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Three Readers, Three Languages, Three Texts: The Strategic Reading of Multilingual and Multiliterate Readers

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ABSTRACT

This case study investigates the metacognitive reading strategies of three advanced proficient trilingual readers whose native language is Hausa. The study examines the reading strategies employed by the three readers in English, French and Hausa. The aim of the study was to compare the reading strategy profiles of trilingual readers through perceived use and real-time or actual use of reading strategies. The major findings revealed that: (1) The three multilingual readers demonstrate high awareness of reading strategies; (2) They deploy more reading strategies in their second and third language than in their first language; (3) Some types of reading strategies were used more often than others; (4) The most proficient readers deploy a wider range of strategies than the least proficient reader who relies heavily on translation. The topic and research questions are pertinent because it adds to a relatively small data base on the strategic reading of multiliterate and multilingual readers.

INTRODUCTION

Many researchers (Casanave, 1988; Chamot & O'Malley, 1996; Mokhtari & Sheory, 2008; Paris, Wasik, & Tuner, 1996) emphasize the centrality of reading strategies and metacognitive awareness in comprehension. In this regard, reading-strategies investigation is viewed as a way of acquiring invaluable insights into the nature of the reading monitoring which allows readers to judge whether comprehension is taking place and to take compensatory action accordingly. Nonetheless, there is a deep-seated tradition by first- and second-language reading researchers and practitioners of portraying learners who study a second language as being disadvantaged, particularly in the areas of reading and writing. This type of research involves a constant hunt for the disabling attributes of non-mainstream learners (Jimenez, Garcia, & Pearson, 1994, 1995, 1996; Mokhtari & Reichard, 2004). For example, Mokhtari and Reichard (2004) indicate that the implication of these often subjective views for English-language learners are quite astonishing because reading and writing abilities in a second or a third language becomes fundamental for academic achievement and perseverance.

Yet a general tendency in recent literacy research on language learning and acquisition calls for rethinking venues for reading, writing, and literacy practices, taking into consideration the pressure of divergent dominant discourses of collective identity in marginalized societies (Taylor, 2008). Other practitioners call for a pedagogical fitness for the dialogic nature of knowledge which could enable marginalized learners—rather than disable them—and to explore deeper natural assumptions about epistemology, inquiry, communication, metacognition, cultural practices, and empowerment (Barton, 1994; Canagarajah, 2007; Cazden, 1988; Gee, 1996; Lave & Wenger, 1991; Lillis, 2008; Luke, 2006; Mokhtari & Reichard, 2004).

Interestingly, some theorists and researchers affirm that bilingualism and multilingualism may actually boost learners' capability for "conscious introspection" (Jimenez et al., 1996; p. 93). Hosenfeld (1977) proposes that second-language learning is exceptional and may bring about greater awareness of cognitive processes, while Vygotsky (2000) viewed learning a foreign language as "conscious and deliberate from the start" (p. 109). According to Vygotsky, cognitive development is a matter of gaining symbolic control over, or regulation of, strategic mental processes. The advantage of second or third language acquisition is the liberation of the learner from the reliance on concrete linguistic forms and expressions (Vygotsky, 2000). On the other hand, Huey (1968) illustrates the multiple intricacies of the human mind: "To completely analyze what we do when we read would almost be the acme of psychologist's achievement, for it would be to describe very many of the most intricate workings of the human mind" (p. 6).

Canagarajah (2007) affirmed that language learning prospers only through performance strategies, situational resources, and social dialogue in unrestrained flowing contexts via untapped proficiency, which entails the re-examination and debate of many existing dichotomies on language learning in order to get a clear vision of new venues of language acquisition as multimodal, multisensory, multilateral, and multidimensional (Canagarajah, 2007). Accordingly, reading and writing should be situated in broader perspectives and standards depending on occasion, place, social, linguistic input, sociolinguistic and accelerative knowledge (Blommaert, Muylaert, Huysmans, & Dyers, 2005; Canagarajah, 2007; Larsen-Freeman & Freeman, 2008; Moneva, 2004).

Following this line of thinking, which aims at developing pedagogical approaches to multilingual, multicultural and multimodal, Lotherington, Holland, Sotoudeh and Zentena (2008) explored reading and writing practices across home, school, community, and societal contexts in an urban setting by means of narrative accounts by teachers' development of multilingual stories with young children with varying degrees of English proficiency. The study demonstrated that children bring and negotiate their lived experiences in exploratory, collective, collegial, and continual ways. An ethnographic study by Blommaert et al. (2005) investigated classroom practices and the ways by which multilingual and highly diverse students in a South African school tackle English literacy. The study found that learners' writings in English reflected many features of grassroots literacy which are characterized by orthographic, syntactic, and lexical errors considered acceptable and normal by local teachers. Additionally, Clyne, Hunt, and Isaakidis (2004) investigated bilinguals who try to learn an additional community language as a third language. The results revealed that the bilinguals tend to be more effective and persistent learners than monolinguals in learning a third language. Moreover, the bilinguals capitalized on their knowledge of metalinguistic awareness and showed a more general interest in languages.

