) WT Strategies (Weaknesses-Threats)

(1) Collaborate with literacy experts and organizations to create training programs, workshops, and assessments that enhance students' reading skills.

(2) Promote reading as a core activity by highlighting its benefits for personal growth, academics, and career success through school-wide campaigns.

4) WO Strategies (Weaknesses-Opportunities)

(1) Use technology to recognize teachers' contributions to reading through digital platforms like school websites and social media shout-outs.

(2) Use policy support to build trust and collaboration through regular meetings, surveys, and feedback, aligning policies with students' reading needs.

By applying these strategies, educational institutions can effectively leverage their strengths, seize opportunities, and address threats while addressing weaknesses to improve the overall reading experience and reading ability of teachers and students.

2.1.5 Results of SWOT and TOWS Matric Analysis of Family cultural environment aspect

Table 4.13 SWOT Analysis: Family cultural environment aspect

S	W
S1 Positive Attitude Towards Reading S2 Supportive Family Environment	W1 Lack of Reading Materials W2 Insufficient Engagement
O	T
O1 Technological Advancements O2 Community and School Resources	T1 Distractions from increased screen time, electronic devices, and pressure from extracurriculars and schoolwork. T2 Negative Perceptions of Reading

According to table 4.13, the SWOT analysis of Family cultural environment reveals: The SWOT analysis highlights several key points. The strengths, such as a positive attitude towards reading and a supportive family environment, are crucial for fostering a love for reading among middle school students. However, weaknesses like a lack of reading materials and insufficient engagement pose significant challenges. Opportunities, such as technological advancements and community resources, offer potential solutions to these weaknesses. Threats, including distractions and negative perceptions of reading, must be addressed to ensure the sustainable development of reading ability.

Based on the TOWS Matrix provided for Family cultural environment aspect, here's an analysis using the strategies outlined:

1) SO Strategies (Strengths-Opportunities)

(1) Encourage shared reading activities by leveraging parents' love for reading and students' curiosity in choosing their own materials.

(2) Use e-books, audiobooks, and educational apps to diversify reading formats and engage different learning styles.

2) ST Strategies (Strengths-Threats)

(1) Set reading times and routines to minimize distractions, encouraging mindful reading for better focus and comprehension.

(2) Challenge negative perceptions by showcasing diverse genres and involving students in book discussions and clubs to build a reading community.

3) WT Strategies (Weaknesses-Threats)

(1) Collaborate with schools and libraries for wider book access, and encourage donations and book swaps to expand home libraries.

(2) Prioritize reading as a family activity and limit extracurriculars, emphasizing reading's importance for academic success.

4) WO Strategies (Weaknesses-Opportunities)

(1) Use online resources and libraries to expand home collections, and engage in community book clubs and reading challenges for genre exposure.

(2) Use technology to connect distant family members for shared reading, and involve parents in reading programs to emphasize reading's importance at home.

By applying these strategies, families and educators can effectively address the strengths, weaknesses, opportunities, and threats associated with promoting sustainable development of reading ability among middle school students.

2.1.6 Results of SWOT and TOWS Matric Analysis of Social cultural environment aspect

Table 4.14 SWOT Analysis: Social cultural environment aspect

S	W
1. **S1** Positive attitude towards reading among students: 2. **S2** Supportive family and school environments for reading 3. **S3** Regular events to promote reading	4. **W1** Lack of a comprehensive reading promotion strategy 5. **W2** Inadequate funding for reading programs 6. **W3** Insufficient training for teachers in reading promotion
O	T
7. **O1** Increasing availability of e-books and online resources: 8. **O2** Growing emphasis on reading ability in educational policies 9. **O3** Opportunities for community-based reading initiatives	10. **T1** Competition from other forms of entertainment 11. **T2** Negative influence of social media on reading habits 12. **T3** Pressures from academic curricula limiting reading time

According to table 4.14, the SWOT analysis of Social cultural environment reveals: The SWOT analysis reveals several strengths, weaknesses, opportunities, and threats

related to promoting sustainable development of middle school students' reading ability. Strengths include a positive attitude towards reading among students, supportive family and school environments, and the availability of reading clubs and book fairs. However, there are also weaknesses such as a lack of a comprehensive reading promotion strategy, limited access to quality reading materials, and insufficient training for teachers in reading promotion. Opportunities for improving reading ability include the increasing availability of e-books and online resources, a growing emphasis on literacy in educational policies, and potential for community-based reading initiatives. However, there are also threats such as competition from other forms of entertainment, negative influence of social media, pressures from academic curricula limiting reading time, and overemphasis on standardized testing.

Based on the TOWS Matrix provided for Family social environment aspect, here's an analysis using the strategies outlined:

1) SO Strategies (Strengths-Opportunities)

(1) Engage students with diverse genres via e-books, and collaborate with community and sponsors to boost reading clubs and book fairs.

(2) Utilize supportive family and school environments to promote literacy policies and personalized learning through technology

2) ST Strategies (Strengths-Threats)

(1) Emphasize reading's importance in school and family, and counteract social media's negative impact with education and awareness campaigns.

(2) Balance academic curricula with reading time to ensure students have enough opportunities to read.

3) WT Strategies (Weaknesses-Threats)

(1) Partner with libraries and bookstores to improve reading resources, and train teachers to prioritize reading culture over testing..

(2) Mitigate the influence of digital distractions by promoting traditional reading habits and creating designated reading times in schools and homes.

4) WO Strategies (Weaknesses-Opportunities)

(1) Create a reading promotion strategy with funding from community organizations and government grants, and train teachers in effective reading promotion practices.

(2) Leverage the increasing availability of e-books and online resources to provide equal access to reading materials for all students

By using these SWOT and TOWS matrices, educational institutions, policymakers, and stakeholders can develop strategies to promote sustainable development of middle school students' reading ability, addressing both internal strengths and weaknesses as well as external opportunities and threats.

2.1.7 Results of SWOT Analysis and TOWS Matrix of total: Students' reading literacy, Reading teaching, Teacher accomplishment, Campus cultural environment, Family culture environment, Social culture environment.

Table 4.15 Results of SWOT and TOWS Matric Analysis of Students' reading literacy, Reading teaching, Teacher accomplishment, Campus cultural environment, Family culture environment, Social culture environment aspect

S	W
S1 Strong campus culture fostering academic growth.	W1 Limited parental involvement in reading.
S2 Highly qualified faculty with research and teaching expertise.	W2 External factors hinder student reading engagement.
S3 Effective reading instruction methods.	W3 Varied student reading levels pose instructional challenges.
O	T
O1 Leverage technology for personalized reading experiences.	T1 Significant gap between current and desired reading proficiency.
O2 Promote cultural engagement through reading.	T2 Insufficient institutional support for reading initiatives.
O3 Adopt innovative teaching methods.	

According to table 4.15, the SWOT analysis for the sustainable development of Reading ability of high school students highlights strengths in Campus cultural environment, Teacher accomplishment and Reading teaching practices, indicating good

alignment with current expectations. However, significant weaknesses in Family culture environment, Social culture environment and Students' reading literacy need attention to foster sustainable reading ability effectively. Opportunities lie in Cultural Engagement, Students' reading literacy and Innovative Teaching Practices. Meanwhile, The threat lies in the lack of systematic support, the possible mismatch between the institutional framework and the actual need for improvement, and the wide gap between students' expectations and the status quo. Solving these problems is of great significance for promoting the sustainable development of middle school students' reading ability.

Based on the TOWS Matrix provided in the image, here is an analysis of strategies using the four quadrants of the TOWS Matrix (SO, ST, WT, WO):

1) SO Strategies (Strengths-Opportunities):

(1) **S1 and O3**: Leverage the strength of campus cultural support to implement innovative teaching practices that can further improve students' reading literacy.

(2) **S2 and O1**: Use teachers' professional competence to guide the development of strategies that align with students' high expectations.

2) ST Strategies (Strengths-Threats):

(1) **S3 and T1**: Apply existing reading teaching frameworks to systematically address the gap between current and expected levels

(2) **S1 and T2**: Strengthen the campus cultural environment to provide systematic support for sustainable reading habits.

3) WT Strategies (Weaknesses-Threats):

(1) **W1 and T1**: Address the weak family cultural environment by involving parents and communities to reduce the current-expectation disparity.

(2) **W2 and T2**: Focus on integrating social and school environments to minimize mismatches in support systems.

4) WO Strategies (Weaknesses-Opportunities):

(1) **W3 and O3**: Improve students' reading literacy by capitalizing on the opportunity to integrate innovative teaching and extracurricular programs.

(2) **W1 and O2**: Enhance family engagement by designing programs that make reading a shared activity between schools and families.

By addressing these factors through targeted strategies, Changsha's high school reading ability development initiatives can create a balanced and sustainable framework

for improvement.

      2.1.8 SWOT and PEST Analysis of total: Students' reading literacy, Reading teaching, Teacher accomplishment, Campus cultural environment, Family culture environment, Social culture environment.

Table 4.16 Results of SWOT and TOWS Matric Analysis for all strategies.

S	W
S1 Enhance campus culture and create a comfortable reading environment. S2 Organize regular reading events to spark students' interest. S3 Organize teacher training to enhance teaching skills and guidance. S4 Establish a reading-sharing mechanism for teachers to exchange experiences. S5 Enrich reading teaching by introducing project-based and inquiry learning. S6 Conduct interdisciplinary reading activities, combining subjects like history and science.	W1 Promote home-school cooperation through parents' reading salons and active involvement in children's reading. W2 Create a home-school co-reading system to encourage shared reading experiences between parents and children. W3 Enhance the social and cultural environment by organizing reading promotion activities and fostering a positive reading atmosphere. W4 Guide students to balance entertainment and reading, and manage their time effectively. W5 Implement stratified teaching and offer personalized reading guidance based on students' levels. W6 Organize reading support activities where stronger readers assist weaker ones..

Table 4.16 (continue)

O	T
O1 Provide reading literacy courses for systematic guidance and training.	T1 Strengthen teacher training to promote advanced reading teaching methods.
O2 Create a reading literacy evaluation system for regular assessment and feedback.	T2 Encourage teachers to innovate with teaching methods like project-based and inquiry learning.
O3 Enhance collaboration with social and cultural institutions for joint reading promotion activities.	T3 Strengthen home-school cooperation and social support to form a close reading support system.
O4 Encourage students to engage in cultural volunteer services to boost cultural involvement and social responsibility.	T4 Establish a reading resource sharing mechanism among schools, families, and society.
O5 Introduce digital reading tools like e-books and online platforms to diversify reading methods.	T5 We will increase input in reading resources and increase the number and types of books.
O6 Implement interdisciplinary teaching to integrate reading with other subjects and enhance students' overall literacy..	T6 Develop digital reading resources like e-books and online platforms for more reading options.

Table 4.17 Results of OT-PEST Analysis for strategies development

P	E
P1 Government policies support the development of reading education.	E1 Increase capital investment to enhance reading resources.
P2 Cooperate with government departments to organize reading promotion activities.	E2 Seek financial support to enhance reading environment and resources.

Table 4.17 (continue)

S	T
S1 Increase societal attention and participation in reading education. S2 Enhance collaboration with communities, enterprises, and social organizations to promote reading education.	T1 Utilize digital reading technology to enhance reading education efficiency and effectiveness. T2 IIntroduce advanced digital reading tools like e-books and online platforms.

According to table 4.16, 4.17, to integrate the information from the images into a cohesive environmental analysis of Reading ability of high school students, it would be combined the four aspects consisted of strong points, weak points, opportunities, and obstacles that based on the provided data and strategy list.

1) Strength Points

The advantages are: first, the campus cultural environment is superior, which provides a good atmosphere and resources for reading education; Second, the teachers have made remarkable achievements and have a professional teaching team, which can provide high-quality reading teaching and guidance.

We can use two advantages to adopt targeted strategies. One is to continue to strengthen the construction of campus cultural environment, improve the reading atmosphere and the quality of resources; Second, strengthen the training and support for teachers to improve their teaching ability and guidance level..

2) Weak Points

The weaknesses mainly exist in two aspects, one is the weak family cultural environment, some parents do not pay enough attention to reading, lack the habit of reading with children; Second, reading resources are limited, and some schools are insufficient in reading resources, which is difficult to meet the reading needs of students.

In view of the above weaknesses, we can take targeted measures to improve reading problems. First, strengthen home-school cooperation and guide parents to attach importance to reading and actively participate in children's reading life; The second is to increase the input of reading resources, increase the number and types of books, and develop digital reading resources..

3) Opportunity Points

The opportunities are mainly manifested in the following aspects: students have a strong demand for improving reading literacy, and both students and parents expect to improve comprehensive literacy through reading: innovative teaching practices continue to emerge, and new teaching concepts and methods provide new ideas and possibilities for reading teaching..

We can make full use of these favorable opportunities to improve reading teaching strategies. On the one hand, we should set up reading literacy promotion courses to provide students with systematic reading guidance and training; On the other hand, digital reading tools and methods are introduced to enrich reading forms and improve reading effects.

4) Threats Points

There are two main threats in the current reading education. One is that some teachers' reading teaching methods are outdated and still adopt traditional reading teaching methods, which is difficult to meet the needs of students. Second, the support system does not match, the support system between school, family and society is not close enough, there is a disconnect phenomenon.

According to the actual threats in reading education, we can adopt targeted strategies to solve the problems in reading education. First, strengthen teacher training and promote advanced reading teaching concepts and methods; Second, strengthen home-school cooperation and social support, form a close reading support system, and jointly promote the development of reading education.

2.1.9 Result of including all (SWOT Analysis, PEST Analysis, TOWS Matrix)

Through the integration of SWOT, PEST Analysis, and TOWS Matrix, a comprehensive strategy can be formulated to promote the sustainable development of reading ability of high school students. This strategy includes building on strengths, addressing weaknesses, exploiting opportunities and mitigating threats through targeted interventions and strategic partnerships. It emphasizes the importance of continuous improvement, adaptability and supportive environment to promote the sustainable development of reading ability of high school students .

Based on the results of SWOT, TOWS and PEST analysis, this paper puts forward a

comprehensive strategy to promote the sustainable development of reading ability of high school students .

1) SWOT Analysis identifies:

a. Strengths: Strengthen the construction of campus cultural environment and create a comfortable reading environment.

b. Weaknesses: Strengthen home-school cooperation and guide parents to attach importance to reading and actively participate in their children's reading life.

c. Opportunities: We offer reading literacy improvement courses to provide students with systematic reading guidance and training.

d. Threats: Some teachers' teaching methods are outdated and difficult to meet the needs of students. There is a big gap between students' expectation of reading teaching and the reality.

2) TOWS Matric suggests strategies that leverage strengths and opportunities while addressing weaknesses and threats:

a. SO Strategies: Leverage the strength of campus cultural support to implement innovative teaching practices that can further improve students' reading literacy..

b. ST Strategies: Apply existing reading teaching frameworks to systematically address the gap between current and expected levels.

c. WT Strategies: Address the weak family cultural environment by involving parents and communities to reduce the current-expectation disparity.

d. WO Strategies: Improve students' reading literacy by capitalizing on the opportunity to integrate innovative teaching and extracurricular programs.

3) PEST Analysis provides external factors that influence strategic planning:

a. Political: The government has issued relevant policies to support the development of reading education.

b. Economic: Increase the capital investment in reading education and improve the quality of reading resources.

c. Social: Increase the attention and participation of all sectors of society in reading education.

d. Technological: The use of digital reading technology to improve the efficiency and effect of reading education.

By combining these analyses, a strategic plan can be formulated to improve the sustainable development of reading ability of senior high school students , ensuring a

balanced, supportive and forward-looking reading environment. In conclusion, the integrated analysis using SWOT, TOWS, and PEST frameworks provides a comprehensive strategy for enhancing the sustainable development of Reading ability of high school students. Through SWOT analysis, it finds out the key advantages of "strengthening the construction of campus cultural environment, creating a comfortable reading environment ", "strengthening the professional training of teachers in reading teaching", and also highlights the shortcomings of "students can not correctly deal with the relationship between reading and entertainment" and "insufficient support from parents". The TOWS analysis recommends strategic actions to capitalize on strengths and opportunities, such as strengthening policy support and updating teacher training programs, while addressing weaknesses and mitigating threats through targeted improvements and proactive measures. In addition, PEST analysis provides insights into external factors, including political, economic, social, and technological influences, which can guide how to coordinate development strategies, ensure where funding goes, facilitate the integration of cultural and instructional resources, and enrich innovative teaching practices. By combining these insights, the strategy aims to create a supportive and adaptable reading environment that ensures the sustainable development of reading ability for high school students .

2.2 Taking Strategies to interview 12 experts for strategies development

2.2.1 Table of analysis result of interview (first time)

This study selected 12 experts from Hunan Province, including professors, education staff, and key middle school teachers, to explore factors supporting the sustainable development of senior high school students' reading ability. Selection criteria included significant academic achievements, over 10 years of experience in Chinese education, a Master's degree or higher, and full-time managerial roles with extensive teaching experience.

The details of the interview are as follows:

The research team conducted 12 online face-to-face interviews. Each interview is conducted one-on-one and no one else can hear the conversation to ensure that the interviewee is not distracted by other factors. The interview content is analyzed in Table 4.18

Table 4.18 Analysis of interview content.

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percentage
Improve students' reading quality															
Q1	1) Ensure reading time	√										√		2	16.67%
	2) Selected reading material	√								√				3	25.00%
	3) Accumulate reading experience and methods	√		√	√	√	√		√		√	√	√	9	75.00%
	4)Participate in reading sharing	√											√	2	16.67%
	5) Reinforcement language foundation	√			√									2	16.67%
	6) Cultivate reading habit		√	√	√	√	√		√	√		√		8	66.67%
	7) Cultivate interest in reading		√	√	√	√	√					√		6	50.00%
	8) Focus on interdisciplinary integrated reading			√										1	8.33%
	9) Make good use of technology and resources				√								√	2	16.67%
	10) Focus on reflection and evaluation					√					√			2	16.67%
	11) Enlist family support					√								1	8.33%
	12) Intensive deep reading						√	√	√	√				4	33.33%
	13) Adhere to diversified reading						√			√	√	√		4	33%

Table 4.18 Analysis of interview content (continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percentage
Q1	14) Combine reading with application						√	√	√					3	25.00%
	15) Cultivate independent learning ability							√					√	2	16.67%
	16) Strengthen thematic reading							√						1	8.33%
	17) Keep an active reading attitude									√				1	8.33%
	18) Clear reading goals								√	√	√			3	25.00%
	19) Develop critical thinking	√	√	√	√						√	√	√	7	58.33%
Existing problem															
Q2	1) Lack of interest and motivation	√	√	√	√	√		√			√			7	58.33%
	2) Lack of strategy and skill	√	√		√	√		√					√	6	50.00%
	3) Reading habits and self-discipline	√			√					√		√		4	33.33%
	4) Learning attitude and self-management		√										√	2	16.67%
	5) Critical thinking training			√	√				√					3	25.00%
	6) Basic knowledge and background information				√	√		√		√			√	5	41.67%
	7) The purpose of reading is not clear						√			√				2	16.67%
	8) inattention						√		√					2	16.67%

Table 4.18 Analysis of interview content (continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percentage
Q2	9) Fear of difficulty						√							1	8.33%
	10)Too much emphasis on test taking							√		√	√			3	25.00%
	11) Single reading method											√		1	8.33%
	12) Reading without thinking									√	√			2	16.67%
	13) Fragmented reading										√			1	8.33%
Enhance teachers' professionalism															
Q3	1) humane concern spirit			√										1	8.33%
	2) Emotional attitude	√									√			2	16.67%
	3) Educational idea	√								√				2	16.67%
	4) Continuous learning	√	√		√			√	√					5	41.67%
	5) self-reflection	√	√		√	√	√	√						6	50.00%
	6) Professional quality		√			√	√	√	√		√			6	50.00%
	7) Teaching strategies and methods		√			√	√		√	√	√	√	√	8	66.67%
	8) Focus on habit building			√									√	2	16.67%
	9) Focus on critical thinking training			√				√		√				3	25.00%
	10) Integration of subject resources			√										1	8.33%
	11) Cultivate independent reading				√									1	8.33%

Table 4.18 Analysis of interview content (continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percentage
Q3	12) Carry out reading sharing activities				√									1	8.33%
	13) Good communication skills between teachers and students						√		√			√		3	25.00%
	14) Strengthen personalized guidance									√		√	√	3	25.00%
	15) Strong teaching ability										√	√		2	16.67%
	16) Strong literacy							√						1	8.33%
	17) Life-oriented concept									√				1	8.33%
Improve reading teaching															
Q4	1) Enrich reading content	√			√		√	√	√					5	41.67%
	2) Reinforcement method instruction	√	√		√			√	√	√		√		7	58.33%
	3) Focus on interaction and feedback	√					√	√		√	√			5	41.67%
	4) Implement multiple evaluation	√					√	√			√	√		5	41.67%
	5) Selected reading material		√											1	8.33%
	6) Clear reading goals		√		√									2	16.67%
	7) Intensive deep reading		√			√			√			√		4	33.33%
	8) Strengthen basic knowledge		√											1	8.33%
	9) Strengthen extracurricular reading guidance			√		√								2	16.67%

Table 4.18 Analysis of interview content (continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percentage
Q4	10) Strengthen individualized teaching			√	√	√						√		4	33.33%
	11) Make good use of multimedia			√			√		√					3	25.00%
	12) Cultivate reading habit			√							√		√	3	25.00%
	13) Strengthen critical thinking training									√				1	8.33%
	14) Create a reading atmosphere									√			√	2	16.67%
	15) Implement a reward mechanism for reading										√		√	2	16.67%
Factors affecting reading teaching															
Q5	1) Teachers lack professional quality	√												1	8.33%
	2) The students' sense of autonomy is not enough	√								√				2	16.67%
	3) The teaching content and method are simple	√	√			√		√	√	√	√			7	58.33%
	4) Insufficient teaching resources	√												1	8.33%
	5) Improper evaluation and incentive	√		√	√					√				4	33.33%
	6) Multimedia technology is not used enough		√				√				√			3	25.00%
	7) Reading strategy guidance is insufficient		√		√				√					3	25.00%

Table 4.18 Analysis of interview content (continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percentage
Q5	8) The teaching is traditional and monotonous		√					√						2	16.67%
	9) Not enough reading guidance and feedback			√	√							√		3	25.00%
	10) Lack of reading atmosphere		√									√		2	16.67%
	11) Bad reading habit			√				√					√	3	25.00%
	12) Poor personalized guidance				√	√								2	16.67%
	13) Insufficient deep reading				√	√								2	16.67%
	14) The curriculum needs to be optimized					√								1	8.33%
	15) Stratified teaching is bad						√							1	8.33%
	16) Insufficient critical thinking training						√							1	8.33%
	17) Lack of extracurricular reading instruction						√		√					2	16.67%
	18) Little interest in reading						√	√		√				3	25.00%
	19) Excessive focus on test training								√					1	8.33%
	20) Insufficient reading time in class											√		1	8.33%
	21) nsufficient reading motivation												√	1	8.33%
	22) Lack of cultural background knowledge												√	1	8.33%

Table 4.18 Analysis of interview content (continued).

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percentage
Campus cultural environment factors															
Q6	1) Create a reading atmosphere	√						√	√	√	√			5	41.67%
	2) Enrich reading resources	√	√									√		3	25.00%
	3) Set up reading instruction classes	√				√				√				3	25.00%
	4) Implement reading incentive mechanism		√		√	√	√				√	√		6	50.00%
	5) Advocate interdisciplinary reading		√		√									2	16.67%
	6) Strengthen home-school cooperation		√			√					√		√	4	33.33%
	7) Promote the construction of campus ulture		√	√	√	√		√	√	√			√	8	66.67%
	8) Introduce intelligent recommendation system			√			√							2	16.67%
	9) Implement the reading tutor system			√								√		2	16.67%
	10) Provide reading display platform			√										1	8.33%
	11) Carry out the life reading concept				√									1	8.33%
	12) Strengthen the professional training of teachers					√								1	8.33%
	13) Strengthen reading value recognition							√						1	8.33%
	14) Focus on cultivating students' reading habits									√		√		2	16.67%

Table 4.18 Analysis of interview content (continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percentage
Family cultural environment factors															
Q7	1) Encourage reading and communication		√					√	√				√	4	33.33%
	2) Make good use of time to read		√						√				√	3	25.00%
	3) Strengthen home-school cooperation												√	1	8.33%
	4) Adjust reading expectations					√						√	√	3	25.00%
	5) Set reading goals					√						√		2	16.67%
	6) Stimulate reading interest						√		√			√		3	25.00%
	7) Improve the reading environment	√					√	√		√	√	√		6	50.00%
	8) Set a reading example	√		√	√		√	√		√	√			7	58.33%
	9) Select reading material				√					√	√			3	25.00%
	10) Implement reading incentive mechanism				√				√		√			3	25.00%
	11) Record reading file					√					√			2	16.67%
	12) Encourage reading and thinking							√						1	8.33%
	13) Check your reading regularly			√	√									2	16.67%
	14) Strengthen read-write combination		√											1	8.33%
	15) Make a Reading plan	√		√		√								3	25.00%

Table 4.18 Analysis of interview content (continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percentage
Social cultural environment factors															
Q8	1) Provide rich resources	√	√	√		√		√			√	√		7	58.33%
	2) Hold reading activities	√		√		√		√		√			√	6	50.00%
	3) Strengthen reading guidance	√	√	√		√	√		√			√		7	58.33%
	4) Establish incentive mechanism		√		√				√					3	25.00%
	5) Support schools to carry out reading fire activities			√					√	√	√			4	33.33%
	6) Create a reading environment			√				√		√				3	33.33%
	7) Promote the value and significance of reading	√												1	8.33%
	8) Intensive reading study											√		1	8.33%
	9) Establish a family-school co-parenting mechanism											√		1	8.33%
	10) We will introduce a national reading policy	√												1	8.33%
	11) Construct multiple reading evaluation system										√	√		2	16.67%
	12) Encourage participation of institutions at all levels in reading activities						√							1	8.33%

In the part of the expert interview, 12 experts with master's degree or above, who are in frontline education and teaching positions in middle schools, and who are engaged in education and teaching research work in universities or scientific research institutes for more than 10 years, and their professional titles are associate professors or professors, are selected as interview subjects. Aiming at six factors affecting the sustainable development of reading ability of senior high school students , eight questions are designed. Among them, the first question and the second question are mainly designed around the reading literacy of middle school students, trying to understand the subjective and objective factors that affect the improvement of middle school students' reading ability and some targeted strategies and measures to promote the effective improvement of their reading ability. The third question is mainly asked from the perspective of teachers' own professional accomplishment. It wants to understand the relationship between the professional accomplishment of high school Chinese teachers and the improvement of students' reading ability. In particular, it wants to know what factors and practices of teachers can promote the effective improvement of students' reading ability and what factors and practices can hinder the improvement of students' reading ability. The fourth and fifth questions are mainly designed around reading teaching, mainly to understand the current situation of reading teaching of senior high school students , which factors hinder the development of their reading ability, which factors are conducive to promoting the improvement of their reading ability, and how reading teaching should be reformed to meet the requirements of the sustainable development of middle school students' reading ability. The sixth, seventh and eighth questions are mainly designed around the three factors that affect the sustainable development of high school students' reading ability: campus cultural environment, family cultural environment and social cultural environment. The main purpose is to understand the common problems that schools, families and society have in promoting the sustainable development of middle school students' reading ability, how to improve them, and what roles they can play. After completing the eight-question interview, the researchers sorted out the interview contents of 12 experts. Different experts had different thoughts and answers to the same question, and there were repeated and crossed situations in various answers. According to the repetition frequency and the

corresponding percentage, the researchers calculated the relatively consistent opinions of experts, extracted and summarized a series of main strategies and specific measures to promote the improvement of reading ability of senior high school students, and then carried out the research in the next stage with reference to the data obtained from the questionnaire survey of students in the previous stage.

The first and second two questions mainly start from the students themselves, focusing on the interference that affects the improvement of reading literacy and how students can improve their reading literacy, trying to obtain strategies and measures to improve students' reading literacy through expert interviews. The answers of experts mainly include four aspects: accumulation of reading experience, cultivation of reading habits, cultivation of reading interest, and attention to critical thinking training. There are 22 measures and 10 influencing factors in total, and 11 measures with high recognition by experts.

The third question is mainly designed based on teachers' own professional literacy, to understand the relationship between teachers' professional literacy and students' reading ability, to explore how to improve teachers' professional literacy, and to sort out some strategies and measures. Based on the answers from 12 experts, It can sort out four strategies and corresponding 12 measures such as improving teaching methods, improving professional quality, strengthening self-reflection and continuous learning.

The fourth and fifth questions focus on reading teaching, trying to understand the problems in reading teaching, the negative factors that hinder reading teaching, how to improve the quality of reading teaching, especially how to effectively promote the sustainable development of students' reading ability through reading teaching. The answers from experts involved four strategies: strengthening the guidance of reading methods, paying attention to teaching interaction and feedback, enriching reading teaching content, and implementing multi-angle evaluation of reading, including 15 improvement measures and 22 problems.

The sixth question focuses on the construction of campus culture. The answers of the experts involved four measures: strengthening cultural construction, creating a reading atmosphere, constructing a reading incentive mechanism and strengthening home-school cooperation. There were 22 measures under the four

strategies, of which 12 were highly recognized.

The seventh question focuses on the construction of family culture, and the answers of the experts involve three strategies to encourage parents to pay attention to word and example, create a family reading atmosphere, and encourage reading communication and discussion. There are a total of 15 measures under the three strategies, of which 9 are highly recognized.

The eighth question focuses on social and cultural construction. The answers of the experts involved four strategies: enriching reading resources, strengthening reading guidance, organizing reading activities, and supporting school reading teaching and activities. There were 12 measures under the four strategies, all of which were highly recognized.

In general, these tables show the respondents' observations and reflections on how to promote the sustainable development of reading ability of senior high school students . They point out the existing problems and put forward development strategies and corresponding measures from different perspectives. These suggestions mainly focus on six aspects: students' own reading literacy, reading teaching level, teachers' professional literacy, campus cultural environment, family cultural environment and social cultural environment. Many opinions are consistent with the conclusions obtained from the previous questionnaire survey on students, and have high recognition and important practical guiding significance.

2.2.2 Table of analysis result of interview (second time)

In the second time interview, in addition to providing strategic suggestions, the interviewer also answered questions about the advantages, weaknesses, opportunities and threats of each factor. The summary information is shown in Table 4.19

Table 4.19 Analysis Interview Content

Strengths (S)
high school students have a certain scale and quantity of reading accumulation, master certain reading methods.
2. Teachers and students attach importance to reading teaching, and teachers have relatively systematic reading guidance experience and methods.
3. the campus cultural atmosphere is strong, conducive to students to carry out reading exchanges and sharing activities.
4. Rich and diverse reading resources are enough to meet students' reading needs.
Weaknesses (W)
1. Under the pressure of studying, high school students' reading is more utilitarian.
2. Some teachers' reading teaching concepts are outdated and teaching methods are monotonous, which can not stimulate students' reading enthusiasm.
3, the family culture atmosphere is insufficient, can not support and cooperate with the school's reading teaching.
4. All sectors of society do not pay enough attention to the creation of reading atmosphere.
Opportunities (O)
1. exam-oriented education attaches importance to the detection of reading ability, which can promote students' continuous reading.
2. The education department continues to strengthen the training of teachers' professional quality, and reading skills and experience is one of the important training contents.
3. Governments at all levels are committed to building a learning society and attach importance to creating a social reading atmosphere.
4. The school has a strong cultural atmosphere and attaches great importance to reading teaching practice.
Threats (T)
1. social impetuous, utilitarian, emphasis on interests and light spirit of the atmosphere will seriously affect the reading appearance of students.
2. The outdated and unitary teaching concepts and methods of teachers' reading are not conducive to stimulating students' reading enthusiasm.
3, the family reading atmosphere is not strong, parents do not read, do not pay attention to children's reading.
4, reading teaching content is monotonous, single means, traditional and old-fashioned.

According to Table 4.19 and the SWOT analysis based on the interview content, it can be seen that there are several key points to promote the sustainable development of reading ability of senior high school students:

This research has some strategic advantages: high school students have a certain scale and quantity of reading accumulation, master a certain reading method; Both teachers and students attach great importance to reading teaching, and teachers have more systematic reading guidance experience and methods. The campus cultural atmosphere is strong, which is conducive to students to carry out reading exchanges and sharing activities; The rich and varied reading resources are enough to meet the reading needs of students. Making full use of the existing advantages can effectively promote the sustainable development of high school students' reading ability.

In addition to the existing advantages, the existing problems and shortcomings are also obvious, and pose a strong challenge to the development of high school students' reading ability. For example, under academic pressure, high school students read more utilitarian; Some teachers' reading teaching concept is outdated, teaching methods are monotonous, can not stimulate students' reading enthusiasm; Part of the family culture atmosphere is insufficient, can not support and cooperate with the school reading teaching; All sectors of society have not paid enough attention to creating a reading atmosphere. These problems need the relevant departments and personnel to attach great importance to, targeted solutions.

From the external environment, opportunities also need to be highly valued. For example, exam-oriented education attaches importance to the detection of reading ability, which can promote students' continuous reading; The education department continuously strengthens the training of teachers' professional quality; Governments at all levels are committed to building a learning-oriented society and attach importance to creating a social reading atmosphere. Fully recognizing these opportunities and taking appropriate measures, we can coordinate all parties and mobilize a lot of resources to promote the sustainable development of high school students' reading ability.

From the external environment, in order to effectively develop the reading

ability of high school students, there are also a series of inextritable obstacles, such as social impetuous, utilitarian atmosphere will seriously affect the reading appearance of students; Teachers' reading teaching concepts and methods are old and simple, which is not conducive to stimulating students' reading enthusiasm; The family reading atmosphere is not strong, parents do not read, do not pay attention to children's reading. Face the threats, think positive, and find ways to deal with them.

Overall, the content analysis shows that although there is a solid foundation and improvement opportunity for the research on promoting the sustainable development of reading ability of senior high school students , it is essential to solve the weaknesses and mitigate the threats for its sustainable development.

Table 4.20 SWOT Analysis: interview content

S	W
S1. Senior high school students have corresponding reading experience and accumulation. S2. Both teachers and students attach importance to the cultivation and improvement of reading ability. S3. The atmosphere of campus reading culture is strong. S4. There are plenty of reading resources.	W1. High school students' reading is highly utilitarian. W2. Some teachers have outdated reading teaching concepts and single teaching methods. W3. The lack of family cultural atmosphere can not support and cooperate with the reading teaching of the school. W4. All sectors of society do not pay enough attention to creating a reading atmosphere.
O	T
O1. Exam-oriented education attaches great importance to the cultivation and detection of reading ability. O2.The education department has continuously strengthened the training of teachers' professional quality. O3. Build a learning society and attach importance to creating a social reading atmosphere. O4. The school has strong cultural atmosphere.	T1. Social atmosphere is impetuous and utilitarian. T2. Teachers' reading teaching concepts and methods are outdated and unitary. T3. The family reading atmosphere is not strong. T4. Reading teaching content is monotonous.

As shown in Table 4.20, SWOT analysis of interviews shows obvious advantages: teachers and students have certain reading experience and accumulation, master certain reading methods, pay more attention to reading teaching, have rich reading resources, and have a strong campus cultural atmosphere. However, there are also challenges such as reading is full of utility, social atmosphere is impetuous, and teachers' teaching concept is old-fashioned. We need to take advantage of opportunities such as technological advances and students' desire to change the state of reading, while addressing weaknesses and mitigating threats to promote sustainable reading in high school students.

2.2.3 strategies

According to the results of the questionnaire analysis in the second part and the interview in the third part, the contents of the interview are analyzed by SWOT PEST. It is found that the sustainable development of reading ability of senior high school students in Changsha city needs to be optimized in such aspects as improving students' reading literacy, cultivating good reading interests and habits, strengthening teachers' professional training, practicing the concept of lifelong learning, strengthening the construction of family cultural environment, striving for social support, and creating a social and cultural atmosphere. Through questionnaire survey and interview, this study puts forward strategies to promote the sustainable development of reading ability of senior high school students , including 23 aspects and a total of 65 measures. The list of strategies is shown in Table 4.21.

Table 4.21 Strategies for sustainable development of reading ability of high school students .

NO.	Aspects of Strategies	Numbers of Measures
1	Accumulate reading experience	3
2	Cultivate reading habit	2
3	Cultivate interest in reading	3

Table 4.21 (continue)

NO.	Aspects of Strategies	Numbers of Measures
4	Strengthen critical thinking	3
5	Improve teaching methods	3
6	Enhance professional quality	3
7	Strengthen self-reflection	3
8	Continuous learning	3
9	Strengthen reading methods guidance	3
10	Focus on interaction and feedback	3
11	Enrich the content of reading teaching	2
12	Implement multiple evaluation reading strategy	3
13	Strengthen the construction of campus culture	3
14	Create a reading atmosphere	2
15	Implement reading incentive mechanism	3
16	Strengthen home-school cooperation	3
17	Teach by example and by word	2
18	Create a family reading atmosphere	3
19	Encourage reading, discussion and communication	3
20	Provide rich reading resources	3
21	Intensive reading instruction	3
22	Intensive reading instruction	3
23	Support reading activities in schools	3
Total	23	65

A comprehensive overview of strategies aimed at improving various aspects of organizational performance, according to Table 4.21. Each strategy is associated with specific measures that reflect a strategy's recommended approach to achieving target results in different areas. The components of these strategies include professional literacy improvement, teaching model change, reading resource expansion, reading assessment feedback, resource support, teacher training, subject development and

cooperation among various sectors of society.

