Exploring Senior High School Students’ Difficulties and Strategies for Reading L1 and L2 Texts in Taiwan

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Abstract
This study is an attempt to explore proficient Taiwanese senior high school students’ difficulties and strategies in L1 (Chinese) and L2 (English) Reading. A total of eight proficient students participated in this study. An in-depth face to face interview was adopted for data collection. Thanks to the enthusiastic response of the students, we could gain an overall understanding of their reading difficulties and strategies in Chinese and English reading. This study shows that there are some similarities and differences between Chinese and English reading perceptions. Based on the findings of this study, classroom teachers will be able to design more effective reading strategy curricula and instruction geared to their students’ needs.

Keywords: L1 and L2 reading difficulties, L1 and L2 reading strategies, reading strategy curriculum and instruction

Introduction
Generally speaking, language is a part of culture, and language is the totality of beliefs and practices of society. Language is also indispensable for the functioning of a culture and for transmitting that culture to succeeding generations. In other words, language plays a significant role in culture. Without language, culture would not be possible. Language is also affected and shaped by culture. Language cannot exist without culture. Thus, language and culture are interrelated and inseparable (Nida, 1993).