Notice of the Final Oral Examination
for the Degree of Master of Arts

of

CARRIE HILL

BA (University of Victoria, 2011)


Department of Linguistics

Tuesday, September 8
2:30 P.M.
Clearihue Building
Room C316

Supervisory Committee:
Dr. Li-Shih Huang, Department of Linguistics, University of Victoria (Supervisor)
Dr. Suzanne Urbanczyk, Department of Linguistics, UVic (Member)

External Examiner:
Dr. Richard King, Department of Pacific and Asian Studies, Uvic

Chair of Oral Examination:
Dr. Sara Ellison, Department of Physics and Astronomy, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies
Abstract

In the field of English-as-an-additional-language (EAL) reading, numerous studies have investigated EAL learners’ employment of reading strategies, along with its potential relationships with other variables (e.g., language proficiency, major, and cultural background). The majority of existing findings have often failed to account for any internal processes or supplementary information about EAL strategic behaviour in academic reading.

This study investigated 26 Chinese EAL graduate students’ reading strategy use across three reading modes and any relationships between EAL reading strategy use and task performance. Data included video recordings of participants’ test performances, a post-task stimulated recall, and a post-task reading perception survey.

Results indicated that Chinese EAL graduate readers employed wide varieties of reading strategies, with cognitive strategies and social the most frequently and least frequently. Multivariate analysis showed statistically significant differences in strategy use within the cognitive category, indicating that EAL reading strategy use is complex, often employing several individual strategies at any time. Correlational analyses revealed no significant associations between overall strategy use and task performance. E-reading strategy use was positively correlated with task performances, but similar strategy employment on paper revealed dissimilar associations.

The main implication of this study is that EAL educators and researchers must be mindful that readers’ perceptions may influence modality preference; however, modality preference may not positively influence EAL reading performance.