Some studies investigated the use of metacognitive reading strategies in different languages. For example, a study by Razi (2008) investigated the impact of learning multiple

foreign languages on the use of metacognitive reading strategies by 205 foreign-language students in a Turkish university. The study explored factors such as gender, hand preference, and programs along with students' beliefs about reading. The study found that a significant difference exists among participants in different programs but no significant difference was found between males and females. In studies aimed at describing and understanding the metacognitive knowledge and strategic reading processes of proficient and less proficient bilingual readers, Jiménez et al. (1994, 1995, 1996) found that highly proficient bi-literate readers (in English and Spanish) demonstrated remarkable strategic abilities—equal to expert monolingual readers—when reading. A recent study by Malcolm (2009), which investigated the awareness of 160 Arab-speaking medical students studying in English, found significant differences in the reported use of general metacognitive strategies, and, more specifically, in translating strategies from English to Arabic with low English proficiency; first-year students reported more translation than more senior students.

Recently, some studies investigated the differences of metacognitive strategy use among different languages (Alsheikh, 2009; Feng & Mokhtari, 1998; Mokhtari, 2008; Mokhtari & Reichard, 2004). For example, Alsheikh (2009) explored the metacognitive awareness and use of reading strategies by native speakers of Arabic, when reading in Arabic and English, using the *Survey of Reading Strategies* (SORS). The results of this study revealed that the participants reported using all 30 strategies listed in the SORS. Additionally, there were statistically significant differences in the strategies reported in English and Arabic. While the study focused on the perceived and the actual use of the strategies, it confirmed more strategies were used in English than in Arabic. Additionally, Mokhtari and Reichard (2004) conducted a study to find whether differences exist between US and Moroccan students in their metacognitive awareness and perceived use of specific strategies in English. Results of this study revealed that despite the socio-cultural differences both US and Moroccan students reported almost similar patterns of strategy awareness. Moreover, Moroccan students reported using certain types of strategies more often than did their American counterparts. Another study by Mokhtari (2008) explored the perceived and actual use of reading strategies by three proficient multilingual readers when reading in three languages (Arabic, English, and French). The results of this case study revealed that despite the differences among the three languages, the perceived use of reading strategies was quite similar for the three participants. In terms of SORS categories, the three participants used *Problem Solving Reading Strategies* most often, then *Global Reading Strategies*, and they used *Support Reading Strategies* the least. The study also found that the three participants had strategy preferences when reading in each of the languages, but used more reading strategies in their least proficient language(s), and fewer strategies in languages in which they felt more proficient. In terms of perceived and actual use of the reading strategies, the results revealed strategy transfer across the three languages.

With exception of Mokhtari (2008), there is very little research that has been carried out on the metacognitive knowledge and reading strategies of multilingual readers. Despite the compelling evidence of the strong relationship between the use of metacognitive strategies and reading that has been shown to facilitate learning and text information processing (Bialystok & Hakuta, 1994; Diaz, 1983; Mokhtari, 2008; Peal & Lambert, 1962), to date we know little about metacognitive strategies of multilingual and multiliterate readers. This study will contribute to the knowledge base by investigating the reading strategies of college students who are native speakers of Hausa, and who have good abilities in English and French. The focal point of this

study is situated on the unique capabilities of multilinguals as they derive meaning from different sources when they read and mediate across multiple languages. The reading potential of multilingual and multi-literate students has often gone undetected and their cognitive and linguistic state of affairs are often underestimated and mistakenly perceived as a deficit among educators. This study postulates a new look at strategic reading associated with all learners, especially those often labelled as at-risk, semi-lingual, or disadvantaged. Therefore, this case study explored the following questions:

1. What strategies do multilingual readers report using when reading across three languages (e.g., Hausa, English, and French)?
2. What strategies do they actually use when reading in the three languages?
3. What is the difference between the *perceived* and the *actual* use of the strategies?

METHOD

Participants

The three participants in this case study were pursuing graduate degrees in a midwestern university in the US. For all participants, Hausa is a first or native language, French is the second language, and English is the third language. We will refer to the three participants by pseudo names: Khalidou, Amadou, and Osman.

Materials

The materials that were used in the study consist of a background questionnaire, a Survey of Reading Strategies (SORS), a set of reading passages in three languages, and a think-aloud assessment for text comprehension. These materials are described briefly below.

Background Questionnaire: The background questionnaire aimed at collecting information from the three participants in terms of their age, gender, academic major, educational background, birth place, frequency of language use, language and skills proficiency self-report, TOEFL score, and length of stay in the US.

