

# 習熟度が違うと読解方略使用と読解プロセスも違うか

## - 高校生の英語読解方略使用の調査より -

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### Abstract

It is an established notion in L2 research that non-proficient L2 reading performance is different from L1 reading performance, which is defined as interactive. It is also reported that differences in reading strategy use is due to language proficiency rather than to L1 and L2 distinction. However, we have no clear idea about the combination of bottom-up and top-down processing in the reading process. This study investigated whether the relationship of reading strategy use, or the combination of bottom-up and top-down processing, is different due to language proficiency in the reading process of non-proficient L2 learners by comparison with that of proficient L1 readers. A survey was conducted to measure high school students' English reading strategy use in perception, and then the relationships between each strategy use were analyzed. The results show that reading strategy use is substantially similar regardless of language proficiency. The results also imply that the reading process is similarly interactive despite the difference of language proficiency.