There are four strategies to improve students' reading literacy, namely, accumulating reading experience and methods, cultivating reading interests and habits, and strengthening critical thinking and rational thinking training. Each strategy involves 2 to 3 practical measures, involving a total of 12 measures. Each strategy consists of two to three initiatives, involving a total of 12 concrete and feasible measures. At present, the level of teachers is uneven, the teaching concept is backward, the teaching method is old-fashioned, the teaching content is monotonous and other problems are serious, these strategies and measures are mainly to provide targeted methods to solve the problem.

Reading teaching is an important way to cultivate and develop students' reading ability. The strategies in this respect mainly include four aspects: strengthening the systematic guidance of reading methods, focusing on interaction and feedback, enriching reading teaching content, and implementing multiple evaluation strategies, which include 12 measures in total. At present, there are serious problems in reading teaching, mainly due to the fact that teachers' own ideas, levels, experience, methods and skills need to be improved and improved. The proposal of many measures is actually very targeted and focuses on solving practical problems.

The construction of campus cultural environment is very important to promote the sustainable development of students' reading ability. From the current point of view, schools attach more importance to the overall cultural construction and create a good reading atmosphere. However, many schools are forced to take examinations, affected by social atmosphere, and limited resources, and do not do a good job in the construction of cultural environment. In this field, four strategies and 12 measures are proposed, including strengthening the construction of campus culture, focusing on creating a scholarly atmosphere, building a reading incentive mechanism, and strengthening the interaction and cooperation between home and school.

The cultivation and development of reading ability of senior high school students also needs to rely on the coordination and improvement of family and social and cultural environment. In this regard, this study puts forward a series of

strategies, mostly based on the problems existing in questionnaire survey, the problems exposed by expert interviews and the problems revealed by various analyses. Including parents' words and deeds, encouraging children to participate in reading, creating a family reading atmosphere, social policies, carrying out reading promotion activities, and joint support for school reading activities and other strategies.

This strategic framework is designed to facilitate Changsha Urban high school students to achieve their vision and mission of sustainable reading proficiency, focusing on key areas of development, addressing current challenges, and taking advantage of existing opportunities for growth and improvement.
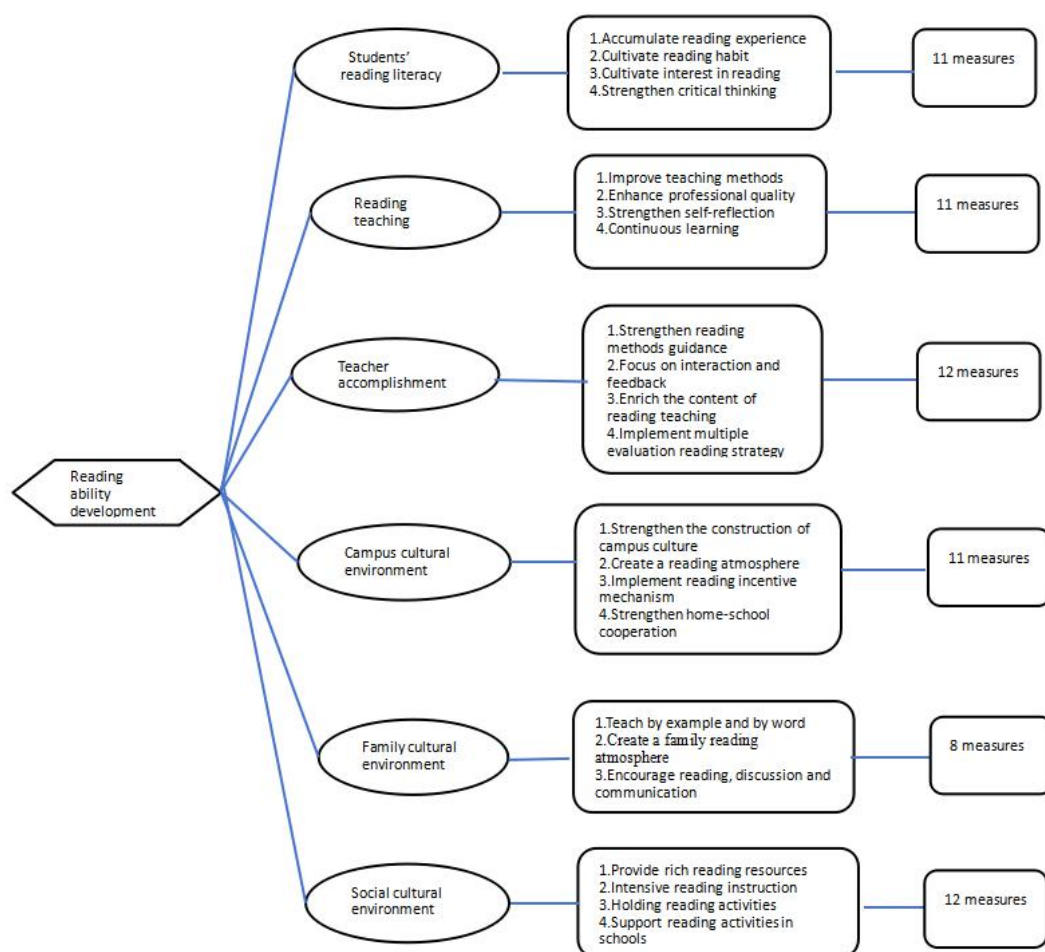
Figure 4.1 Strategies for Developing Sustainable Reading Ability of high school students

The specific strategies are as follows (Table 4.22 to Table 4.27):

Table 4.22 Strategies and measures to enhance reading quality of high school students .

Certain aspects	Strategies	Measures
Students' reading literacy	1. Accumulate reading experience	1) Combined with text learning, master reading skills. 2) Learning from teachers, focusing on reflection, sorting out reading methods, skills and strategies. 3) Make a point of taking notes and reading comments.
	2.Cultivate reading habit	4) Read regularly, take notes, and think actively. 5) Reading should be clear about the goal, time, and plan.
	3.Cultivate interest in reading	6) Actively participate in reading sharing activities. 7) Choose reading materials independently and carry out personalized reading. 8) Discover your interest in reading.
	4.Strengthen critical thinking	9) Good at questioning, multidimensional analysis of problems, evaluation of textual views. 10) Think independently, do not follow the trend, do not follow blindly. 11) Deep thinking, good at connection and reasoning.

According to Table 4.22, 12 measures are proposed to promote the improvement of reading literacy of senior high school students .

1) Combined with text learning, master reading skills.

2) Learning from teachers, focusing on reflection, sorting out reading methods, skills and strategies.

3) Make a point of taking notes and reading comments.

4) Read regularly, take notes, and think actively.

5) Reading should be clear about the goal, time, and plan.

6) Actively participate in reading sharing activities.

7) Choose reading materials independently and carry out personalized reading.

8) Discover your interest in reading.

9) Good at questioning, multidimensional analysis of problems, evaluation of textual views.

10) Think independently, do not follow the trend, do not follow blindly.

11) Deep thinking, good at connection and reasoning.

Table 4.23 Strategies and measures to promote the sustainable development of professional quality of high school Chinese teachers .

Certain aspects	Strategies	Measures
Teacher accomplishment	1. Improve teaching methods	1) Based on the learning situation, respect for differences, teaching according to aptitude. 2) Study humbly, the courage to explore, actively participate in teaching discussion. 3) It is necessary to carry out stratified teaching, differentiated evaluation and personalized guidance.
	2. Enhance professional quality	4) Strengthen professional study, have a wide range of knowledge and profound professional accomplishment. 5) Make plans to read more and improve literacy. 6) Read professional journals, books and educational monographs, and communicate with peers.

Table 4.23 (continue)

Certain aspects	Strategies	Measures
Teacher accomplishment	3. Strengthen self-reflection	7) Regular teaching reflection and summary, understand the gains and losses, adjust the teaching strategy. 8) Regular questionnaire survey, student feedback and other ways to understand the teaching situation. 9) Actively participate in professional training, check their own teaching situation.
	4. Continuous learning	10) Actively participate in professional training, learning new ideas, new technologies, new means. 12) Read academic journals and professional books regularly to understand the latest trends of academic development.

According to Table 4.23, 12 strategies and measures are proposed to promote the sustainable development of professional quality of senior high school Chinese teachers.

1) Based on the learning situation, respect for differences, teaching according to aptitude.

2) Study humbly, the courage to explore, actively participate in teaching discussion.

3) It is necessary to carry out stratified teaching, differentiated evaluation and personalized guidance.

4) Strengthen professional study, have a wide range of knowledge and profound professional accomplishment.

5) Make plans to read more and improve literacy.

6) Read professional journals, books and educational monographs, and communicate with peers.

7) Regular teaching reflection and summary, understand the gains and losses, adjust the teaching strategy.

8) Regular questionnaire survey, student feedback and other ways to understand the teaching situation.

9) Actively participate in professional training, check their own teaching situation.

10) Actively participate in professional training, learning new ideas, new technologies, new means.

11) Often write teaching reflection, often communicate with peers teaching

12) Read academic journals and professional books regularly to understand the latest trends of academic development.

Table 4.24 Strategies and measures to enhance reading teaching of high school students .

Certain aspects	Strategies	Measures
Reading teaching	1. Strengthen reading methods guidance	1) Combine text teaching, pay attention to method, skill instruction. 2) Based on learning situation, pay attention to differences and personalities, effectively teach reading methods. 3) Make good use of multimedia technology and network resources to enrich teaching methods and reading methods.
	2. Focus on interaction and feedback	4) Encourage students to actively participate in class discussions and exchanges. 5) Good at finding problems, timely feedback suggestions. 6) Practice the principle of dialogue and interaction, and oppose "one-say-all".

Table 4.24 (continue)

Certain aspects	Strategies	Measures
Reading teaching	3. Enrich the content of reading teaching	7) Choose reading materials that are diverse, representative, and contemporary. 8) Teaching introduces the source of living water, opening up the channel of reading and life.
	4. Implement multiple evaluation reading strategy	9) Establish the standard system of multiple evaluation reading. 10) Reading evaluation should combine process with finality and focus on scores with reading literacy. 11) Timely praise and reward students with excellent reading performance.

According to Table 4.24, 12 strategies and measures are proposed to promote the sustainable development of Reading teaching of senior high school Chinese teachers .

1) Combine text teaching, pay attention to method, skill instruction.

2) Based on learning situation, pay attention to differences and personalities, effectively teach reading methods.

3) Make good use of multimedia technology and network resources to enrich teaching methods and reading methods.

4) Encourage students to actively participate in class discussions and exchanges.

5) Good at finding problems, timely feedback suggestions.

6) Practice the principle of dialogue and interaction, and oppose "one-say-all".

7) Choose reading materials that are diverse, representative, and contemporary.

8) Teaching introduces the source of living water, opening up the channel of reading and life.

9) Establish the standard system of multiple evaluation reading.

10) Reading evaluation should combine process with finality and focus on scores with reading literacy.

11) Timely praise and reward students with excellent reading performance.

Table 4.25 Strategies and measures to strengthen the construction of cultural environment of high school campus.

Certain aspects	Strategies	Measures
Campus cultural environment	1. Strengthen the construction of campus culture	1) Set up a reading promotion agency composed of school leaders, teachers and student representatives 2) Carry out diversified reading sharing activities. 3) Build a reading and communication achievements display platform.
	2. Create a reading atmosphere	4) Carefully create the cultural environment, such as the layout of classrooms, the naming of venues, etc. 5) School leaders and teachers attach great importance to reading and strengthen the sense of the value of reading.
	3. Implement reading incentive mechanism	6) Hold reading activities, select reading stars, praise outstanding examples. 7) Multidimensional evaluation of language ability, linking reading with achievement. 8) Set up reading instruction classes, equipped with full-time teachers.

Table 4.25 (continue)

Certain aspects	Strategies	Measures
Campus cultural environment	4. Strengthen home-school cooperation	9) Parents' meetings are held regularly to promote the significance and experience of reading. 10) Organize reading activities with parents to encourage parents to participate in their children's reading. 11) The family and school pay attention to the cultivation of students' reading habits and abilities.

According to Table 4.25, this paper puts forward 12 strategies and measures to strengthen the construction of cultural environment of high school campus.

1) Set up a reading promotion agency composed of school leaders, teachers and student representatives

2) Carry out diversified reading sharing activities

3) Build a reading and communication achievements display platform.

4) Carefully create the cultural environment, such as the layout of classrooms, the naming of venues, etc.

5) School leaders and teachers attach great importance to reading and strengthen the sense of the value of reading.

6) Hold reading activities, select reading stars, praise outstanding examples.

7) Multidimensional evaluation of language ability, linking reading with achievement.

8) Set up reading instruction classes, equipped with full-time teachers.

9) Parents' meetings are held regularly to promote the significance and experience of reading.

10) Organize reading activities with parents to encourage parents to participate in their children's reading.

11) The family and school pay attention to the cultivation of students' reading

habits and abilities.

Table 4.26 Strategies and measures to strengthen the construction of family cultural environment .

Certain aspects	Strategies	Measures
Family cultural environment	1. Teach by example and by word	1) Parents love reading, keep reading, and set an example for their children. 2) Parents actively participate in their children's reading, and discuss and exchange reading experience with them.
	2. Create a reading environment	3) The family has a rich library and is constantly adding new books. 4) Create a quiet, bright and comfortable reading environment. 5) Create a reading profile for your child and encourage your child to keep reading.
	3. Encourage reading, discussion and communication	6) Encourage children to participate in reading sharing activities and exchange reading experiences with their peers. 7) Parents should be an example of reading communication and discussion. 8) Give your child positive feedback and encouragement to read.

According to Table 4.26, this paper puts forward 8 strategies and measures to strengthen the construction of family cultural environment .

1) Parents love reading, keep reading, and set an example for their children.

2) Parents actively participate in their children's reading, and discuss and exchange reading experience with them.

3) The family has a rich library and is constantly adding new books.

4) Create a quiet, bright and comfortable reading environment.

5) Create a reading profile for your child and encourage your child to keep reading.

6) Encourage children to participate in reading sharing activities and exchange reading experiences with their peers.

7) Parents should be an example of reading communication and discussion.

8) Give your child positive feedback and encouragement to read.

Table 4.27 Strategies and measures to strengthen the construction of social cultural environment .

Certain aspects	Strategies	Measures
Social cultural environment	1. Provide rich reading resources	1) Introduce policies, increase investment, build libraries, and add rich books.
		2) Create a platform for multiple reading resources.
		3) Promote quality reading resources.
	2. Intensive reading instruction	4) Relevant departments should strengthen the guidance and support for family reading.
		5) Strengthen the guidance and training of teachers' reading.
		6) Actively hold lectures by famous writers to spread excellent reading experience.
	3. Hold reading activities	7) Actively organize public welfare cultural activities to spread reading knowledge and experience.
		8) Organize reading promotion and incentive activities to stimulate students' enthusiasm for reading.
		9) Hold reading contests and display activities to stimulate reading interest.

Table 4.27 (continue)

Certain aspects	Strategies	Measures
Social cultural environment	4. Support reading activities in schools	10) Relevant departments facilitate home-school cooperation. 11) Support schools and communities to carry out reading activities and create a reading atmosphere. 12) Strengthen the construction and guidance of reading courses, equip professional teachers, and disseminate reading experience and methods.

According to Table 4.27, this paper puts forward 12 strategies and measures to strengthen the construction of social cultural environment .

1) Introduce policies, increase investment, build libraries, and add rich books.

2) Create a platform for multiple reading resources.

3) Promote quality reading resources.

4) Relevant departments should strengthen the guidance and support for family reading.

5) Strengthen the guidance and training of teachers' reading.

6) Actively hold lectures by famous writers to spread excellent reading experience.

7) Actively organize public welfare cultural activities to spread reading knowledge and experience.

8) Organize reading promotion and incentive activities to stimulate students' enthusiasm for reading.

9) Hold reading contests and display activities to stimulate reading interest.

10) Relevant departments facilitate home-school cooperation.

11) Support schools and communities to carry out reading activities and create a reading atmosphere.

12) Strengthen the construction and guidance of reading courses, equip

professional teachers, and disseminate reading experience and methods.

Strategies and measures to enhance sustained reading ability of high school students	Students' reading literacy	1. Accumulate reading experience	1) Combined with text learning, master reading skills.
			2) Learning from teachers, focusing on reflection, sorting out reading methods, skills and strategies.
			3) Make a point of taking notes and reading comments.
		2. Cultivate reading habit	4) Read regularly, take notes, and think actively.
			5) Reading should be clear about the goal, time, and plan.
		3. Cultivate interest in reading	6) Actively participate in reading sharing activities.
			7) Choose reading materials independently and carry out personalized reading.
			8) Discover your interest in reading.
		4. Strengthen critical thinking	9) Good at questioning, multidimensional analysis of problems, evaluation of textual views.
			10) Think independently, do not follow the trend, do not follow blindly.
			11) Deep thinking, good at connection and reasoning.
	Reading teaching	1. Strengthen reading methods guidance	1) Combine text teaching, pay attention to method, skill instruction.
			2) Based on learning situation, pay attention to differences and personalities, effectively teach reading methods.
			3) Make good use of multimedia technology and network resources to enrich teaching methods and reading methods.
		2. Focus on interaction and feedback	4) Encourage students to actively participate in class discussions and exchanges.
			5) Good at finding problems, timely feedback suggestions.
			6) Practice the principle of dialogue and interaction, and oppose "one-say-all".
		3. Enrich the content of reading teaching	7) Choose reading materials that are diverse, representative, and contemporary.
			8) Teaching introduces the source of living water, opening up the channel of reading and life.
		4. Implement multiple evaluation reading strategy	9) Establish the standard system of multiple evaluation reading.
			10) Reading evaluation should combine process with finality and focus on scores with reading literacy.
			11) Timely praise and reward students with excellent reading performance.
	Teacher accomplishment	1. Improve teaching methods	1) Based on the learning situation, respect for differences, teaching according to aptitude.
			2) Study humbly, the courage to explore, actively participate in teaching discussion.
			3) It is necessary to carry out stratified teaching, differentiated evaluation and personalized guidance.
		2. Enhance professional quality	4) Strengthen professional study, have a wide range of knowledge and profound professional accomplishment.
			5) Make plans to read more and improve literacy.
			6) Read professional journals, books and educational monographs, and communicate with peers.
		3. Strengthen self-reflection	7) Regular teaching reflection and summary, understand the gains and losses, adjust the teaching strategy.
			8) Regular questionnaire survey, student feedback and other ways to understand the teaching situation.
			9) Actively participate in professional training, check their own teaching situation.
		4. Continuous learning	10) Actively participate in professional training, learning new ideas, new technologies, new means.
			11) Often write teaching reflection, often communicate with peers teaching.
			12) Read academic journals and professional books regularly to understand the latest trends of academic development.
	Campus cultural environment	1. Strengthen the construction of campus culture	1) Set up a reading promotion agency composed of school leaders, teachers and student representatives
			2) Carry out diversified reading sharing activities.
			3) Build a reading and communication achievements display platform.
		2. Create a reading	4) Carefully create the cultural environment, such as the layout of classrooms, the naming of venues, etc.
			5) School leaders and teachers attach great importance to reading and strengthen the sense of the value of reading.
		3. Implement reading incentive mechanism	6) Hold reading activities, select reading stars, praise outstanding examples.
			7) Multidimensional evaluation of language ability, linking reading with achievement.
			8) Set up reading instruction classes, equipped with full-time teachers.
		4. Strengthen home-school cooperation	9) Parents' meetings are held regularly to promote the significance and experience of reading.
			10) Organize reading activities with parents to encourage parents to participate in their children's reading.
			11) The family and school pay attention to the cultivation of students' reading habits and abilities.
	Family culture	1. Teach by example and by word	1) Parents love reading, keep reading, and set an example for their children.
			2) Parents actively participate in their children's reading, and discuss and exchange reading experience with them.
		2. Create a reading environment	3) The family has a rich library and is constantly adding new books.
			4) Create a quiet, bright and comfortable reading environment.
			5) Create a reading profile for your child and encourage your child to keep reading.
		3. Encourage reading, discussion and communication	6) Encourage children to participate in reading sharing activities and exchange reading experiences with their peers.
			7) Parents should be an example of reading communication and discussion.
			8) Give your child positive feedback and encouragement to read.
	Social culture	1. Provide rich reading resources	1) Introduce policies, increase investment, build libraries, and add rich books.
			2) Create a platform for multiple reading resources.
			3) Promote quality reading resources.
		2. Intensive reading instruction	4) Relevant departments should strengthen the guidance and support for family reading.
			5) Strengthen the guidance and training of teachers' reading.
			6) Actively hold lectures by famous writers to spread excellent reading experience.
		3. Hold reading activities	7) Actively organize public welfare cultural activities to spread reading knowledge and experience.
			8) Organize reading promotion and incentive activities to stimulate students' enthusiasm for reading.
			9) Hold reading contests and display activities to stimulate reading interest.
		4. Support reading activities in schools	10) Relevant departments facilitate home-school cooperation.
			11) Support schools and communities to carry out reading activities and create a reading atmosphere.
			12) Strengthen the construction and guidance of reading courses, equip professional teachers, and disseminate reading experience and methods.

Figure 4.2 Strategies and measures to enhance sustained reading ability of high school students

2.3.1 Vision

The vision of this research aims to enhance the reading literacy of senior high school students by expanding their reading experience, developing reading habits, and fostering critical and rational thinking to ensure sustainable development. It also

seeks to improve the literacy of Chinese teachers through continuous professional development, reflection, and active engagement in reading and writing. The research advocates for strengthening reading teaching methods by focusing on interaction, diverse content, and multi-dimensional evaluation to address current teaching challenges. Additionally, it emphasizes creating a strong campus reading culture through activities, incentives, and home-school interaction to cultivate students' reading consciousness. The family environment plays a key role in encouraging children's reading habits, and the research highlights the importance of family involvement and support. Furthermore, it advocates for building a supportive social and cultural environment by securing governmental and institutional support to create a conducive atmosphere for reading development.

2.3.2 Mission

From the development of the vision, it can be classified into details that must be followed according to the mission as belows:

1) Enhance senior high school students' reading literacy by fostering active participation in reading activities, utilizing classroom learning, and encouraging consistent reading habits. Expand extra-curricular reading to broaden knowledge, diversify reading content, and incorporate digital tools. These measures are feasible and efficient.

2) Improve teachers' professional quality by encouraging reflection on reading teaching, lifelong learning, and active participation in training and seminars. Foster collaboration with experts and peers, listen to student feedback, and meet the diverse reading needs of students through continuous efforts

3) Improve traditional reading teaching by aligning with new curriculum standards. Teachers and students should identify weaknesses in current methods, explore innovative approaches, and encourage active student participation. Teachers must adapt to students' needs, moving beyond outdated methods to enhance teaching quality and efficiency.

4) Strengthen campus culture to enhance students' reading ability. Schools should foster a reading spirit through measures like reading-themed buildings, reading corners in libraries, incentive systems, guest lectures, and social activities. These initiatives are crucial for improving the campus cultural environment and

supporting sustainable reading development

.5) Strengthen the family cultural environment by encouraging parents to lead by example, create reading spaces at home, and engage in reading activities with children. Parents should actively participate in reading exchanges, discuss reading experiences, and communicate with teachers to support their children's reading development.

6) Relevant departments collaborate to create a positive reading atmosphere by introducing policies, investing in books, and organizing public reading activities. Libraries cater to students' reading needs, while schools and communities host joint reading events. Educational authorities assess student reading habits and invite influential figures to share their experiences, fostering a strong reading culture.

2.3.3 Goals

From the development of the mission, it can be classified into details that must be followed according to the goals as belows:

1) Establish a comprehensive reading ability training system, including interest stimulation, habit cultivation, method mastery, experience accumulation, and evaluation, to improve the reading literacy of senior high school students within five years.

2) Reading teaching should focus on guiding students to accumulate, exchange, and share reading experiences. Teachers should address common issues, encourage student engagement, and introduce advanced teaching concepts to boost enthusiasm. Aim to significantly improve both student reading and teacher effectiveness within three years.

3) Establish a comprehensive training system to enhance Chinese teachers' professional skills, including reading, peer learning, academic exchanges, and advanced studies. Ensure every high school teacher participates in at least 10 major training activities within five years, with supervision measures in place.

4) Strengthen campus culture by aligning it with teaching and learning needs, fostering a strong connection between culture and reading. Encourage leadership support, teacher training, student engagement with classics, and campus activities promoting reading. Aim to significantly improve the school's cultural environment within three years.

5) Strengthen the family reading environment by fostering communication between parents and schools. Parents should model reading habits, encourage participation in reading activities, create a supportive environment, and track children's reading progress. Aim to address families' lack of focus on reading and utilitarian views within three years.

6) Strengthen the social cultural environment by fostering a supportive reading atmosphere through cooperation among schools, teachers, and social organizations. Encourage community recognition, library access, and reading reward policies. Aim to shift the societal attitude toward reading within five years, promoting sustainable development of students' reading abilities.

2.3.4 Analysis for Strategic Planning

1) Enhance high school students' reading quality by fostering reading interest, critical thinking, and deep reading skills. Stimulate enthusiasm, accumulate experience through systematic teaching, and improve spiritual life through reading. Aim to develop lifelong readers who value sharing and love for life.

2) Enhance reading teaching by focusing on interactive methods, varied content, and comprehensive evaluation. Address issues like outdated teaching concepts and lack of engagement. Teachers should adapt to new standards, understand student needs, and implement strategies to foster students' sustainable reading development.

3) Enhance the professional quality of Chinese teachers by renewing knowledge, improving teaching concepts, and promoting lifelong learning. Encourage participation in professional training and discussions, focus on systematic reading teaching, and establish an evaluation system. Aim to inspire teachers to ignite students' reading enthusiasm through their own love of reading.

4) Strengthen campus culture by creating a strong reading atmosphere, implementing reading incentives, and fostering home-school cooperation. Engage school leaders and teachers in promoting reading, organize diverse activities to spark enthusiasm, and reduce exam-oriented pressures to focus on the spirit of reading.

5) Strengthen the family reading environment by encouraging parents to model reading, create a comfortable space, and engage in reading discussions with children. Parents should promote reading consistency, share experiences, and

participate in reading activities to foster a scholarly atmosphere.

6) Strengthen the social reading culture by building learning communities, providing resources, supporting campus activities, and implementing reading incentives. All social departments should cooperate to promote reading, encourage participation, and create a positive cultural environment.

2.3.5 implementing strategies in educational institutions

In order to implement the sustainable development strategy of reading ability of senior high school students based on students' reading literacy, teachers' professional literacy, reading teaching level, campus cultural environment, family cultural environment and social cultural environment, we will make adjustments according to the focus and objectives of these strategies. Here's how these strategies are broken down:

1) Students' reading literacy

From the perspective of improving students' reading literacy, the strategies mainly include accumulating reading experience, cultivating reading interests and habits, and strengthening critical thinking training. The measures are as follows:

(1) Combined with text learning, master reading skills. (Strategies from accumulating reading experience)

(2) Learning from teachers, focusing on reflection, sorting out reading methods, skills and strategies. (Strategies from accumulating reading experience)

(3) Make a point of taking notes and reading comments. (Strategies from accumulating reading experience)

(4) Read regularly, take notes, and think actively. (Strategies for developing reading habits)

(5) Reading should be clear about the goal, time, and plan. (Strategies for developing reading habits)

(6) Actively participate in reading sharing activities. (Strategies from developing interest in reading)

(7) Choose reading materials independently and carry out personalized reading. (Strategies from developing interest in reading)

(8) Discover your interest in reading and share your feelings and experiences about reading. (Strategies from developing interest in reading)

(9) Good at questioning, multidimensional analysis of problems, evaluation of textual views. (Strategies from strengthening critical thinking training)

(10)Think independently, do not follow the trend, do not follow blindly. (Strategies from strengthening critical thinking training)

(11) Deep thinking, good at connection and reasoning. (Strategies from strengthening critical thinking training)

2) Reading teaching

From the perspective of improving reading teaching, the strategies mainly include strengthening the guidance of reading methods, improving the teaching concept, strengthening the interaction and feedback of teaching, enriching the teaching content, and multiple evaluation of reading teaching. Specific measures are as follow:

(1) Combine text teaching, pay attention to method, skill instruction. (Strategies from enhanced reading methods guidance)

(2) Based on learning situation, pay attention to differences and personalities, effectively teach reading methods. (Strategies from enhanced reading methods guidance)

(3) Make good use of multimedia technology and network resources to enrich teaching methods and reading methods. (Strategies from enhanced reading methods guidance)

(4) Encourage students to actively participate in class discussions and exchanges. (Strategies from enhancing teaching interaction and feedback)

(5) Good at finding problems, timely feedback suggestions. (Strategies from enhancing teaching interaction and feedback)

(6) Practice the principle of dialogue and interaction, and oppose "one-say-all". (Strategies from enhancing teaching interaction and feedback)

(7) Choose reading materials that are diverse, representative, and contemporary. (Strategies from enriching reading teaching content)

(8) Teaching introduces the source of living water, opening up the channel of reading and life. (Strategies from enriching reading teaching content)

(9) Establish the standard system of multiple evaluation reading. (Strategies from multiple evaluative reading)

(10) Reading evaluation should combine process with finality and focus on scores with reading literacy. (Strategies from multiple evaluative reading)

(11) Timely praise and reward students with excellent reading performance. (Strategies from multiple evaluative reading)

3) Teacher professionalism

From the perspective of improving teachers' professional quality, the strategies mainly include adopting new teaching concepts, improving teaching methods, improving professional quality, strengthening teaching reflection, and implementing the concept of lifelong learning. Specific measures are as follows:

(1) Based on the learning situation, respect for differences, teaching according to aptitude. (Strategies from improving teaching methods)

(2) Study humbly, the courage to explore, actively participate in teaching discussion. (Strategies from improving teaching methods)

(3) It is necessary to carry out stratified teaching, differentiated evaluation and personalized guidance. (Strategies from improving teaching methods)

(4) Strengthen professional study, have a wide range of knowledge and profound professional accomplishment.(Strategies from improving the professional quality of teachers)

(5) Make plans to read more and improve literacy. (Strategies from improving the professional quality of teachers)

(6) Read professional journals, books and educational monographs, and communicate with peers. (Strategies from improving the professional quality of teachers)

(7) Regular teaching reflection and summary, understand the gains and losses, adjust the teaching strategy. (Strategies from strengthening teaching reflection)

(8) Regular questionnaire survey, student feedback and other ways to understand the teaching situation. (Strategies from strengthening teaching reflection)

(9) Actively participate in professional training, check their own

teaching situation. (Strategies from strengthening teaching reflection)

(10) Actively participate in professional training, learning new ideas, new technologies, new means. (Strategies from enhancing lifelong learning)

(11) Often write teaching reflection, often communicate with peers teaching(Strategies from enhancing lifelong learning)

(12) Read academic journals and professional books regularly to understand the latest trends of academic development. (Strategies from enhancing lifelong learning)

4) Campus cultural environment

From the perspective of campus culture, the strategies mainly include strengthening the construction of campus cultural environment, creating a strong reading atmosphere, implementing reading incentive mechanism, and strengthening the linkage between home and school. Specific measures are as follows:

(1) et up a reading promotion agency composed of school leaders, teachers and student representatives. (Strategies from strengthening the construction of campus culture)

(2) Carry out diversified reading sharing activities.(Strategies from strengthening the construction of campus culture)

(3) Build a reading and communication achievements display platform. (Strategies from strengthening the construction of campus culture)

(4) Carefully create the cultural environment, such as the layout of classrooms, the naming of venues, etc. (Strategies from creating a reading atmosphere)

(5) School leaders and teachers attach great importance to reading and strengthen the sense of the value of reading. (Strategies from creating a reading atmosphere)

(6) Hold reading activities, select reading stars, praise outstanding examples. (Strategies from reinforcement reading incentives)

(7) Multidimensional evaluation of language ability, linking reading with achievement. (Strategies from reinforcement reading incentives)

(8) Set up reading instruction classes, equipped with full-time

teachers. (Strategies from reinforcement reading incentives)

(9) Parents' meetings are held regularly to promote the significance and experience of reading. (Strategies from strengthening home-school coordination and cooperation)

(10) Organize reading activities with parents to encourage parents to participate in their children's reading. (Strategies from strengthening home-school coordination and cooperation)

(11) The family and school pay attention to the cultivation of students' reading habits and abilities. (Strategies from strengthening home-school coordination and cooperation)

5) Family cultural environment

From the perspective of family culture, the strategy mainly includes parents' words and deeds, creating a comfortable family reading environment, encouraging reading, discussion and communication. Specific measures are as follows:

(1) Parents love reading, keep reading, and set an example for their children. (Strategies from parents who teach by example and value reading)

(2) Parents actively participate in their children's reading, and discuss and exchange reading experience with them. (Strategies from parents who teach by example and value reading)

(3) The family has a rich library and is constantly adding new books. (Strategies from creating a comfortable home reading environment)

(4) Create a quiet, bright and comfortable reading environment. (Strategies from creating a comfortable home reading environment)

(5) Create a reading profile for your child and encourage your child to keep reading. (Strategies from creating a comfortable home reading environment)

(6) Encourage children to participate in reading sharing activities and exchange reading experiences with their peers. (From strategies to encourage reading, discussion, and communication)

(7) Parents should be an example of reading communication and discussion. (From strategies to encourage reading, discussion, and communication)

(8) Give your child positive feedback and encouragement to read. (From strategies to encourage reading, discussion, and communication)

6) Social cultural environment

(1) Introduce policies, increase investment, build libraries, and add rich books. (Strategies from Rich reading resources)

(2) Create a platform for multiple reading resources.(Strategies from Rich reading resources)

(3) Promote quality reading resources. (Strategies from Rich reading resources)

(4) Relevant departments should strengthen the guidance and support for family reading. (Strategies for systematic learning from strengthened reading methods and experiences)

(5) Strengthen the guidance and training of teachers' reading. (Strategies for systematic learning from strengthened reading methods and experiences)

(6) Actively hold lectures by famous writers to spread excellent reading experience. (Strategies for systematic learning from strengthened reading methods and experiences)

(7) Actively organize public welfare cultural activities to spread reading knowledge and experience. (Strategies from strengthening reading activities)

(8) Organize reading promotion and incentive activities to stimulate students' enthusiasm for reading. (Strategies from strengthening reading activities)

(9) Hold reading contests and display activities to stimulate reading interest. (Strategies from strengthening reading activities)

(10) Relevant departments facilitate home-school cooperation. (Strategies from supporting reading activities in schools)

(11) Support schools and communities to carry out reading activities and create a reading atmosphere. (Strategies from supporting reading activities in schools)

(12) Strengthen the construction and guidance of reading courses, equip professional teachers, and disseminate reading experience and methods.

(Strategies from supporting reading activities in schools)

The implementation aligns each strategy with its main focus area and helps to understand ways to promote the sustainable development of reading ability of high school students in Changsha City through various development aspects.

3. Results of Evaluating the adaptability and feasibility of the strategies for sustainable development of Reading ability of high school students

3.1 Analysis of evaluating the adaptability and feasibility of the strategies for sustainable development of Reading ability of high school students.

The analysis results at this stage, were evaluated by an evaluation team consisting of 5 experts. They mainly used the form of a five-level scoring table, namely highest, high, average, low, and lowest. Each expert can only choose one level.

Table 4.28 Analysis results of strategies evaluation.

The strategies for sustainable development of Reading ability of high school students	Adaptability			Feasibility		
	$\bar{x}$	S.D.	result	$\bar{x}$	S.D.	result
1. Accumulate reading experience	4.14	0.36	high	4.57	0.27	highest
2. Cultivate reading habit	4.49	0.37	high	4.53	0.28	highest
3. Cultivate interest in reading	4.36	0.36	high	4.52	0.27	highest
4. Strengthen critical thinking	4.55	0.36	highest	4.55	0.30	highest
Total (students' reading literacy)	4.39	0.36	high	4.54	0.28	highest
5. Improve teaching methods	4.62	0.35	highest	4.57	0.29	highest
6. Enhance professional quality	4.46	0.35	high	4.57	0.29	highest
7. Strengthen self-reflection	4.51	0.35	highest	4.54	0.28	highest
8. Continuous learning	4.48	0.36	high	4.49	0.29	high
Total (Teachers' professional literacy)	4.51	0.35	highest	4.54	0.29	highest

table **4.28** (continue)

The strategies for sustainable development of Reading ability of high school students	Adaptability			Feasibility		
	$\bar{x}$	S.D.	result	$\bar{x}$	S.D.	result
9. Strengthen reading methods guidance	4.31	0.36	high	4.45	0.29	high
10. Focus on interaction and feedback	4.46	0.35	high	4.62	0.29	highest
11. Enrich the content of reading teaching	4.03	0.36	high	4.52	0.28	highest
12. Implement multiple evaluation reading strategy	4.18	0.34	high	4.47	0.27	high
Total (Reading teaching)	4.25	0.35	high	4.52	0.28	highest
13. Strengthen the construction of campus culture	4.13	0.33	high	4.43	0.25	high
14. Create a campus reading atmosphere	4.14	0.35	high	4.43	0.25	high
15. Implement reading incentive mechanism	3.82	0.34	high	4.29	0.27	High
16. Strengthen home-school cooperation	3.82	0.31	high	4.42	0.29	high
Total (Campus cultural environment)	3.98	0.33	high	4.39	0.27	high
17. Teach by example and by word	4.04	0.32	high	4.40	0.28	high
18. Create a family reading environment	3.74	0.33	high	4.36	0.29	high
19. Encourage reading, discussion and communication	3.73	0.34	high	4.37	0.26	high
Total (Family cultural environment)	3.83	0.33	high	4.38	0.28	high
20. Provide rich reading resources	4.07	0.34	high	4.60	0.29	highest
21. Intensive reading instruction	3.74	0.33	high	4.22	0.26	high
22. Hold reading activities	4.07	0.33	high	4.12	0.26	high
23. Support reading activities in schools	3.59	0.36	high	4.50	0.29	highest
Total (Social cultural environment)	3.87	0.34	high	4.36	0.28	high
Total (all strategies)	4.49	0.35	high	4.46	0.28	high

As can be seen from Table 4.28, the average fitness of 23 strategic factors that promote the sustainable development of reading ability of senior high school students ranges from 3.59 to 4.62, and the average fitness of feasible items ranges from 4.29 to 4.62, all of which are at a high level, indicating that the research strategy has high adaptability and feasibility.

table 4.29 Analysis results of strategies evaluation for strategies of Accumulating reading experience.