Reading Strategies Survey: Prior to conducting the think-aloud protocol, participants completed the Survey of Reading-Strategies (Mokhtari & Sheorey, 2002), which was originally developed as a tool for measuring adolescent and adult students' awareness and use of reading strategies while reading academic or school-related materials. The SORS instrument measures three broad categories of strategies including: (1) Global Reading strategies (GLOB), which can be thought of as generalized, or global reading strategies aimed at setting the stage for the reading act (e.g., setting the purpose for reading, previewing text content, and predicting what the text is about); (2) Problem Solving Reading strategies (PROB), which are localized, focused problem-solving or repair strategies used when problems develop in understanding textual information (e.g., checking one's understanding upon encountering conflicting information, or re-reading for better understanding); and (3) Support Reading strategies (SUP), which provide the support mechanisms or tools aimed at sustaining responsiveness to reading (e.g., the use of reference materials like dictionaries and other support systems). The psychometric properties of

the SORS instrument, including validity and reliability (Alpha = .93), are described in Mokhtari and Sheorey (2002). The SORS was translated by certified French and Hausa translators, and was validated by back translation.

Reading Passages: Three different expository reading passages in English, French and Hausa were used in the study. These passages were selected from instructional materials typically used in academic settings. The passages that were selected ranged from 300 to 450 words in length. The readability of the passages was judged by a readability formula for English and a group judgment for French and Hausa. The texts were estimated to be around the I2- I4 grade level, which is typical of most college reading materials. The English passage is an article by Mbogo (2001) that dealt with the economic transformation during the 21st century within Sub-Saharan Africa countries. The French passage, written by Grellier (2001), reported results from a British study which contradicted a United Nations report on depleted uranium and the cause of cancer. The Hausa passage “Turkawa Masu Kamfanoni a Jamus” (“Turkish Businessmen in Germany”) was an article about a radio report on a Turkish immigrant in Germany who turned into a successful businessman. After the three participants read the passages, they answered ten questions on each passage to assess the comprehension.

Think-Aloud Assessment: To gain insights into the readers’ cognitive processes while reading, a think-aloud procedure was used as a means of eliciting accounts of students’ thinking while reading (Jimenez et al., 1994, 1995, 1996; Mokhtari, 2008; Pressley & Afflerbach, 1995). The participants were asked to read the three passages in the target languages, and to verbally report their thinking while reading.

DATA ANALYSIS

The data obtained from the background questionnaire was helpful in deriving a profile for each participant. The data that obtained from the SORS survey was analyzed using descriptive statistics providing information about the students’ awareness and perceived use of thirty different strategies in three categories (i.e., GLOB, PROB, and SUP). The think-aloud data was analyzed following Jimenez et al. (1994, 1995, 1996) and Mokhtari (2008), which provided a general framework for analyzing the think-aloud data. Constant comparative analysis (Glaser & Strauss, 1967; Lincoln & Guba, 1985) was used to identify strategies and extract instances of strategy use. The SORS is used as a general guide when identifying the reading strategies from the transcripts. Following strategy identification, the findings were examined and discussed by a group of judges in terms of strategy type, number, and use across the three languages. Throughout this process, disagreements were scrutinized and discussed until consensus was reached. The strategies that were generated from the think-aloud protocols were categorized into three sub-categories on the SORS.

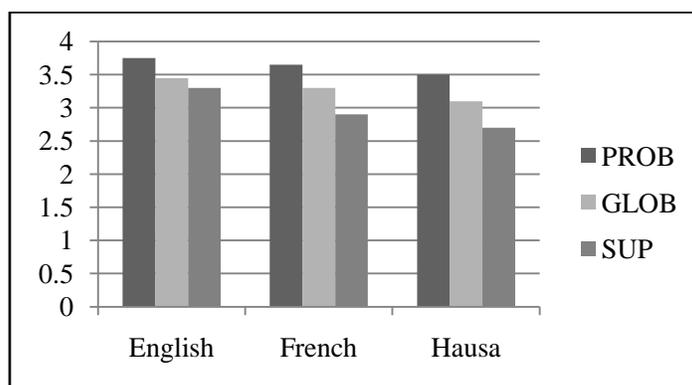
RESULTS AND DISCUSSION

Perceived Use of Strategies

Q1: What strategies do multilingual readers report using when reading across three languages (e.g., Hausa, English, and French)?

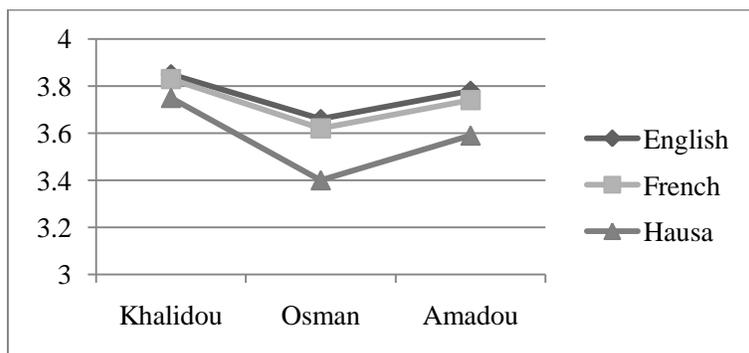
The first question pertains to the perceived use of the reading strategies as the three participants respond to the SORS. First, the three participants reported awareness of all of the strategies used in the SORS. Second, as reflected in Figures 1 and 2, in responding to the SORS, the three multilingual readers reported that they consistently used about the same patterns of reading strategies across the three languages (see Figure 1).

