

Friday 5 June

2:20pm - 3:00pm

Room: Block Y, Room Y402

Presentation Title: The Online Reading Strategies Used by Six Taiwanese ESL Students

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Theme:	E-learning initiatives
Presentation Type:	Paper presentation

Abstract

Skilled second language learners are highly autonomous readers who rely on a plethora of strategies and apply them frequently. Such readers not only know how to apply strategies appropriately, but they also know when to do so. Poor second language readers, on the other hand, are generally not autonomous readers and cannot figure out text meaning without the help of others. In addition, they tend to rely on a handful of strategies—e.g. dictionary use and focusing on individual sentences— which they apply incorrectly and far too frequently.

However, the above generalizations can only be made when referring to reading in print text. In fact, we know very little about the strategies that highly proficient second language readers apply when reading online. Using verbal reports, the following study looked at how six highly proficient ESL Taiwanese graduate students used strategies while reading academic texts online. Among other things, the results surprisingly showed a preference for strategies that poor readers use in print: using bilingual dictionaries, skipping over wide sections of text, relying on only a handful of strategies, and using several strategies simultaneously. The study asserts that autonomous reading is different in print than online and discusses its pedagogical implications.