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\overline{x}$	S.D.	result	$\overline{x}$	S.D.	result
Strategies of Accumulating reading experience						
1. Combined with text learning, master reading skills.	3.81	0.38	high	4.51	0.27	highest
2. Learning from teachers, focusing on reflection, sorting out reading methods, skills and strategies.	4.38	0.36	high	4.55	0.29	highest
3.Make a point of taking notes and reading comments.	4.22	0.34	high	4.65	0.26	highest
Total	4.14	0.36	high	4.57	0.27	highest

As can be seen from Table 4.29, the average fitness of strategic elements that accumulate reading experience and methods to promote the sustainable development of reading ability of senior high school students ranges from 3.81 to 4.38, and the average fitness of feasible projects ranges from 4.51 to 4.65, respectively at a high level and the highest level. It shows that the accumulation of reading experience and method strategy have high adaptability and feasibility.

table 4.30 Analysis results of strategies evaluation for strategies of Cultivating reading habit.

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\bar{x}$	S.D.	result	x	S.D.	result
Strategies of Cultivating reading habit						
1. Read regularly, take notes, and think actively.	4.31	0.38	high	4.51	0.27	highest
2. Reading should be clear about the goal, time, and plan.	4.67	0.36	highest	4.55	0.29	highest
Total	4.49	0.37	high	4.53	0.28	highest

As can be seen from Table 4.30, the average fitness of strategic elements for cultivating reading habits and promoting sustainable development of reading ability of senior high school students ranges from 4.31 to 4.67, and the average fitness of feasible projects ranges from 4.51 to 4.55, respectively at a high level and the highest level. This shows that the accumulation of reading experience and the methods and strategies have high adaptability and feasibility.

table 4.31 Analysis results of strategies evaluation for strategies of Cultivating interest in reading

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\bar{x}$	S.D.	result	$\bar{x}$	S.D.	result
Strategies of Cultivating interest in reading						
1. Actively participate in reading sharing activities.	4.41	0.38	high	4.58	0.27	highest
2. Choose reading materials independently and carry out personalized reading..	4.38	0.36	high	4.51	0.29	highest
3.Discover your interest in reading.	4,28	0.34	high	4.43	0.26	high
Total	4.36	0.36	high	4.52	0.27	highest

As can be seen from Table 4.31, the average fitness of strategic elements for cultivating reading interest and promoting sustainable development of reading ability of senior high school students ranges from 4.41 to 4.38, and the average fitness of feasible projects ranges from 4.543 to 4.58, respectively at a high level and the highest level. This shows that the strategy of cultivating high school students' reading interest has high adaptability and feasibility.

Table 4.32 Analysis results of strategies evaluation for strategies of Strengthening critical thinking

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\bar{x}$	S.D.	result	$\bar{x}$	S.D.	result
Strategies of Strengthening critical thinking						
1. Good at questioning, multidimensional analysis of problems, evaluation of textual views..	4.61	0.38	highest	4.51	0.27	highest
2. Think independently, do not follow the trend, do not follow blindly.	4.69	0.36	highest	4.55	0.29	highest
3.Deep thinking, good at connection and reasoning.	4.35	0.35	high	4.59	0.34	highest
Total	4.55	0.36	highest	4.55	0.30	highest

As can be seen from Table 4.32, the average fitness of strategic elements for cultivating critical thinking to promote the sustainable development of reading ability of senior high school students ranges from 4.35 to 4.69, and the average fitness of feasible projects ranges from 4.51 to 4.59, both of which are the highest levels. This shows that the strategy of cultivating high school students' critical thinking has high adaptability and feasibility.

table **4.33** Analysis results of strategies evaluation for strategies of Improving teaching methods

Assessment checklist	Adaptability			Feasibility		
	$\overline{x}$	S.D.	result	$\overline{x}$	S.D.	result
Strategies of Improving teaching methods						
1. Based on the learning situation, respect for differences, teaching according to aptitude.	4.68	0.38	highest	4.48	0.27	high
2. Study humbly, the courage to explore, actively participate in teaching discussion.	4.63	0.36	highest	4.55	0.29	highest
3.It is necessary to carry out stratified teaching, differentiated evaluation and personalized guidance.	4.56	0.32	highest	4.69	0.31	highest
Total	4.62	0.35	highest	4.57	0.29	highest

As can be seen from Table 4.33, the average fitness of strategic elements for improving teaching methods to promote the sustainable development of reading ability of senior high school students ranges from 4.56 to 4.68, and the average fitness of feasible projects ranges from 4.48 to 4.69, both of which are the highest levels. This shows that the strategy of improving teaching methods has high adaptability and feasibility.

Table 4.34 Analysis results of strategies evaluation for strategies of Enhancing professional quality

Assessment checklist	Adaptability			Feasibility		
	$\overline{x}$	S.D.	result	$\overline{x}$	S.D.	result
Strategies of Enhancing professional quality						
1.Strengthen professional study, have a wide range of knowledge and profound professional accomplishment.	4.71	0.38	highest	4.51	0.27	highest

Table 4.34 (continue)

Assessment checklist	Adaptability			Feasibility		
	$\bar{x}$	S.D.	result	$\bar{x}$	S.D.	result
Strategies of Enhancing professional quality						
2. Make plans to read more and improve literacy.	4.67	0.36	highest	4.55	0.29	highest
3.Read professional journals, books and educational monographs, and communicate with peers.	4.56	0.32	highest	4.65	0.31	highest
Total	4.65	0.35	highest	4.57	0.29	highest

As can be seen from Table 4.34, the average fitness of strategic elements for improving teachers' professional quality and promoting the sustainable development of reading ability of senior high school students ranges from 4.56 to 4.71, and the average fitness of feasible projects ranges from 4.51 to 4.65, both of which are at the highest level. This shows that the strategy to improve the professional quality of teachers has high adaptability and feasibility.

table 4.35 Analysis results of strategies evaluation for strategies of Strengthening self-reflection

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\bar{\bar{x}}$	S.D.	result	$\bar{\bar{x}}$	S.D.	result
Strategies of Strengthening self-reflection						
1.Regular teaching reflection and summary, understand the gains and losses, adjust the teaching strategy	4.62	0.34	highest	4.54	0.27	highest
2. Regular questionnaire survey, student feedback and other ways to understand the teaching situation.	4.67	0.36	highest	4.52	0.29	highest
3 Actively participate in professional training, check their own teaching situation.	4.24	0.35	high	4.55	0.28	highest
Total	4.51	0.35	highest	4.54	0.28	highest

As can be seen from table 4.35, the average fitness of strategic elements for

strengthening senior high school teachers' self-reflection and summarizing to promote the sustainable development of senior high school students' reading ability ranges from 4.24 to 4.67, and the average fitness of feasible projects ranges from 4.52 to 4.55, both at the highest level. It can be seen that the strategy of strengthening self-reflection and summary of senior high school teachers has high adaptability and feasibility.

table 4.36 Analysis results of strategies evaluation for strategies of Adhering to lifelong learning

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\overline{x}$	S.D.	result	$\overline{x}$	S.D.	result
Strategies of Adhering to lifelong learning						
1.Actively participate in professional training, learning new ideas, new technologies, new means.	4.53	0.38	highest	4.57	0.27	highest
2. Often write teaching reflection, often communicate with peers teaching	4.67	0.36	highest	4.55	0.29	highest
3.Read academic journals and professional books regularly to understand the latest trends of academic development..	4.25	0.35	high	4.35	0.31	high
Total	4.48	0.36	high	4.49	0.29	high

As can be seen from Table 4.36, the average fitness of the strategic elements that teachers insist on lifelong learning to promote the sustainable development of high school students' reading ability ranges from 4.25 to 4.67, and the average fitness of feasible items ranges from 4.35 to 4.57, both of which are the high levels. It can be seen that the strategy of high school teachers to adhere to lifelong learning has high adaptability and feasibility.

table **4.37** Analysis results of strategies evaluation for strategies of Strengthening reading methods guidance

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\overline{x}$	S.D.	result	$\overline{x}$	S.D.	result
Strategies of Strengthening reading methods guidance						
1.Combine text teaching, pay attention to method, skill instruction..	4.56	0.37	highest	4.54	0.23	highest
2. Based on learning situation, pay attention to differences and personalities, effectively teach reading methods.	4.58	0.36	highest	4.57	0.24	highest
3Make good use of multimedia technology and network resources to enrich teaching methods and reading methods.	3.78	0.34	high	4.23	0.26	high
Total	4.31	0.36	high	4.45	0.24	high

As can be seen from Table 4.37, the average fitness of the strategic elements for teachers to strengthen the guidance of reading methods to promote the sustainable development of high school students' reading ability ranges from 3.78 to 4.58, and the average fitness of feasible items ranges from 4.23 to 4.57, respectively at a high levels. It can be seen that the strategy of high school teachers to strengthen the guidance of reading methods has high adaptability and feasibility.

table **4.38** Analysis results of strategies evaluation for strategies of Focusing on interaction and feedback

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\overline{x}$	S.D.	result	$\overline{x}$	S.D.	result
Strategies of focusing on interaction and feedback						
1.Encourage students to actively participate in class discussions and exchanges..	4.65	0.33	highest	4.53	0.27	highest

Table 4.38 (continue)

Assessment checklist	Adaptability			Feasibility		
	$\overline{x}$	S.D.	result	$\overline{x}$	S.D.	result
Strategies of focusing on interaction and feedback						
2. Good at finding problems, timely feedback suggestions.	3.87	0.36	high	4.54	0.29	highest
3.Practice the principle of dialogue and interaction, and oppose "one-say-all".	4.87	0.35	highest	4.78	0.31	highest
Total	4.46	0.35	highest	4.62	0.29	highest

As can be seen from Table 4.38, the average fitness of the strategic elements that teachers focus on classroom interaction and feedback to promote the sustainable development of high school students' reading ability ranges from 3.78 to 4.87, and the average fitness of feasibility projects ranges from 4.53 to 4.78, respectively at a highest level. It can be seen that the strategy of high school teachers focusing on classroom interaction and feedback has high adaptability and feasibility.

table 4.39 Analysis results of strategies evaluation for strategies of enriching the content of reading teaching

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\overline{x}$	S.D.	result	$\overline{x}$	S.D.	result
Strategies of enriching the content of reading teaching						
1.Choose reading materials that are diverse, representative, and contemporary.	4.38	0.38	high	4.54	0.27	highest
2.Teaching introduces the source of living water, opening up the channel of reading and life.	3.67	0.34	high	4.51	0.29	highest
Total	4.03	0.36	high	4.52	0.28	highest

As can be seen from Table 4.39, the average fitness of the strategic elements of enriching reading teaching content to promote the sustainable development of

high school students' reading ability ranges from 3.67 to 4.38, and the average fitness of feasibility projects ranges from 4.51 to 4.54, respectively at a high level and the highest level. It can be seen that the strategy of high school teachers focusing on enriching reading teaching content has high adaptability and feasibility.

table 4.40 Analysis results of strategies evaluation for strategies of Multiple evaluation reading

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\overline{x}$	S.D.	result	$\overline{x}$	S.D.	result
Strategies of Multiple evaluation reading						
1.Establish the standard system of multiple evaluation reading.	3.61	0.33	high	4.41	0.27	high
2.Reading evaluation should combine process with finality and focus on scores with reading literacy	4.37	0.36	high	4.35	0.23	high
3.Timely praise and reward students with excellent reading performance.	4.56	0.34	highest	4.64	0.31	highest
Total	4.18	0.34	high	4.47	0.27	high

As can be seen from Table 4.40, the average fitness of strategic elements for implementing multiple assessment reading to promote the sustainable development of high school students' reading ability ranges from 3.61 to 4.56 in operation, and the average fitness of feasibility projects ranges from 4.35 to 4.64 respectively. It can be seen that the strategy of implementing multiple evaluation reading has high adaptability and feasibility.

table 4.41 Analysis results of strategies evaluation for strategies of Strengthening the construction of campus culture

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\bar{x}$	S.D.	result	$\bar{x}$	S.D.	result
Strategies of Strengthening the construction of campus culture						
1.Set up a reading promotion agency composed of school leaders, teachers and student representatives..	3.61	0.34	high	4.21	0.27	high
2.Carry out diversified reading sharing activities.	4.34	0.36	high	4.55	0.25	highest
3.Build a reading and communication achievements display platform	4.45	0.29	high	4.53	0.26	highest
Total	4.13	0.33	high	4.43	0.25	high

As can be seen from Table 4.41, the average fitness of the strategic elements of strengthening campus culture construction to promote the sustainable development of high school students' reading ability ranges from 3.61 to 4.45, and the average fitness of the feasibility project ranges from 4.21 to 4.55, respectively at a high level. It can be seen that the strategy of strengthening the construction of campus culture has high adaptability and feasibility.

table 4.42 Analysis results of strategies evaluation for strategies of Creating a reading atmosphere

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\bar{x}$	S.D.	result	$\bar{x}$	S.D.	result
Strategies of Creating a reading atmosphere						
1.Carefully create the cultural environment, such as the layout of classrooms, the naming of venues, etc..	4.61	0.34	highest	4.51	0.27	highest

Table 4.42 (continue)

Assessment checklist	Adaptability			Feasibility		
	$\bar{x}$	S.D.	result	$\bar{x}$	S.D.	result
Strategies of Creating a reading atmosphere						
2.School leaders and teachers attach great importance to reading and strengthen the sense of the value of reading..	3.67	0.36	high	4.55	0.29	highest
Total	4.14	0.35	high	4.53	0.28	highest

As can be seen from Table 4.42, the average fitness of the strategic elements of creating a campus reading atmosphere to promote the sustainable development of high school students' reading ability ranges from 3.67 to 4.61, and that of the feasibility project ranges from 4.51 to 4.55, respectively at a high level and the highest level. It can be seen that the strategy of striving to create a campus reading atmosphere has high adaptability and feasibility.

table 4.43 Analysis results of strategies evaluation for strategies of Implementing reading incentive mechanism

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\bar{x}$	S.D.	result	$\bar{x}$	S.D.	result
Strategies of Implementing reading incentive mechanism						
1.Hold reading activities, select reading stars, praise outstanding examples..	3.81	0.31	high	4.21	0.25	high
2.Multidimensional evaluation of reading ability, linking reading with achievement..	3.67	0.36	high	4.55	0.29	highest
3.Set up reading instruction classes, equipped with full-time teachers.	3.98	0.34	high	4.12	0.28	high
Total	3.82	0.34	high	4.29	0.27	high

As can be seen from Table 4.43, the average fitness of the strategic elements of implementing the reading incentive mechanism to promote the sustainable development of high school students' reading ability ranges from 3.67 to 3.98, and

the average fitness of the feasibility project ranges from 4.12 to 4.55, respectively at a high level. It can be seen that the strategy of trying to implement the reading incentive mechanism has high adaptability and feasibility.

table 4.44 Analysis results of strategies evaluation for strategies of Strengthening home-school cooperation

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\bar{x}$	S.D.	result	$\bar{x}$	S.D.	result
Strategies of Strengthening home-school cooperation						
1.Parents' meetings are held regularly to promote the significance and experience of reading.	3.91	0.31	high	4.51	0.27	highest
2.Organize reading activities with parents to encourage parents to participate in their children's reading..	3.67	0.33	high	4.53	0.29	highest
3.The family and school pay attention to the cultivation of students' reading habits and abilities..	3.87	0.29	high	4.23	0.32	high
Total	3.82	0.31	high	4.42	0.29	high

As can be seen from Table 4.44, the average fitness of strategic elements of strengthening home-school cooperation to promote the sustainable development of high school students' reading ability ranges from 3.67 to 3.91, and that of feasibility projects ranges from 4.23 to 4.53, which are respectively at a high level. It can be seen that the strategy of strengthening the home-school joint emphasis on reading has high adaptability and feasibility.

table **4.45** Analysis results of strategies evaluation for strategies of Teaching by example and by word

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\overline{x}$	S.D.	result	$\overline{x}$	S.D.	result
Strategies of Teaching by example and by word						
1.Parents love reading, keep reading, and set an example for their children.	4.21	0.28	high	4.29	0.27	high
2.Parents actively participate in their children's reading, and discuss and exchange reading experience with them. children's reading..	3.87	0.36	high	4.51	0.29	highest
Total	4.04	0.32	high	4.40	0.28	high

As can be seen from Table 4.45, the average fitness of the strategic elements that parents' words and deeds attach importance to reading and promote the sustainable development of high school students' reading ability ranges from 3.87 to 4.21, and the average fitness of feasibility projects ranges from 4.29 to 4.51, which are respectively at a high level. Thus, it can be seen that the parents' strategy of attaching importance to reading by words and deeds has high adaptability and feasibility.

table **4.46** Analysis results of strategies evaluation for strategies of Creating a reading environment

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\overline{x}$	S.D.	result	$\overline{x}$	S.D.	result
Strategies of Creating a reading environment						
1.The family has a rich library and is constantly adding new books.	3.41	0.33	Moderate	4.31	0.27	high
2 Create a quiet, bright and comfortable reading environment.	3.97	0.36	high	4.55	0.29	highest
3.Create a reading profile for your child and encourage your child to keep reading.	3.89	0.29	high	4.23	0.31	high
Total	3.74	0.33	high	4.36	0.29	high

As can be seen from Table 4.46, the average fitness of the strategic elements of creating a good family reading environment to promote the sustainable development of high school students' reading ability ranges from 3.41 to 3.97, and the average fitness of the feasibility project ranges from 4.23 to 4.55, respectively at a high level. It can be seen that the strategy of creating a good family reading environment has high adaptability and feasibility.

table 4.47 Analysis results of strategies evaluation for strategies of Encouraging reading, discussion and communication

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\overline{x}$	S.D.	result	$\overline{x}$	S.D.	result
Strategies of Encouraging reading, discussion and communication						
1.Encourage children to participate in reading sharing activities and exchange reading experiences with their peers.	3.31	0.34	moderate	4.21	0.27	high
2.Parents should be an example of reading communication and discussion.	3.87	0.34	high	4.55	0.29	highest
3.Give your child positive feedback and encouragement to read..	4.02	0.35	high	4.35	0.23	high
Total	3.73	0.34	high	4.37	0.26	high

As can be seen from Table 4.47, the average fitness of strategic elements that encourage children to actively participate in reading, discussion and communication, and promote the sustainable development of high school students' reading ability ranges from 3.31 to 4.02, and the average fitness of feasibility projects ranges from 4.21 to 4.55, respectively at a high level . It can be seen that the strategy of encouraging children to actively participate in reading, discussion and communication has high adaptability and feasibility.

table 4.48 Analysis results of strategies evaluation for strategies of Providing rich reading resources

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\overline{x}$	S.D.	result	$\overline{x}$	S.D.	result
Strategies of Providing rich reading resources						
1. Introduce policies, increase investment, build libraries, and add rich books.	4.51	0.33	highest	4.58	0.27	highest
2. Create a platform for multiple reading resources..	3.67	0.34	high	4.55	0.29	highest
3. Promote quality reading resources.	4.02	0.36	high	4.67	0.31	highest
Total	4.07	0.34	high	4.60	0.29	highest

Table 4.48 shows that the strategic elements for promoting high school students' reading ability through abundant societal resources have an average fitness ranging from 3.67 to 4.51, while feasibility projects range from 4.55 to 4.67. These indicate high adaptability and highest feasibility.

table 4.49 Analysis results of strategies evaluation for strategies of Intensive reading instruction

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\overline{x}$	S.D.	result	$\overline{x}$	S.D.	result
Strategies of Intensive reading instruction						
1. Relevant departments should strengthen the guidance and support for family reading.	3.61	0.33	high	4.31	0.27	high
2. Strengthen the guidance and training of teachers' reading.	3.77	0.34	high	4.45	0.29	high
3. Actively hold lectures by famous writers to spread excellent reading experience..	3.85	0.32	high	3.89	0.25	high
Total	3.74	0.33	high	4.22	0.26	high

As can be seen from Table 4.49, the average fitness of strategic elements that

use social resources to strengthen professional guidance in reading and promote the sustainable development of high school students' reading ability ranges from 3.61 to 3.85, and the average fitness of feasibility projects ranges from 3.89 to 4.45, respectively at a higher level. It can be seen that the strategy of using social resources to strengthen reading professional guidance has high adaptability and feasibility.

table 4.50 Analysis results of strategies evaluation for strategies of Holding reading activities

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\overline{x}$	S.D.	result	$\overline{x}$	S.D.	result
Strategies of Holding reading activities						
1. Actively organize public welfare cultural activities to spread reading knowledge and experience.	3.81	0.36	high	4.41	0.27	high
2. Organize reading promotion and incentive activities to stimulate students' enthusiasm for reading.	4.27	0.33	high	4.48	0.26	high
3. Hold reading contests and display activities to stimulate reading interest..	4.12	0.31	high	4.36	0.25	high
Total	4.07	0.33	high	4.12	0.26	high

As can be seen from Table 4.50, the average fitness of strategic elements that actively organize reading and writing sharing activities with social resources to promote the sustainable development of high school students' reading ability ranges from 3.81 to 4.27, and the average fitness of feasibility projects ranges from 4.36 to 4.48, respectively at a higher level . It can be seen that the strategy of using social resources to actively organize reading and writing sharing activities has high adaptability and feasibility.

table 4.51 Analysis results of strategies evaluation for strategies of Supporting reading activities in schools

(n=5)

Assessment checklist	Adaptability			Feasibility		
	$\overline{x}$	S.D.	result	$\overline{x}$	S.D	result
Strategies of Supporting reading activities in schools						
1. Relevant departments facilitate home-school cooperation.	3.31	0.38	Miderate	4.41	0.27	high
2. Support schools and communities to carry out reading activities and create a reading atmosphere.	3.67	0.34	high	4.54	0.29	highest
3. Strengthen the construction and guidance of reading courses, equip professional teachers, and disseminate reading experience and methods.	3.78	0.35	high	4.56	0.31	highest
Total	3.59	0.36	high	4.50	0.29	highest

As can be seen from Table 4.51, the average fitness of strategic elements that actively support schools to hold read-writing sharing activities and promote the sustainable development of high school students' reading ability ranged from 3.31 to 3.78, and the average fitness of feasibility projects ranged from 4.41 to 4.56, respectively at a high level and the highest level. It can be seen that the strategy of using social resources to actively support schools to hold reading and writing sharing activities has high adaptability and feasibility.

The study presents a detailed overview of various strategies aimed at promoting the sustainable development of reading ability of high school students . These strategies cover a series of key areas, including reading habits, reading experience, reading interests, professional quality, incentive mechanism, evaluation system, resource support, teacher training, cultural construction and social cooperation. Each strategy includes specific measures designed to achieve target outcomes, totaling 65 measures that reflect a systematic approach to improving different aspects of the organization.

This study explores strategies on how to promote the sustainable development of high school students' reading ability from six aspects: students' reading literacy, teachers' professional literacy, reading teaching mode, campus culture construction, family reading atmosphere and social culture construction. Among them, how to improve high school students' reading literacy is proposed to accumulate reading experience, cultivate reading habits and interests. Strengthen critical thinking training, pay attention to deep reading and other strategies, and implement a total of 12 specific measures. How to improve the professional quality of senior high school teachers, proposed to strengthen professional training, strengthen teaching reflection, practice continuous learning, improve teaching methods and other strategies, there are 12 specific implementation measures. How to improve the current reading teaching, put forward the updating of teaching concept, strengthen teaching interaction and feedback, oppose one-word teaching, pay attention to hierarchical teaching, pay attention to reading incentive mechanism and other strategies, there are 11 specific implementation measures.

In terms of strengthening the construction of campus culture, the author puts forward 11 specific implementation measures, such as school leaders and teachers attaching great importance to reading, creating a strong reading atmosphere, holding a variety of reading and writing activities, implementing a campus reading incentive mechanism, and strengthening the guidance of reading methods. In terms of attaching importance to the construction of family cultural environment, the author put forward strategies such as parents insisting on reading, encouraging children to actively participate in reading sharing, creating a comfortable family reading environment, and parents contacting schools more, and implemented 11 specific measures. Attaching importance to social and cultural construction, the government proposed to issue policies to support campus reading, all departments jointly organize reading activities, purify the social atmosphere, advocate learning for all, enrich social reading resources and other strategies, and implement 12 specific measures. The above strategies and corresponding measures are highly recognized by experts and have high adaptability and feasibility.

The development of these strategies typically involves several steps: assessing the current situation, setting clear objectives, designing an action plan, allocating

necessary resources, and implementing the strategies with ongoing monitoring. Evaluating the effectiveness of these strategies involves tracking progress, measuring outcomes using both qualitative and quantitative metrics, and making adjustments based on feedback.

This research aimed to develop strategies for enhancing the sustainable reading ability of high school students by analyzing the current situation and expected situation through questionnaires and expert interviews. The study found that students' reading ability was at a low level compared to expectations, influenced by factors such as reading teaching, teachers' professional literacy, campus cultural environment, family cultural environment, and social cultural environment. Based on SWOT and TOWS Matrix analysis, the study proposed several strategies, including (1) improving reading teaching methods by incorporating technology and extracurricular reading activities, (2) creating a supportive reading environment in schools and families, (3) enhancing teacher training to strengthen professional literacy and reading promotion, (4) organizing reading exchange activities within the community, and (5) utilizing digital reading tools to expand reading opportunities. Furthermore, the study employed PEST analysis to evaluate external factors such as government policies supporting reading education, financial investment in reading resources, and technological advancements that facilitated reading skill development. Findings from expert interviews emphasized the importance of establishing a sustainable support system through collaboration between schools, families, and society. The results highlighted that enhancing a sustainable reading ability required a comprehensive and strategic approach that integrated school policies, family engagement, and societal involvement to ensure continuous reading ability development.

Chapter 5
Conclusion Discussion and Recommendations

The strategy for the enhancing sustainable reading ability of high school students was a research with the following objectives: 1). To Study the current situation and expected situation of the enhancing sustainable reading ability of high school students. 2) To develop the strategies for the enhancing sustainable reading ability of high school students.3) To evaluate the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.

In this study, 384 high school students were selected for questionnaire survey, and 12 teachers and experts who have been engaged in middle school Chinese teaching, teaching research and education management for more than 10 years in Changsha, Hunan Province were selected for interview. The research instruments included 1) questionnaires, 2) interview and 3) Strategies, and 4) Strategies evaluation form. The statistic to analyze the data were percentages, mean, stand deviations, Modified Priority Needs Index; (PNImodified) and content analysis. For the presentation of the research results, the details were as follows:

Conclusion

To study the strategy of enhancing the sustainable development of reading ability of high school students, the researchers took the following steps. The details were as below:

Phase 1: Results of studying the current situation and expected situation of the enhancing sustainable reading ability of high school students.

Phase 2: Results of developing the strategies for the enhancing sustainable reading ability of high school students.

Phase 3: Results of evaluating the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.

The details of the research conclusions were as follow:

1. Results of studying the current situation and expected situation of the enhancing sustainable reading ability of high school students.

The current situation, and expectation for the sustainable development of reading ability of high school students include students' reading literacy, teachers' professional literacy, reading teaching mode, campus cultural environment,family cultural environment and social and cultural environment, all of which have necessary needs for development, as follows:

Among the 6 sub-variables, the needs assessment values of students' reading literacy from the highest level to the lowest level are as follows: "Keep a steady interest in reading", "Have good reading habits", "Participate in some reading exchange activities", "Reading focuses on feeling, experiencing and thinking", "Adhee to extracurricular reading", and"Accumulate reading experience and methods".

Reading teaching was in 4 aspects ranged from the highest to the lowest level of needs assessment value in development were as follow, "Emphasis on critical thinking training", "I learned effective reading methods and skills in class", "Classroom teaching can effectively improve reading comprehension", and "Think positively and speak up in class".

Teachers' professional literacy was in 4 aspects ranged from the highest to the lowest level of needs assessment value in development were as follow,"Teachers have advanced reading teaching concepts", "Teachers can arouse students' enthusiasm for reading", "Teachers have good reading and writing qualities", and"Teachers pay attention to imparting reading experience and methods in teaching".

Campus cultural environment was in 4 aspects ranged from the highest to the lowest level of needs assessment value in development were as follow, " Whether the school creates a good reading atmosphere", "Whether the school often carries out colorful theme reading activities", "Whether the school emphasizes the cultivation of students' reading literacy", and "Whether the school encourages students to read appropriate extracurricular books".

Family cultural environment was in 4 aspects ranged from the highest to the lowest level of needs assessment value in development were as follow, " Parents love reading and encourage reading", "Parents often communicate with their children about reading", "Create a comfortable home reading environment", and "The family has a rich collection of books".

Social cultural environment was in 4 aspects ranged from the highest to the lowest level of needs assessment value in development were as follow, " Whether the impetuous and utilitarian social atmosphere will affect students' reading", "Whether the values of heavy material and light spirit will affect students' reading", "The relevant departments of society create a good reading atmosphere", and"Whether e-reading and multimedia reading will affect the improvement of students' reading ability".

In this research, taking 2-3 variables with the highest to lowest values, depending on the values of the needs assessment value in each aspects, were used to conduct SWOT, PEST Analysis, and TOWS Matrix, which would be presented in section 2 next.

2. **Results of developing the strategies for the enhancing sustainable reading ability of high school students.**

Research on development of strategies for sustainable development of Reading ability of high school students developed strategies formulated strategies by using the current situation and expected situation for enhancing of sustainable development of Reading ability data analysis, taking it through SWOT Analysis, PEST Analysis, and TOWS Matrix, resulted into complete strategies, details were as below:

2.1 Vision

To cultivate sustainable reading ability, high school students should actively engage in reading and teaching to expand knowledge accumulation, master effective reading methods, and develop critical thinking. Schools must enhance reading instruction by improving teachers' professional literacy and refining pedagogical approaches, ensuring interactive, diversified, and evaluative reading experiences. A strong campus reading culture, a supportive family environment where parents lead by example, and a socially coordinated effort involving educational institutions and government policies are essential. By integrating these elements, students can develop lasting reading habits, intrinsic motivation, and the cognitive skills necessary for lifelong learning.

2.2 Mission

Our mission is to develop sustainable reading abilities in high school students through coordinated efforts. Students should engage in diverse reading activities, integrate digital tools, and cultivate lifelong habits. Teachers must enhance professional literacy, refine pedagogy, and encourage student participation. Schools should foster a

rich campus reading culture with structured incentives and community engagement. Families play a crucial role by setting reading examples, creating home libraries, and supporting reading discussions. Society, including governments and cultural institutions, must provide policies, funding, and resources to sustain a reading-friendly environment. Through these collective actions, students can achieve enduring literacy growth.

2.3 Goals

The goal is to establish a sustainable reading development system that enhances students' literacy through structured training, including interest stimulation, habit formation, method mastery, and experience accumulation. Teachers will improve their professional competence via continuous training, academic exchanges, and reflective teaching practices. Reading instruction will be refined to foster student engagement, critical thinking, and expression. Schools will cultivate a reading-oriented culture, integrating reading into campus activities. Families will strengthen reading environments through parental involvement and home libraries. Society will provide policy support and resources to create a positive reading atmosphere. Within five years, these efforts aim to significantly elevate students' reading proficiency.

2.4 Strategies

1) Enhancing high school students' reading quality requires cultivating interest, habits, and critical thinking while emphasizing deep and rational reading. This development supports academic, professional, and societal needs. Key strategies include stimulating enthusiasm, systematic teaching to build experience and methods, and using reading to enrich personal growth, fostering a love for reading, sharing, and lifelong learning.

2) Enhancing high school Chinese teachers' professional quality requires updating knowledge, refining teaching concepts, and fostering lifelong learning. Key strategies include professional training, participation in seminars, mastering reading instruction, and serving as role models. Establishing evaluation mechanisms ensures reading becomes routine, inspiring students through teachers' passion for reading.

3) Enhancing reading teaching requires interactive methods, diverse content, and multi-dimensional evaluation. Teachers should adopt modern concepts, understand students' needs, and adjust strategies accordingly. Addressing outdated methods and limited engagement fosters sustainable reading development through dynamic

instruction and continuous feedback.

4) Strengthening campus culture requires a rich reading atmosphere, incentive mechanisms, and diverse reading activities. Schools should foster long-term reading strategies, promote home-school cooperation, and reduce exam-oriented and utilitarian reading mindsets, encouraging a genuine love for reading.

5) Building a strong family reading culture requires parents to lead by example, create a supportive reading environment, and engage in parent-child reading. Regular book additions, open discussions, and participation in reading activities foster a scholarly atmosphere, naturally influencing children's reading habits.

6) Creating a strong social reading culture requires collaboration across sectors to support campus reading, provide resources, and implement reading incentives. By fostering reading activities, training teachers, and offering guidance, society shapes a conducive environment that encourages lifelong reading habits.

2.5 Measures

In order to implement the sustainable development strategy of reading ability of high school students based on students' reading literacy, teachers' professional literacy, reading teaching level, campus cultural environment, family cultural environment and social cultural environment, we will make adjustments according to the focus and objectives of these strategies. The following are specific implementation measures under these strategic dimensions:

1) Students' reading literacy

From the perspective of improving students' reading literacy, the strategies mainly include accumulating reading experience, cultivating reading interests and habits, and strengthening critical thinking training. The measures are as follows:

(1) Combined with text learning,master reading skills.(Strategies from accumulating reading experience)

(2) Learning from teachers, focusing on reflection, sorting out reading methods, skills and strategies. (Strategies from accumulating reading experience)

(3) Make a point of taking notes and reading comments. (Strategies from accumulating reading experience)

(4) Read regularly, take notes, and think actively. (Strategies for developing reading habits)

(5) Reading should be clear about the goal, time, and plan. (Strategies for developing reading habits)

(6) Actively participate in reading sharing activities. (Strategies from developing interest in reading)

(7) Choose reading materials independently and carry out personalized reading. (Strategies from developing interest in reading)

(8) Discover your interest in reading and share your feelings and experiences about reading. (Strategies from developing interest in reading)

(9) Good at questioning, multidimensional analysis of problems, evaluation of textual views. (Strategies from strengthening critical thinking training)

(10) Think independently, do not follow the trend, do not follow blindly. (Strategies from strengthening critical thinking training)

(11) Deep thinking, good at connection and reasoning. (Strategies from strengthening critical thinking training)

2) Teacher professionalism

From the perspective of improving teachers' professional quality, the strategies mainly include adopting new teaching concepts, improving teaching methods, improving professional quality, strengthening teaching reflection, and implementing the concept of lifelong learning. Specific measures are as follows:

(1) Based on the learning situation, respect for differences, teaching according to aptitude. (Strategies from improving teaching methods)

(2) Study humbly, the courage to explore, actively participate in teaching discussion. (Strategies from improving teaching methods)

(3) It is necessary to carry out stratified teaching, differentiated evaluation and personalized guidance. (Strategies from improving teaching methods)

(4) Strengthen professional study, have a wide range of knowledge and profound professional accomplishment. (Strategies from improving the professional quality of teachers)

(5) Make plans to read more and improve literacy. (Strategies from improving the professional quality of teachers)

(6) Read professional journals, books and educational monographs, and communicate with peers. (Strategies from improving the professional quality of teachers)

(7) Regular teaching reflection and summary, understand the gains and losses, adjust the teaching strategy. (Strategies from strengthening teaching reflection)

(8) Regular questionnaire survey, student feedback and other ways to understand the teaching situation. (Strategies from strengthening teaching reflection)

(9) Actively participate in professional training, check their own teaching situation. (Strategies from strengthening teaching reflection)

(10) Actively participate in professional training, learning new ideas, new technologies, new means. (Strategies from enhancing lifelong learning)

(11) Often write teaching reflection, often communicate with peers teaching. (Strategies from enhancing lifelong learning)

(12) Read academic journals and professional books regularly to understand the latest trends of academic development. (Strategies from enhancing lifelong learning)

3) Reading teaching

From the perspective of improving reading teaching, the strategies mainly include strengthening the guidance of reading methods, improving the teaching concept, strengthening the interaction and feedback of teaching, enriching the teaching content, and multiple evaluation of reading teaching. Specific measures are as follow:

(1) Combine text teaching, pay attention to method, skill instruction. (Strategies from enhanced reading methods guidance)

(2) Based on learning situation, pay attention to differences and personalities, effectively teach reading methods. (Strategies from enhanced reading methods guidance)

(3) Make good use of multimedia technology and network resources to enrich teaching methods and reading methods. (Strategies from enhanced reading methods guidance)

(4) Encourage students to actively participate in class discussions and exchanges. (Strategies from enhancing teaching interaction and feedback)

(5) Good at finding problems, timely feedback suggestions. (Strategies from enhancing teaching interaction and feedback)

(6) Practice the principle of dialogue and interaction, and oppose "one-say-all". (Strategies from enhancing teaching interaction and feedback)

(7) Choose reading materials that are diverse, representative, and contemporary. (Strategies from enriching reading teaching content)

(8) Teaching introduces the source of living water, opening up the channel of reading and life. (Strategies from enriching reading teaching content)

(9) Establish the standard system of multiple evaluation reading. (Strategies from multiple evaluative reading)

(10) Reading evaluation should combine process with finality and focus on scores with reading literacy. (Strategies from multiple evaluative reading)

(11) Timely praise and reward students with excellent reading performance. (Strategies from multiple evaluative reading)

4) Campus cultural environment

From the perspective of campus culture, the strategies mainly include strengthening the construction of campus cultural environment, creating a strong reading atmosphere, implementing reading incentive mechanism, and strengthening the linkage between home and school. Specific measures are s follows:

(1) Set up a reading promotion agency composed of school leaders, teachers and student representatives. (Strategies from strengthening the construction of campus culture)

(2) Carry out diversified reading sharing activities. (Strategies from strengthening the construction of campus culture)

(3) Build a reading and communication achievements display platform. (Strategies from strengthening the construction of campus culture)

(4) Carefully create the cultural environment, such as the layout of classrooms, the naming of venues, etc. (Strategies from creating a reading atmosphere)

(5) School leaders and teachers attach great importance to reading and strengthen the sense of the value of reading. (Strategies from creating a reading atmosphere)

(6) Hold reading activities, select reading stars, praise outstanding examples. (Strategies from reinforcement reading incentives)

(7) Multidimensional evaluation of language ability, linking reading with achievement. (Strategies from reinforcement reading incentives)

(8) Set up reading instruction classes, equipped with full-time teachers. (Strategies from reinforcement reading incentives)

(9) Parents' meetings are held regularly to promote the significance and experience of reading. (Strategies from strengthening home-school coordination and

cooperation）

(10) Organize reading activities with parents to encourage parents to participate in their children's reading. (Strategies from strengthening home-school coordination and cooperation）

(11) The family and school pay attention to the cultivation of students' reading habits and abilities. (Strategies from strengthening home-school coordination and cooperation）

5) Family cultural environment

From the perspective of family culture, the strategy mainly includes parents' words and deeds, creating a comfortable family reading environment, encouraging reading, discussion and communication. Specific measures are as follows:

(1) Parents love reading, keep reading, and set an example for their children. (Strategies from parents who teach by example and value reading)

(2) Parents actively participate in their children's reading, and discuss and exchange reading experience with them. (Strategies from parents who teach by example and value reading)

(3) The family has a rich library and is constantly adding new books. (Strategies from creating a comfortable home reading environment）

(4) Create a quiet, bright and comfortable reading environment. (Strategies from creating a comfortable home reading environment）

(5) Create a reading profile for your child and encourage your child to keep reading. (Strategies from creating a comfortable home reading environment）

(6) Encourage children to participate in reading sharing activities and exchange reading experiences with their peers. (From strategies to encourage reading, discussion, and communication）

(7) Parents should be an example of reading communication and discussion. (From strategies to encourage reading, discussion, and communication）

(8) Give your child positive feedback and encouragement to read. (From strategies to encourage reading, discussion, and communication）

6) Social culture

From the perspective of social culture, the strategy mainly includes the

introduction of relevant policies to encourage reading culture, opening reading venues to provide cultural reading, actively carrying out reading activities, creating a reading atmosphere, and encouraging multi-departmental interaction to vigorously support school reading culture. Specific measures are as follows:

(1) Introduce policies, increase investment, build libraries, and add rich books. (Strategies from Rich reading resources)

(2) Create a platform for multiple reading resources. (Strategies from Rich reading resources)

(3) Promote quality reading resources. (Strategies from Rich reading resources)

(4) Relevant departments should strengthen the guidance and support for family reading. (Strategies for systematic learning from strengthened reading methods and experiences)

(5) Strengthen the guidance and training of teachers' reading. (Strategies for systematic learning from strengthened reading methods and experiences)

(6) Actively hold lectures by famous writers to spread excellent reading experience. (Strategies for systematic learning from strengthened reading methods and experiences)

(7) Actively organize public welfare cultural activities to spread reading knowledge and experience. (Strategies from strengthening reading activities)

(8) Organize reading promotion and incentive activities to stimulate students' enthusiasm for reading. (Strategies from strengthening reading activities)

(9) Hold reading contests and display activities to stimulate reading interest. (Strategies from strengthening reading activities)

(10) Relevant departments facilitate home-school cooperation. (Strategies from supporting reading activities in schools)

(11) Support schools and communities to carry out reading activities and create a reading atmosphere. (Strategies from supporting reading activities in schools)

(12) Strengthen the construction and guidance of reading courses, equip professional teachers, and disseminate reading experience and methods. (Strategies from supporting reading activities in schools)

To sum up, this study starts from six dimensions, discusses 23 strategies and 65 implementation measures. The implementation aligns each strategy with its main focus

area and helps to understand ways to promote the sustainable development of reading ability of high school students through various development aspects.