Figure 1. The Perceived Use of the SORS Categories across the Three Languages



The most frequent strategies that the three participants reported using were PROB strategies ($M = 3.62$), followed by GLOB ($M = 3.31$) and SUP ($M = 3.10$). Khalidou and Osman reported the highest use of reading strategies, while Amadou reported the lowest use of reading strategies among the three readers. The three participants reported low use of reading strategies in their native language (Hausa) compared to English and French (See Figure 2).

Figure 2. Perceived Use of Strategies by the Three Readers



These findings corroborate Alsheikh (2009) and Mokhtari (2008) who investigated the metacognitive awareness and reading strategies of bilingual and trilingual readers. The participants in both studies reported higher use of PROB strategies, followed by GLOB and SUP strategies, respectively. The results also corroborate (Alsheikh, 2009; Mokhtari, 2008) who found that more strategies were used in second and third languages than in first languages.

Table 1. Most vs. Least Strategies Reported by the Three Readers

Most Reported Strategies	Least Reported Strategies
1. Adjust reading speed (M = 5.00)	1. Think about info in both languages (M = 2.50)
2. Underline or circle text information (M = 4.67)	2. Guess word meaning (M = 2.67)
3. Pay close attention when reading (M = 4.33)	3. Note characteristics of the text (M = 3.00)
4. Paraphrase for comprehension (M = 4.33)	4. Read aloud when text is difficult (M = 3.33)
5. Get back on track when losing track (M = 3.32)	5. Decide what to read closely (M = 3.37)

As shown in Table 1, there is a consistency in terms of the most used strategies but discrepancy in the least reported used reading strategies. For example, although some strategies were reported as least used, but in real-time or actual use those strategies were evidently used excessively, especially by Amadou when he read across the three languages. These strategies were *thinking about the information in both languages, guessing word meaning in reading, and deciding what to read closely.*

ACTUAL READING ACROSS THREE LANGUAGES

In order to best display the results of the second question of the study (i.e., discovering [or uncovering] the actual strategies used in reading texts across the three languages), below is a profile of each participant (the information extracted from their background questionnaires), and examples of the verbatim responses of the think-aloud data given with descriptions of the real-time readings.

Khalidou

Khalidou is 45 years old and is pursuing his Ph.D. in microbiology. He lived in United States for 20 years, and speaks English, French, Hausa, and Zarma. He indicated that he is high proficient in listening and speaking Hausa. Khalidou started learning his second language, French, when he was 6 years old, and feels that he is proficient in listening, reading, speaking, and writing in French, but he uses French only for communication. Khalidou considers English, which he started learning when he was 24-years old, his most proficient language.

In reading the English passage Khalidou used GLOB strategies, especially those strategies of *critically analyzing and evaluating the text, and using prior knowledge.* In using the former strategy, Khalidou evaluated, analyzed, and reflected on what he read by confirming and disconfirming what he read. For example, Khalidou agreed that technology is good for Africa and that the new figures reported by the World Bank are reasons for hope and good predictions for Africa to rise out of poverty, but the corruption and corrupted African regimes, which were supported by the West, hindered Africa from rising out of poverty. Given all these, Khalidou

analyzed, evaluated, and reflected on the information of the passage. For purposes of clarity, the quotation marks (“ ”) indicate direct quotes from the passages, while square brackets ([]) indicate extracts from the think-alouds (verbal reports).

Khalidou: “But now it appears that poverty levels in Africa will continue to rise...”
[Yap, umm... of course because a lot of politics and many corrupt politicians I guess.]
“The budgets of rich countries have never been stronger.” [... Of course, you have all the raw materials coming from the third world countries, and going straight to the West.]

Activating prior knowledge has been identified as a major factor in comprehension. Khalidou showed how invaluable this strategy was by making meaningful connections between what he already knew and the information given in the English text. For example, when he read that Uganda is among a group of countries with the fastest economic growth, he disagreed, saying,

Khalidou: [... I can't believe that Uganda, because I know Uganda is mostly among the poorest countries in Africa. Maybe I am wrong.]

In reading the English passage, Khalidou used **PROB** strategies the most (guessing meaning of unknown words, visualizing information read, reading slowly and carefully, and pausing and thinking about reading). He guessed the meaning of unknown words through contextual clues and by reading further. For example, when he tried to construct an interpretation for the word *pipedream*, he spelled out the word twice before admitting that he did not know the exact meaning, but he got the general meaning. He also used the strategy of pausing and thinking about reading. The following examples illustrate these strategies respectively:

Khalidou: “Predictions for a major economic transformation during the 21st century within sub-Saharan Africa are only a pipedream.” [... pipedream- pipedream, I don't know what this word means, but I know what they mean but not a dream.]
“We must be the first generation to think both as nations of our countries and as global citizens...” [That [‘s] what I thought, I think people who left Africa, people like me should be able to participate in this, and we have the means for doing that.]

