

MASTER'S THESIS

A think-aloud protocol analysis of the reading strategies of six non-native English learners reading in English

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**A THINK-ALoud PROTOCOL ANALYSIS
OF THE READING STRATEGIES
OF SIX NON-NATIVE ENGLISH LEARNERS
READING IN ENGLISH**

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Abstract

The present study attempted to examine whether English proficiency affects the use of reading strategies of two groups of non-native English learners who differed in their proficiency of the English language. Six subjects— three with a lower English proficiency and three with a higher English proficiency -- comprised the sample. The subjects were asked to think aloud as they read three English expository texts. From the verbal reports the investigator compiled a taxonomy of 16 processing strategies in two categories: local (lower level) strategies and general (higher level) strategies. An examination of the protocols of the two groups of subjects revealed that the group with a lower English proficiency had difficulty in decoding the language of the texts. Throughout their reading the three texts, they concentrated on decoding the language by using a lot of local strategies. On the contrary, the group with a higher English proficiency focused less on the language of the texts and thus used local strategies less frequently. These results reflected that English proficiency had affected the non-native English learners' use of strategies when reading the English expository texts.

摘要

本文旨在研究英文語言程度對英語學習者閱讀英語時所使用的策略的影響。研究方法是要求兩組英語程度有差異的學生「邊讀邊大聲想」三篇指定的英文文章。研究結果顯示學生共採用了十六種閱讀策略，此十六種閱讀策略被區分為低層次策略和高層次策略。研究結果亦顯示英語程度較低的一組由於在文字理解方面遇到困難，所以大量地使用了低層次策略以助他們理解文字。相對地，英語程度較高的一組在閱讀時則甚少使用低層次策略。這結果反映了英文語言程度對於學生閱讀英語時所使用的策略是有一定的影響。

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