**ENGLISH LANGUAGE LEARNERS AND READING  
KRISTEN COCCO  
COLLEGE OF SAINT MARY**

**Introduction** The article “ELL High School Students’ Metacognitive Awareness of Reading Strategy Use and Reading Proficiency” by Kay Hong-Nam provided information on a study regarding ELL readers. ELL’s are those students who are English Language Learners; they have a different first language. The researchers asked three questions during their study which included the following: 1. What reading strategies are reported by high school ELL’s? 2. What is the relationship between high school ELLs’ reported strategy use and their reading proficiency as measured by a standardized reading achievement test? 3. What is the relationship between high school ELLs’ reading strategy use and their self-rated reading proficiency? Hong-Nam discussed the methods and procedures used to complete the study and then the results that were discovered.

**Methods and Procedures** There were 100 students chosen for the study using the cluster-sampling method. This means that they selected two schools as clusters and picked groups of individuals within the two schools. The schools were suburban schools in southwestern United States. These individuals were given a survey by their teachers during class time; students were given a brief explanation and allowed additional questions regarding individual questions. Four out of the 100 students were missing information and were removed from the study. This means that the total of students in the study was 96.  
 Questionnaires given to students during the study contained demographic questions such as: sex, age, academic year, first language, second language and self-rating of reading proficiency. The self-rating was based on a scale with 1 being not so good up to 4 which meant great. This gave students a chance to give their own opinion about where they stood as readers. Part two of the questionnaire included Metacognitive Awareness of Reading Strategies Inventory (MARSI). This is a self-report that consists of 30 items that takes into account behaviors and strategies that the participants used when they read for school. There are three categories in MARSI: global reading strategies, problem solving strategies and support reading strategies.   
 The Texas Assessment of Knowledge and Skills (TAKS) is the standardized test that was used to measure reading proficiency. This measured comprehension of the reading portion of the TAKS. They used this standardized test to compare the reading strategies to the scores the students received. **Results** The study looked at high school ELL’s metacognitive awareness and reading strategies they used while reading academic materials. It also looked at relationships between strategies the students used and their standardized test scores, while keeping in mind self-scores students gave themselves. ELL students most commonly used re-reading and underlining information in the text to help them remember. Others stated that reading slowly and carefully and visualizing information were strategies commonly used. These all sound like strategies I have used before, especially re-reading. It makes sense that these strategies are so commonly used.

**Conclusion** The article clearly stated what strategies ELL students commonly use while reading as well as how this relates to their reading proficiency. I learned about the commonly used strategies used by ELL students; even more interesting, I learned about the strategies that the ELL students did not use. Taking notes while reading is a common strategy that I use, so it is a good reminder to learn about common strategies ELL students use. I plan on working with ELL students and also with an endorsement in reading. This article provided good insight on what students may prefer to use and how it will affect their reading proficiency. My next question would be: if the students changed commonly used reading strategies, would they score better on the standardized tests?

**References**  Hong-Nam, K. (2014). ELL High School Students’ Metacognitive Awareness of Reading Strategy Use and Reading Proficiency. *The Electronic Journal for English as a Second Language,* *18*(1), 1-16. Retrieved September 17, 2014, from Ebsco Host. http://libraryproxy.csm.edu:2917/ehost/pdfviewer/pdfviewer?sid=de070223-22f8-4a56-a36b-e7e8778ccfab@sessionmgr112&vid=1&hid=125