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Understanding students' comprehension strategies in reading English and heritage language through retrospective miscue analysis

Retrospective miscue analysis (RMA), as both an assessment and an instructional tool, invites readers to listen to their previous oral readings and talk about the miscues they made, thereby helping the readers themselves and the teacher to gain a deeper understanding of the reading process. Research is scarce on using RMA to examine strategy use when reading in students' heritage language. This study intends to fill the gap. The study employs a qualitative case study research design. Findings from three elementary-age students will be reported at the conference. Data on each student include a background survey and two recorded RMA sessions. One RMA session was on the student's reading of an English text, his/her retelling, and the retrospective analysis of the errors the student made. The other RMA session was on a text in the student's heritage language: Mandarin. A thematic analysis method was used to analyse data. Findings reflect both similarities and differences regarding strategy use in both languages. Each child's strengths and needs are also revealed by the data. This study hopes to shed light on how to improve the teaching and learning of both languages.