In reading the French passage Khalidou used some **GLOB** strategies (such as checking understanding, analyzing and evaluating the text, predicting or guessing text meaning, confirming predictions, determining what to read closely, and using prior knowledge). There is also evidence of thinking in both languages (French and English). An example of checking understanding of what is read can be found in this example:

Khalidou: “Une seule particule alpha affecté la division cellulaire, il est effet visible après douze divisions. Ou bien ainsi que de douze divisions!” [One particule alpha affected the cellular division. In fact it could be seen after [being] divided a dozen times. Or, this is so like twelve divisions.]

Khalidou used, excessively, the strategies of predicting or guessing text meaning, predicting and confirming of predictions, determining what to read closely, and using prior knowledge. For example, Khalidou predicted that the more we are exposed to radiation, the more chances there are that we develop cancer. He also confirmed that the British scientists did the research.

Khalidou: [Donc plus on consomme ou dit plus on s'expose à ces radiations. Il me semble que beaucoup plus sont les chances de développer le cancer.]

[Ce sont des britanniques qui ont fait la toute première étude qui contredit ce que l'on pensait depuis lors.]

He consolidated different strategies; for example he used a few SUP strategies (e.g., paraphrasing for better understanding) and a GLOB strategy (analyzing and evaluating the text) in the following example:

Khalidou: [Donc, les particules alpha vaporisent. Ou bien, les militaires, ils ont été contaminés après qu'ils aient explosé les munitions, explosé des munitions au champ de guerre quoi il me semble.]

Below is the best example of how Khalidou applied different strategies to comprehend the text, strategies such as analyzing and evaluating the text, determining what to read closely, using prior knowledge, and the SUP strategy of finding relationships among text ideas:

Khalidou: [Donc, tu vois, il me semble que bon, le programme national de l'environnement des Nations Unies avait dit que l'uranium 236 qui est l'uranium enrichi utilisé au Kosovo ne présente pas de danger par ce qu'il me semble que cet uranium a été utilisé en petite quantité. Alors, que l'uranium appauvri, you see l'uranium appauvri qui est je pense l'uranium 234 ou bien 2—cent uum, enfin je ne veux pas dire ce que je ne connais pas, mais il me semble que cet uranium présente de cancer, il me semble qu'il y a une petite contradiction et bien sûre le titre de la pièce c'est pour montrer une contradiction entre les rapports des Nations Unies et ce présent rapport.]

He used many PROB strategies, such as paying close attention to reading and pausing and thinking about reading, and a few SUP strategies such as asking oneself questions, respectively, in the following example:

Khalidou: [Donc il me semble... qu'il y a contradictions entre ce qui a été publié précédemment et ce présent rapport!]

[Donc il faut maintenant déterminer... you know... combien? Quelle est la dose nécessaire pour que le cancer se développe?]

In reading the Hausa text he used PROB strategies, such as guessing meanings of unknown words, the most. Curly brackets ({}) indicate the English translation of the readers' verbal report.

Khalidou: [Wannen kenen ina tshenmahani] {This I think is a fast food}, “ne ko” {It is, I guess}.

[Wanan garuruwa ne a Jamus ko] {Those are some German cities, I guess}.

[Shikenan yanzu ya shigga aikin motsa jiki] {At the end, now, he worked in some entertainment business.}

Osman

Osman is 39 years old and is pursuing his masters in agricultural education. He speaks French, English, Hausa, and Fulfulde, which he studied in his home country, Cameroon. Osman indicated that he is high proficient in listening and speaking Hausa, but less proficient in writing and reading it. He uses Hausa and Fulfulde in communication with his family and friends. Osman started his second language, French, when he was six years old, and described himself as high proficient in both French and English. He started his English learning when he was 11 years old. Overall, Osman considers English to be his most proficient language.

In reading the English passage, Osman used some of GLOB strategies, including using prior knowledge, analyzing and evaluating the text, and predicting or guessing text meaning. For example, Osman used his prior knowledge of African economics to relate to the African passage. He also used the strategy of analyzing and evaluating the text. For example, when Osman read that “the current methods of assisting African countries south of the Sahara is simply throwing money in the drain,” he responded, saying,

Osman: [The cliques or elites of African leaders will squander the aid as has been happening for many decades of foreign assistance. Wake up the West; stop assisting corrupt and already rich African rulers and their cliques.]

Osman also predicted the meaning of the phrase “Africa’s economic growth is only a pipedream” using the strategy of predicting or guessing text meaning:

Osman: [Economic growth of any African country has not reduced poverty and malnutrition on the continent in the past forty years. It did not happen in the past and it does not appear happening this time.]

Osman used more PROB strategies (such as paying close attention to reading, and pausing and thinking about reading) than SUP strategies (such as asking oneself questions) as seen in the following examples where Osman is asking one question after another to clarify or critique the state of the African economy.

Osman: [Even in the 21st century, the World Bank is still missing the real problems of African countries, which is the lack of democracy and the respect of human rights. When will the World Bank recognize this fundamental problem and then address it? It is said, *where is there is no human right [sic], there is no ownership to property*, which is a catalyst to economic development.]

[Is the creation of the World Bank and its lenders part of the problem hindering African economic growth and development?]