3. Results of Evaluating the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.

The adaptability and feasibility of strategies of 65 measures in 23 aspects on the strategies for sustainable development of Reading ability of high school students in Changsha city was in a high level, and the Feasibility of strategies of 65 measures in 23 aspects on sustainable development of Reading ability of high school students was in a highest level.

1) The analysis results of adaptability of 65 measures in 23 aspects on the strategies for sustainable development of Reading ability of high school students were between 3.59 and 4.62, they were all at a high and highest level, which indicates that the strategies have high or highest adaptability.

2) The analysis results of feasibility of 65 measures in 23 aspects on the strategies for sustainable development of Reading ability of high school students were between 4.29 and 4.62, they were all at a highest level, which indicates that the strategies have high or highest feasibility.

Discussion

From the research results on development of strategies for sustainable development of Reading ability of high school students in Changsha city , the research results can be discussed and classified according to the research objectives into 3 phases as follows:

Phase 1: Results of studying the current situation and expected situation of the enhancing sustainable reading ability of high school students.

Phase 2: Results of developing the strategies for the enhancing sustainable reading ability of high school students.

Phase 3: Results of evaluating the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.

The details of the research discussion were as follow:

1. Results of studying the current situation and expected situation of the enhancing sustainable reading ability of high school students.

In this studying the current situation, expected situation and supporting factors that enhance of sustainable development of Reading ability of high school students,

Studying through a questionnaire survey of the variables in 6 aspects, which were Students' reading accomplishment, teachers' professional accomplishment, reading teaching level, campus cultural environment, family cultural environment and social cultural environment. For Students' reading accomplishment aspect, It could be classified into important variables, including: 1).Have good reading habits. 2) Keep a steady interest in reading, 3) Accumulate reading experience and methods, 4)Participate in some reading exchange activities, 5) Adhere to extracurricular reading, 6)Reading focuses on feeling, experiencing and thinking.For Reading teaching aspect which consisted of important variables, including: 1) I learned effective reading methods and skills in class., 2) Think positively and speak up in class., 3) Emphasis on critical thinking training, and 4) Classroom teaching can effectively improve reading comprehension.

For teachers' professional literacy aspect that had important variables, including: 1) Teachers have good reading and writing literacy, 2)Teachers pay attention to imparting reading experience and methods in teaching, 3)Teachers have advanced reading teaching concepts, 4)Teachers can arouse students' enthusiasm for reading.

For campus cultural environment aspect that could be separated into important variables, including: 1) Whether the school emphasizes the cultivation of students' reading literacy, 2) Whether the school often carries out colorful theme reading activities, 3) Whether the school encourages students to read appropriate extracurricular books, 4) Whether the school creates a good reading atmosphere. For Family culture environment aspect that could be separated into important variables, including: 1) Parents often communicate with their children about reading, 2) The family has a rich collection of books, 3)Parents love reading and encourage reading, 4) Create a good family reading environment. And by results analyzing that have shown the average and standard deviation and needs assessment value of Students' reading accomplishment, teachers' professional accomplishment, reading teaching level, campus cultural environment, family cultural environment and social cultural environment, they was found that they all required development and they were important factors in creating strategies for Reading ability development that was consistent with the following research views of domestic and foreign scholars. From their different perspectives, they emphasize that the above factors play an important role in promoting the sustainable development of students' reading ability. Foreign scholars generally believe that

metacognitive ability is the key factor to improve middle school students' reading literacy. Alexander and Jetton (2020) point out that metacognitive strategies such as prediction, summarization, and self-questioning can significantly improve reading comprehension. Especially in the digital reading environment, students need to master the ability to identify false information, screen important content and comprehensive analysis. Studies have shown that students with higher metacognitive ability perform better in complex texts and are better at adjusting reading strategies to suit different reading goals.The professional quality of teachers directly determines the quality of classroom reading teaching. According to the research of Zhao and Zhang (2021), teachers' teaching ability is significantly correlated with students' reading performance. High quality teachers are more inclined to adopt differentiated teaching strategies to help students overcome reading difficulties. In addition, the teacher's deep understanding of the text and the ability to guide students to think critically can stimulate students to explore the meaning of the text more deeply, thus improving their reading ability.Innovative reading teaching mode can significantly improve students' reading interest and ability. Fisher, Frey, and Hattie (2021) highlight the effectiveness of project-based and cooperative learning models that focus on active student engagement and the development of critical thinking. The study pointed out that in interaction and collaboration, students can better understand the text content, and develop the ability to self-reflect and think independently. The use of digital teaching tools has also significantly enhanced the reading experience for students, especially online discussions and virtual reading communities.Woolley (2019) studied the relationship between campus culture and students' reading ability. He pointed out that a campus culture with a strong reading atmosphere can subtly affect students' reading habits. Schools can create a good reading atmosphere by setting up libraries, carrying out reading sharing activities and encouraging teachers to demonstrate reading behaviors. Research has also shown that a campus culture that values reading can improve students' ability to learn independently and stimulate their long-term interest in reading.Family is the starting point of students' reading ability development. Silinskas and Kikas (2019) found that parents' interest and engagement in reading play a crucial role in students' reading development. Reading with parents can not only enhance children's vocabulary and text comprehension, but also help children form a positive attitude toward reading. Studies

have shown that students who grow up in homes with large libraries and parents who often discuss what they read have significantly higher reading skills than other students.Johnson and Phillips (2022) studied the influence of sociocultural environment on teenagers' reading ability. They found that the atmosphere of social reading advocacy, the service quality of public libraries and the development of community reading activities all significantly affected teenagers' reading habits. By increasing the availability of reading resources and promoting the importance of reading, society can more effectively support the reading development of middle school students. The study highlights that community engagement and government support are critical to building a sustainable reading culture.

2. Results of developing the strategies for the enhancing sustainable reading ability of high school students.

This study puts forward 23 strategies from six aspects: improving students' reading literacy, improving teachers' professional quality, improving reading teaching mode, strengthening the construction of campus cultural environment, strengthening the construction of family cultural environment and strengthening the construction of social cultural environment. Under each strategy, specific implementation measures are proposed, totaling 65 measures. Among them, how to improve students' reading literacy, put forward four strategies, such as accumulating reading experience and methods, cultivating reading habits, stimulating reading interest and strengthening critical thinking training. How to improve the professional quality of teachers, put forward four strategies, such as improving teaching methods, strengthening professional training, strengthening teaching reflection and insisting on lifelong learning. To improve reading teaching, four strategies are put forward, such as strengthening reading method guidance, paying attention to teacher-student interaction and feedback, enriching reading teaching content, and implementing multiple evaluation reading mechanism. How to strengthen the construction of campus culture environment, this paper puts forward four strategies, such as improving the quality of campus culture, creating the campus reading atmosphere, implementing the reading incentive mechanism and strengthening the interaction and cooperation between home and school.How to strengthen the construction of family culture, put forward three strategies, such as parents' word and

example to pay attention to reading, create a comfortable family reading environment, encourage children to actively participate in reading, communication and discussion.How to strengthen the construction of social and cultural environment, it puts forward four strategies, such as providing abundant book resources, strengthening professional guidance of reading, organizing reading activities and supporting school reading activities.

From the results of this research was found that strategies were at a high or highest level to apply. All strategies were important factors for enhancing sustainable development of Reading ability of high school students.

For improving students' reading literacy, Guthrie, J. T., & Wigfield, A. (2017) Guthrie and Wigfield studied the impact of students' self-efficacy and reading motivation on reading ability. They believe that middle school students' reading motivation, including their interest in reading and self-confidence, directly affect their reading ability. Students who have a strong interest in reading and believe they can understand complex texts generally show better reading comprehension and reading scores. Therefore, improving students' intrinsic motivation and self-efficacy is the key to improving reading ability.Guthrie, J. T., & Klauda, S. L. (2018) Guthrie and Klauda explored the impact of students' background knowledge and prior experience on reading comprehension. They found that middle school students' background knowledge (that is, knowledge of relevant topics) significantly affected their ability to understand new reading material. When students have more relevant background knowledge, it is easier to understand and remember the reading material. Therefore, cultivating students' background knowledge is an important way to improve their reading ability.Beers, K. (2021) Beers studied the influence of students' mastery of reading strategies on their reading ability. She believes that mastering effective reading strategies, such as speculation, induction and summary, can significantly promote the reading comprehension ability of middle school students. If students can use these strategies flexibly, they can better cope with various reading tasks and improve their reading ability.These studies show that middle school students' own qualities, such as learning motivation, learning habits, learning interests, background knowledge, reading experience and strategies, will have a significant impact on their reading ability. By improving these qualities, we can effectively promote the development of students' reading ability. The questionnaire survey shows that the current situation of reading literacy of senior high school students in Changsha city is in

the middle level, which is far from the expectation, and appropriate strategies and measures should be taken to improve and enhance it.

For improving the professional quality of teachers, especially the reading and writing quality required for reading teaching, Based on PIRLS data from 2006, 2011 and 2016, Minglei Chen (2019) explored the change in the frequency of teachers' classroom reading teaching activities in Taiwan and the impact of different teaching frequencies on students' reading performance. The study found that teachers frequently conduct reading teaching activities in class, and the improvement of students' reading comprehension ability has a significant positive correlation. In particular, paying attention to the teaching of advanced reading strategies, such as the use of multi-text reading strategies, can effectively improve students' reading literacy. Kim, S., & Park, H. (2023) explored the relationship between teachers' professional competence in reading teaching and students' reading skills. The study found that the higher the professional level of teachers in reading teaching, the more significant the improvement of students' reading skills. In particular, teachers' mastery of reading strategies and effective use of these strategies in teaching can directly promote students' reading comprehension. Smith,R.,& Green,P. (2024). Studies have shown that teachers' beliefs and attitudes towards reading teaching will affect their teaching practice and thus affect the development of students' reading ability. If teachers hold a positive attitude towards reading teaching and adopt effective reading strategies in teaching, such as direct reading strategy guidance (DRI), students' reading comprehension can be significantly improved.Wang,Y.,& Li, Z.(2022).Some studies have found that teachers' own reading literacy level will affect students' reading interest. If teachers have high reading literacy and show their love for reading in teaching, they can stimulate students' interest in reading and improve their reading ability.These studies show that improving teachers' reading literacy and teaching ability has an important impact on the development of students' reading ability.

For improving reading teaching,Liu & Wang (2021) explored the phenomenon of "full classroom irrigation" in reading teaching in middle schools in China, arguing that this teaching mode ignored students' needs for active learning. The research shows that teachers should change the traditional teaching concept, from the transmitter of knowledge to the guide, and create more interactive opportunities. Through group

discussion, role play and other ways, it can effectively promote students' deep understanding of the reading content and improve their thinking ability. Therefore, teachers need to pay more attention to students' subjectivity, avoid a single teaching mode, and encourage students to ask questions and explore independently.Smith and Johnson (2020) analyzed the lack of guidance on teachers' reading skills and pointed out that effective reading teaching is not only about increasing students' reading quantity, but also about developing their reading skills and strategies, such as reasoning, summary and prediction. The research shows that teachers should clearly teach reading methods in teaching and help students form efficient reading habits through systematic training. In this way, students can cope with complex texts more calmly and improve their comprehensive reading ability.Zhang (2022) pointed out that at present, the teaching content of reading in middle schools in China is simple and lacks diversification, which leads to the failure to give full play to students' reading interest and creativity. He suggested that teachers should combine students' interests and design diversified reading materials, including novels, news, science and technology articles, to cultivate students' cross-disciplinary reading ability. Diversified teaching content can not only stimulate students' reading interest, but also cultivate their critical thinking and cross-cultural understanding ability, so as to promote the overall improvement of their reading ability.Harris and McNamara (2019) studied the deficiency of teacher-student interaction in reading teaching, emphasizing that interaction is a key factor to improve students' reading ability. Through dialogue, feedback and collaborative learning between teachers and students, students receive timely support and motivation to improve their understanding and critical thinking. The research points out that the interactive classroom not only helps students to understand the reading content, but also improves their expression and discussion ability.Li and Chen (2023) studied the influence of teaching patterns on students' reading ability, and believed that the prevailing teaching patterns and standardized teaching methods failed to fully consider students' individual differences, resulting in some students' reading interest and ability not being effectively stimulated. The study suggests that teachers should adopt flexible and varied teaching models and conduct individualized teaching according to students' actual reading level and interests. Through differentiated teaching, teachers can better meet the learning needs of students, help them overcome the difficulties in reading, and then improve the

overall reading ability.There are many problems in reading teaching in Changsha urban schools and students have high expectations. It is necessary to adopt the above strategies and measures to improve reading teaching in order to promote the sustainable development of high school students' reading ability.

For strengthening the campus culture construction, Zhao and Liu (2021) studied the impact of campus cultural environment on students' reading ability, pointing out that the construction of campus culture is not only reflected in the improvement of hardware facilities, but also in the creation of cultural atmosphere. Research shows that if the school does not have a clear reading culture orientation, students' reading enthusiasm is often low. Therefore, schools should create a strong reading atmosphere by organizing reading activities, building a bookish campus and setting up a reading reward mechanism, so as to stimulate students' interest in reading and cultivate their reading habits.Hall and Henderson (2020) discussed the role of campus culture on students' academic development, arguing that a school environment full of active reading atmosphere can significantly improve students' academic ability. It is found that by establishing a good campus cultural environment, schools can stimulate students' interest in reading and promote their academic performance. The school culture should encourage students to participate in activities such as book clubs and seminars to develop critical reading and independent thinking skills.Li (2022) pointed out that the attention and guidance of school leaders are crucial to the construction of campus culture. At present, many schools have insufficient understanding of the construction of reading culture, which leads to the lack of corresponding resources and policies. The study suggests that school management should strategically plan the construction of reading culture, provide necessary resources to support it, and regularly evaluate the effects of reading programs. In addition, teachers should play a guiding role in daily teaching, helping students to form scientific reading methods by guiding them to choose suitable books and make reasonable reading plans.Gonzalez and Pierce (2023) examine how the cultural climate of a school influences students' self-directed learning, particularly in reading. Research shows that if the school can form a supportive cultural environment through curriculum integration, extracurricular activities and family cooperation, students will show stronger reading motivation and independent learning ability. Schools should provide students with a diverse range of reading materials and

enhance their engagement and reading comprehension through interactive reading activities.Wang and Zhang (2021) explored how students tend to form blind reading behaviors in the absence of effective guidance and support from campus reading culture. It is found that students lack of reading goals and effective reading strategies often lead to poor reading results. Therefore, schools should provide clear reading guidance for students, and help students establish correct reading concepts and goals by organizing various forms of reading activities, such as reading sharing meetings and parent-child reading. In this way, schools can establish the importance of reading in the minds of students and develop their motivation to keep reading.These studies reveal the profound influence of campus cultural environment construction on the development of students' reading ability, and provide corresponding suggestions for improvement, aiming at stimulating students' reading interest and improving their reading ability through the benign development of campus culture.

For improving the family cultural atmosphere construction,Chen and Liu (2021) studied the influence of family cultural environment on middle school students' reading ability and pointed out that family environment has a profound impact on students' reading interest and ability. Research shows that if parents have good reading habits and rich book resources at home, they can effectively stimulate children's interest in reading. On the contrary, if the family lacks appropriate reading resources or the parents fail to set an example, the child's interest and ability to read will be limited. Therefore, it is suggested that schools and society should actively advocate family construction, encourage parents and children to participate in reading activities together, and create a good family reading atmosphere.Gonzalez and Silva (2020) explored the impact of the home reading environment on students' academic achievement, particularly in terms of the impact of parents' reading behavior on children. The study pointed out that the reading space in the family and the degree of parental involvement are the key factors affecting students' reading ability. Books in the family not only provide students with rich reading resources, but also enhance parent-child relationship through activities such as parent-child reading, and promote children's language development and reading comprehension. Therefore, parents should create an environment full of books and reading activities to ensure that children are able to read without distractions.Baker and Jones (2023) explored the influence of family cultural environment on teenagers' reading

ability, arguing that parents' reading behavior and the establishment of family reading space play a crucial role in the cultivation of teenagers' reading habits. Research shows that parents should not only enrich the family's reading resources by providing suitable reading materials, but also help children understand and enjoy reading through parent-child interaction, reading discussion and other ways. Children who lack the support of family culture tend to perform poorly in school reading tasks, so it is very important to build a family cultural atmosphere.Zhang (2021) discusses the problems existing in family education, arguing that parents' insufficient attention to children's reading, especially the lack of effective reading guidance and guidance, leads to students' lack of interest in reading. The study pointed out that parents should pay attention to cultivating children's interest in reading, and stimulate children's enthusiasm for reading by providing a wealth of books, setting a fixed reading time and encouraging children to share their reading experience. In addition, parents can increase their children's reading time through reading companionship and help them gradually develop good reading habits.These studies show that the family cultural environment has a crucial impact on students' reading ability. By improving the reading resources in the family environment, the participation of parents and the management of children's reading time, the development of students' reading ability can be effectively promoted.

For supporting strengthening the construction of social and cultural environment, Wang and Zhao (2022) analyzed the influence of social and cultural environment on students' reading ability and pointed out that the current social atmosphere is impetuous and utilitarian, which leads to the lack of overall reading atmosphere in society. The research shows that all sectors of society do not attach importance to reading, especially the media and advertising and other forms of information communication focus more on entertainment content, and ignore the importance of reading. The research suggests that the government should strengthen the construction of public reading resources, enhance the social attention to reading, improve the social reading environment by holding social reading activities, adding public libraries, etc., and encourage students and parents to participate in reading.Martin and Stevens (2021) studied the influence of social and cultural background on students' reading habits and argued that the lack of reading atmosphere and reading resources are urgent problems to be solved in the current education system. The research points out that the society

needs to strengthen the public's cognition and participation in reading by establishing a more sound reading incentive mechanism. Specific measures include promoting reading through public platforms and providing more reading resources for low-income families, so as to mobilize the support of the whole society for students' reading.Li and Wang (2023) explored the problem of departmental coordination in the socio-cultural environment, arguing that the lack of social support system seriously affects the development of students' reading ability. The study found that the cooperation between the government, schools and communities is relatively loose and fails to form an effective linkage mechanism, resulting in resources and policies that cannot cover every student in a timely manner. The study suggests that the government should strengthen its support for reading in schools, including subsidizing reading projects in schools, encouraging social enterprises to participate in the construction of reading resources, and creating a more perfect reading culture.Sullivan and Taylor (2020) analyzed the impact of the lack of reading space in the social and cultural environment on students' reading habits. Research shows that the lack of comfortable reading environment, especially the reading space in public places, not only limits students' extracurricular reading opportunities, but also reduces the possibility of all sectors of society to participate in reading activities. The study suggests that the government should invest more funds in the construction of public libraries, cultural centers, etc., so that students can access rich reading resources at any time, and carry out independent reading in a good reading space.Xu (2021) explored the long-term impact of social and cultural environment on teenagers' reading ability, arguing that the current society lacks effective reading activities and incentive mechanisms, resulting in students' lack of lasting interest in reading. Studies have shown that reading activities at the social level, such as book fairs and book festivals, have a significant effect on improving students' reading enthusiasm and participation. The study suggests that schools should actively cooperate with the community to organize more cultural reading activities and form a good atmosphere for the whole society to jointly promote students' reading.These studies show that the influence of social and cultural environment on students' reading ability cannot be ignored. By improving the social and cultural atmosphere, increasing reading resources, incentive mechanism and the construction of public reading space, students' reading interest and ability can be significantly improved.

3. Results of evaluating the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.

Results of evaluating the adaptability and feasibility of the strategies for sustainable development of Reading ability of high school students found that the adaptability and feasibility evaluation results of the strategies were in the high and highest levels, respectively. This result indicated that the strategies were formulated according to academically processes and were systematically evaluated by experts to ensure adaptability and feasibility of the strategies. Strategies evaluation was important step and essential for monitoring and improving strategies. In addition, Strategies evaluation was vital in guiding organizations toward success by providing a framework for assessing the effectiveness of implemented strategies. It helped identify which strategies are yielding desired results and which need refinement. According to Wheelen and Hunger (2022), a well-structured evaluation process enables organizations to align their actions with their long-term goals, ensuring continuous improvement and adaptability in changing environments. Additionally, Kaplan and Norton (2021) argued that strategies evaluations assist in allocating resources more effectively, optimizing performance, and ensuring that organizations remain competitive. By measuring key performance indicators (KPIs), leaders can make data-driven decisions that foster innovation and enhance organizational agility (Porter,2020).Overall, strategic evaluation supports risk management, promotes accountability, and ensures that strategies remain aligned with the external environment and organizational objectives.

Recommendation

General recommendation

In applying strategies that were research results, can be applied at many levels, including:

1. Municipal level: the Municipal should formulate a policy for sustainable development of Reading ability of high school students which was a policy on Reading ability of high school students and apply the strategies from this research to be a guideline for development, which would be beneficial to Senior high school students in their continuous self-development.

2. Educational institution level: institution should be in line with the provincial level policy for sustainable development of Reading ability of high school students and should conduct a five- year development plan. Considering the priorities of this strategies what should be implemented each year and taking strategies towards making an action plan, The formulating of a five-year development plan and annual action plans will ensure that Senior high school students were continuously developed.

3. Practical level: School teaching administrators and high school teachers used the action plan to implement projects and activities to enhance Reading ability of high school students according to the guideline of strategies. It would enable Senior high school students to develop sustainable Reading ability.

Suggestions for further research

1) Conducting the research about comparative studies across different regions or internationally and implement longitudinal research to track the development of Reading ability of high school students over time. These studies will help identify best practices, regional differences, and long-term impacts on Reading ability of high school students growth.

2) Conducting the research about the influence of cultural factors on reading ability, and probes into the role of school, family and social and cultural atmosphere in promoting the sustainable development of students' reading ability. This study will provide insight into how traditional cultural values and modern digital reading tools and resources support the sustainable development of high school students' reading ability.

3) Conducting the research about the relationship between teachers' and students' reading literacy, reading teaching mode and students' reading ability is helpful to further understand the internal law and operating mechanism of reading teaching, and help to further understand the obstacles and prospects of students' reading ability improvement under the background of exam-oriented education, which provides strong strategic support for teachers' teaching and students' reading in the future, and also reveals many new problems that need to be further studied.

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Appendixes

Appendix A

List of Specialists and Letters of Specialists Invitation

for IOC Verification

List of Specialists Invitation for IOC Verification

Name of Experts	Position/Office
1. Assistant Professor Dr. Phadet KaKham	Ph.D. Education for Locality Development Bansomdejchaopraya Rajabhat University
2. Associate Professor Dr. Narongwat Mingmit	Ph.D. Education for Locality Development Bansomdejchaopraya Rajabhat University
3. Associate Professor Dr. Jittawisut Wimuttipanya	Ph.D. Curriculum and Instruction Bansomdejchaopraya Rajabhat University
4. Professor Dr.Li Xue	Doctor of Education, College of Humanities, Hunan University of Science and Technology
5. Associate Professor Dr.Liu Guang Cheng	Doctor of Education, College of Literature, Hunan Normal University

List of Experts Invitation for Strategies Evaluation

The following lists were invited as an evaluation expert to evaluate the adaptability and feasibility of strategies on sustainable development of Reading ability of high school students in Changsha City.

NO.	Name	Position
1	Associate Professor Dr. Jittawisut Wimuttipanya	Ph.D. Curriculum and Instruction of Bansomdejchaopraya Rajabhat University.
2	Associate Professor Dr. Narongwat Mingmit	Ph.D. Education for locality Development of Bansomdejchaopraya Rajabhat University
3	Assistant Professor Dr. Chaiyos Damrongkitkoson	Ph.D. Research and Curriculum Development of Industrial Technology College, King Mongkut's University of Technology North Bangkok
4	Assistant Professor Dr. Phadet KaKham	Ph.D. Education for locality Development of Bansomdejchaopraya Rajabhat University
5	Assistant Professor Dr. Sarayut Setthakhoncharoen	Ph.D. Educational Administration of Bansomdejchaopraya Rajabhat University

List of Experts for Interview

Name of Experts	Position/Office
1. Professor Dr.Huang YaoHong	Doctor of Education, College of Literature, Hunan Normal University
2. Professor Dr.LiuJian Qiong	Director of Hunan Institute of Education Science
3.Professor Dr.Wu Tou Wen	Doctor of Literature, College of Humanities, Hunan University of Science and Technology
4.Professor Dr.Li Xue	Doctor of Education, College of Humanities, Hunan University of Science and Technology
5.Associate Professor Dr.Liu Guang Cheng	Doctor of Education, College of Literature, Hunan Normal University
6.Professor Dr.Chen An Rong	Hunan Institute of Science and Technology
7.Professor Dr.Liu Changhua	Doctor of Literature, College of Literature, Hunan University
8.Professor Dr.Luo ZongYu	Dean of the College of Literature, Hunan University, Doctor of Literature
9.Professor Dr.YangDao Lin	Doctor of Arts, College of Arts, Central China Normal University
10.Profess orWang Liang	Vice Principal, Yali Middle School, Changsha, Hunan Province
11.Associate professor Zhang Shi Cheng	Senior teacher, Yali Middle School, Changsha, Hunan Province
12. Professor Huang ShangXi	Hunan governor ChangSha geology middle school language education expert

List of Experts for Focus Group Discussion

Name of Experts	Position/Office
1.Professor Dr.Huang YaoHong	Doctor of Education, College of Literature, Hunan Normal University
2.Professor Dr.LiuJian Qiong	Director of Hunan Institute of Education Science
3.Professor Dr.Wu Tou Wen	Doctor of Literature, College of Humanities, Hunan University of Science and Technology
4.Professor Dr.Li Xue	Doctor of Education, College of Humanities, Hunan University of Science and Technology
5.Associate Professor Dr.Liu Guang Cheng	Doctor of Education, College of Literature, Hunan Normal University
6.Professor Dr.Chen An Rong	Hunan Institute of Science and Technology
7.Professor Dr.Liu Changhua	Doctor of Literature, College of Literature, Hunan University
8.Professor Dr.Luo ZongYu	Dean of the College of Literature, Hunan University, Doctor of Literature
9.Professor Dr.YangDao Lin	Doctor of Arts, College of Arts, Central China Normal University
10.Professor Wang Liang	Vice Principal, Yali Middle School, Changsha, Hunan Province
11.Associate professor Zhang Shi Cheng	Senior teacher, Yali Middle School, Changsha, Hunan Province
12. Professor Huang ShangXi	Hunan governor ChangSha geology middle school language education expert

Appendix B Official Letter

MHESI 0643.14/ว.๒๔๕๗

Bansorndejchaopraya
Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

02 Aug 2024

Subject: Invitation to validate research instrument
Dear   Assoc Professor Dr.Narongwat Mingmit Ph.D. Education for Locality
             Development Bansomdejchaopraya Rajabhat University

Mr.Xu Changcai is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Development of Strategies for EnhancingSustainable reading ability of high school students" under the supervision of the following thesis advisory ommittee:

1. Assistant Professor Dr. Phisanu Bangkheow Major Advisor
2. Assistant Professor Dr. Phatchareephorn Bangkheow Co-Advisor
3. Dr.Pawich Pholngam Co-Advisor

The thesis advisory committee recognizes your expertise in field education and believes that your recommendations would be invaluable for the further refinement of this research instrument.

With your specialized knowledge, we kindly request your assistance in validating the attached research instrument. In this regard, we would like to take this opportunity to express our deepest gratitude and appreciation for your support.

Yours faithfully

(Asst. Prof. Dr.Tanaput Chancharoen)
Vice Dean of Graduate School for Dean of Graduate School

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MHESI 0643.14/ ว.2447

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Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

02 Aug 2024

Subject: Invitation to validate research instrument
Dear   Assistant Professor Dr. Phadet KaKham Ph.D. Education for Locality
             Development Bansomdejchaopraya Rajabhat University

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Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok, Thailand
10600

02 Aug 2024

Subject: Invitation to validate research instrument

Dear   Assistant Professor Dr. Jittawisut Wimuttipanya Ph.D. Curriculum and Instruction

Bansomdejchaopraya Rajabhat University

Mr.Xu Changcai is a graduate student in the Doctor of Philosophy Program in Educational
Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University.
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Rajabhat University
1061 Soi Itsaraphap 15,
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Thonburi, Bangkok, Thailand
10600

02 Aug 2024

Subject: Invitation to validate research instrument
Dear   Professor Dr. Li Xue

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Thonburi, Bangkok, Thailand
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Ref.No. MHESI 0643.14/ 1588

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear   Professor Huang ShangXi

Mr. Xu Changcai is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Strategies for Enhancing Sustainable reading ability of high school students", supervised by the thesis advisory committee as follows.

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Bansomdejchaopraya
Rajabhat University
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Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear   Associate professor Zhang Shi Cheng

Mr. Xu Changcai is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Strategies for Enhancing Sustainable reading ability of high school students", supervised by the thesis advisory committee as follows.

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Ref.No. MHESI 0643.14/1586

Bansomdejchaopraya
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Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear   Profess Dr.Wang Liang

　　　　Mr. Xu Changcai is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Strategies for Enhancing Sustainable reading ability of high school students", supervised by the thesis advisory committee as follows.

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July 2024

Subject: Invitation to interview
Dear   Professor Dr.YangDao Lin

Mr. Xu Changcai is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Strategies for Enhancing Sustainable reading ability of high school students", supervised by the thesis advisory committee as follows.

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July 2024

Subject: Invitation to interview
Dear   Professor Dr.Luo ZongYu

     Mr. Xu Changcai is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Strategies for Enhancing Sustainable reading ability of high school students", supervised by the thesis advisory committee as follows.

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Rajabhat University
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Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview

Dear   Professor Dr.Liu Changhua

        Mr. Xu Changcai is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Strategies for Enhancing Sustainable reading ability of high school students", supervised by the thesis advisory committee as follows.

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July 2024

Subject: Invitation to interview
Dear   Professor Dr.Chen An Rong

Mr. Xu Changcai is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Strategies for Enhancing Sustainable reading ability of high school students", supervised by the thesis advisory committee as follows.

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Bansomdejchaopraya
Rajabhat University
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Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear   Associate Professor Dr.Liu Guang Cheng

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Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear   Professor Dr.Li Xue

Mr. Xu Changcai is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Strategies for Enhancing Sustainable reading ability of high school students", supervised by the thesis advisory committee as follows.

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Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear   Professor Dr.Wu Tou Wen

　　　　Mr. Xu Changcai is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Strategies for Enhancing Sustainable reading ability of high school students", supervised by the thesis advisory committee as follows.

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Ref.No. MHESI 0643.14/ 1578

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear   Professor Dr.LiuJian Qiong

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Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview

Dear   Professor Dr.Huang YaoHong

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Ref.No. MHESI 0643.14/1600

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Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear   Professor Dr.Huang YaoHong
Attachment: A focus group discussion schedule

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Attachment: A focus group discussion schedule

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Ref.No. MHESI 0643.14/ 1578

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Thonburi Bangkok 10600

July 2024

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July 2024

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Ref.No. MHESI 0643.14/1596

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Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

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Dear   Associate Professor Dr.Liu Guang Cheng
Attachment: A focus group discussion schedule

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Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear   Professor Dr.Chen An Rong
Attachment: A focus group discussion schedule

     Mr. Xu Changcai is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Strategies for Enhancing Sustainable reading ability of high school students", supervised by the thesis advisory committee as follows.

    1. Assistant Professor Dr. Phisanu Bangkheow   Major Advisor
    2. Assistant Professor Dr. Phatchareephorn Bangkheow   Co-Advisor
    3. Dr. Pawich Pholngam   Co-Advisor

    The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for his research.

    Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

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Ref.No. MHESI 0643.14/1594

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1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear   Professor Dr.Liu Changhua
Attachment: A focus group discussion schedule

      Mr. Xu Changcai is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Strategies for Enhancing Sustainable reading ability of high school students", supervised by the thesis advisory committee as follows.

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    2. Assistant Professor Dr. Phatchareephorn Bangkheow   Co-Advisor

    3. Dr. Pawich Pholngam   Co-Advisor

      The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for his research.

      Thank you for your kind considerations.

Yours faithfully,

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Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Professor Dr.Luo ZongYu
Attachment: A focus group discussion schedule

Mr. Xu Changcai is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Strategies for Enhancing Sustainable reading ability of high school students", supervised by the thesis advisory committee as follows.

1. Assistant Professor Dr. Phisanu Bangkheow   Major Advisor
2. Assistant Professor Dr. Phatchareephorn Bangkheow   Co-Advisor
3. Dr. Pawich Pholngam   Co-Advisor

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for his research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

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Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear   Professor Dr.YangDao Lin
Attachment: A focus group discussion schedule

     Mr. Xu Changcai is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Strategies for Enhancing Sustainable reading ability of high school students", supervised by the thesis advisory committee as follows.

    1. Assistant Professor Dr. Phisanu Bangkheow   Major Advisor
    2. Assistant Professor Dr. Phatchareephorn Bangkheow   Co-Advisor
    3. Dr. Pawich Pholngam   Co-Advisor

     The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for his research.

     Thank you for your kind considerations.

Yours faithfully,

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Ref.No. MHESI 0643.14/1591

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Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear   Professor Wang Liang
Attachment: A focus group discussion schedule

Mr. Xu Changcai is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Strategies for Enhancing Sustainable reading ability of high school students", supervised by the thesis advisory committee as follows.

1. Assistant Professor Dr. Phisanu Bangkheow   Major Advisor
2. Assistant Professor Dr. Phatchareephorn Bangkheow   Co-Advisor
3. Dr. Pawich Pholngam   Co-Advisor

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for his research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chancharoen
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Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear   Associate professor Zhang Shi Cheng
Attachment: A focus group discussion schedule

Mr. Xu Changcai is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Strategies for Enhancing Sustainable reading ability of high school students", supervised by the thesis advisory committee as follows.

