

# *Effect of Using a “Top-down” Strategy on Chinese University Students’ Comprehension of English Readings*

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*This article reports on how English teachers in China used a “top-down” strategy of teaching reading comprehension in their English reading classroom. Based on the schema theory model in the teaching of reading comprehension, the researcher argues that the “top-down” strategy should be introduced into the traditional English classroom in China. By comparing the effect of using the traditional “bottom-up” strategy with that of using the “top-down” strategy in the reading course for English majors of a Chinese university, the researcher found that some reading strategies popular in English-speaking countries did work well in the Chinese setting as long as the teachers could take into account their students’ learning environment and learning styles.*