In reading the French passage, Osman employed GLOB strategies (using prior knowledge and analyzing and evaluating the text). For example, Osman used his prior knowledge of the effect of radiation on the human body in reading the French passage in the following example:

Osman: [Évidemment la radiation sur le corps humain c'est dangereux.]

He also criticized the use of the radioactive uranium in the war by the American military in the Balkans and the Persian Gulf, and the covering of this issue, in the following two examples:

Osman: [C'est toujours comme ça que lorsque les chercheurs publient un article concernant les affaires militaires Américains, c'est souvent incomplet...c'est incroyable. Est-ce que les Américains savent ce qui se passe avec leurs munitions?]

In reading the Hausa passage, Osman used some GLOB strategies. Here are two examples that illustrate using prior knowledge and analyzing and evaluating the text:

Osman: [Yes, I know that in Germany there are many Turks immigrants. It is not surprising to hear that over the years they have increased in population with many born in Germany. An interesting fact is their ingenuity making a great contribution to the Germany economy.]

Amadou

Amadou is 23 years old, in his second year in the US, and is pursuing a master's degree in business administration. Coming from his home country, Niger, he speaks four languages: French, English, Hausa, and Zarma. He described himself as high proficient in speaking and listening in Hausa. He started his second language, French, when he was three years old, and French for him is the most proficient language for reading, writing, listening, and speaking. He started learning his third language, English, when he was 13 years old. When he came to US he stayed one year, studying English. He described himself as high proficient in reading English, but to a lesser degree in writing, speaking, and listening.

In reading the English passage, Amadou used the GLOB strategies of checking how text content fits the purpose, using prior knowledge, and analyzing and evaluating the text. When he discovered what the topic of the African text was, he was delighted because it was something on which he was informed and had an opinion about.

Amadou: [This is an important topic we have been talking about since the beginning of the independence... since long time ago, people talked about the poverty in Africa and how to tackle it. Africa is still a poor continent and this will be a good topic.]

[Yes, they can succeed without international cooperation because Africa is a continent with a lot of minerals and all natural resources it needs to rise and be able to take care of all the human living needs; I just believe that they can without anyone's help.]

[So, les informations, les communications, la technologie, les nouvelles management économique, des nouveaux concepts de création et du renforcement à l'Afrique peut peut-être réduire la pauvreté.]

Amadou translated verbatim most of the time when he read (in English to French and from French to English, then from Hausa to English and French), and often used PROB strategies (pausing and thinking about reading, paying close attention to reading, reading slowly and carefully, and trying to stay focused on reading). An example of pausing and thinking about reading is his comment when he read that there was economic development in Africa, but that the poverty levels are still rising.

Amadou: [Because the economy in Africa is still rising, I don't believe that.]

He tried hard to scrutinize what he read. He used trying to stay focus on reading, paying close attention to reading, and reading slowly and carefully, which can be illustrated by the following example:

Amadou: [This still far because people are still dying and right people must know how to take care of themselves, not sitting or waiting for the World Bank or any other organizations to help them. I understand that help is good, but I don't believe in someone when I can believe in myself, because no one will do something for you if you don't do it for yourself.]

Evident in all his reading were SUP strategies (translating from one language to another, thinking in both languages when reading, finding relationships among text ideas, and paraphrasing for better understanding), especially those which deal with thinking of information in both languages, and translating from one language to another:

Amadou: [Ya, this is true. La pauvreté en Afrique est quelque chose qui était... mais l'Afrique est un continent qui doit décider par soi-même car ...elle possède tout la potentialité économique, sociale, culturelle, minérale tout les potentialité que n'est pas a donner chaque micro état en Afrique possède de moyens de survivre de sois même, c'est pourquoi, je crois que si l'Afrique doit développer, l'Afrique doit se développe par sois même, et pas par certains aides extérieur, ni de touchant chaque un mais a elle même, et pour elle-même...]

In reading the French passage, Amadou used some GLOB strategies: checking understanding and analyzing and evaluating the text, shown respectively in the following example:

Amadou: [They found out the uranium is mostly the cause of cancer, after explosion. They took some veterans from those wars and they found out a lot of particles of uranium vaporized after explosion.]

[They never study those radiation effects on human body till now, but they just did with the recent works and experiments, some people- some

scientifiques - some britanniques scientifiques, the chief of this recherche was the Council of the Harwell Oxfordshire.]

His responses to this passage illustrate many PROB strategies (trying to stay focused on reading, adjusting reading rate, paying close attention to reading, and pausing and thinking about reading):

Amadou: [Oh! Ya, how to avoid this cancer.]

[This is the first time a work like this has been done according to professor Dudley Goodhead; he is the head of the unity of studies on the stabilities of génomique and radiation. The posterior risk of the development of cancer is not higher but it is risky.]

In reading the French passage, Amadou also employed the same SUP strategies that he used when reading the English passage: translating from one language to another, thinking in both languages when reading, finding relationships among text ideas, and paraphrasing for better understanding.

Amadou: [Oh, the risk is going higher at any time you expose yourself to these cellules.]

