

Title: An Analysis of L2 Reading Strategies Among Second-Year Students of Russian  
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Despite the number of available studies on reading comprehension, few have explored the strategies that students use to read in Russian. Bernhardt (1991) illustrates various reading strategies that L2 learners use, although she does not address the special orthographic considerations of Russian. Lee-Thompson (2008) addresses orthographic issues, although Russian orthography is not specifically covered. In the current study, the author adapts Bernhardt's and Lee-Thompson's work for L2 learners of Russian.

The approach is to analyze the reading strategies of second-year students of Russian in five sections at a mid-sized public institution. All students in the course were presented with an intermediate-level text and asked at the conclusion of each paragraph to write a few sentences about the reading strategies they employed and to provide a short synopsis. Instead of using the traditional Think Aloud Protocol, the researcher modified Bernhardt's categories, extrapolating a sheet for use by the students to lead them through accurately reporting the strategies they used.

Later, the researcher evaluated the students' text synopses for comprehension using idea units, a concept developed by Pritchard (1987). Comprehension was compared to reading strategies, class grades, and language aptitude (based on the Modern Language Aptitude Test scores) to correlate reading strategies, reading aptitude, and class performance. The goal is to identify which reading strategies are effective in order to facilitate the more efficient development of reading proficiency in the Russian classroom.

Bernhardt, E. B. (1991). *Reading development in a second language: Theoretical, empirical and classroom perspectives*. Norwood, NJ: Ablex Publishing Corporation.

Lee-Thompson, L. (2008). An investigation of reading strategies applied by American learners of Chinese as a foreign language. *Foreign Language Annals*; 41(4): 702-721.

Pritchard, R. H. (1987). *A cross-cultural study of the effects of cultural schemata on proficient readers' comprehension monitoring strategies and their comprehension of culturally familiar and unfamiliar passages*. Doctoral dissertation. Indiana University, Bloomington.