1. Assistant Professor Dr. Phisanu Bangkheow   Major Advisor
2. Assistant Professor Dr. Phatchareephorn Bangkheow Co-Advisor
3. Dr. Pawich Pholngam   Co-Advisor

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for his research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

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Ref.No. MHESI 0643.14/ 1571

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Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear   Professor Huang ShangXi
Attachment: A focus group discussion schedule

Mr. Xu Changcai is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Development of Strategies for Enhancing Sustainable reading ability of high school students", supervised by the thesis advisory committee as follows.

1. Assistant Professor Dr. Phisanu Bangkheow   Major Advisor
2. Assistant Professor Dr. Phatchareephorn Bangkheow   Co-Advisor
3. Dr. Pawich Pholngam   Co-Advisor

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for his research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

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Thonburi, Bangkok, Thailand
10600

30 August, 2024

Subject   Invitation to participate in the strategic assessment as an expert
Dear   Assistant Professor Dr. Sarayut Setthakhoncharoen Ph.D. Education for Locality
             Development Bansomdejchaopraya Rajabhat University
Attachment   Evaluation sheets

      Mr.Xu Chang Cai is a graduate student in the Doctor of Philosophy Program in
Educational Management for Sustainable Development program of Bansomdejchaopraya
Rajabhat University. He is conducting research entitled "Development of Strategies for Enhancing
Substainable reading ability of high school students" under the supervision of the following
thesis advisory committee:

          1.Assistant Professor Dr.Phisanu Bangkheow   Major Advisor
          2.Assistant Professor Dr.Phatchareephorn Bangkheow   Co-Advisor
          3.Dr.Pawich Pholngam   Co-Advisor

      The primary focus of this research is to study the main influencing factors of the
sustainable development of high school students' reading ability and formulate the main
strategies to promote the sustainable development of high school students' reading ability.
In light of your expertise in this area, the Graduate School cordially invites you to serve as an
expert reviewer for the in-depth examination of the strategies under consideration and to
provide feedback on these strategies. Your insights will be instrumental in promoting the
development of sustainable reading ability strategies for high school students. We sincerely
value your time and consideration of this request.

      Thank you for your kind considerations.

Yours faithfully

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Thonburi, Bangkok, Thailand
10600

30 August, 2024

Subject   Invitation to participate in the strategic assessment as an expert
Dear   Assistant Professor Dr. Phadet KaKham Ph.D. Education for Locality Development
              Bansomdejchaopraya Rajabhat University
Attachment   Evaluation sheets

       Mr.Xu Chang Cai is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Development of Strategies for Enhancing Substainable reading ability of high school students" under the supervision of the following thesis advisory committee:

          1.Assistant Professor Dr.Phisanu Bangkheow   Major Advisor
          2.Assistant Professor Dr.Phatchareephorn Bangkheow   Co-Advisor
          3.Dr.Pawich Pholngam   Co-Advisor

       The primary focus of this research is to study the main influencing factors of the sustainable development of high school students' reading ability and formulate the main strategies to promote the sustainable development of high school students' reading ability. In light of your expertise in this area, the Graduate School cordially invites you to serve as an expert reviewer for the in-depth examination of the strategies under consideration and to provide feedback on these strategies. Your insights will be instrumental in promoting the development of sustainable reading ability strategies for high school students. We sincerely value your time and consideration of this request.

       Thank you for your kind considerations.

Yours faithfully

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Thonburi, Bangkok, Thailand
10600

30 August, 2024

Subject   Invitation to participate in the strategic assessment as an expert
Dear   Assistant Professor Dr. Chaiyos Damrongkitkoson Ph.D. Education for Locality
             Development Bansomdejchaopraya Rajabhat University
Attachment   Evaluation sheets

    Mr.Xu Chang Cai is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Development of Strategies for Enhancing Substainable reading ability of high school students" under the supervision of the following thesis advisory committee:

     1.Assistant Professor Dr.Phisanu Bangkheow   Major Advisor
     2.Assistant Professor Dr.Phatchareephorn Bangkheow Co-Advisor
     3.Dr.Pawich Pholngam   Co-Advisor

    The primary focus of this research is to study the main influencing factors of the sustainable development of high school students' reading ability and formulate the main strategies to promote the sustainable development of high school students' reading ability. In light of your expertise in this area, the Graduate School cordially invites you to serve as an expert reviewer for the in-depth examination of the strategies under consideration and to provide feedback on these strategies. Your insights will be instrumental in promoting the development of sustainable reading ability strategies for high school students. We sincerely value your time and consideration of this request.

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Thonburi, Bangkok, Thailand
10600

30 August, 2024

Subject   Invitation to participate in the strategic assessment as an expert

Dear   Assistant Professor Dr.Narongwat Mingmit Ph.D. Education for Locality
             Development Bansomdejchaopraya Rajabhat University

Attachment   Evaluation sheets

    Mr.Xu Chang Cai is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Development of Strategies for Enhancing Substainable reading ability of high school students" under the supervision of the following thesis advisory committee:

1.Assistant Professor Dr.Phisanu Bangkheow	Major Advisor
2.Assistant Professor Dr.Phatchareephorn Bangkheow	Co-Advisor
3.Dr.Pawich Pholngam	Co-Advisor

    The primary focus of this research is to study the main influencing factors of the sustainable development of high school students' reading ability and formulate the main strategies to promote the sustainable development of high school students' reading ability. In light of your expertise in this area, the Graduate School cordially invites you to serve as an expert reviewer for the in-depth examination of the strategies under consideration and to provide feedback on these strategies. Your insights will be instrumental in promoting the development of sustainable reading ability strategies for high school students. We sincerely value your time and consideration of this request.

    Thank you for your kind considerations.

Yours faithfully

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Thonburi, Bangkok, Thailand
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30 August, 2024

Subject   Invitation to participate in the strategic assessment as an expert
Dear   Assistant Professor Dr. Jittawisut Wimuttipanya Ph.D. Education for Locality
            Development Bansomdejchaopraya Rajabhat University
Attachment   Evaluation sheets

        Mr.Xu Chang Cai is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "Development of Strategies for Enhancing Substainable reading ability of high school students" under the supervision of the following thesis advisory committee:

        1.Assistant Professor Dr.Phisanu Bangkheow   Major Advisor
        2.Assistant Professor Dr.Phatchareephorn Bangkheow   Co-Advisor
        3.Dr.Pawich Pholngam   Co-Advisor

        The primary focus of this research is to study the main influencing factors of the sustainable development of high school students' reading ability and formulate the main strategies to promote the sustainable development of high school students' reading ability. In light of your expertise in this area, the Graduate School cordially invites you to serve as an expert reviewer for the in-depth examination of the strategies under consideration and to provide feedback on these strategies. Your insights will be instrumental in promoting the development of sustainable reading ability strategies for high school students. We sincerely value your time and consideration of this request.

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Yours faithfully

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Appendix C
Research Instrument

A questionnaire on current situation and expected situation of reading ability development of high school students

(For Students)

Direction:

     1. The purpose of this questionnaire is to study the current situation of Chinese reading ability development of high school students . It was as part of a doctoral dissertation of Educational Management for Sustainable Development in Bansomdejchaopraya Rajabhat University, Thailand. that research objectives including:

    1) To Study the current situation and expected situation of the enhancing sustainable reading ability of high school students.

    2) To develop the strategies for the enhancing sustainable reading ability of high school students.

    3) To Evaluate the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.

     2. This questionnaire is designed for high school students. It was divided into 4 part 30 sub-assessment items, and recommendations.

     3. Your responses to the questionnaire will help develop management strategies to enhance sustainable reading ability among high school students. Responding to this questionnaire will have no impactper you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

    Thank you for your cooperation in answering this questionnaire.

Xu Changcai

student of Educational Management for Sustainable Development,

Bansomdejchaopraya Rajabhat University, Thailand.

Part I Information on the identity of students

1. Gender:

① □ male   ② □ female

2. Grade:

① □ First grade   ② □ Second grade   ③ □ Third grade

Part II Questionnaire on the current situation and expected situation of reading ability development in high school students.

Direction: Please read the following items carefully (questions 1-22) and consider to choose the one of five level that is based on your actual situation according to that qualifications in Current situations section, and choose the one of five level that you should be or have for promoting your readingability development in Expected situations, details as belows ;

1 = lowest level,   2 = low level,   3 = moderate level,

4 = high level,   5 = highest level

Assessment Items	Current situations					Expected situations				
	1	2	3	4	5	1	2	3	4	5
High school students										
1. Have good reading habits.										
2. Keep a steady interest in reading.										
3.Accumulate reading experience and methods.										
4. Participate in some reading exchange activities.										
5.Adhere to extracurricular reading										
6. Reading focuses on feeling, experiencing and thinking.										
Reading teaching										
7.I learned effective reading methods and skills in class										
8. Think positively and speak up in class										
9.Emphasis on critical thinking training										
10. Classroom teaching can										

Assessment Items	Current situations					Expected situations				
	1	2	3	4	5	1	2	3	4	5
effectively improve reading comprehension		๒๔๖								
Teacher accomplishment										
11. Teachers have good literacy										
12.Teachers pay attention to imparting reading experience and methods in teaching.										
13.Teachers have advanced reading teaching concepts										
14.Teachers can arouse students' enthusiasm for reading										
Campus cultural environment										
15. Whether the school emphasizes the cultivation of students' reading literacy.										
16. Whether the school often carries out colorful theme reading activities.										
17. Whether the school encourages students to read appropriate extracurricular books.										
18.Whether the school creates a good reading atmosphere										
Family culture environment										
19.Parents often communicate with their children about reading.										
20. The family has a rich collection of books.										
21.Parents love reading and										

Assessment Items	Current situations					Expected situations				
	1	2	3	4	5	1	2	3	4	5
encourage reading.		๒๕๓								
22.Create a good reading environment										
Social culture environment										
23.Whether the impetuous and utilitarian social atmosphere will affect students' reading										
24.Whether the values of heavy material and light spirit will affect students' reading										
25.Whether e-reading and multimedia reading will affect the improvement of students' reading ability										
26.The relevant departments of society create a good reading atmosphere										

Thank you again for your participation and wish you all the best!

Interview Form

The factors enhancing sustainable reading ability of high school students
(For Experts)

Direction:

1. This interview form would like to study about the factors enhancing sustainable reading ability of high school students. It was as part of a doctoral dissertation of Educational Management for Sustainable Development in Bansomdejchaopraya Rajabhat University, Thailand. that research objectives including:

1) To Study the current situation and expected situation of the enhancing sustainable reading ability of high school students.

2) To develop the strategies for the enhancing sustainable reading ability of high school students.

3) To Evaluate the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.

2. This Interview form was designed for experts to review. It was divided into 2 part 7 questions and recommendations.

3. Your comments on interview form will be useful for the development of management strategies to promote sustainable development reading ability among high school students. Responding to this questionnaire will have no impact per you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

Thank you for your cooperation in answering this interview form.

Xu Changcai

student of Educational Management for Sustainable Development,

Bansomdejchaopraya Rajabhat University, Thailand.

Part I Information on the identity

Name: ....

Position/ Position: ....

Name of school /institution: ....

Part II The factors promoting sustainable development reading ability of high school students

About high school students factors
1.According to the actual situation of Chinese reading ability training of senior high school students in Changsha City, what do you think students should do to effectively promote the sustainable development of their Chinese reading ability? Please briefly present some targeted strategies or initiatives and explain them appropriately. ....
2. In your opinion, what personal factors in high school students' reading will affect the improvement and development of their reading ability? Please explain briefly. ....
High school teacher factors
3. According to the current situation of Chinese reading ability training of senior high school students in Changsha urban schools, what do you think Chinese teachers should do to effectively promote the improvement and development of students' reading ability? Please suggest some targeted strategies or initiatives and explain them appropriately.
High school teacher factors
....

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Reading teaching factors

4. According to the current situation of Chinese reading ability cultivation of senior high school students in Changsha urban schools, from the perspective of classroom teaching, what do you think classroom teaching should do to promote the sustainable development of students' reading ability? Please propose specific strategies or measures.

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5. What factors do you think will affect the sustainable development of students' reading ability in Chinese classroom? Please explain briefly.

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Campus cultural environment factors

6. According to the current situation of Chinese reading ability cultivation of senior high school students in Changsha City, from the perspective of campus culture construction, what strategies or measures do you think schools should take to effectively promote the sustainable development of senior high school students' reading ability? Please answer briefly and explain.

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Family cultural environment factors

7. According to the current situation of Chinese reading ability cultivation of senior

high school students in Changsha urban schools, from the perspective of family culture construction, what strategies or measures do you think families should take to effectively promote the sustainable development of senior high school students' reading ability? Please answer briefly and explain.

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Social cultural environment factors

8.According to the current situation of Chinese reading ability cultivation of senior high school students in Changsha City, and from the perspective of social reading atmosphere, what strategies or measures do you think relevant social departments should take to effectively promote the sustainable development of senior high school students' reading ability? Please answer briefly and explain.

| |
| |
| |

suggestions. ....

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Assessment form for validity of questionnaire of the current situation and expected situation of reading ability development in high school students.

(For Experts)

Direction:

      1. This assessment form for validity of questionnaire of the current situation in the reading ability development of high school students is form for experts to consider the consistency of the questionnair and take suggestion. It was as part of a doctoral dissertation of Educational Management for Sustainable Development in Bansomdejchaopraya Rajabhat University, Thailand. that research objectives including:

      1) To Study the current situation and expected situation of the enhancing sustainable reading ability of high school students.

      2) To develop the strategies for the enhancing sustainable reading ability of high school students.

      3) To Evaluate the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.

      2. This assessment form for validity of questionnaire was divided into 2 part ,48questions and suggestion.

      3. Your comments on assessment form for validity of questionnaire will be useful for the development of management strategies to promote sustainable development reading ability among high school students. Responding to this questionnaire will have no impact per you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

    Thank you for your cooperation in answering this interview form.

Xu Chang Cai

student of Educational Management for Sustainable Development,

Bansomdejchaopraya Rajabhat University, Thailand.

Part I Information on the identity

Name: ……………………………………………………………………………………

Position/ Position: ………………………………………………………………….

Name of school /institution: ………………………………………………….

Part II This assessment form for validity of questionnaire of the current situation in the reading ability development of high school students

Directions:

Please consider the consistency of the factors of the current situation in the reading ability development of high school students. After considering it, please check in the corresponding box. Use the following criteria for consideration.

Rating is +1. There is an opinion that "Corresponds to definition."

Rating is 0. There is an opinion that "Not sure it corresponds to definition."

Rating is -1. There is an opinion that "Inconsistent with definition."

A: Questionnaire of Current situation about components of reading ability development of students in high schools

Factors	Questions	Assessment result			Remarks
		-1	0	1	
Reading consciousness	1.Understand the meaning and value of reading.				
	2. Reading has a conscious purpose and planning.				
	2. Recognize your reading strengths and weaknesses.				
Reading experience	4. Have some reading experience.				
	5. Have some reading experience.				
	6. Participate in some reading exchange activities etc.				
Reading interest Reading habit	7. Love reading, have good reading habits.				
Reading interest	8. Be able to take the initiative to				

Reading habit	carry out extracurricular reading .				
	9. Have their favorite authors and works.				
	10. I can arrange my time and keep reading.				
	11. Reading focuses on feeling, experiencing and thinking.				
	12. I like to explore the meaning and characteristics of my works.				
Reading teaching	13. Have you learned effective reading experience, methods and skills in class.				
	14. How often do you think about teaching and explore problems simultaneously.				
	15. Can classroom teaching improve your reading comprehension .				
Teacher accomplishment	16. Whether the teacher loves reading and writing.				
	17. Whether teachers pay attention to imparting reading experience and methods in teaching.				
Campus cultural environment	18. Whether the teachers' reading teaching concepts and methods are advanced.				
Campus cultural environment	19. Whether the school emphasizes the cultivation of students' reading literacy..				
	20. Whether the school often carries out colorful theme reading				

	activities.				
	21. Whether the school encourages students to read appropriate extracurricular books..				
Family cutural environment	22. Families pay attention to reading.				
	23. The family has a rich collection of books.				
	24. Parents formed the habit of reading.				

Suggestions

....

....

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....

Assessment form for validity of Interview Form the factors enhaning sustainable development reading ability of high school students
(For Experts)

Direction:

      1. This assessment form for validity of interview form of the factors enhancing sustainable development reading ability of high school students is form for experts to consider the consistency of the interview form and take suggestions. It was as part of a doctoral dissertation of Educational Management for Sustainable Development in Bansomdejchaopraya Rajabhat University, Thailand. that research objectives including:

1) To Study the current situation and expected situation of the enhancing sustainable reading ability of high school students.

2) To develop the strategies for the enhancing sustainable reading ability of high school students.

3) To Evaluate the adaptability and feasibility of the strategies for the enhancing sustainable reading ability of high school students.

2. This assessment form for validity of questionnaire was divided into 4 part 8 questions and suggestion.

3. Your comments on assessment form for validity of interview form will be useful for the development of management strategies to promote sustainable development reading ability among high school students. Responding to this assessment form will have no impact per you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

Thank you for your cooperation in answering this assessment form for validity.

Xu Changcai

student of Educational Management for Sustainable Development,

Bansomdejchaopraya Rajabhat University, Thailand.

Part I Information on the identity

Name: ………………………………………………………………………………

Position/ Position: ……………………………………………………………….

Name of school /institution: …………………………………………………

Part II Assessment form for validity of interview form of the factors promoting sustainable development reading ability of high school students

Directions:

Please consider the consistency of the factors of the factors promoting sustainable development reading ability of high school students and check in the corresponding box. Use the

following criteria for consideration.

Rating is +1. There is an opinion that "Corresponds to definition."

Rating is 0. There is an opinion that "Not sure it corresponds to definition."

Rating is -1. There is an opinion that "Inconsistent with definition."

Factors	Questions	Assessment result			Remarks
		1	0	1	
About high school students factors	1. According to the actual situation of Chinese reading ability training of senior high school students in Changsha City, what do you think students should do to effectively promote the sustainable development of their Chinese reading ability? Please briefly present some targeted strategies or initiatives and explain them appropriately.				
	2. In your opinion, what personal factors in high school students' reading will affect the improvement and development of their reading ability? Please explain briefly.				
About Chinese teachers factors	3. According to the current situation of Chinese reading ability training of senior high school students in Changsha urban schools, what do you think Chinese teachers should do to effectively promote the improvement and development of students' reading ability? Please suggest some targeted strategies or initiatives and explain them appropriately.				

About classroom teaching factors	4. According to the current situation of Chinese reading ability cultivation of senior high school students in Changsha urban schools, from the perspective of classroom teaching, what do you think classroom teaching should do to promote the sustainable development of students' reading ability? Please propose specific strategies or measures.				
	5. What factors do you think will affect the sustainable development of students' reading ability in Chinese classroom? Please explain briefly.				
About campus culture environment factors	6.According to the current situation of Chinese reading ability cultivation of senior high school students in Changsha City, from the perspective of campus culture construction, what strategies or measures do you think schools should take to effectively promote the sustainable development of senior high school students' reading ability? Please answer briefly and explain.				
About family culture environment factors	7.According to the current situation of Chinese reading ability cultivation of senior high school students in Changsha urban schools, from the perspective of family culture construction, what strategies or				

	measures do you think families should take to effectively promote the sustainable development of senior high school students' reading ability? Please answer briefly and explain.				
About social culture environment factors	8.According to the current situation of Chinese reading ability cultivation of senior high school students in Changsha City, and from the perspective of social reading atmosphere, what strategies or measures do you think relevant social departments should take to effectively promote the sustainable development of senior high school students' reading ability? Please answer briefly and explain.				

Suggestions

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Sign...Assessor

(...)

Date........../................./.............

Evaluation Form for strategies on Sustainable development of Reading ability of high school students

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Direction:

1. This evaluation form for validity of interview form of the factors development of strategies for sustainable development of Reading ability of high school students is form for experts to consider the consistency of the questionnaire and take suggestion. It was as part of a doctoral dissertation of educational administration in Bansomdejchaopraya Rajabhat University, Thailand. The objectives of this research were to explore the components of sustainable development of Reading ability of high school students, and to develop the strategies for sustainable development of Reading ability of high school students, and to evaluate the strategies for sustainable development of Reading ability of high school students.

2. This questionnaire validity evaluation form is centered around 23 aspects, including all strategies.

3. Your comments on evaluation form for validity of interview form will be useful for the development of management strategies to promote development of strategies for sustainable development of Reading ability of high school students in Changsha City. Responding to this questionnaire will have no impact per you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

Thank you for your cooperation in answering this evaluation form for validity.

Mr. XuChangcai

Bansomdejchaopraya Rajabhat University

Instruction:

The tool used this time is a questionnaire to evaluate strategies for sustainable development of Reading ability of high school students.

Please consider the questionnaire to evaluate all aspects of strategies for sustainable development of Reading ability of high school students.

Please check each comment box, the score is as follows:

5 indicates the highest adaptability and feasibility.

4 indicates high adaptability and feasibility.

3 indicates moderate adaptability and feasibility.

2 indicates low adaptability and feasibility;

1 indicates the lowest adaptability and feasibility.

Evaluation checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
Strategies of accumulating reading experience										
1. Combined with text learning, master reading skills.										
2. Learning from teachers, focusing on reflection, sorting out reading methods, skills and strategies.										
3. Make a point of taking notes and reading comments.										
Strategies of Cultivating reading habit										
4. Read regularly, take notes, and think actively.										
5.Reading should be clear about the goal, time, and plan.										
Strategies of Cultivating interest in reading										
6. Actively participate in reading sharing activities.										

Evaluation checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
7. Choose reading materials independently and carry out personalized reading.										
8. Discover your interest in reading.										
Strategies of Strengthening critical thinking.										
9. Good at questioning, multidimensional analysis of problems, evaluation of textual views.										
10. Think independently, do not follow the trend, do not follow blindly.										
11. Deep thinking, good at connection and reasoning.										
Strategies of Improving teaching methods										
12. Based on the learning situation, respect for differences, teaching according to aptitude.										
13. Study humbly, the courage to explore, actively participate in teaching discussion.										
14. It is necessary to carry out stratified teaching, differentiated evaluation and personalized guidance.										
Strategies of Enhancing professional quality										
15. Strengthen professional study, have a wide range of knowledge and profound professional accomplishment.										
16. Make plans to read more and improve literacy.										
17. Read professional journals, books and educational monographs, and communicate with peers										
Strategies of strengthening self-reflection										

Evaluation checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
18. Regular teaching reflection and summary, understand the gains and losses, adjust the teaching strategy.										
19. Regular questionnaire survey, student feedback and other ways to understand the teaching situation.										
20. Actively participate in professional training, check their own teaching situation.										
Strategies of Continuous learning										
21. Actively participate in professional training, learning new ideas, new technologies, new means.										
22. Often write teaching reflection, often communicate with peers teaching.										
23. Read academic journals and professional books regularly to understand the latest trends of academic development.										
Strategies of strengthening reading methods guidance										
24. Combine text teaching, pay attention to method, skill instruction.										
25. Based on learning situation, pay attention to differences and personalities, effectively teach reading methods.										
26. Make good use of multimedia technology and network resources to enrich teaching methods and reading methods.										
Strategies of Focusing on interaction and feedback										
27. Encourage students to actively participate in class discussions and exchanges.										

Evaluation checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
28.Good at finding problems, timely feedback suggestions.										
29. Practice the principle of dialogue and interaction, and oppose "one-say-all".										
Strategies of Enriching the content of reading teaching										
30. Choose reading materials that are diverse, representative, and contemporary.										
31. Teaching introduces the source of living water, opening up the channel of reading and life.										
Implement multiple evaluation reading strategy										
32. Establish the standard system of multiple evaluation reading.l.										
33. Reading evaluation should combine process with finality and focus on scores with reading literacy.										
34. Timely praise and reward students with excellent reading performance										
Strategies of strengthening the construction of campus culture										
35. Set up a reading promotion agency composed of school leaders, teachers and student representatives.										
36.Carry out diversified reading sharing activities.										
37. Build a reading and communication achievements display platform.										
Strategies of Creating a reading atmosphere										

Evaluation checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
38.Carefully create the cultural environment, such as the layout of classrooms, the naming of venues, etc.										
39.School leaders and teachers attach great importance to reading and strengthen the sense of the value of reading.										
Strategies of Implementing reading incentive mechanism										
40. Hold reading activities, select reading stars, praise outstanding examples										
41. Multidimensional evaluation of language ability, linking reading with achievement.										
42. Set up reading instruction classes, equipped with full-time teachers.										
Strategies of strengthening home-school cooperation.										
43.Organize reading activities with parents to encourage parents to participate in their children's reading.										
44. The family and school pay attention to the cultivation of students' reading habits and abilities.										
Strategies of teaching by example and by word										
45.Parents love reading, keep reading, and set an example for their children.										
46. Parents actively participate in their children's reading, and discuss and exchange reading experience with them.										
Strategies of Creating a reading environment										
47.The family has a rich library and is constantly adding new books.										

Evaluation checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
48. Create a quiet, bright and comfortable reading environment										
49.Create a reading profile for your child and encourage your child to keep reading.										
Strategies of encouraging reading, discussion and communication										
50.Encourage children to participate in reading sharing activities and exchange reading experiences with their peers.										
51. Parents should be an example of reading communication and discussion.										
52. Give your child positive feedback and encouragement to read.										
Strategies of Providing rich reading resources										
53.Introduce policies, increase investment, build libraries, and add rich books.										
54.Create a platform for multiple reading resources										
55.Promote quality reading resources.										
Strategies of intensiving reading instruction										
56.Relevant departments should strengthen the guidance and support for family reading.										
57. Strengthen the guidance and training of teachers' reading.										
58.Actively hold lectures by famous writers to spread excellent reading experience.										
Strategies of holding reading activities										
59. Actively organize public welfare cultural activities to spread reading knowledge and experience.										

Evaluation checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
60.Organize reading promotion and incentive activities to stimulate students' enthusiasm for reading.										
61. Hold reading contests and display activities to stimulate reading interest.										

Suggestions ....

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Appendix D

The Results of the Quality Analysis of Research Instruments

The Quality Analysis Results of Research Instruments

The consistency evaluation results of questionnaire survey on the current situation of Sustainable development of Reading ability of high school students.

1. The quality analysis results of Questionnaire.

clause	The current situation of Sustainable development of Reading ability of high school students	Experts					IOC	Conclusion
		1	2	3	4	5		
Students' reading literacy								
1	Have good reading habits.	1	1	1	1	1	1.00	consistent
2	Keep a steady interest in reading.	1	1	1	0	1	0.80	consistent
3	Accumulate reading experience and methods.	1	1	1	1	1	1.00	consistent
4	Participate in some reading exchange activities.	1	1	1	1	1	1.00	consistent
5	Adhere to extracurricular reading	1	1	1	1	1	1.00	consistent
6	Reading focuses on feeling, experiencing and thinking.	1	1	0	1	1	0.80	consistent
Reading teaching								
7	.I learned effective reading methods and skills in class	1	1	1	1	1	1.00	consistent
8	Think positively and speak up in class	1	1	1	1	1	1.00	consistent
9	Emphasis on critical thinking training	1	1	1	1	1	1.00	consistent
10	Classroom teaching can effectively improve reading comprehension	1	1	1	1	0	0.80	consistent
Teacher accomplishment								
11	Teachers have good literacy	1	1	1	1	1	1.00	consistent
12	Teachers pay attention to imparting reading experience and methods in teaching.	1	1	1	1	1	1.00	consistent
13	Teachers have advanced reading teaching	1	1	1	1	1	1.00	consistent

clause	The current situation of Sustainable development of Reading ability of high school students	Experts					IOC	Conclusion
		1	2	3	4	5		
	concepts							
14	Teachers can arouse students' enthusiasm for reading	1	1	1	1	1	1.00	consistent
Campus cultural environment								
15	Whether the school emphasizes the cultivation of students' reading literacy.	1	1	1	1	1	1.00	consistent
16	Whether the school often carries out colorful theme reading activities.	1	1	1	1	1	1.00	consistent
17	Whether the school encourages students to read appropriate extracurricular books.	1	0	1	1	1	0.80	consistent
18	Whether the school creates a good reading atmosphere	1	1	1	1	1	1.00	consistent
Family culture environment								
19	Parents often communicate with their children about reading.	1	1	1	1	1	1.00	consistent
20	The family has a rich collection of books.	1	1	1	1	1	1.00	consistent
21	Parents love reading and encourage reading.	1	1	1	1	1	1.00	consistent
22	Create a good reading environment.	1	1	1	1	1	1.00	consistent
Social culture environment								
23	Whether the impetuous and utilitarian social atmosphere will affect students' reading	1	1	1	1	1	1.00	consistent
24	Whether the values of heavy material and light spirit will affect students' reading	1	1	0	1	1	0.80	consistent
25	Whether e-reading and multimedia reading will affect the improvement of students' reading ability.	1	1	1	1	1	1.00	consistent

clause	The current situation of Sustainable development of Reading ability of high school students	Experts					IOC	Conclusion
		1	2	3	4	5		
26	The relevant departments of society create a good reading atmosphere	1	1	1	1	1	1.00	consistent
27	The school clarify the direction of characteristic development and characteristic development plans.	1	1	1	1	1	1.00	consistent
28	Strengthening safety awareness education, improve users' security protection ability, and jointly build a safe and reliable communication environment.	1	1	1	1	1	1.00	consistent
29	Seeking international cooperation opportunities, establish cooperative relations with foreign dance schools, and carry out exchange and cooperation projects between teachers and students.	1	1	1	1	1	1.00	consistent
30	Setting up an international exchange fund to support teachers to participate in international academic exchanges and cooperation projects and expand their international horizons.	1	1	1	0	1	0.80	consistent

2. The quality analysis results of Interview.

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
1	According to the current situation of Chinese reading ability training of high school students, what do you think students should do to effectively promote the sustainable development of their reading ability? Please briefly put forward some targeted strategies or measures.	1	1	1	1	1	1.00	consistent
2	In your opinion, what factors in high school students' reading will affect the improvement and development of their reading ability? Please give a brief explanation.	1	1	1	1	1	1.00	consistent
3	According to the current situation of Chinese reading ability cultivation of high school students, what qualities do you think teachers themselves should possess in order to effectively promote the improvement and development of students' reading ability? Please put forward some specific factors and explain them appropriately.	1	1	1	1	1	1.00	consistent
4	According to the current situation of reading ability cultivation of high school students, from the perspective of classroom teaching, what do you think classroom teaching should do to promote the sustainable development of students'	1	0	1	1	1	0.80	consistent

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
	reading ability? Please put forward some relevant strategies or measures.							
5	What factors do you think will affect the sustainable development of students' reading ability in Chinese classroom? Please explain briefly.	1	1	1	1	1	1.00	consistent
6	According to the current situation of Chinese reading ability cultivation of high school students, from the perspective of campus culture construction, what strategies or measures do you think schools should take to effectively promote the sustainable development of high school students' reading ability? Please give a brief answer and explain.	1	1	1	0	1	0.80	consistent
7	According to the current situation of Chinese reading ability cultivation of high school students , from the perspective of family culture construction, what strategies or measures do you think families should take to effectively promote the sustainable development of senior high school students' reading ability? Please give a brief answer and explain.	1	1	1	1	1	1.00	consistent
8	According to the current situation of reading ability cultivation of high school students, from the perspective of social reading atmosphere, what strategies or measures do you think relevant social	1	1	1	1	1	1.00	consistent

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
	departments should take to effectively promote the sustainable development of senior high school students' reading ability? Please give a brief answer and explain.							

3. The quality analysis results of evaluation form.

Evaluation checklist	Experts					IOC	Conclusion
	1	2	3	4	5		
Strategies of accumulating reading experience							
1. Combined with text learning, master reading skills.	1	1	1	1	1	1.00	consistent
2.Learning from teachers, focusing on reflection, sorting out reading methods, skills and strategies.	1	1	1	1	1	1.00	consistent
3.Make a point of taking notes and reading comments.	1	1	1	1	1	1.00	consistent
Strategies of Cultivating reading habit							
4.Read regularly, take notes, and think actively.	1	1	0	1	1	0.80	consistent
5.Reading should be clear about the goal, time, and plan.	1	1	1	1	1	1.00	consistent
Strategies of Cultivating interest in reading							
6. Actively participate in reading sharing activities.	1	1	1	1	1	1.00	consistent
7. Choose reading materials independently and carry out personalized reading.	1	1	1	1	1		
8. Discover your interest in reading.	1	1	1	1	1		
Strategies of Strengthening critical thinking.							
9. Good at questioning, multidimensional analysis of problems, evaluation of textual	1	1	1	1	1	1.00	consistent

Evaluation checklist	Experts						
	1	2	3	4	5	IOC	Conclusion
views.							
10.Think independently, do not follow the trend, do not follow blindly.	1	1	1	1	1	1.00	consistent
11.Deep thinking, good at connection and reasoning.	1	1	1	1	1	1.00	consistent
Strategies of Improving teaching methods							
12. Based on the learning situation, respect for differences, teaching according to aptitude.	1	1	1	1	1	1.00	consistent
13. Study humbly, the courage to explore, actively participate in teaching discussion.	1	0	1	1	1	0.80	consistent
14. It is necessary to carry out stratified teaching, differentiated evaluation and personalized guidance.	1	1	1	1	1	1	consistent
Strategies of Enhancing professional quality							
15. Strengthen professional study, have a wide range of knowledge and profound professional accomplishment.	1	1	1	1	1	1.00	consistent
16. Make plans to read more and improve literacy.	1	1	1	1	1	1.00	consistent
17. Read professional journals, books and educational monographs, and communicate with peers	1	1	1	1	1	1.00	consistent
Strategies of strengthening self-reflection							
18. Regular teaching reflection and summary, understand the gains and losses, adjust the teaching strategy.	1	1	1	1	1	1.00	consistent
19.Regular questionnaire survey, student feedback and other ways to understand the teaching situation.	1	1	0	1	1	0.80	consistent

Evaluation checklist	Experts						
	1	2	3	4	5	IOC	Conclusion
20. Actively participate in professional training, check their own teaching situation.	1	1	1	1	1	1.00	consistent
Strategies of Continuous learning							
21. Actively participate in professional training, learning new ideas, new technologies, new means.	1	1	1	1	1	1.00	consistent
22. Often write teaching reflection, often communicate with peers teaching.	1	1	1	1		1.00	consistent
23. Read academic journals and professional books regularly to understand the latest trends of academic development.	1	1	1	1	1	1.00	consistent
Strategies of strengthening reading methods guidance							
24.Combine text teaching, pay attention to method, skill instruction.	1	1	1	1	1	1.00	consistent
25. Based on learning situation, pay attention to differences and personalities, effectively teach reading methods.	1	1	1	1	1	1.00	consistent
26. Make good use of multimedia technology and network resources to enrich teaching methods and reading methods.	1	1	1	1	1	1.00	consistent
Strategies of Focusing on interaction and feedback							
27.Encourage students to actively participate in class discussions and exchanges.	1	1	1	1	0	0.80	consistent
28.Good at finding problems, timely feedback suggestions.	1	1	1	1	1	1.00	consistent
29. Practice the principle of dialogue and interaction, and oppose "one-say-all".	1	1	1	1	1	1.00	consistent
Strategies of Enriching the content of reading teaching							
30. Choose reading materials that are diverse,	1	1	1	1	1	1.00	consistent

Evaluation checklist	Experts						
	1	2	3	4	5	IOC	Conclusion
representative, and contemporary.							
31. Teaching introduces the source of living water, opening up the channel of reading and life.	1	1	1	1	1	1.00	consistent
Implement multiple evaluation reading strategy							
32. Establish the standard system of multiple evaluation reading.l.	1	1	1	1	1	1.00	consistent
33. Reading evaluation should combine process with finality and focus on scores with reading literacy.	1	1	1	0	1	0.80	consistent
34. Timely praise and reward students with excellent reading performance	1	1	1	1	1	1.00	consistent
Strategies of strengthening the construction of campus culture							
35. Set up a reading promotion agency composed of school leaders, teachers and student representatives.	1	1	1	1	1	1.00	consistent
36.Carry out diversified reading sharing activities.	1	1	1	1	1	1.00	consistent
37. Build a reading and communication achievements display platform.	1	1	1	1	1	1.00	consistent
Strategies of Creating a reading atmosphere							
38.Carefully create the cultural environment, such as the layout of classrooms, the naming of venues, etc.	1	1	1	1	1	1.00	consistent
39.School leaders and teachers attach great importance to reading and strengthen the sense of the value of reading.	1	1	1	1	1	1.00	consistent
Strategies of Implementing reading incentive mechanism							
40. Hold reading activities, select reading stars,	1	1	1	1	1	1.00	consistent

Evaluation checklist	Experts						
	1	2	3	4	5	IOC	Conclusion
praise outstanding examples							
41. Multidimensional evaluation of language ability, linking reading with achievement.	1	1	1	1	1	1.00	consistent
42. Set up reading instruction classes, equipped with full-time teachers.	1	1	1	1	1	1.00	consistent
Strategies of strengthening home-school cooperation							
43.Organize reading activities with parents to encourage parents to participate in their children's reading.	1	1	1	1	1	1.00	consistent
44. The family and school pay attention to the cultivation of students' reading habits and abilities.	1	1	0	1	1	0.80	consistent
Strategies of teaching by example and by word							
45.Parents love reading, keep reading, and set an example for their children.	1	1	1	1	1	1.oo	consistent
46. Parents actively participate in their children's reading, and discuss and exchange reading experience with them.	1	1	1	1	1	1.00	consistent
Strategies of Creating a reading environment							
47.The family has a rich library and is constantly adding new books.	1	1	1	1	1	1.00	consistent
48. Create a quiet, bright and comfortable reading environment.	1	1	1	1	1	1.00	consistent
49.Create a reading profile for your child and encourage your child to keep reading.	1	1	1	1	1	1.00	consistent
Strategies of encouraging reading, discussion and communication							
50.Encourage children to participate in reading sharing activities and exchange reading experiences with their peers.	1	1	0	1	1	0.80	consistent

Evaluation checklist	Experts						
	1	2	3	4	5	IOC	Conclusion
51. Parents should be an example of reading communication and discussion.	1	1	1	1	1	1.00	consistent
52. Give your child positive feedback and encouragement to read.	1	1	1	1	1	1.00	consistent
Strategies of Providing rich reading resources							
53.Introduce policies, increase investment, build libraries, and add rich books.	1	1	1	1	1	1.00	consistent
54.Create a platform for multiple reading resources	1	1	1	1	1	1.00	consistent
55.Promote quality reading resources.	1	1	1	0	1	0.80	consistent
Strategies of intensiving reading instruction							
56.Relevant departments should strengthen the guidance and support for family reading.	1	1	1	1	1	1.00	consistent
57. Strengthen the guidance and training of teachers' reading.	1	1	1	1	1	1.00	consistent
58.Actively hold lectures by famous writers to spread excellent reading experience.	1	1	1	1	1	1.00	consistent
Strategies of holding reading activities							
59. Actively organize public welfare cultural activities to spread reading knowledge and experience.	1	1	1	1	1	1.00	consistent
60.Organize reading promotion and incentive activities to stimulate students' enthusiasm for reading.	1	1	1	1	1	1	consistent
61. Hold reading contests and display activities to stimulate reading interest.	1	1	0	1	1	1	consistent

Reliability analysis of research instruments
Results of variable reliability correlation analysis

Reliability

Scale: all variables

Case handling summary		N	%
case	effective	384	100
	Excluded[a]	0	0
	Total	384	100
a. List deletion based on all variables in this program.			