[It has to be a certain amounts of uranium to be under the radiation effects, if the amount is not higher the radiation will not cause cancer, that what the professor had said in his report, ya, in his final report. This passage is talking about the uranium and cancer, that the uranium can cause cancer and there are some works made about it that shows with some prove that uranium can cause cancer if exposed in certain higher levels.]

With the Hausa passage, Amadou consolidated some strategies (the first example illustrates both the use of the GLOB strategy of determining what to read closely, and the PROB strategy of re-reading for better understanding):

Amadou: [So, Müslüm Balaban went to look for a job. He started working at a construction company, then he went to employment office to get authorization to be able to work... people working at the employment office were amazed to see a little boy of thirteen years old trying to find a job and he was hustling, he just want to work, and he was ready to work. Il était près à travailler, ils étaient vraiment, vraiment surpris de voir un enfant de treize ans vouloir travailler comme cela.]

[Re-reading... the parents of Müslüm Balaban, Baturke took him to Jamus (Germany) when he was 13 years old, and today he is thirty years old living in Jamus, he start living at Mondorf close to Bonn. Il était arrivé à Bonn près de Mondorf, quand il avait treize ans.]

He used PROB strategies the most when reading the Hausa passage; trying to stay focused on reading, paying close attention to reading, and pausing and thinking about reading can all be seen in the following example:

Amadou: [Just quelques jours après... a son travail et avec commencer à vendre à manger, Il a ouvert des restaurants fastfood à Köln, Bonn et Leverkusen. Just after starting selling food few days after quitting his job, he had a work a business, I mean he... starts owning his own fast-food business in these three cities, Köln, Bonn et Leverkusen. Now, he has three fast-food places that of his own.]

In the Hausa passage, Amadou used the same SUP strategies (translating from language to another, thinking in all languages when reading, finding relationships among text ideas, and paraphrasing for better understanding) as he used with the English and French passages. The following examples illustrate how Amadou verbally translated from Hausa to English to French, a strategy that was predominant in all his reading.

Amadou: [Amma da suka ga yana da niyar aikin, sai suka tura shi koyan sana'a a wani kamfanin kera jirgin ruwa.] {When they saw that he really wants to work, they sent him to work in a company which 'fabrics' boats. Il est envoyé dans un compagnon de construction de navires marins.}

[Il y a près de deux millions de Turks vivant en Allemiange, et la plus part entre eux sont nés la bas] {There is around two millions Turks live in Jamus (Germany) and most of them were born over there.}

[They say with the time there are some laws or rules that make a lot of companies and a lot of workers for those companies] {Ils dissent a son neveu que avec le temps les règles et les institutions fait de fait que, il y a beaucoup des... beaucoup de travaux, et beaucoup de societies}

Probably the examples that capture best how Amadou used the SUP strategies are the following:

Amadou: [So, he became a really big businessman and he owned only the fast-food in Bonn and he rent the other fast food places in Köln, and Leverkusen to other people. He turns to other businesses, like he opened nightclubs, I mean some amusement places. Just après quelque... après avoir... Il a eu un lieu, il a commencé à faire à vendre à manger après avoir vendu a manger, il est ouvert son propre restaurant, et maintenant après ses propre restaurant. Aujourd'hui, il est devenu un des plus importants hommes d'affaires. Mais il a... laissé le management du beaucoup de ces fast-food, a gardé celui de Bonn, et se tourné vers d'autres activités du loisirs, comme il est ouvert night clubs et beaucoup d'autres activités de loisirs. C'est... qu'il a son argent, qu'il a son profit.]

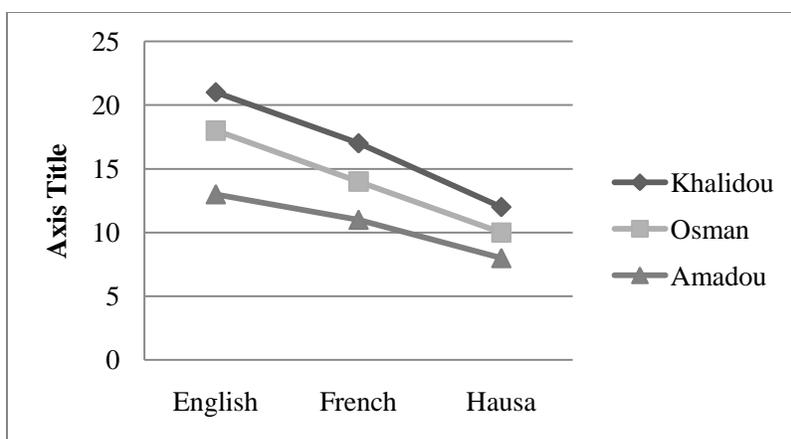
[This man is just a Turk from Turkey, from Turkia (Turkey). So he was thirteen years old when starting brought him in Jamus (Germany), he was so lucky. He started working at a construction company, then he quit. He went to a boat company where they building boats, then he quit this one and he

started selling food. Then he ended up having his own fast food in many cities in Jamus (Germany), then he also has a lot of loisirs like nightclubs, that what he does right now and making money out of that business.]