Reliability statistics		
Cronbach's Alpha	Based on standardized items Cronbachs Alpha	Number of terms
0.95	0.95	60

Interviewee Interviewer 1

1. According to the current situation of reading ability training of high school students, what do you think students should do to effectively enhance the sustainable development of their reading ability? Please briefly put forward some targeted strategies or measures.

1) Make sure to time your reading. Make it a habit to read every day without wavering.

2) Select your reading materials. Pay attention to interest and variety, refer to the teacher's recommendation and the expansion of textbooks, expand the scope of reading appropriately.

3) Accumulate reading experience. Master reading skills, enrich reading experience, and effectively improve reading efficiency.

4) Develop critical thinking. Good at questioning, multi-dimensional analysis of problems, to form their own views and understanding.

5) Actively participate in reading and sharing activities to deepen text understanding and promote communication and cooperation.

6) Pay attention to memorization and accumulation. Recite classic poems and passages often to accumulate literary literacy.

2. In your opinion, what factors in high school students' reading will affect the enhancing of their reading ability? Please give a brief explanation.

In the reading learning of high school students, there are three factors that affect the enhancing of reading ability:

1) Interest and motivation in reading. Reading interest and motivation are the key factors that drive students to actively participate in reading activities and improve their reading ability.

2) Reading strategies and skills. The lack of reading strategies and improper skills will make students feel confused and weak in the reading process, and it is difficult to accurately grasp the gist and details of the text, which will affect the improvement of reading ability.

3) Reading habit and self-discipline. Good reading habits and strict self-discipline are important guarantees for improving reading ability, while bad reading habits and lack of self-discipline will limit the sustainable development and improvement of students' reading ability.

3. According to the current situation of reading ability cultivation of high school students, what qualities do you think teachers themselves should possess in order to effectively enhancing of students' reading ability? Please put forward some specific factors and explain them appropriately.

1) Teachers should be good at managing their emotions, keep calm and rational, and will not affect the quality of teaching due to personal emotions.

2) Teachers should have compassion and empathy, and be able to understand students' emotions and psychology from the perspective of students, establish a good interactive relationship with students, and solve problems and provide support more effectively.

3) Teachers' educational concepts directly affect students' emphasis on and expectations for the development of reading ability.

4) Teachers' continuous learning, active participation in professional training, and continuous updating of educational concepts and teaching skills can better support the sustainable development of students' reading ability.

5) Teachers are good at self-reflection and firmly believe that they can have a positive impact on students' reading ability, so they will actively explore new measures in reading teaching.

4. According to the current situation of reading ability cultivation of high school students, from the perspective of classroom teaching, what do you think classroom teaching should do to enhance the sustainable development of students' reading ability? Please put forward some relevant strategies or measures.

1) Enrich your reading content and broaden your reading horizon.

2) Teachers should pay attention to the systematic guidance of students' reading methods.

3) To promote reading interaction and feedback, not only to create a good classroom atmosphere, encourage students to actively participate in class discussion and communication; At the same time, timely feedback should be given to students to help them find problems in reading and correct them in time.

4) Establish a diversified reading evaluation mechanism, which not only pays attention to students' test scores, but also pays attention to students' reading process, reading attitude, reading ability and other aspects of performance.

5) Cultivate interest and habit of reading.

5. What factors do you think will affect the sustainable development of students' reading ability in classroom? Please explain briefly.

1) The professional skills and comprehensive quality of teachers need to be trained and improved.

2) Students lack the awareness and ability of independent learning, so students should be encouraged to read actively and think positively to develop good reading habits.

3) The teaching content and method are relatively limited and single. Teachers should enrich the teaching content, update the teaching and teaching methods, stimulate students' learning interest and enthusiasm, and promote the development of students' reading ability.

4) Insufficient teaching resources. Teachers should expand teaching resources, expand students' reading and enhance their reading ability.

5) Inappropriate reading evaluation and motivation. It is necessary to use reasonable evaluation methods and effective incentive mechanism to stimulate students' learning motivation and urge them to work harder to improve their reading ability.

6. According to the current situation of reading ability cultivation of high school students, from the perspective of campus culture construction, what strategies or measures do you think schools should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Create a "bookish campus" to create a reading atmosphere. You can set up reading booths, reading corners, reading galleries and other forms, so that books are within reach. We can regularly hold reading sharing meetings, live libraries and activities for famous people to enter the campus to stimulate students' interest in reading and form a good reading trend.

2) To enrich reading resources, the library should constantly update and improve the collection of books, ensure that it covers multiple fields, and meet the reading needs of different students.

3) The library should introduce electronic book resources and provide online reading services by using network platforms to facilitate teachers and students to read.

4) Schools should set up reading guidance courses, incorporate reading guidance into teaching plans, set up special reading courses, ensure that there is time for students to read, ensure that teachers effectively guide reading, and impart reading experience and methods.

7. According to the current situation of reading ability cultivation high school students, from the perspective of family culture construction, what strategies or measures do you think families should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) The family should create a strong reading atmosphere, you can add a wealth of books, to meet the children's diversified and interesting reading needs. At the same time, parents should teach their children by example, set an example of reading, and encourage their children to read more.

2) The family to do more parent-child reading, parents can choose to meet the children's psychological needs and interests of the book, read and discuss the content of the book with the child, enhance in-depth thinking, improve reading comprehension and analysis ability.

3) The family should develop a reading plan, parents can work with their children to develop the corresponding reading plan, clear reading goals, reasonable arrangement of time, highlight the theme of reading, display reading results.

8. According to the current situation of reading ability cultivation of high school students, from the perspective of social reading atmosphere, what strategies or measures do you think relevant social departments should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) To provide rich reading resources, it is necessary to strengthen the construction of government, community, department, especially school libraries to provide sufficient reading options for high school students.

2) Hold all kinds of reading activities to exchange experience, spread knowledge, commend excellence, set an example, and create a positive reading atmosphere.

3) Strengthen the guidance and support of family reading. Relevant social departments should cooperate with schools, communities and other forces to strengthen the guidance and support for family reading.

Interviewer 2

1. According to the current situation of reading ability training of high school students, what do you think students should do to effectively enhance the sustainable development of their reading ability? Please briefly put forward some targeted strategies or measures.

1) Improve literacy. We should pay attention to the accumulation and use of language; It is necessary to strengthen thinking training, cultivate critical thinking, logical reasoning ability and imagination; We should enhance our cultural literacy and read widely different types of literary works, history books and popular science books.

2) Develop interests. Pay attention to cultivating your interest in reading, reading your favorite books, reading books recommended by teachers, reading books shared by

classmates, reading books discussed by everyone, reading books closely related to the class, actively participating in reading sharing meetings, constantly experiencing the taste of reading and enhancing reading confidence.

3) Develop a habit. We should read regularly and quantitatively, take more reading notes, take the initiative to think about problems, actively participate in discussions, and gradually develop good reading habits.

2.In your opinion, what factors in high school students' reading will affect the enhancing of their reading ability? Please give a brief explanation.

1) Read about interests and motivations. Reading interest and motivation are the inner driving forces of high school students' reading learning.

2) Reading strategies and skills. Lacking corresponding reading strategies and skills, students will easily feel confused and confused, and it is difficult to deeply understand and grasp the text content.

3) Learning attitude and self-management ability. A positive learning attitude ensures that students take the initiative to read and constantly explore new ways of reading; And good self-management ability can help students to plan reading reasonably.

3. According to the current situation of reading ability cultivation of high school students, what factors do you think teachers themselves should possess to effectively enhancing of students' reading ability? Please put forward some specific factors and explain them appropriately.

Under the current background of high school students' Chinese reading ability cultivation, teachers, as guides and promoters, have their own key factors that are crucial to effectively enhance students' reading ability.

1) Deep professional quality and wide range of knowledge.Teachers should not only have a solid and excellent basic knowledge of Chinese, but also extensively dabble in history, philosophy, art, aesthetics and other fields of knowledge, in order to be able to read in the teaching, enough to draw on extensive, convincing students.

2) Flexible and varied teaching methods and strategies. Teaching should not only be based on learning situation, respect differences, teach students according to their aptitude, but also actively explore and innovate teaching methods.

3) Continuous learning and self-improvement awareness. Teachers should keep pace with The Times, be good at learning new ideas, new technologies, new tools, new

means, and regularly read teaching reflection and summary, understand the gains and losses, adjust strategies, and effectively enhance the improvement of teaching level.

4 .According to the current situation of reading ability cultivation of high school students, from the perspective of classroom teaching, what do you think classroom teaching should do to enhance the sustainable development of students' reading ability? Please put forward some relevant strategies or measures.

1) Select reading materials, the teaching should choose reading materials that are representative, diverse and interesting, and ensure that the materials are suitable for the age and cognitive level of students, but also stimulate their interest in reading.

2) Clear reading goals. Reading teaching should clearly set reading goals, design steps, highlight key points and aim at the target.

3) Teaching reading strategies, such as preview, speed reading, intensive reading, note-taking, critical thinking, etc.

4) Teaching should pay attention to deep thinking, encourage students to put forward their own questions and opinions, and cultivate their critical thinking ability.

5) Do not neglect the teaching of basic knowledge such as vocabulary, grammar and rhetoric.

5.What factors do you think will enhance the sustainable development of students' reading ability in classroom? Please explain briefly.

1) Enrich the teaching content, teachers should choose a variety of reading materials, pay attention to the introduction of reading materials closely related to real life, so that students can connect the knowledge with real life, enhance the practicability and interest of learning.

2) Innovative teaching methods, the use of heuristic, discussion, inquiry and other teaching methods, stimulate students' interest in learning, cultivate their independent thinking and problem-solving ability.

3) Make use of multimedia technology and network resources to enrich teaching methods and make the classroom more lively and interesting.

4) Strengthen the training of reading skills, encourage students to read critically, and cultivate their independent thinking and judgment of text content.

6. According to the current situation of reading ability training of high school students, from the perspective of campus culture construction, what strategies or

measures do you think schools should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Implement the reading incentive program, and encourage students to actively participate in reading activities by holding reading festivals, selecting reading stars and reading essay competitions.

2) Encourage students to read across disciplines, get through the class in and out of class, and expand Chinese reading to other subjects. Teachers can also organize interdisciplinary research learning to cultivate students' comprehensive practical ability.

3) Establish a home-school cooperation mechanism. Schools can hold regular parent-teacher meetings, recommend reading lists to parents, share reading experience and methods, encourage parents to participate in children's reading, and jointly create a good atmosphere for home-school reading.

4) Promote campus cultural activities, combine reading with campus cultural activities, deepen students' understanding of texts, and provide students with an opportunity to show their reading achievements.

7. According to the current situation of reading ability cultivation of high school students, from the perspective of family culture construction, what strategies or measures do you think families should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Families should expand reading channels. Parents can guide children to make reasonable use of Internet resources, choose appropriate Internet content, arrange reading time reasonably, and remind children to distinguish Internet content and pay attention to Internet safety.

2) To encourage the combination of reading and writing, parents can encourage children to take reading notes, reading feelings or article creation exercises after reading, and convert reading into their own thinking and expression.

3) Participate in reading activities. Parents should encourage their children to participate in reading activities organized by schools or communities, exchange reading experiences with peers, and share the pleasure of reading.

8. According to the current situation of reading ability cultivation of high

school students and the social reading atmosphere, what strategies or measures do you think relevant social departments should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Build a platform for diversified reading resources. Relevant social departments should join forces to jointly build a diversified reading resource platform that combines online and offline.

2) To explore the system of reading incentive and evaluation, try to incorporate reading behavior into the comprehensive quality evaluation system of students, and encourage students to continue reading.

3) Strengthen teachers' reading guidance and training, especially improve teachers' professional ability in reading strategy guidance and reading evaluation.

Interviewer 3

1. According to the current situation of reading ability training of high school students, what do you think students should do to effectively enhance the sustainable development of their reading ability? Please briefly put forward some targeted strategies or measures.

1) Stimulate interest in reading. Choose reading materials independently according to your interest, and highlight the personalized color of reading.

2) Cultivate reading habits. Have a plan for reading, read regularly and quantitatively, persevere, and develop good habits.

3) pay attention to reading methods. For example, insist on taking reading notes, record sentiment and thinking, and deepen the understanding of the text.

4) master reading skills. Attach importance to critical thinking training, logical reasoning ability training, etc.

5) Pay attention to interdisciplinary integration and comprehensive application. Combine Chinese reading with other disciplines, combine reading content with social life, and cultivate practical

ability and innovative spirit.

2. In your opinion, what factors in high school students' reading will affect the enhancing of their reading ability? Please give a brief explanation.

In the reading learning of high school students, there are many self-factors that will significantly affect the development and improvement of their reading ability. In my

opinion, there are three main factors:

1) Interest and enthusiasm in reading. If students are interested in reading materials, they will be more willing to spend time and energy to read deeply and gain knowledge and pleasure from it.

2) Reading strategies and habits, effective reading strategies and good reading habits are an important guarantee for high school students to improve their reading ability.

3) Reading comprehension and critical thinking. Strengthening critical thinking training is conducive to cultivating students' ability of independent thinking and innovation.

3. According to the current situation of reading ability training of high school in, what factors do you think teachers themselves should possess in order to effectively enhancing of students' reading ability? Please put forward some specific factors and explain them appropriately.

1) Teachers should have strong humanistic care and keen emotional insight, and be able to guide students into the text, feel the author's emotional world, and cultivate students' empathy and humanistic care.

2) Teachers should cultivate students' reading habits to lay a good foundation for their sustainable learning and lifelong development.

3) Teachers should cultivate students' critical thinking, encourage students not to blindly follow, not to superstition in the process of reading, dare to question, dare to explore, put forward their own opinions and opinions, and cultivate their independent thinking ability and innovative spirit.

4) Teachers should have the ability to integrate teaching resources across disciplines, pay attention to the links between Chinese and other disciplines, carry out interdisciplinary teaching activities, and guide students to understand and apply Chinese knowledge in a broader context to solve problems.

4. According to the current situation of reading ability cultivation of high school students, from the perspective of classroom teaching, what do you think classroom teaching should do to enhance the sustainable development of students' reading ability? Please put forward some targeted strategies or measures.

1) Encourage extracurricular reading. Teachers should encourage students to read extensively in their spare time and provide them with reading instructions and recommended books.

2) Implement personalized teaching. In classroom teaching, teachers should provide targeted guidance and help according to the actual situation of students.

3) Multimedia teaching resources can be properly used to assist teaching, so as to stimulate students' interest in reading and enhance students' thinking and understanding.

4) Pay attention to reading evaluation and feedback, teachers should establish a diversified evaluation system, not only pay attention to students' reading scores, but also pay attention to their reading process, reading attitude, reading methods and other aspects of performance.

5) Cultivate reading habits. Teachers should guide students to develop good reading habits such as regular reading, focused reading and deep thinking.

5. What factors do you think will affect the sustainable development of students' reading ability in classroom? Please give a brief explanation.

1) Strengthen reading guidance and feedback. Teachers should check and guide students' reading regularly, understand their reading progress and existing problems, and give timely feedback and suggestions.

2) To create a good reading atmosphere, teachers should set an example and actively participate in reading activities to set an example for students.

3) Pay attention to reading evaluation and encouragement:

4) Cultivate lifelong reading habits, guide students to realize the importance of reading, and cultivate their lifelong reading habits.

6. According to the current situation of reading ability cultivation of high school students, from the perspective of campus culture construction, what strategies or measures do you think the school should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Schools can use intelligent recommendation systems to provide personalized reading recommendations to students based on their reading interests and reading levels.

2) Schools can establish a reading tutor system, and reasonably arrange teachers to provide reading guidance and assistance to students according to their reading status, so as to solve the key problems encountered by students in reading in a targeted manner.

3) Advocate the establishment of reading clubs, encourage students to form reading interest groups, exchange and discuss books or topics of common interest, share reading experience, encourage and support each other, and form a good reading atmosphere and habits.

4) Build a reading achievement display platform. Schools can establish an online or offline reading achievement display platform, so that students can have the opportunity to display their reading notes, reading comments, book reviews and other works.

7. According to the current situation of reading ability cultivation of high school students, and from the perspective of family culture construction, what strategies or measures do you think families should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Adhere to parent-child reading together. First, fix the reading time, set a reading time every day or every week, parents and children read together, discuss and communicate; Second, parents should buy more books, subscribe more newspapers and periodicals, and read more to set an example for their children; The third is to ask more questions in parent-child reading, in-depth discussion, and promote children's thinking to profound.

2) Develop a reading plan, the reading plan should be targeted to meet the children's interests and psychology at the same time, but also clear goals, time, grasp the progress, standard requirements.

3) Pay attention to reading supervision and adjustment, parents track or participate in children's reading, keep abreast of the reading situation, find problems, adjust the reading plan according to the actual situation, especially to encourage children to cultivate reading autonomy and self-discipline.

8. According to the current situation of reading ability cultivation of high school students and the social reading atmosphere, what strategies or measures do you think relevant social departments should take to effectively enhance the

sustainable development of high school students' reading ability? Please give a brief answer and explain.

The society should create a good reading atmosphere for high school students, which can be started from the following aspects:

1) Provide abundant reading resources. The government and the community should increase the investment in public reading resources and provide rich and diverse reading materials to meet the different interests and needs of students.

2) Hold regular reading activities and invite well-known writers and scholars to give lectures and exchange ideas to stimulate students' interest in reading.

3) Encourage and support schools and communities to carry out reading activities in the form of reading clubs, book clubs, essay contests, etc., so that students can feel the fun and value of reading in the participation.

Interview 4

1. According to the current situation of reading ability training ofhigh school students, what do you think students should do to effectively enhance the sustainable development of their reading ability? Please briefly put forward some targeted strategies or measures.

From the perspective of students, I think the following effective strategies can be adopted to improve students' reading ability:

1) Stimulate their inner interest in reading, and read books and articles that suit their taste.

2) Cultivate good reading habits. For example, make a personal reading plan, set a fixed reading time and reading amount every day or week.

3) Master reading skills. For example, learn to grasp key words and clues, and effectively understand key information and article structure.

4) pay attention to critical thinking, learn to question, analyze and evaluate the author's views and argumentation process.

5) Strengthen the language foundation, accumulate vocabulary, train grammar, experience rhetoric, etc.

6) Be good at using technology and resources, such as e-reading and multimedia resources.

2. In your opinion, what factors in high school students' reading will affect the enhancing of their reading ability? Please give a brief explanation.

In the reading learning of high school students, the following three factors will significantly affect the development and improvement of their reading ability:

1) Motivation and interest in reading. Students who lack interest and motivation may find reading boring and difficult to keep reading and benefit from it.

2) Reading methods and strategies. When students can flexibly use the corresponding reading methods and strategies, their reading efficiency and comprehension will be significantly improved.

3) Basic knowledge and background information. High school students' reading comprehension is influenced by their basic knowledge and background information.

3. According to the current situation of reading ability cultivation of high school students, what do you think teachers should do to effectively enhancing of students' reading ability? Please put forward some targeted strategies or measures, and explain them appropriately.

1) Teachers should encourage independent reading and cultivate the habit and ability of independent reading, so that they can enjoy the pleasure of reading for a long time and continue to improve.

2) Teachers can organize reading activities, share reading experience, and create a positive class reading atmosphere, so that students can get long-term motivation and support in this environment.

3) Teachers can continue to learn, actively participate in professional training, and constantly update their educational concepts and teaching skills, so as to better support the sustainable development of students' reading ability.

4) Teachers are good at self-reflection and firmly believe that they can have a positive impact on students' reading ability, so they will actively explore new measures in reading teaching.

4. According to the current situation of reading ability cultivation of high school students , from the perspective of classroom teaching, what do you think classroom teaching should do to enhance the sustainable development of students' reading ability? Please put forward some relevant strategies or measures.

1) Diversify the selection of materials, choosing reading materials that are diverse, representative and contemporary to meet the interests and needs of different students.

2) Adaptive adjustment, according to students' age, cognitive level and reading ability, choose reading materials of appropriate difficulty to ensure that students can understand and absorb what they read.

3) Set specific goals and grasp the direction of reading, such as understanding the main idea of the article, analyzing the character, mastering the structure of the article, learning writing skills, etc.

4) Practicing goal-oriented teaching, teaching should focus on reading goals, guide students to read in a targeted way, and improve reading efficiency.

5) Pay attention to teaching advanced strategies, guide students to learn to take notes, highlight points, ask questions, critical thinking and other advanced reading strategies, and cultivate students' deep reading ability and critical thinking.

5. What factors do you think will affect the sustainable development of students' reading ability in the current classroom? Please explain briefly.

1) Implement personalized guidance. Teachers should understand each student's reading level, interest and learning habits, and provide personalized reading guidance.

2) Pay attention to teaching reading skills and methods in classroom teaching, encourage students to apply these methods to daily reading, and form the ability of independent learning.

3) Classroom teaching pursues in-depth interpretation of texts and practices the teaching principles of interaction, inquiry and cooperation.

4) Strengthen diversified reading feedback, point out the advantages and disadvantages of students' reading, and put forward specific suggestions for improvement. At the same time, students should be encouraged to conduct self-reflection and peer evaluation to cultivate their self-evaluation ability.

5) Set up a reading reward mechanism to stimulate students' interest and enthusiasm in reading. At the same time, the reading performance will be included in the student evaluation system, so that students pay more attention to reading learning.

6. According to the current situation of reading ability cultivation of high school students, from the perspective of campus culture construction, what strategies or measures do you think schools should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) To carry out interdisciplinary project reading, schools can arrange teachers, set class hours, and organize students to carry out interdisciplinary reading according to the curriculum and teaching resources.

2) Schools should establish a scientific reading evaluation system to assess and give feedback to students' reading ability regularly. The content and methods of assessment can be flexible and varied, aiming at understanding students' reading status and adjusting teaching strategies and methods.

3) Schools can organize various forms of reading challenges and competitions to stimulate students' reading enthusiasm and motivation, so that they can complete the corresponding reading tasks and enjoy the fun of reading in a limited time.

4) Schools should implement the educational concept of combining reading with life practice, encourage students to combine reading content with real life, and deepen their understanding of texts.

7.According to the current situation of reading ability cultivation of high school students , from the perspective of family culture construction, what strategies or measures do you think families should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Use digital resources to read, especially to control the time, to screen and screen online reading resources, to ensure that the content of reading is healthy and active.

2) Participate in reading activities and encourage children to participate. Parents can also participate in reading activities organized by schools or communities to enhance parent-child relationship and enjoy the fun of reading.

3) Pay attention to reading feedback and encouragement, encourage children to write reading experience, record their own thinking and perception. Regularly check the children's reading notes, analyze the gains and losses with the children, and give material or spiritual affirmation and encouragement in time.

8. According to the current situation of reading ability cultivation of high school students in schools and the social reading atmosphere, what strategies or measures do you think relevant social departments should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Encourage and advocate to create a family reading atmosphere, improve parents and children's understanding of the value and significance of reading.

2) The society should make good use of all kinds of media to widely publicize the importance and benefits of reading, promote excellent reading materials and reading methods, and enhance the attractiveness and influence of reading.

3) Establish a reading incentive mechanism, commend and reward excellent reading students, so as to stimulate everyone's enthusiasm and enthusiasm for reading.

4) All parties in society should work together to reduce noise pollution and provide a quiet reading environment for high school students.

Interview 5

1 .According to the current situation of reading ability training of high school students, what do you think students should do to effectively enhance the sustainable development of their reading ability? Please briefly put forward some targeted strategies or measures.

1) Stimulate interest and motivation in reading. Find your own reading interest, clear reading motivation, and continue to expand reading.

2) Cultivate the habit of reading independently. Reading is your own thing. You should have a plan, time and goals.

3) Enrich reading experience and skills, learn from teachers, pay attention to reflection, and be good at discrimination.

4) reflect on and evaluate the reading status. Reading should have a clear sense of reading, you can write reading logs, you can do reading assessment, and analyze your reading gains and losses.

5) strive for family support. Report more to parents about their school reading harvest, and create a family reading atmosphere.

2.In your opinion, what factors in high school students' reading will affect the enhancing of their reading ability? Please give a brief explanation.

In the process of high school students' reading learning, there are three main factors that affect the development and improvement of reading ability:

1) Students have little interest in reading and lack of motivation.

2) Students don't master many reading strategies and methods.

3) Weak language foundation and insufficient vocabulary.

Students can promote the all-round development of their reading ability by cultivating their reading interest, mastering effective training reading strategies and strengthening their language foundation.

3 .According to the current situation of reading ability cultivation of high school students, what do you think teachers should do to effectively enhancing of students' reading ability? Please put forward some targeted strategies or measures, and explain them appropriately.

Teachers themselves should have the following key factors in promoting the improvement and development of high school students' reading ability:

1) profound reading literacy. The teacher himself should be a person who loves reading and reads widely. To use their own reading interests and habits imperceptibly influence students, stimulate students' interest in reading.

2) Flexible teaching methods and strategies. Chinese teachers should base on the learning situation, formulate appropriate teaching strategies, and adopt diversified teaching methods to stimulate students' interest and enthusiasm in reading.

3) Continuous learning and reflection ability. Chinese teachers should keep pace with The Times, constantly update the teaching concept, learn new knowledge and new skills, and constantly improve their teaching level and professional quality. At the same time, they should alsostrengthen teaching reflection, analyze gains and losses, sum up experience and lessons, and constantly improve teaching.

4. According to the current situation of reading ability cultivation of high school students, from the perspective of classroom teaching, what do you think classroom teaching should do to enhance the sustainable development of students' reading ability? Please put forward some relevant strategies or measures.

1) Teaching advocates "problem driven" and "cooperative communication" to promote reading comprehension.

2) Encourage further reading in and out of class. It is necessary to recommend extracurricular reading lists to students and organize regular reading sharing meetings so that students can share their reading experience and sentiment and stimulate their reading interest.

3) Teaching should be based on learning conditions, implement personalized teaching programs according to students' reading ability and interest characteristics, and provide students with accurate reading guidance.

4) Teachers should pay attention to the differences, understand the differences, pay attention to the differences and difficulties of students in the reading process, and give timely help and support.

5.What factors do you think will affect the sustainable development of students' reading ability in the current classroom? Please explain briefly.

1) The teaching methods are varied and innovative.

2) Pay attention to individualized teaching, pay attention to the individual differences of students, implement stratified teaching to ensure that each student can be promoted in a learning environment suitable for their own.

3) In-depth interpretation of texts to develop deep reading ability.

4) Optimize elective courses and enrich reading content

6 . According to the current situation of reading ability cultivation of high school students, from the perspective of campus culture construction, what strategies or measures do you think schools should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Establish a reading incentive mechanism, which can set up a reading reward system to encourage students to read continuously and with quality; It can also link reading activities with students' credits or scores to evaluate students' Chinese ability in multiple dimensions.

2) Carry out diversified reading activities, such as themed reading month or week, creative reading competition, etc., to stimulate students' reading enthusiasm, creativity and imagination.

3) To strengthen teacher training, schools can invite experts to provide teachers with training in reading teaching methods, and regularly recommend excellent reading resources and teaching cases to teachers, encourage them to share teaching experience and experience, and form an atmosphere of mutual assistance and growth among teachers.

4) Schools can provide parents with reading guidance and suggestions to help them understand how to create a good reading atmosphere at home.

7. According to the current situation of reading ability cultivation of senior high school students, from the perspective of family culture construction, what strategies or measures do you think families should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Make a plan together, make a plan to discuss with the child, can not be independent, to fully respect and understand the child's will and ideas. Let them participate in, recognize and accept these plans, so naturally stimulate the enthusiasm and consciousness of children to participate in family reading.

2) Set clear goals to consider children's interests and habits, to take into account the proportion of time that children complete learning tasks and family reading, the reading plan is reasonably broken down into small goals, with small goals to measure and motivate children's continuous reading.

3) Help children to establish reading files, encourage children to read the clock, record the daily reading situation, including the name of the book read, the author, reading time, reading amount, reading comprehension and so on. Let children have a sense of harvest in reading.

4) Check in regularly with your child on reading progress and discuss their reading experience and feelings.

8. According to the current situation of reading ability cultivation of high school students, from the perspective of social reading atmosphere, what strategies or measures do you think relevant social departments should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

The government can formulate and implement a series of specific policies to support high school students in creating a good reading atmosphere.

1) Increase capital investment, build public reading facilities and enrich reading resources to meet the diversified reading needs of high school students.

2) Hold reading promotion activities and set up reading reward mechanism to stimulate high school students' reading enthusiasm and enthusiasm.

3) Attach importance to reading guidance, train reading professionals, and promote scientific reading methods to help high school students improve the efficiency and quality of reading.

Interview 6

1.According to the current situation of reading ability cultivation of high school students, what do you think students should do to effectively enhance the sustainable development of their reading ability? Please briefly put forward some targeted strategies or measures.

1) Cultivate interest in reading. You can set yourself reading challenges, complete reading tasks regularly and quantitatively, and show your reading achievements.

2) Cultivate good reading habits. Read with a goal, a plan, a theme, etc.

3) Do more in-depth reading, pay attention to understanding and thinking, and explore the hidden ideas and meanings of the text.

4) Master reading skills, pay attention to intensive reading and understanding, and emphasize critical thinking training.

5) Expand reading resources. You can read books, newspapers, magazines, website articles, wechat articles, etc.

6) Pay attention to the practice and application of reading, strengthen the combination of reading and writing training, especially the reading and writing extension training based on textbooks.

2. In your opinion, what personal factors in high school students' reading will affect the enhancing of their reading ability? Please give a brief explanation.

In classroom teaching, there are three main factors that exist in students and seriously affect the development of their reading ability:

1) Multitasking and distraction. This phenomenon will seriously weaken students' ability to absorb and understand text information, making reading inefficient or even ineffective.

2) Serious fear of difficulty. Some students will have reading anxiety or fear of difficulty when facing complex or difficult reading materials, which will seriously affect the improvement of their reading ability.

3) The purpose of reading is not clear, some students just blindly read the text, without clear reading goals and tasks, resulting in the reading process becomes aimless and inefficient.

3.According to the current situation of reading ability training of high school students, what qualities do you think teachers should possess in order to effectively enhancing of students' reading ability? Please put forward some specific factors and explain them appropriately.

1) Deep professional knowledge and solid literacy. This requires teachers to strengthen learning, extensive reading, diligent reflection, and constantly improve their professional level and literacy.

2) Flexible and diverse teaching methods and strategies. This requires Chinese teachers to observe and learn with an open mind, the courage to explore teaching, the courage to participate in teaching competitions, and constantly improve teaching skills and strategies.

3) Continuous learning and reflection ability. Teachers can improve their ability of learning and reflection by establishing learning mechanism, cultivating reflective habit and being diligent in educational research.

4) Good communication and guidance ability. Teachers should be good at establishing a good relationship between teachers and students, and actively carry out reading activities and learn communication skills to improve their communication skills and communication skills.

4. According to the current situation of reading ability cultivation of high school students, from the perspective of classroom teaching, what do you think classroom teaching should do to enhance the sustainable development of students' reading ability? Please put forward some targeted strategies or measures.

1) Teachers should keep pace with The Times, update their ideas, and skillfully use multimedia teaching resources to assist teaching.

2) Teaching should be good at combining social life, subject content and multimedia means to create simulation situations to stimulate students' interest and enthusiasm in reading.

3) A diversified evaluation system should be established in the classroom, focusing not only on students' reading scores, but also on their reading status, reading experience, reading motivation and other aspects.

4) Pay attention to timely feedback, the classroom should give students timely and specific feedback and suggestions, to help students find and improve the problems encountered in reading.

5.What factors do you think will affect the sustainable development of students' reading ability in the current classroom? Please give a brief explanation.

1) Taking into account the differences in reading ability and interest among students, teachers should implement hierarchical reading teaching.

2) To strengthen the development of critical reading skills, teachers should teach students how to ask questions, analyze arguments, arguments and reasoning processes in texts, and evaluate the rationality of the author's views and arguments.

3) Carry out extracurricular reading activities and interest groups to provide students with rich reading resources and communication platforms.

4) Be good at using information technology to assist teaching, enrich teaching content and form, and improve teaching effect.

6.According to the current situation of reading ability cultivation of high school students, from the perspective of campus culture construction, what strategies or measures do you think the school should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Make use of digital reading platform to provide students with rich resources of electronic books, which is convenient for them to read anytime and anywhere. Schools can also introduce intelligent reading tools, such as reading apps, readers, etc., to provide students with personalized reading guidance.

2) Schools should establish a multi-dimensional reading evaluation system, which not only pays attention to the quantitative indicators such as students' reading quantity and reading speed, but also pays attention to the comprehensive qualities such as students' reading comprehension ability, critical thinking ability and innovation ability.

3) Schools should keep track of students' reading, find out their problems and difficulties in the reading process in time, and provide targeted guidance and help.

7. **According to the current situation of reading ability cultivation of high school students, from the perspective of family culture construction, what strategies or measures do you think families should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.**

1) Parents show their enthusiasm and investment in reading to their children, often talk about and share reading with their children, so that children can feel the wonder and fun of reading.

2) Create a family reading environment, quiet, comfortable, clean, bright, placed more books, especially to meet the children's reading interests and needs of books, including literature, history, science, art, biography and other books.

3) Cultivate interest in reading, understand children's interests, understand the teacher's reading requirements, recommend children to read related books, so that home reading and subject learning closely combined, and constantly enrich children's reading literacy.

4) Cultivate children's reading perseverance and attitude, do not expect children to fall in love with reading overnight, but to continue to work hard and read unrelentingly.

8. **According to the current situation of reading ability cultivation of high school students, from the perspective of social reading atmosphere, what strategies or measures do you think relevant social departments should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.**

In my opinion, the government can make a difference:

1) Formulate policies to enhance reading and guarantee funding for reading. The government should include reading funds into the budget to ensure the smooth development of reading activities and the continuous update of reading resources.

2) To strengthen home-school cooperation, the government can promote cooperation between schools and families, jointly pay attention to the reading needs of high school students, and provide reading resources and guidance.

3) Encourage social participation. The government can encourage and support enterprises and social organizations to participate in reading promotion activities and jointly create a good reading atmosphere.

Interview 7

1. According to the current situation of reading ability training of high school students , what do you think students should do to effectively enhance the sustainable development of their reading ability? Please briefly put forward some targeted strategies or measures.

1) Skillfully use the situation to strengthen reading thinking. Be good at using physical display, scene restoration, role performance and other ways to enter the text world and deepen content understanding.

2) Reading the text should put oneself in the situation, think deeply, experience the feelings of the author, resonate with the characters in the work, and trigger the soul.

3) Reading focuses on asking more questions about why, emphasizing problem orientation, reading with questions, raising questions in reading, and deepening understanding in solving problems.

4) Do more thematic reading, explore a theme or a content based on your own interest and the characteristics of reading materials, and show the research results.

5) To cultivate independent learning ability, reading should make learning plans, choose learning materials, choose learning methods, and design reading independently.

2. What factors do you think exist in high school students' reading that will affect the enhancing of their reading ability? Please give a brief explanation.

In classroom teaching, there are many factors affecting the development of reading ability of students themselves:

1) Lack of interest and motivation in reading. Interest and motivation are key factors that drive students to read and think deeply.

2) Reading strategies and methods are lacking. Some students may not have mastered effective reading strategies, which makes it difficult for them to process information efficiently in the reading process, affecting the reading speed and depth.

3) Weak language foundation, including insufficient vocabulary, weak grasp of grammar knowledge, little accumulation of language knowledge, etc.

3. According to the current situation ofreading ability training of high school students, what qualities do you think teachers should possess in order to effectively enhancing of students' reading ability? Please put forward some specific factors and explain them appropriately.

1) Extensive reading and deep comprehension. Chinese teachers can improve their literacy by making reading plans, participating in reading groups, writing reading notes and so on.

2) Solid writing and presentation skills. Teachers should write frequently and practice more, actively participate in writing training, actively participate in public speaking and sharing activities, and constantly improve their writing quality and expression ability.

3) Keen reading appreciation and critical thinking. Teachers can improve their reading appreciation and critical thinking ability through continuous reading, taste appreciation, discussion and communication.

4) Continuous learning and reflection ability. Teachers can participate in professional training,write teaching reflections, peer communication and other ways to strengthen learning, in-depth reflection, improve their reading teaching ability.

4. According to the current situation of reading ability cultivation of high school students, from the perspective of classroom teaching, what do you think classroom teaching should do to enhance the sustainable development of students' reading ability? Please put forward some relevant strategies or measures.

1) The teaching content should be rich and varied, focusing on the combination of diversity and interest, so as to stimulate students' interest in reading and broaden their knowledge horizon.

2) We should advocate the teaching of interaction, dialogue and discussion, change the traditional one-sided teaching and change the phenomenon of one lecture to the end.

3) Strengthen the guidance of reading strategies, pay attention to the combination of text teaching, and teach students effective reading methods and skills to improve reading efficiency.

4) Reading teaching evaluation should pay attention to multi-dimensional evaluation, pay attention to both the final evaluation (such as test scores), and pay attention to the evaluation of students' reading process and performance.

5) Classroom teaching should be rich in teaching resources.

5.What factors do you think will affect the sustainable development of students' reading ability in classroom? Please explain briefly.
Coping strategies

1) Optimize the teaching content, systematically and systematically deal with the teaching content, which is easy for students to understand and master.

2) Innovate teaching methods, skillfully use explanation method, discussion method, case analysis method, cooperative learning method and other teaching methods to improve students' learning effect and participation.

3) Stimulate students' interest in reading through a variety of teaching methods, such as using multimedia technology to display the charm of literary works and guide students to actively participate in learning.

4) Pay attention to reading habits, encourage students to read, think and write more, and form good reading habits and writing habits.

6.According to the current situation of reading ability cultivation of high school students, from the perspective of campus culture construction, what strategies or measures do you think the school should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) The campus should create a strong reading atmosphere. Newspapers and books can be seen everywhere in classrooms, corridors, conference rooms and teachers' offices, so that students can always feel the importance and interest of reading.

2) Schools can hold various reading activities, lectures, exhibitions and competitions to show students' reading achievements and stimulate students' interest in reading.

3) Schools can strengthen students' recognition of the value of reading. Leaders attach importance to reading, teachers love reading, reading can be seen everywhere on campus, and students will gradually realize the important role of reading for personal growth.

7. According to the current situation of reading ability cultivation of high school students, from the perspective of family culture construction, what strategies or measures do you think families should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Create an open, inclusive, democratic and equal family reading atmosphere, where parents and children are free to express their thoughts, even if their views may not be recognized by others, everyone has the right to speak and be respected.

2) Do more parent-child reading together, carry out reading sharing, encourage children to express their experiences, and carefully listen to their views. This can not only enhance children's sense of participation, but also teach them how to express their views effectively.

3) Be good at asking questions for reading, guide children's thinking to be rich and profound, encourage children to analyze problems from multiple perspectives, multi-level and multifaceted, and cultivate children's critical thinking ability.

4) Parents themselves should be a role model to actively participate in discussions and exchanges. In the family reading, communicate with children, share their feelings and experience, and encourage children to do the same.

8. According to the current situation of reading ability cultivation of high school students, and from the perspective of social reading atmosphere, what strategies or measures do you think relevant social departments should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

The community, library and other relevant institutions can take the following 6 measures to promote the development and improvement of high school students' reading ability:

1) Enrich reading resources. Communities and libraries should continuously enrich reading resources, regularly purchase the latest books, subscribe to authoritative journals, and introduce digital reading platforms to meet the different reading needs of high school students.

2) Build a reading environment. Communities can build public reading Spaces such as reading corners and book corners, while libraries should optimize the layout of reading areas to provide sufficient reading seats and a quiet reading atmosphere.

3) Carry out reading activities. By holding reading activities, such as reading clubs, lectures, exhibitions, etc., high school students' interest in reading and enthusiasm for participation can be stimulated.

Interview 8

1. According to the current situation of reading ability training of high school students , what do you think students should do to effectively enhance the

sustainable development of their reading ability? Please briefly put forward some targeted strategies or measures.

1) Set clear goals and motivate yourself to keep reading with clear goals.

2) Develop the habit of reading. Set aside a certain time each day to read and make reading a part of your daily study routine.

3) Master reading skills. For example, quickly scan the title, table of contents, introduction and conclusion to get the general content and structure of the article.

4) Reading should actively think, actively discuss, constantly deepen their understanding of the text, and constantly broaden their ideas.

5) Reading should pay attention to the accumulation and use of language, expand reading, enrich language knowledge, increase life experience, and deepen the understanding of the text.

6) Keep a positive attitude in reading, regard reading as a pleasure rather than a burden, and enjoy the knowledge and happiness brought by reading.

To persevere, to maintain patience and perseverance, to read and learn unremittingly.

2. In your opinion, what factors in high school students' reading will affect the enhancing of their reading ability? Please give a brief explanation.

1) Distraction. Distraction can seriously affect the reading effect and make it difficult for students to understand the content deeply.

2) Poor reading habits. Some bad habits will reduce the efficiency of reading, increase the burden of reading, not conducive to the improvement of reading ability.

3) Lack of critical thinking. If students lack critical thinking, it will be difficult for them to think deeply and evaluate the content of the text, which will limit their reading ability.

3. According to the current situation of reading ability cultivation of high school students, what qualities do you think teachers themselves should possess to effectively enhancing of students' reading ability? Please put forward some specific factors and explain them appropriately.

1) Strong language expertise. Teachers should study hard, participate in professional training, read professional journals, communicate with peers, but also be good at reflection and summary, combine professional and practice, improve their teaching ability.

2) Excellent teaching design and organization skills. Teachers need to adjust and optimize the teaching design and organization through observation and learning, teaching experiments and other ways to make the teaching process orderly and efficient.

3) Good communication and guidance skills. Teachers need to establish good teacher-student relationship with students, understand students' learning needs and puzzles, and give timely guidance and help. Organize students to carry out various reading activities to stimulate students' interest in reading.

4) Continuous self-reflection and learning ability. Teachers should often write teaching reflections,actively participate in professional training and academic exchanges, understand the latest educational concepts and teaching methods, and keep sensitive to new knowledge and new ideas.

4. According to the current situation of reading ability cultivation of high school students, from the perspective of classroom teaching, what do you think classroom teaching should do to enhance the sustainable development of students' reading ability? Please put forward some relevant strategies or measures.

1) To promote the diversification of teaching content, teachers should choose a variety of reading materials, and introduce reading materials closely related to real life, so as to enhance the practicality and interest of learning.

2) Constantly innovate teaching methods, teaching more heuristic, discussion, inquiry and other teaching methods, stimulate students' interest in learning, cultivate their independent thinking and problem-solving ability.

3) Make good use of multimedia technology and network resources to enrich teaching methods and make the classroom more lively and interesting.

4) Closely combined with text teaching, strengthen reading skills training.

5) Focus on cultivating students' reading comprehension ability, including the ability to sort out text ideas, speculate on the author's intention and infer hidden information.

5. What factors do you think will affect the sustainable development of students' reading ability in classroom teaching? Please explain briefly.

There are indeed some serious factors that affect the improvement of students' reading ability in Chinese class in senior high school.

1) The teaching mode of pursuing exam-oriented education limits the space for students to read extensively and think deeply, which is not conducive to the long-term development of reading ability.

2) The content and method of Chinese teaching in senior high school are relatively simple, which is difficult to stimulate students' interest in learning and initiative, thus affecting the improvement of their reading ability.

3) Some classes lack the guidance of reading strategies and methods, which makes students at a loss when facing complex texts and texts full of challenging meaning.

4) Teachers neglect extra-curricular reading guidance, making students miss many opportunities to improve their reading ability.

6. According to the current situation of reading ability cultivation of high school students, from the perspective of campus culture construction, what strategies or measures do you think schools should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Develop good reading habits. Schools can make reading plans, set reading goals, set up reading courses, strengthen reading guidance and other ways to help students develop good reading habits such as diligent reading, in-depth reading, and combination of reading and writing.

2) The school can set up reading groups through the Student Union and the Youth League Committee, and hold reading exchanges, debating competitions and other activities to stimulate students' love of reading, and cultivate their teamwork and social skills.

3) Schools can strengthen the construction of humanistic environment, so that teaching buildings, science halls, libraries, canteens and other places are full of rich cultural atmosphere, imperceptibly nourish students' spiritual life and improve their humanistic and scientific literacy.

7. According to the current situation of reading ability cultivation of high school students, from the perspective of family culture construction, what strategies or measures do you think families should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Give positive feedback on your child's reading. For children's reading feelings and experiences, more affirmation, appreciation, encouragement, even if you want to put forward some improvement suggestions, point out the shortcomings, but also consider the child's acceptance psychology.

2) Encourage children to participate in school or community reading activities, such as reading clubs, speech competitions, etc. These activities allow children to communicate and discuss with others on a wider scale, thereby exercising their communication and expression skills.

3) Reasonable arrangement of reading time, parents should discuss with their children, according to the child's learning tasks and rest time to reasonably plan the family reading time and tasks.

4) Cultivate interest in reading. Parents can communicate with teachers and children to understand children's reading needs and interests, and recommend reading materials suitable for children's interests, psychology and learning requirements in a targeted way.

8. According to the current situation of reading ability cultivation of high school students in schools and the social reading atmosphere, what strategies or measures do you think relevant social departments should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Provide reading instructions. Communities and libraries can be staffed with professional reading guides to provide personalized reading instruction services to high school students.

2) Establish a reading incentive mechanism, and give certain material or spiritual rewards to excellent readers to encourage high school students to actively participate in reading.

3) Communities and libraries should strengthen cooperation with families. We can guide parents to pay attention to children's reading needs by conducting parent-child reading activities and distributing reading guides, so as to jointly create a good family reading atmosphere.

Interview 9

1. According to the current situation of reading ability training of high school students, what do you think students should do to effectively enhance the sustainable development of their reading ability? Please briefly put forward some targeted strategies or measures.

1) Try to set small goals. Each small goal you achieve will give you a sense of accomplishment and motivate you to keep going.

2) Choose reading material that interests you. When you're interested in what you're reading, it's easier to get involved.

3) Develop the habit of reading, make a plan, stick to it, maybe read for half an hour every day, make reading a part of your daily life.

4) Be active and active in reading. Reading involves active thinking, trying to understand the author's point of view, the process of argument, and even thinking critically about the text.

5) Stick to a variety of reading, try to read different subjects, different styles of works, and strive to broaden your vision, improve your reading breadth and depth.

2.In your opinion, what factors in high school students' reading will affect the enhancing of their reading ability? Please give a brief explanation.

1) Students overemphasize test-taking skills and neglect the essence of reading. Test-taking thoughts dominate the classroom, and students lack deep thinking and critical thinking training in reading.

2) The purpose of reading is unclear and the motivation is insufficient, which is not conducive to mobilizing the enthusiasm and initiative of students' reading machine.

3) The lack of corresponding cultural background and basic knowledge limits their vision and thinking ability, making it difficult for them to understand the text from a broader background and perspective.

3. According to the current situation of reading ability cultivation of high school students , what qualities do you think teachers themselves should possess in order to effectively enhancing of students' reading ability? Please put forward some specific factors and explain them appropriately.

1) Life-oriented teaching concept. Teachers can connect learning with students' daily life through life practice and integration of resources, so that students can learn knowledge in familiar life situations and improve their reading ability.

2) Personalized teaching concept. Teachers should understand students' reading level, interests and habits, carry out stratified teaching, strengthen differentiated guidance, and promote the effective improvement of students' reading ability.

3) Inquiry teaching concept. Teaching should create situations, guide inquiry, cooperation and communication, guide students to read and think independently, and encourage students to ask questions and solve problems.

4) Core quality teaching concept. In reading teaching, we should pay attention to cultivating students' reading comprehension ability, critical thinking ability, aesthetic appreciation ability and cultural inheritance consciousness. Pay attention to the integration of curriculum resources, guide critical thinking, carry out aesthetic education and strengthen cultural inheritance.

4. According to the current situation of reading ability cultivation of high school students, from the perspective of classroom teaching, what do you think classroom teaching should do to enhance the sustainable development of students' reading ability? Please put forward some targeted strategies or measures.

1) Encourage students to read critically and develop their ability to think and judge independently about the content of the text.

2) Strengthen reading guidance and feedback, teachers can regularly check and guide students' reading, understand their reading progress and problems, and give timely feedback and suggestions.

3) Promote cooperation and inquiry learning. Through class discussion and group cooperation, students can share their reading experience and feelings and promote their learning and communication.

4) Create a good reading atmosphere, teachers actively participate in reading, students carry out extracurricular reading, and classes set up book corners.

5. What factors do you think will affect the sustainable development of students' reading ability in the current classroom? Please give a brief explanation.

1) Pursue a variety of reading materials.

2) Create lively and interesting reading situations.

3) Guide students to explore and discover actively, encourage students to choose reading materials independently, and give them enough reading time and space, so that they can explore and discover freely in reading.

4) Establish a positive reading incentive mechanism to stimulate students' reading motivation and enthusiasm.

6. According to the current situation of reading ability cultivation of high school students, from the perspective of campus culture construction, what strategies or measures do you think the school should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) The school may set up a reading promotion agency, composed of school leaders, teachers' representatives and students' representatives, which is mainly responsible for planning, promoting and supervising the conduct of reading activities. At the same time, a library reading guidance group should be set up to select and purchase books and promote reading.

2) Schools should strengthen the construction of reading environment. Reading Spaces can be set up on campus to provide a quiet and warm reading environment. At the same time, the book resources suitable for teenagers should be increased to enrich students' reading life.

3) Schools should encourage classes or student groups to spontaneously organize reading clubs, regularly carry out reading sharing and exchange activities, and regularly invite teachers, students and experts outside the school to share their reading experience and sentiment.

4) Schools can hold reading and writing competitions to show students' reading achievements and writing level and stimulate their interest in reading and writing.

7.According to the current situation of reading ability cultivation of high school students, from the perspective of family culture construction, what strategies or measures do you think families should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Parents should often participate in the child's reading process, reading together, discussing together, and communicating together, which not only enhances the parent-child relationship, but also helps children better understand the content of the book and improve their reading ability.

2) Parents can provide their children with a variety of reading materials, including different types of books and Internet resources. At the same time, encourage children to choose their own reading materials to meet their different interests and needs.

3) Optimize the reading environment. Families should create conditions and try their best to provide children with a quiet, comfortable and cultural reading place.

4) Parents should be the example of children's reading, and they should often read and share their reading experience. Use their own demonstration role to stimulate children's love and pursuit of reading.

8. According to the current situation of reading ability cultivation of high school students, and from the perspective of social reading atmosphere, what strategies or measures do you think relevant social departments should take to effectively enhancing of high school students' reading ability? Please give a brief answer and explain.

In promoting the construction of high school students' reading atmosphere, the education department can take the following six specific measures:

1) Increase input and set up campus libraries and reading corners to meet students' different reading needs and interests.

2) We have carried out reading promotion activities, and invited well-known writers and scholars to campus to hold lectures and sharing sessions, so that students can experience the charm of reading and understand the stories behind books and the creative process.

3) To strengthen the construction and guidance of reading courses, set up reading courses, equip professional teachers, and disseminate reading strategies and experience.

Interview 10

1. According to the current situation of reading ability training of high school students, what do you think students should do to effectively enhance the sustainable development of their reading ability? Please briefly put forward some targeted strategies or measures.

1) Pay attention to the combination of speed reading and intensive reading, especially to read important paragraphs or difficult content, understand its deep meaning, and try to connect it with the overall content.

2) Keep taking notes and making summaries. Take notes on key information, important ideas, or questions you have. Try to summarize what you've read in your own words.

3) Value critical thinking, do not blindly accept the author's point of view, try to think about the problem from multiple angles, and question and evaluate the author's argument process.

4) Diversified reading materials, try to read different subjects, different styles of works, broaden your vision, expand the breadth and depth of reading.

5) Set reading goals and plans. Set clear reading goals and plans for yourself, such as finishing a book every week or reading for half an hour every day.

6) Strengthen reflection and assessment, regularly reflect on their own reading process and results, evaluate the improvement of reading ability and reading habits.

2. In your opinion, what factors in high school students' reading will affect the enhancing of their reading ability? Please give a brief explanation.

In classroom teaching, reading comprehension is an important part of students' thinking development, and the following three factors may seriously affect their thinking process:

1) Casual, fashionable and fragmented reading seriously affects their reading thinking, which is not conducive to the training and improvement of thinking ability.

2) Lack of thinking and communication, and do not pay attention to exploring the deep meaning of the text and enriching their thoughts.

3) Paying too much attention to test-taking skills, only brushing questions, ignoring reading thinking and experience, is not conducive to the improvement of reading ability.

3. According to the current situation of reading ability cultivation of high school students, what qualities do you think Chinese teachers themselves should possess to effectively enhancing of students' reading ability? Please put forward some specific factors and explain them appropriately.

1) Deep expertise. Teachers should establish the concept of lifelong learning, and continuously update and deepen their understanding and mastery of professional knowledge through in-depth research by reading professional books, attending academic seminars, winter and summer training, etc.

2) Good teaching ability. Teachers should learn from experienced teachers and observe their classroom teaching. At the same time, they should attend more professional

training, be good at reflecting on their own teaching practice, constantly update teaching concepts, and optimize teaching methods and strategies.

3) Flexible teaching methods. Teachers should have the courage to try new teaching methods and means to assist teaching, pay attention to students' levels and needs, pay attention to communication and sharing, learn from each other and make progress together.

4) Positive teaching attitude. Teachers should have professionalism, patience and love, treat students equally and pay attention to the growth of each student. They should care for students, maintain enthusiasm, and actively explore and innovate teaching methods and means.

4. According to the current situation of reading ability cultivation of high school students, from the perspective of classroom teaching, what do you think classroom teaching should do to enhance the sustainable development of students' reading ability? Please put forward some relevant strategies or measures.

1) Establish a scientific classroom evaluation system, using a variety of evaluation methods to assess students' reading ability and progress.

2) Establish a reading reward mechanism to commend and reward students with outstanding performance, so as to stimulate their reading motivation and self-confidence.

3) Cultivate the lifelong reading habit, through the efforts of classroom education, family education and social education, so that students will regard reading as an indispensable part of life.

4) Pay attention to encouragement and feedback, classroom teaching should not only praise the positive reading performance, active thinking of students, but also to find problems, timely problems, to help students improve reading.

5. What factors do you think will affect the sustainable development of students' reading ability in the current classroom? Please explain briefly.

In my opinion, there are two factors that seriously affect the improvement and development of students' reading ability in the current high school classroom:

1) The limitation and obsolescence of reading materials easily lead to the solidification of teachers and students' thinking, and it is difficult to adapt to a broader and more complex reading environment. They also fail to stimulate students' interest, resulting in a lack of motivation to read.

2) Insufficient application of technology. In the digital age, technology has brought a lot of convenience, and many high school classes fail to make full use of modern technology to enrich the content and form of reading, which affects the improvement of reading efficiency and quality. For example, they can not make full use of data analysis, online reading, intelligent recommendation and other technical means to guide students' reading learning in a targeted way to meet their different reading needs.

6. **According to the current situation of reading ability cultivation of high school students, from the perspective of campus culture construction, what strategies or measures do you think the school should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.**

1) Schools can require teachers to set up reading guidance classes, teach reading methods, skills and strategies, make reading plans, expand reading, improve reading efficiency, and promote students to form good reading habits.

2) Schools should strengthen reading guidance and stimulate students' interest in reading through teachers' demonstration and guidance. Schools should also encourage teachers to combine reading with teaching to improve the teaching effect.

3) Schools can hold reading lectures for parents to promote the importance of reading to parents, guide parents to pay attention to children's reading, and understand how to cultivate children's reading habits.

4) Schools can cooperate with parents to organize home-school reading activities, encourage parents to participate in children's reading, and jointly create a family reading atmosphere.

5) The school should establish a reading incentive mechanism, which should not only fully demonstrate students' reading achievements, but also commend excellent readers, stimulate students' reading enthusiasm, and enhance students' self-confidence and sense of accomplishment.

7.**According to the current situation of reading ability cultivation of high school students, from the perspective of family culture construction, what strategies or measures do you think families should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.**

1) Set up the reading environment carefully, ensuring a well-lit, quiet and comfortable corner as a home reading spot.

2) Choose the right reading material, vary the books according to the interests and age levels of the family members, and change the family books regularly.

3) Parents themselves should also read often, often do parent-child reading, and share the fun and harvest of reading with their children.

4) Set up a reward mechanism, in order to encourage children to read, you can set up some reward mechanism, such as getting a small gift after completing the reading task or having a big dinner with the family to celebrate and enhance each other's affection.

5) Parents carefully set up reading files for their children, or take photos, or text, record their reading process and growth changes, so that children can feel their progress and achievements.

8. According to the current situation of reading ability cultivation of high school students, and from the perspective of social reading atmosphere, what strategies or measures do you think relevant social departments should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) To construct a diversified reading evaluation system, not only pay attention to the amount of reading, but also pay attention to the quality of reading, the depth of understanding and the reflection and expression after reading.

2) Making use of digital resources to promote reading, education departments should make full use of digital resources such as electronic books, audio books and online reading platforms to provide students with more convenient and abundant reading channels.

3) To promote reading through cooperation between families and schools, education departments should encourage schools and parents to strengthen communication and cooperation and jointly create a good atmosphere for family reading.

Interview 11

1. According to the current situation of reading ability training of high school students, what do you think students should do to effectively enhance the sustainable development of their reading ability? Please briefly put forward some targeted strategies or measures.

1) To expand the amount of reading, you can start from the aspects of ensuring the time, the quantity is up to standard, and the quality is in place.

2) Pay attention to the variety of reading types and subjects, and constantly broaden the scope of knowledge and reading horizon.

3) Interest-oriented, choose reading materials that you are interested in, immerse yourself in them, have great fun, and then expand the scope of reading materials.

4) Combine intensive reading with extensive reading. Intensive reading for a classic or important article, you need to think deeply to understand its deep meaning and the author's intention. Extensive reading of general articles or materials to quickly get the general ideas and main information.

5) Develop the habit of reading. Not only to read regularly and quantitatively, but also to keep notes to record key information, experience and questions.

6) Improve reading speed, learn and use speed reading skills. Such as scanning, skimming, etc., to improve reading efficiency. Stay focused while reading to avoid distractions and procrastination.

7) Strengthen mental training, develop critical thinking skills, and learn to examine and analyze problems from different angles. Do more association and reasoning to deepen the understanding and memory of the content of the article.

2. In your opinion, what factors in high school students' reading will affect the enhancing of their reading ability? Please give a brief explanation.

In high school Chinese classroom teaching, if students do not do enough in some aspects, it will seriously affect the improvement of their reading ability.

1) Lack of interest in reading, reading motivation is not clear, reading has no internal motivation, perfunctory, unable to deeply understand and analyze the content of the text, more difficult to form lasting reading.

2) Poor reading habits will seriously affect the efficiency and effect of reading.

3) A single reading method will make it difficult to cope with different types of reading materials.

3. According to the current situation of reading ability cultivation of high school students, what qualities do you think teachers themselves should possess to effectively enhancing of students' reading ability? Please put forward some specific factors and explain them appropriately.

1) Read instruction skills. Teachers should strengthen professional reading, deeply study teaching strategies and methods, pay attention to teaching practice feedback, and constantly adjust and optimize reading guidance methods.

2) Literary appreciation. Teachers should strengthen classic study, participate in academic exchanges, strengthen aesthetic education, and constantly improve their literary appreciation ability.

3) Individualized teaching ability. Teachers should understand students' reading interests, abilities and habits through questionnaires, individual talks and other ways, and carry out hierarchical teaching and differentiated evaluation to promote the improvement of students' reading ability in a targeted way.

4) The ability to motivate and guide. Teachers can promote the development of students' reading ability by setting goals, positive incentives, and emotional communication.

4.According to the current situation of reading ability cultivation of high school students, from the perspective of classroom teaching, what do you think classroom teaching should do to enhance the sustainable development of students' reading ability? Please put forward some relevant strategies or measures.

1) Strengthen personalized reading guidance. The teaching should understand each student's reading level, interest and learning habits, and provide personalized reading guidance.

2) Strengthen strategy teaching, to teach students effective reading strategies, at the same time, encourage students to apply these strategies to daily reading, to form the ability of independent learning.

3) The pursuit of in-depth interpretation and discussion, the class should organize students to think deeply about the reading materials, guide them to dig out the deep meaning behind the text, the author's intention and cultural background.

4) The classroom should pay attention to diversified feedback, timely point out the advantages and disadvantages of students' reading, and put forward specific suggestions for improvement. At the same time, students should be encouraged to conduct self-reflection and peer evaluation.

5.What factors do you think will affect the sustainable development of students' reading ability in classroom? Please explain briefly.

1) Lack of time for reading, high school stage heavy workload, students to learn more subjects, limited time and energy, resulting in a serious lack of time for reading.

2) The reading environment is not good. Students are faced with the interference of talking with classmates, playing mobile phones, participating in club activities, falling in love and other factors, which will distract their attention, reduce the efficiency of reading, and even affect their understanding of reading texts.

3) Insufficient reading feedback and evaluation. Teachers pay attention to the transfer of knowledge and the training of skills, but neglect the feedback and evaluation of students' reading achievements. Students' reading ability may only hover at a low level, and it is difficult to achieve good development.

6. According to the current situation of reading ability cultivation of high school students, from the perspective of campus culture construction, what strategies or measures do you think schools should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Cultivate interest in reading, provide students with rich and varied reading materials, expand students' reading amount, and cultivate their self-reading habit.

2) Cultivate the habit of reading, encourage students to read a certain amount of time every day, complete a certain amount of reading, extract a certain content, write a little experience, to help students develop a long-term habit of reading.

3) Enrich campus reading resources, provide students with more reading choices, and meet their diversified reading needs.

7. According to the current situation of reading ability cultivation of high school students, from the perspective of family culture construction, what strategies or measures do you think families should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Parents should fully understand the pressure of their children, and have more open and honest conversations with their children to understand their reading feelings and troubles.

2) Set small reading goals, because the child's heavy homework burden, time is tight, it is recommended that the child take a quarter of an hour every day to read a thousand-

3) word article, or read a micro novel, so that the child is easy to achieve the goal and get a sense of accomplishment.

4) Try to start from the child's interest and establish the connection between reading and interest. If they like a physicist, suggest that they read a biography of that physicist. If children like history, they can guide them to Yi Zhongtian's History of Chinese Civilization. 4) Parents should be good at creating a stress-free, relaxed and enjoyable reading environment for their children, so that children can enjoy reading in a relaxed state.

8. According to the current situation of reading ability cultivation of high school students, from the perspective of social reading atmosphere, what strategies or measures do you think relevant social departments should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

The administrative departments of education and the departments of teaching and research can take the following three targeted measures to promote the development and improvement of high school students' reading ability:

1) Develop the reading curriculum standards and evaluation system. Clear reading teaching objectives, content, methods and evaluation standards.

2) Promote quality reading resources. The education administration should strengthen cooperation with publishing houses, libraries and other institutions to screen and promote quality books, journals and electronic resources suitable for high school students.

3) Strengthen reading guidance and training. Teaching and research departments should organize expert teams to carry out reading guidance and training activities for senior high school Chinese teachers.

Interview 12

1. According to the current situation of reading ability training of high school students, what do you think students should do to effectively enhance the sustainable development of their reading ability? Please briefly put forward some targeted strategies or measures.

1) Be good at making use of auxiliary tools in reading. Consult dictionary or search engine diligently when you come across new words or concepts you do not understand.

2) Take an active part in reading discussions. Often share your reading experience with classmates, teachers or family members to discuss the ideas, plot or characters in the book.

3) Be patient and persistent, improving your reading skills is a long-term process that takes time and effort.

4) Learn speed reading skills. Such as scanning, skimming, etc., to improve reading efficiency. Stay focused while reading to avoid distractions and procrastination.

5) Strengthen mental training, develop critical thinking skills, and learn to examine and analyze problems from different perspectives. Do more association and reasoning to deepen the understanding and memory of the content of the article.

2. In your opinion, what factors in high school students' reading will affect the enhancing of their reading ability? Please give a brief explanation.

1) Lack of reading strategy, it will be difficult to deeply understand and analyze the text content.

2) Lack of language and knowledge reserve will make it difficult to understand and analyze complex reading materials and understand the deep meaning of the text.

3) Lack of participation and interaction in class, and passive and receptive thinking, will make it difficult to obtain effective reading guidance and feedback, and difficult to obtain solid thinking training.

4) Lack of reflection and summary of reading. If students do not reflect and summarize after reading, it will be difficult to consolidate their reading achievements and improve their reading ability.

3. According to the current situation of reading ability cultivation of high school students, what qualities do you think teachers themselves should possess to effectively enhancing of students' reading ability? Please put forward some specific factors and explain them appropriately.

1) The ability to interpret texts. Teachers should have profound literary literacy and professional knowledge, and be able to accurately interpret text ideas and artistic features, so as to provide profound reading guidance for students.

2) Reading strategy guidance. Teachers should flexibly apply a variety of reading strategies to help students improve reading efficiency.

3) Personalized instruction. Teachers should pay attention to the individual differences of students, understand each student's reading interests, abilities and habits, and provide them with personalized reading guidance and suggestions to meet the needs of different students.

4) Stimulate students' interest. Teachers should try their best to stimulate students' interest and enthusiasm in reading, so that they are willing to take the initiative to read and enjoy reading.

5) Develop the habit of reading. Teachers should help students develop good reading habits through continuous reading guidance and supervision.

4. According to the current situation of reading ability cultivation of high school students, from the perspective of classroom teaching, what do you think classroom teaching should do to enhance the sustainable development of students' reading ability? Please put forward some relevant strategies or measures.

1) The classroom can mobilize the enthusiasm of teachers and students, and establish reading files to record students' reading experience, reading feelings, reading achievements and progress. Help teachers to carry out accurate and effective teaching.

2) Set up reading reward mechanism, such as reading star, reading progress award, etc., to stimulate students' interest and enthusiasm in reading. At the same time, the reading performance will be included in the student evaluation system, so that students pay more attention to reading learning.

3) Continue to track and adjust, continue to pay attention to students' reading development, adjust teaching plans and guidance strategies according to students' actual performance and needs, maintain the flexibility and pertinency of teaching, and ensure that reading teaching can always meet students' development needs.

5. What factors do you think will affect the sustainable development of students' reading ability in the current classroom? Please explain briefly.

High school classroom mainly has the following three factors that affect the improvement and development of students' reading ability:

1) Poor reading habits, such as easy to be distracted when reading, skip reading or reading back frequently, lack of active thinking and notes, lead to low reading efficiency, difficult to deeply understand the text content, and thus affect the improvement of reading ability.

2) Lack of reading motivation, many high school students due to academic pressure, not interested in reading content or lack of reading goals and other reasons, resulting in lack of reading motivation. Unable to ensure the investment in reading and the reasonable allocation of time, so that reading is just a nominal, superficial stop.

3) Lack of cultural background knowledge, some high school students may be due to the narrow scope of knowledge, lack of cultural background knowledge and other reasons, resulting in the process of reading difficult to understand and grasp the connotation and denotation of the text.

6. **According to the current situation of reading ability cultivation of high school students, from the perspective of campus culture construction, what strategies or measures do you think schools should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.**

1) Strengthen the reading guide service, improve the reading literacy and service ability of library staff, provide targeted reading guidance and recommendation services, help students solve the problems encountered in the reading process, and improve the reading effect and quality.

2) By holding various reading activities, setting up a reading incentive mechanism, and publicizing the importance of reading, we can stimulate students' interest and motivation in reading, and form a positive reading trend.

3) Schools should strengthen communication and cooperation with parents, and pay attention to the cultivation of students' reading habits and abilities; Encourage parents to create a reading atmosphere in the family environment, accompany children to read together, and effectively promote the development and improvement of students' reading ability.

7. **According to the current situation of reading ability cultivation of high school students, from the perspective of family culture construction, what strategies or measures do you think families should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.**

1) Parents should encourage their children to participate in discussions, think positively about problems, and let them feel the value and significance of reading. At the same time, parents' affirmation and encouragement can also enhance children's self-confidence and interest in reading.

2) Encourage children to be good at using fragments of time to read, not too demanding, not too difficult to read, as long as they can develop a habit, make full use of fragments of time, catch up on reading.

3) Parents should cooperate with teachers, maintain communication with their children's teachers, and understand their reading situation and performance in school. The teacher may be able to provide some advice or resources to help the child improve their interest and ability in reading.

4) Parents should adjust their expectations and not put too much emphasis on academic performance and grades. To cultivate children's patience and perseverance, to develop children's interest in reading and habits.

8. According to the current situation of reading ability cultivation of high school students, and from the perspective of social reading atmosphere, what strategies or measures do you think relevant social departments should take to effectively enhance the sustainable development of high school students' reading ability? Please give a brief answer and explain.

1) Carry out reading contests and display activities to stimulate students' interest in reading and sense of competition, and improve students' reading ability and comprehensive quality.

2) Establish a home-school co-education mechanism. Educational administrative departments should actively promote the construction of the home-school co-parenting mechanism, strengthen communication and cooperation with parents, and create a good family reading atmosphere.

3) Strengthen reading research and communication. Teaching and research departments should strengthen the research and communication on the development of high school students' reading ability. Experts and scholars should be organized to carry out research on relevant topics, explore teaching methods and strategies suitable for senior high school students' reading, share research results and teaching experience, and promote the continuous innovation and development of reading education.

Appendix E
Certificate of English

BS RU

BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mr.Changcai Xu

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 12th February 2022

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Accept Research

The Editorial Board of International Education Studies
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February 4, 2025

Dear Xu Changcai,

Thanks for your submission of paper to *International Education Studies*.

We have the pleasure to inform you that your manuscript has been accepted for publication. It will be published on the Vol. 18, No. 5, in October 2025.

Title: Strategies for Developing Sustainable Reading Ability in High School Students: Practical Approaches to Enhance Potential in the Modern Era

Authors: Xu Changcai, Phisanu Bangkheow & Phatchareephone Bangkheow

If you have any questions, please do not hesitate to contact with us.

Sincerely,

Chris Lee

On behalf of,
The Editorial Board of *International Education Studies*
Canadian Center of Science and Education

Strategies for Developing Sustainable Reading Ability in High School Students: Practical Approaches to Enhance Potential in the Modern Era

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Abstract

The objectives of this research were 1) To Study the current situation and expected situation of the enhancing sustainable reading ability of high school students. 2)To develop the strategies for the enhancing sustainable reading ability of high school students, and 3)To Evaluate the adaptability and feasibility of the strategies for sustainable development of high school students' reading ability. Employing a mixed-methods approach, including surveys, interviews, and SWOT analysis, TOWS Matrix, and PEST Analysis to assess the current status of students' reading literacy and the factors influencing sustainable development. The research identifies critical challenges such as low interest in reading, insufficient reading habits, and misalignment between teaching methods and sustainable development goals. Despite these challenges, students and stakeholders express high expectations for improved critical thinking, cultural engagement, and connected learning in the information age. The research findings highlight that strategies need to focus on leveraging students' existing strengths, such as moderate levels of accumulated reading experience and access to diverse reading resources, while addressing weaknesses like limited participation in reading activities and improper reading techniques. Proposed strategies include implementing engaging and interactive teaching methods, fostering student participation in reading exchanges, and integrating technology to enhance accessibility and interest. Additionally, creating a supportive environment through school-led initiatives, family encouragement, and societal involvement is emphasized. The feasibility of these strategies was confirmed through expert evaluation, demonstrating their potential to narrow the gap between current performance and expected outcomes effectively. By aligning these strategies with educational reforms and stakeholders' aspirations, this research offers a practical framework for fostering sustainable reading skills essential for lifelong learning. The study underscores the importance of addressing systemic issues and promoting a culture of reading to prepare students for the challenges of the modern information-driven era.

Keywords: Strategies Developing; Sustainable Reading Ability; High School Students; Practical Approaches to Enhance Potential; The Modern Era

1. Introduction

1.1 Introduce the Problem

Reading ability is a cornerstone of academic success and lifelong learning, equipping students with essential skills for critical thinking, problem-solving, and cultural engagement. Despite its importance, many high school students struggle to develop sustainable reading habits due to systemic educational challenges, such as traditional rote learning methods and the absence of engaging teaching strategies (Chen & Liu, 2020). Scholars have studied how digital interference in the classroom affects students' learning effect by increasing cognitive load, and found that digital interference can lead to shallow learning and hinder deep understanding and knowledge internalization. （Liu, Z.,& Huang,X. 2022).Consequently, addressing sustainable reading ability has become an urgent priority in educational research and practice.

1.2 Explore Importance of the Problem

Sustainable reading ability transcends mere academic achievement, enabling students to effectively navigate an increasingly information-rich and complex world. It fosters intellectual curiosity, social awareness, and adaptability, which are critical in the 21st century (Zhou et al., 2021). Educational reforms, such as China's New Curriculum Standards, emphasize the integration of reading ability into broader literacy goals, including logical reasoning, critical thinking, and cultural appreciation (Ministry of Education, 2021). These developments highlight the significance of equipping students with sustainable reading skills to meet the demands of modern education and global citizenship.

1.3 Describe Relevant Scholarship

Recent research underscores the multifaceted nature of reading ability and the need for comprehensive strategies to enhance it. From the perspective of learning task groups, A scholar initially discussed how to cultivate students' critical thinking ability and enhance their deep understanding of texts and critical participation through task-driven approach in Chinese teaching(Guo Hu,2024) . Similarly, Ng,W.S.,&Yu,G.(2021) explored the role of conversational interaction in students' participation in peer assessment and found that it can improve students' participation and learning effectiveness, thereby deepening understanding and developing analytical thinking. The role of the family and community is also critical, as parental involvement and community-based reading initiatives significantly influence students' motivation and reading habits (Liu et al., 2021). Moreover, A scholar has analyzed the problem of "deep reading" in the digital age, pointing out that in digital reading, readers tend to stay in the "shallow reading", emphasizing the importance of thoughtfully integrating digital tools to promote deep reading. (Zhang, Q., 2017).

1.4 State Hypotheses and Their Correspondence to Research Design

This study hypothesizes that a multifaceted approach combining innovative teaching strategies, family involvement, and policy alignment can effectively develop sustainable reading ability among high school students. The research employs a mixed-methods design, incorporating quantitative surveys and qualitative interviews with students and educators in Changsha City. Key influencing factors are identified through SWOT analysis, while the effectiveness of proposed strategies is evaluated for feasibility and alignment with educational objectives. By addressing both individual and systemic challenges, this study aims to provide actionable insights to foster sustainable reading practices, contributing to the broader field of educational reform and literacy development.

2.Literature Review

2.1 Reading ability

Reading ability, as a multidimensional construct, is pivotal for academic success, critical thinking, and sustainable personal growth. This study defines reading ability as the capacity to comprehend, analyze, and reflect on texts to achieve personal and academic goals while adapting to the complexities of modern society (Nie Zhenning, 2017). Scholars emphasize its integral components: decoding skills, linguistic comprehension, critical reasoning, and cultural contextualization (Snow et al., 2022). The conceptual framework highlights six interrelated dimensions influencing reading ability: students' literacy, instructional approaches, teachers' professional literacy, family and campus cultural environments, and broader societal factors. Students' literacy entails the ability to decode, synthesize, and critically evaluate textual information. Research has shown that fostering intrinsic motivation and cultivating steady reading habits are critical for improving literacy outcomes (Chen et al., 2023). Instructional strategies must therefore prioritize interactive and reflective reading practices. Teachers' professional literacy profoundly impacts students' reading development. This includes their mastery of reading pedagogy, capacity to design engaging content, and ability to adapt teaching to diverse student needs (Liu et al., 2021). In alignment with Figure 1, this study integrates teacher-centered strategies with task-based learning to foster critical and analytical skills. Family and campus cultural environments significantly shape students' reading behaviors. Supportive family involvement, such as shared reading activities and diverse home libraries, complements a vibrant school environment that prioritizes reading engagement through thematic events and well-curated resources (Xu & Wang, 2023). Finally, societal factors, including technological integration and cultural promotion, are essential for adapting reading practices to the digital age.

2.2 Strategy

The development of strategies for enhancing sustainable reading ability involves a systematic approach to address the identified influencing factors and align them with the overarching goals of sustainability in education. In this study, strategy is conceptualized as a structured action plan designed to achieve specific outcomes in cultivating reading ability among high school students in Changsha City. The strategies are informed by the six dimensions highlighted in Figure 1 of the conceptual framework: students' reading literacy, teachers' professional literacy, reading instruction, campus culture, family environment, and societal factors.

Strategies are defined as the actionable steps that combine theoretical insights and practical methods to resolve existing challenges while capitalizing on opportunities. One scholar's resource-based theory supports the notion that sustainable strategies leverage inherent resources, such as teacher expertise and community support, to promote long-term improvements (Wernerfelt, 1984). Additionally, competitive strategy model emphasizes differentiation and collaboration as key to achieving educational innovation Development(Shanda Kai,2023). The process involves six key stages: Goal Definition: Establishing measurable objectives for sustainable reading ability enhancement. Environmental Analysis: Conducting SWOT analysis TOWS Matrix and PEST analyses to assess internal and external factors influencing reading education. Strategy Formulation: Developing targeted interventions based on the analyses. Expert Input: Incorporating recommendations from focus group discussions and expert interviews. Evaluation. Specific Strategy conceptual framework, this study proposes: Strengthening Campus Culture: Organizing thematic reading events and creating interactive reading spaces. Enhancing Teacher Training:

Focusing on methods to integrate critical thinking into reading instruction. Engaging Families: Establishing co-reading programs and providing parental workshops on literacy development. Leveraging Technology: Using e-learning platforms to facilitate access to diverse reading materials while mitigating digital distractions.These

strategies collective framework for promoting reading ability in a sustainable and scalable manner.

2.3 Sustainable Reading Ability

Sustainable reading ability refers to the continuous and stable enhancement of an individual's reading comprehension, critical thinking, and ability to apply reading strategies while maintaining enthusiasm and interest in reading. It promotes lifelong and independent reading habits, enabling learners to adapt to evolving knowledge requirements and personal development goals (Xu & Wang, 2023). This concept emphasizes the integration of cognitive, affective, and social dimensions to foster a well-rounded development in literacy. Rooted in the principles of sustainable development, sustainable reading ability encompasses: 1) cognitive dimension: Developing analytical reasoning, comprehension skills, and critical evaluation of texts. 2) affective dimension: Encouraging intrinsic motivation and positive attitudes toward reading. 3) social dimension: Highlighting collaborative reading practices and engagement in cultural activities (Chen & Liu, 2020). These dimensions align with the broader educational goal of preparing students for lifelong learning and societal participation.

According to the conceptual framework (Figure 1), sustainable reading ability involves six key dimensions: 1) Students' Reading Literacy: Encouraging reflective practices and consistent engagement in reading activities (Zhou & Zhang, 2021). 2) Teachers' Professional Literacy: Enhancing pedagogical methods to support diverse student needs. 3) Reading Instruction: Adopting task-based learning approaches and integrating technology to increase engagement (Xu & Wang, 2023). 4) Campus Culture: Creating an environment that promotes reading through initiatives like library programs and reading challenges. 5) Family Support: Strengthening parental involvement to reinforce reading habits at home. 6) Societal Influence: Utilizing community resources and partnerships to expand access to reading opportunities (Chen & Liu, 2020).

The foundation of sustainable reading ability derives from the Brundtland Report, which emphasizes meeting current needs without compromising future generations' potential (Brundtland,1987). Applied to education, this principle advocates for strategies that balance short-term literacy improvements with long-term sustainable development goals. Sustainable reading ability significantly contributes to lifelong learning and personal growth. It equips students with critical literacy skills essential for navigating complex information, preserves cultural literacy, and fosters active participation in society. For high school students, sustainable reading ability directly impacts academic achievement and adaptability to modern challenges (Zhou & Zhang, 2021).

2.4 High school student

The part of senior high school mainly includes the definition of senior high school students and the characteristics of senior high school Chinese learning.High school students are a general term for students who enter senior high school in the middle school learning stage, including students from regular high schools, vocational high schools, key high schools and secondary vocational schools. The age range of Chinese high school students is roughly 15 to 17 years old.Chinese learning in senior high school has some universal characteristics.A scholar pointed out that the reading characteristics of Chinese high school students are mainly manifested as "test-oriented", less extracurricular reading, mainly textbooks, and lack of diversity and depth. At the same time, students tend to read in fragments and lack patience and interest in whole books and classic literary works. This phenomenon is closely related to the educational system and the pressure to go to school (Wang Jing ,2020). Another Chinese scholar believes that Chinese high school students' reading is highly "instrumental", and most of them read for the purpose of improving test scores rather than satisfying their interests or broadening their horizons(Liu Yang ,2021). At the same time, digital reading is becoming popular, but its content is mostly entertainment text, lacking the influence of classical culture, which has an impact on students' deep thinking ability and literary literacy.

2.5 Related research

The studies reviewed focus on the development of sustainable reading ability in high school students and examine the strategies for improving reading literacy across various dimensions, including students' reading literacy, teachers' professional literacy, instructional methods, and cultural environments.

Two scholars emphasized that effective reading teaching involves systematic instruction that integrates decoding, comprehension, and critical analysis skills (Duke and Cartwright ,2021). Their findings highlight the importance of combining cognitive and language strategies to foster students' reading literacy. This aligns with the framework's focus on instructional methods.

Several scholars explored the concept of sustainable development in reading education, emphasizing that long-term literacy development depends on integrating ecological, social, and economic factors. They argued that teachers must consider both immediate outcomes and lifelong learning objectives (Perfetti et al,2020).

Some scholars demonstrated that teachers' professional literacy plays a critical role in promoting students' reading abilities. They found that professional development programs focusing on innovative teaching techniques significantly improved students' engagement and comprehension (Zhou et al,2021).

A scholar revealed that a supportive campus culture combined with family engagement fosters a reading environment conducive to sustainable literacy development (Guthrie, 2018). They emphasized that reading festivals, book clubs, and parental involvement positively impact students' reading habits.

Two scholars investigated the role of technology in enhancing sustainable reading abilities (Xu & Wang, 2023). Their study found that integrating digital tools, such as e-books and online platforms, supports personalized learning while addressing challenges like digital distractions. This aligns with the societal and technological dimensions of

the framework.

The reviewed literature underscores the multifaceted nature of sustainable reading ability and its dependence on integrating various dimensions such as instructional methods, teacher literacy, cultural environments, and technological advancements. These insights directly inform the conceptual framework and highlight the need for holistic strategies to improve sustainable reading ability.

3.Theoretical Framework

The theoretical framework for this study establishes a foundation for understanding the development of sustainable reading ability among high school students by integrating interdisciplinary concepts, empirical findings, and analytical models. This framework highlights the interconnected nature of cognitive, affective, and environmental factors, as outlined in Figure 1: Conceptual Framework, which identifies six core dimensions: students' reading literacy, teachers' professional literacy, instructional practices, campus culture, family environment, and societal influences. These elements interact dynamically to shape strategies that foster sustainable reading practices. Drawing from sustainable development principles, the framework emphasizes a balanced approach to meeting current literacy needs while preparing students for future educational and societal challenges. According to some scholars, sustainable development in education involves cultivating students' ability to adapt to evolving contexts while maintaining intrinsic motivation and engagement (Zhou et al, 2021). The role of strategy in this context is to align resources and actions with these long-term goals, ensuring effective implementation (Xu & Wang, 2023). The framework utilizes tools such as SWOT, PEST, and TOWS analyses to derive actionable strategies. These methods provide structured insights into internal and external influences on reading ability, supporting the creation of targeted interventions. For example, SWOT analysis identifies strengths such as digital literacy resources and opportunities like policy support, while TOWS analysis aligns these factors with actionable steps for implementation (Weihrich, 1982). Moreover, PEST analysis contextualizes the socio-political and economic environments impacting literacy development (Johnson et al, 2020). This theoretical foundation underscores the need for a holistic approach that addresses students' diverse needs. By situating strategies within a robust conceptual framework, this study aims to provide actionable solutions that enhance students' sustainable reading abilities while contributing to broader educational reforms.
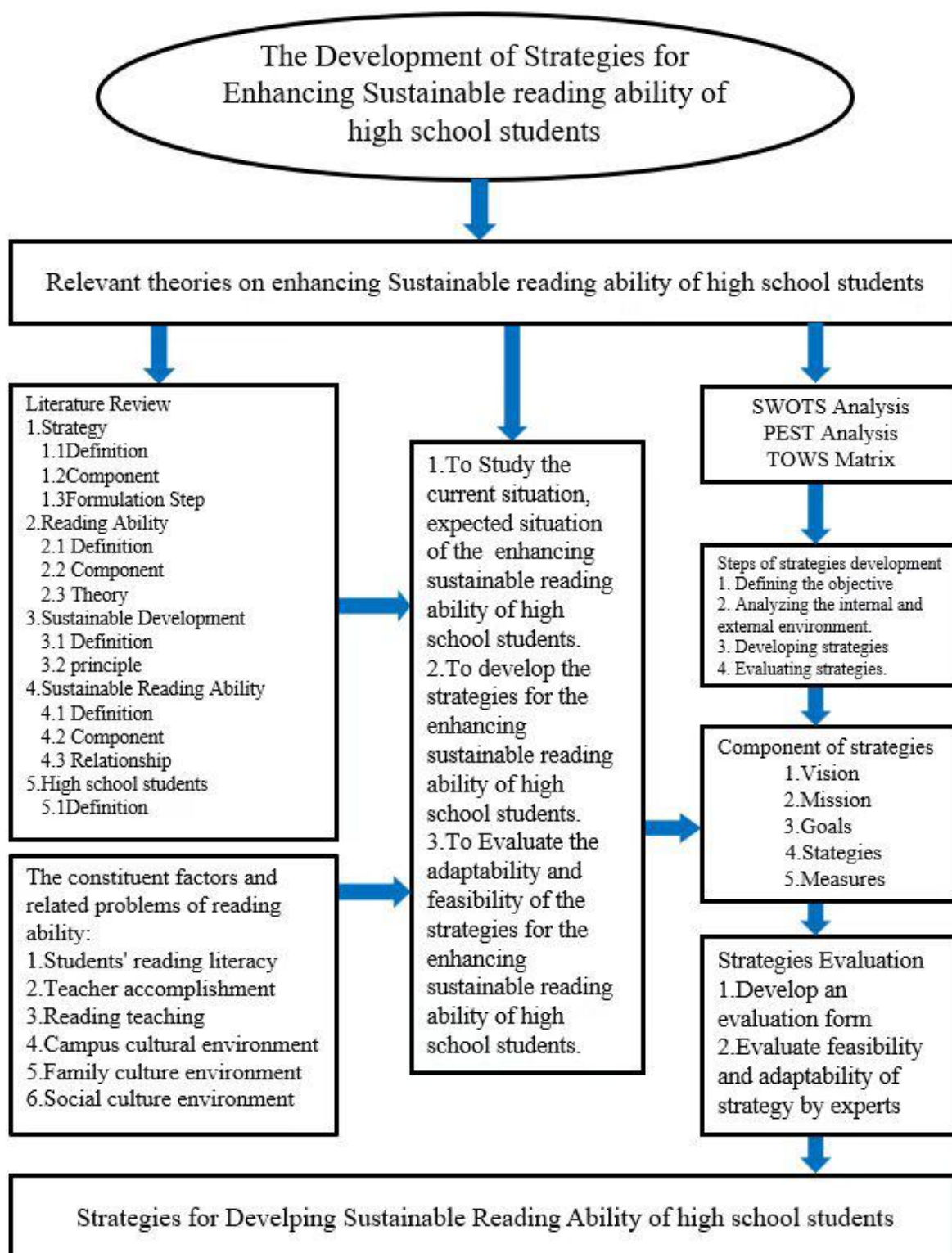
Figure1. Conceptual Framework

4.Research Methodology

This study employed a Mixed Method approach, integrating both quantitative and qualitative research methods. The quantitative data were collected through surveys distributed to high school students, while the qualitative data were gathered via interviews conducted with experienced teachers specializing in Chinese language education. This comprehensive approach allowed for an in-depth understanding of the factors influencing sustainable reading ability.

4.1 Population and Sample

Population：the study targeted high school students and teachers in Changsha City, Hunan Province. The population included approximately 100,000 students and 120 teachers from 30 high schools, representing diverse educational environments.

Sample：There are 30 public senior high schools in the urban area of Changsha City, which are divided into three types of schools according to their educational level: upper, middle and lower. The researchers selected two of the three types of schools respectively by random sampling to form six schools covering all educational levels.The six sampled high schools account for 20 percent of the urban middle schools in Changsha. According to the Morgan sampling table (Krejcie & Morgan, 1970), using a stratified sampling method, the study selected 384 students and 12 teachers from six high schools. The students were distributed evenly across grades, while the teachers were experienced professionals with at least 10 years of expertise in Chinese language education. Key criteria for sampling included gender balance, academic performance diversity, and professional qualifications.

This stratified sampling ensures representation across various demographic and academic backgrounds, providing comprehensive insights into sustainable reading ability development.

4.2 Data Collection Instrument

This study utilized both quantitative and qualitative instruments to collect comprehensive data. A closed-ended questionnaire was designed to evaluate students' reading ability across six dimensions: students' reading literacy, teachers' professional literacy, reading teaching models, campus cultural environments, family cultural environments, and social cultural influences. Each dimension included subcategories rated on a five-point Likert scale to assess both current status and expectations.

The questionnaire comprised four parts: 1) General Information: Collected demographic data, including school, grade, and gender. 2) Quantitative Evaluation: Contained 26 items divided into six dimensions to evaluate the factors influencing sustainable reading ability. 3) Qualitative Evaluation: Included open-ended questions for participants to provide insights on key challenges and strategies for improving reading ability. 4) Validation and Reliability Testing: The questionnaire underwent rigorous validation by 12 educational experts using the Index of Item-Objective Congruence (IOC), with scores ranging from 0.78 to 1.00, indicating high validity. A pilot study with 30 participants resulted in a Cronbach's alpha reliability score of 0.991, ensuring the instrument's robustness.

For qualitative data, structured interviews were conducted with 12 experts, including experienced educators and academic researchers. The interview protocol consisted of eight open-ended questions targeting the six dimensions affecting sustainable reading ability. Responses were analyzed through content analysis to extract key themes and strategies   .

4.3 Data Analysis Procedure

The data analysis in this study utilized both quantitative and qualitative methods to comprehensively evaluate the sustainable reading ability of high school students in Changsha City. Quantitative data from the questionnaire survey were analyzed using descriptive statistics, including mean and standard deviation, to assess the current and expected statuses across six key dimensions: students' reading literacy, teachers' professional literacy, reading instruction, campus cultural environment, family cultural environment, and social cultural influences. The Priority Needs Index (PNI) was applied to quantify the gap between current conditions and expectations, identifying areas needing improvement.

For qualitative data, responses from structured interviews with 12 experts were subjected to content analysis. The interviews, focusing on the same six dimensions, aimed to uncover key themes and actionable strategies. Experts' responses were categorized, with overlapping themes synthesized to highlight consistent opinions. The frequency of recurring suggestions was calculated to determine the most recommended strategies.

To ensure accuracy and validity, the data underwent a triangulation process, integrating findings from both quantitative and qualitative analyses. This approach allowed the study to formulate evidence-based strategies for enhancing sustainable reading ability.

5.Results

The findings of this study provide comprehensive insights into the sustainable reading ability of senior high school students by integrating quantitative and qualitative data. The analysis focused on six core dimensions identified in the conceptual framework: students' reading literacy, teachers' professional literacy, instructional methods, campus culture, family cultural environment, and societal influences. To facilitate a structured presentation of results, the study employed multiple analytical tools, including descriptive statistics, the Priority Needs Index (PNI), and frameworks such as SWOT, PEST, and TOWS matrices. These methods were applied to identify current gaps, areas for improvement, and actionable strategies for fostering sustainable reading ability.

5.1 Results of studying the current situation, and expected situation of the enhanceing sustainable reading ability of high school students .

1) Analysis of Current Situations and Expectations of Sustainable Reading Ability Development of high school students.

The findings of this study provide comprehensive insights into the sustainable reading ability of senior high school students by integrating quantitative and qualitative data. The analysis focused on six core dimensions identified in the conceptual framework: students' reading literacy, teachers' professional literacy, instructional methods, campus

culture, family cultural environment, and societal influences, details are as table 1

Table 1   Analysis of Current Situations and Expectations of Sustainable Reading Ability Development of high school students.

Reading ability	Current situations(D)		Expected situation(I)		PNI modified (I-D)/D	RANK
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
1.Students' reading literacy	2.77	0.78	4.71	0.68	0.700	1
2.Reading teaching	2.78	0.78	4.68	0.65	0.683	2
3.Teacher accomplishment	2.92	0.79	4.76	0.71	0.630	5
4.Campus cultural environment	3.04	0.83	4.47	0.69	0.470	6
5.Family culture environment	2.74	0.80	4.61	0.64	0.682	3
6.Social culture environment	2.77	0.81	4.61	0.70	0.664	4
Total	2.84	0.80	4.64	0.68	0.638	

Table 1 provides an analysis of the current situations and expected situations of sustainable reading ability development among high school students It evaluates six critical dimensions: students' reading literacy, reading teaching, teachers' professional literacy, campus cultural environment, family cultural environment, and social cultural environment.

The results highlight notable gaps between the current status and the expectations. For instance, students' reading literacy showed a significant need for improvement, with substantial differences noted between current practices and desired outcomes. The cultural environment, both familial and institutional, emerged as pivotal areas requiring enhancement to support students' reading development. Teachers' professional literacy was identified as an influential factor, emphasizing the need for continuous professional development to align with modern pedagogical standards. While the current situation averages across dimensions remain moderate to low, the expected situation data reflect aspirations for significantly improved conditions. For example, the desire for more interactive and student-centered teaching strategies was a recurring theme, indicating a shift toward progressive educational methods.

The findings underline the necessity for targeted strategies to bridge these gaps. These strategies may include fostering a strong reading culture within schools, incorporating advanced teaching techniques, and actively engaging families in the process. The insights gained from Table 1 serve as a foundation for developing comprehensive approaches to enhance sustainable reading ability in high school students.

2) Analysis of Expert Interview for Enhancing Sustainable Reading Ability of High School Students

This section summarizes insights from interviews with 12 experts, focusing on strategies to enhance sustainable reading ability among high school students. The experts emphasized six dimensions: students' reading literacy, teachers' professional literacy, instructional methods, campus culture, family support, and societal influences. Key Strategies are as 1) Students' Literacy: Encourage interactive reading activities like peer discussions to foster engagement.2) Teachers' Professional Literacy: Provide training on innovative methods, including digital integration and inquiry-based learning.3) Instructional Methods: Use diverse and culturally relevant reading materials. 4) Campus Culture: Develop vibrant reading spaces and organize regular reading events.5) Family Support: Promote parental involvement through shared reading initiatives.6) Societal Influence: Strengthen partnerships with libraries and community organizations. These strategies offer practical, evidence-based approaches to fostering sustainable reading habits and align closely with the study's conceptual framework.

5.2 Results of development the strategies for sustainable development of reading ability of high school students .

1) Strategic Analysis Using SWOT, PEST, and TOWS Frameworks

Based on the data obtained from questionnaire survey and interview, SWOT analysis is made on the current situation of reading ability cultivation of high school students in Changsha City and the factors affecting the development.In addition, PEST analysis (Political, Economic, Social, and technology) deeply discusses the opportunities (O) and threats (T) in SWOT analysis, and analyzes the current situation and a influencing factors of reading ability cultivation of senior high school students.SWOT & PEST Analysis and TOWS matrix for the sustainable development of high school students' reading ability is established. Based on the results of SWOT analysis, the following corresponding strategies are formulated: Strengths and opportunities (SO), weaknesses and opportunities (WO), strengths and threats (ST), weaknesses and threats (WT).

Table 3. SWOT analysis &TOWS Matrix

Strategic Analysis External factors External factors	Strengths	Weaknesses
Opportunities	**SO Strategy** ·SO.1. Integrate government and school resources. ·SO.2.The government creates a social atmosphere for reading. ·SO.3.Reading classes come to campus ·SO.4.Set up feedback and reward mechanism. ·SO.5.Strengthen critical thinking training.	**WO Strategy** ·WO.1.Set up reading instruction classes. ·WO.2.Develop a personalized reading plan ·WO.3.Carry out interactive reading teaching. ·WO.4.Stimulate students' enthusiasm and interest in reading. ·WO.5.Strengthen recognition of the value and meaning of reading.
Threats	**ST Strategy** ·ST.1.Strengthen recognition of the value and meaning of reading. ·ST.2.Hold a reading seminar ·ST.3.Implement the "reading and writing combination" project. ·ST.4.Strengthen extracurricular reading.	**WT Strategy** ·WT.1.Adjust the reading mentality. ·WT.2.Enhanced anti-interference capability. ·WT.3.make sure the reading behaivor is authentic and active ·WT.4.Introduce information literacy education.

Based on questionnaire surveys and interviews, this study used the above SWOT and PEST methods to analyze and proposed draft strategies to improve the sustainable development reading ability of high school students. These draft strategies were determined based on the questionnaire survey results and the items with the lowest average scores of each variable. These suggestions were also supported by the interview results and relevant literature. Strategies: including 4 aspects, *SO Strategy6* measures, *WO Strategy 5 measures,ST Strategy 5 measures ,WT Strategy 4 measures.*

2) *Result of the focus group discussion*

The focus group discussion aimed to refine and evaluate the proposed strategies for promoting the sustainable development of reading ability among high school students. Twelve experts from various educational institutions, including schools, universities, and research centers, participated in the discussion. The experts were tasked with reviewing the initial strategy draft, assessing its necessity, and providing additional input for improvement. The framework of the discussion encompassed six dimensions: students' reading literacy, teachers' professional literacy, instructional methods, campus cultural environment, family cultural environment, and social cultural environment. Key Findings: All 12 experts affirmed the necessity of the strategies presented, with a frequency percentage exceeding 99%. Through the discussion, a total of 10 supplementary measures were proposed. These measures included adjustments to the original strategies and new approaches based on expert insights: 1) Students' Reading Literacy: Focused on cultivating critical thinking and fostering regular reading habits. 2) Teachers' Professional Literacy: Emphasized professional development through targeted training programs. 3) Instructional Methods: Advocated for interactive and student-centered teaching methodologies. 4) Campus Cultural Environment: Suggested initiatives to create an engaging and inclusive reading atmosphere. 5) Family Cultural Environment: Highlighted the importance of parental involvement in reading activities. 6) Social Cultural Environment: Recommended leveraging community resources, such as public libraries, to support literacy development.

5.3 Results of Evaluating the feasibility and adaptability of the strategies for sustainable development of   reading ability of high school students

The data presented in the table are derived from expert evaluations conducted to assess the feasibility and adaptability of strategies aimed at promoting the sustainable development of reading ability among high school students. Experts from various educational and research institutions were involved, providing insights on the practicality, effectiveness, and potential impact of each proposed strategy. These evaluations serve as the foundation for refining and implementing targeted interventions within educational and social contexts

Table 4. Analysis results of strategies evaluation.

The strategies for sustainable development of Reading ability of high school students	Adaptability			Feasibility		
	$\bar{X}$	S.D.	result	$\bar{X}$	S.D.	result
1. Accumulate reading experience	4.14	0.36	high	4.57	0.27	highest
2. Cultivate reading habit	4.49	0.37	high	4.53	0.28	highest
3. Cultivate interest in reading	4.36	0.36	high	4.52	0.27	highest
4. Strengthen critical thinking	4.55	0.36	highest	4.55	0.30	highest
5. Improve teaching methods	4.62	0.35	highest	4.57	0.29	highest
6. Enhance professional quality	4.46	0.35	high	4.57	0.29	highest
7. Strengthen self-reflection	4.51	0.35	highest	4.54	0.28	highest
9. Continuous learning	4.48	0.36	high	4.49	0.29	high
10. Strengthen reading methods guidance	4.31	0.36	high	4.45	0.29	high
11. Focus on interaction and feedback	4.46	0.35	high	4.62	0.29	highest
12. Enrich the content of reading teaching	4.03	0.36	high	4.52	0.28	highest
13. Implement multiple evaluation reading strategy	4.18	0.34	high	4.47	0.27	high
14. Strengthen the construction of campus culture	4.13	0.33	high	4.43	0.25	high
14.Create a reading atmosphere	4.14	0.35	high	4.43	0.25	high
15.Implement reading incentive mechanism	3.82	0.34	high	4.29	0.27	high
16.Strengthen home-school cooperation	3.82	0.31	high	4.42	0.29	high
17.Teach by example and by word	4.04	0.32	high	4.40	0.28	high
18. Create a reading environment	3.74	0.33	high	4.36	0.29	high
19. Encourage reading, discussion and communication	3.73	0.34	high	4.37	0.26	high
20.Provide rich reading resources	4.07	0.34	high	4.60	0.29	highest
21.Intensive reading instruction	3.74	0.33	high	4.22	0.26	high
22.Hold reading activities	4.07	0.33	high	4.12	0.26	high
23.Support reading activities in schools	3.59	0.36	high	4.50	0.29	high
Total	4.49	0.35	high	4.46	0.28	high

The table evaluating the feasibility and adaptability of strategies comprehensively assesses various approaches to promote sustainable reading development among high school students, using expert ratings. For instance, the strategy "Cultivate reading habit" received an adaptability score of 4.49 (SD = 0.37) and a feasibility score of 4.53 (SD = 0.28), both rated as "highest," indicating its strong potential for practical implementation. Similarly, "Strengthen critical thinking" scored 4.55 for both adaptability and feasibility, highlighting its effectiveness in enhancing students' reading depth and critical analysis. Overall, the average scores of all strategies exceed 4.46, demonstrating their broad applicability and high feasibility in educational contexts. By quantifying these evaluations, the table provides a robust foundation for refining strategy design and guiding their implementation, helping educators craft precise and impactful reading development programs.

6. Discussion

This study highlights key strategies for enhancing sustainable reading ability among high school students by addressing systemic challenges and leveraging available resources. The findings emphasize a multifaceted approach integrating educational, familial, and societal influences to create a supportive environment for reading. The discussion below synthesizes these insights and aligns them with the study's conceptual framework while connecting them to practical approaches relevant to the modern educational landscape.

The results from this research underscore the importance of integrating students' reading literacy, teachers' professional development, instructional methods, and cultural environments in fostering sustainable reading habits. Experts highlighted that addressing gaps between current practices and desired outcomes requires collaborative efforts involving schools, families, and communities. Specifically, interventions must focus on:

1) Enhancing Reading Literacy: Strategies such as incorporating interactive reading activities and diverse materials to stimulate engagement were consistently emphasized. Rosenblatt believes that reading is a dynamic

interactive process between readers and texts, and the combination of students' personal experience, emotions and texts directly affects the depth of understanding. Diverse materials (e.g., fiction and non-fiction texts, multimedia resources) can stimulate differentiated responses, while interactive activities (e.g., book clubs, writing responses) can deepen this personalized engagement（Rosenblatt, L. M,1978）.

2) Teacher Development: Professional development programs tailored to modern pedagogical needs, including digital tools, were identified as critical.Graham and Burgoyne's empirical study showed that teachers who received digital literacy training improved their students' reading scores by 23% higher than those in the control group, which was due to teachers' ability to integrate electronic text analysis tools with reading strategy teaching. (Graham & Burgoyne, 2009).A meta-analysis further confirms that continuous technology integration training enables teachers to more effectively use digital resources to build personalized reading support systems. (Darling-Hammond et al., 2017).These studies show that the strategies to promote teachers' professional development are correct and effective.

3) Cultural Environments: Creating vibrant reading cultures within schools and leveraging community resources were highlighted as essential steps.This view can be supported by socio-cultural theory and reading ecological model. Vygotsky's sociocultural theory states that learning is achieved through social interaction and internalization of cultural tools (Vygotsky, 1978). School reading culture, as the practice field of "recent development area", constructs the social cognitive scaffolding through the activities of teachers and students reading together and reading festivals. Meanwhile, Bronfenbrenner's ecosystem theory emphasizes that community resources as an outer system directly affect individual development (Bronfenbrenner, 1979). Neuman and Celano's empirical research shows that when schools and community libraries and cultural institutions establish resource linkages, the average reading volume of low-income students increases by 58 percent. (Neuman & Celano, 2001).

4)Technology Integration: E-learning tools should be used thoughtfully to enhance accessibility and foster deeper engagement without introducing distractions.This strategy can be verified by cognitive theory of multimedia learning and empirical research. Mayer's Multimedia Principles state that when digital tools are designed in accordance with cognitive load theory (such as eliminating redundant information), students' reading comprehension accuracy increases by 19% (Mayer, 2020). Parish-Morris et al. 's EEG experiment found that the activation intensity of semantic processing brain regions in children using focused e-books (without pop-up window interference) was 41% higher than that in the group using interactive e-books (Parish-Morris et al., 2013). Warschauer and Grimes' longitudinal study showed that when teachers systematically integrated accessible reading platforms, the reading fluency of ELL students increased by 2.8 times per year. (Warschauer and Grimes, 2005).

The insights gained align with the broader goal of implementing Practical Approaches to Enhance Potential in the Modern Era. For instance, the integration of digital reading resources (e-books, interactive applications) mirrors current trends in educational technology. Similarly, promoting critical thinking through reading discussions resonates with the need for higher-order skills in the 21st century. Collaborative efforts involving parents, schools, and communities further emphasize the shared responsibility for sustainable development.

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Appendix

Appendix A

Analysis of Current Situation and Expected Results of sustainable development of reading ability of High School Students

Table 1.1 Analysis of Current Situation and Expected Results of Reading Level of High School Students' reading literacy.

Students' reading literacy	Current situations(D)		Expected situation(I)		PNI modified (I-D)/D	RANK
	$\overline{x}$	S.D.	$\overline{x}$	S.D.		
1.Have good reading habits.	2.64	0.76	4.85	0.68	0.837	2
2.Keep a steady interest in reading	2.07	0.78	4.75	0.64	1.295	1
3.Accumulate reading experience and methods.	3.14	0.85	4.55	0.70	0.449	6
4.Participate in some reading exchange activities	2.82	0.81	4.65	0.69	0.649	3
5.Adhere to extracurricular reading	2.98	0.72	4.67	0.71	0.567	5
6.Reading focuses on feeling, experiencing and thinking.	2.96	0.67	4.78	0.66	0.615	4
Total	2.77	0.77	4.71	0.68	0.735	

Table 1.2 Analysis of Current Situation and Expected Results of Reading teaching.

Reading teaching	Current situations(D)		Expected situation(I)		PNI modified (I-D)/D	RANK
	$\overline{x}$	S.D.	$\overline{x}$	S.D.		
1.I learned effective reading methods and skills in class.	2.64	0.76	4.85	0.63	0.837	2
2.Think positively and speak up in class.	3.07	0.78	4.55	O.68	0.482	4
3.Emphasis on critical thinking training.	2.41	0.85	4.45	0.64	0.846	1
4.Classroom teaching can effectively improve reading comprehension	2.98	0.73	4.86	0.59	0.631	3
Total	2.78	0.78	4.68	0.635	0.699	

Table 1.3 Analysis of the current situation and expected results of teachers' professional literacy in reading ability of high school students .

Teacher accomplishment	Current situations(D)		Expected situation(I)		PNI modified (I-D)/D	RANK
	$\overline{x}$	S.D.	$\overline{x}$	S.D.		
1.Teachers have good literacy.	2.98	0.76	4.85	0.64	0.628	3
2.Teachers pay attention to imparting reading experience and methods in teaching.	3.34	0.78	4.65	0.65	0.392	4
3.Teachers have advanced reading teaching concepts.	2.41	0.85	4.55	0.58	0.888	1
4.Teachers can arouse students' enthusiasm for reading.	2.93	0.78	4.98	0.63	0.670	2
Total	2.92	0.79	4.76	0.625	0.645	

Table 1.4 Analysis of current situation and expected results of campus cultural environment of reading ability of high school students .

Campus cultural environment	Current situations(D)		Expected situation(I)		PNI modified (I-D)/D	RANK
	$\overline{x}$	S.D.	$\overline{x}$	S.D.		
1. Whether the school emphasizes the cultivation of students' reading literacy.	2.98	2.98	4.35	0.59	0.459	3
2. Whether the school often carries out colorful theme reading activities.	3.03	0.87	4.45	0.63	0.469	2
3. Whether the school encourages students to read appropriate extracurricular books	3.02	0.82	4.25	0.58	0.407	4
4. Whether the school creates a good reading atmosphere.	3.13	0.78	4.85	0.57	0.549	1
Total	**3.04**	**0.83**	**4.47**	**0.59**	**0.471**	

Table 1.5 Analysis of current situation and expected results of Family culture environment of reading ability of high school students .

Family culture environment	Current situations(D)		Expected situation(I)		PNI modified (I-D)/D	RANK
	$\overline{x}$	S.D.	$\overline{x}$	S.D.		
1. Parents often communicate with their children about reading.	2.54	0.82	4.35	0.65	0.713	2
2. The family has a rich collection of books.	2.87	0.84	4.55	0.59	0.585	4
3. Parents love reading and encourage reading.	2.57	0.76	4.65	0.57	0.809	1
4.Create a good reading environment	2.98	0.78	4.87	0.62	0.634	3
Total	2.74	0.80	4.61	0.61	0.685	

Table 1.6 Analysis of current situation and expected results of Social culture environment of reading ability of high school students.

Social culture environment	Current situations(D)		Expected situation(I)		PNI modified (I-D)/D	RANK
	$\overline{x}$	S.D.	$\overline{x}$	S.D.		
1.Whether the impetuous and utilitarian social atmosphere will affect students' reading.	2.53	0.85	4.55	0.64	0.798	1
2. Whether the values of heavy material and light spirit will affect students' reading.	2.68	0.79	4.65	0.65	0.735	2
3.Whether e-reading and multimedia reading will affect the improvement of students' reading ability	2.88	0.84	4.45	0.67	0.545	4
4.The relevant departments of society create a good reading atmosphere.	2.97	0.76	4.78	0.70	0.609	3
Total	2.77	0.81	4.61	0.67	0.672	

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Subject: Acceptance Letter

Dear   Xu changcai, phisanu bangkheow, phatchareephorn bangkheow, pawich pholngam
and naphatsanan suwannawong

        We are pleased to acknowledge the submission of your article to The 1st
Bansomdejchaopraya National and International Conference (BS2C 2025) under the theme
"Synergy of Innovation, Technology and Creativity for Sustainable Prosperity". Following a
thorough review process, the anonymous reviewers have highlighted that your paper is highly
relevant to the conference theme and is expected to foster meaningful discussions and
insights. Based on their recommendations, the Organizing Committee is delighted to inform
you that your paper ID: 167-TH-EDU in the title Needs Assessment for Sustainable Reading
Ability of High School Students on January 17th, 2025 at The 1st Bansomdejchaopraya
National and International Conference (BS2C 2025). Additionally, your work will be published
in the BS2C 2025 Proceedings.

        We look forward to your insightful presentation and your active participation in
making the conference a success. For more details, please visit the conference website at
https://bs2c.bsru.ac.th. If you require any assistance or additional information, do not hesitate
to contact the conference secretariat at research@bsru.ac.th.

Yours faithfully,

(Assistant Professor Dr. Kiatikhon Sobhanabhorn)
Director of Research and Development Institute
Bansomdejchaopraya Rajabhat University

CERTIFICATE OF PARTICIPATION

This certificate is proudly presented to

Xu Changcai

Participating in

The 1ST Bansomdejchaopraya National and International Conference (BS2C 2025)
on "Synergy of Innovation Technology and Creativity for Sustainable Prosperity"

Assoc.Dr.Jinawatara Pakotung
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