Q2: What strategies do [multilinguals] actually use when reading in the three languages?

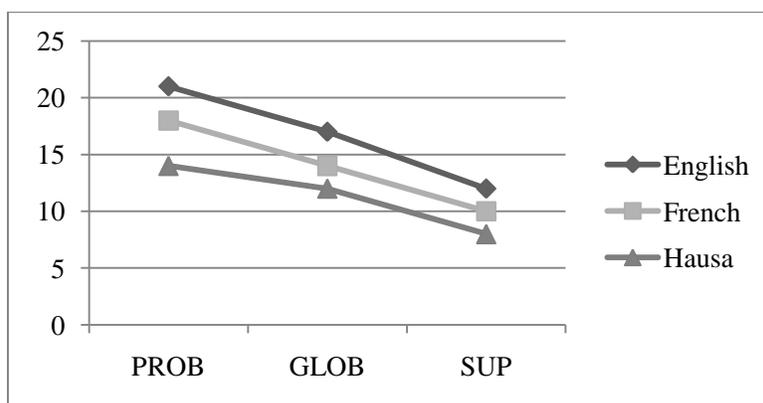
When the three participants read in English, French, and Hausa, they actually employed more strategies in reading English, followed by French, and Hausa respectively. Furthermore, the most proficient reader (Khalidou) used more strategies than the least proficient reader (Amadou, see Figure 3).

Figure 3. Actual Use of Strategies by the Three Readers



When the three participants read passages across the three languages (real-time or actual use), they used, collectively, more PROB strategies (53), followed by GLOB strategies (43), and SUP strategies (31), respectively. The most frequent strategies that the three participants actually used supported the perceived use of the strategies, as shown in Figure 4.

Figure 4. Actual Use of Strategy Categories across Languages



The data obtained from the real-time or actual use is rich, and reflects the intricacies and multiplicities of reading in different languages. The data revealed five additional findings: (1) Each reader used a set of strategies across the three texts which may indicate strategies transfers; (2) The most proficient readers (Khalidou and Osman) employed a wide range of strategies, while the least proficient reader (Amadou) applied more support strategies, especially those pertaining to translation and thinking across the languages; (3) The three readers used more strategies in their third language (English) than their second language (French), which may indicate that reading in English is more difficult compared to French and Hausa; (4) Some strategies were reported as least used, but in real-time or actual use, those strategies surfaced excessively (e.g., thinking about information in both language), especially when Amadou read the three texts across the three languages; (5) In general, the three readers demonstrated high proficiency in navigating through the different texts.

After reading each passage in each language the three participants were given ten questions on each passage to assess their comprehension. The results showed that all the participants scored very high in the three languages (90%), which is an indication of the readers' good comprehension of these texts and good grasp of the three passages' contexts.

Q3: What is the difference between the perceived and the actual use of the reading strategies?

The results of perceived and the actual use of strategies revealed that there were consistencies in the usage of strategies. The three readers reported using—and actually used—more reading strategies in English, followed by French and Hausa respectively. The strategy categories the participants used were PROB strategies, followed by GLOB and SUP strategies. These results corroborated the findings of prior research (Alsheikh, 2009; Feng & Mokhtari, 1998; Mokhtari & Reichard, 2004), which found that bilingual and multilingual readers used more strategies when reading in a second or third language than when reading in their first language. Multilingual readers, like monolingual readers, employed a wide range of strategies in trying to relate to the text messages in the three languages given the syntactic, semantic, phonological, and pragmatic differences of these languages.

The results of this study corroborate findings from studies by Jimenez et al. (1995, 1996) and Malcolm (2009), who found that translation is evident for less proficient readers when they strategically read in their second language. In this study, Amadou relies heavily on the strategies of translation from one language to the other and thinking in all languages when reading, and he demonstrates great ability in using these strategies to read across these languages. Even if the reader doesn't know French or Hausa, you can understand the two passages in French and Hausa by following Amadou's translation.

CONCLUSION

In general this case study aimed at investigating the reading strategies that the three multilingual readers used when they read across three languages (English, French, and Hausa). The study investigated the perceived, as opposed to the real-time or actual, use of strategies across the three languages. In this case study, the three multilingual readers showed evidence of high awareness of strategic reading, and employed more reading strategies in their second and

third language than in their first language. They also used more PROB than GLOB strategies, and then less SUP strategies. The most proficient reader employed a greater variety of strategies than the least proficient reader, who relied heavily on translation. Nonetheless, the least proficient reader illuminated the three texts by using translation and thinking in all languages. The results also revealed that differences existed among the readers in terms of their strategy preferences, and, as indicated earlier, these results corroborate other findings from different studies.

In a very important sense, this case study compels us to revisit constitutes a strategic multilingual reader. The three readers in this case study performed literacy acts by mediating, reflecting on, and unearthing the meanings of texts in three languages. Additionally, these three readers do not only know English, French, and Hausa, but they also know other languages such as Fulfulde and Zarma. Furthermore, they had read and memorized long chapters from the Quran in order to perform Islamic rituals in the Arabic language. In this regard, we share with Canagarajah (2007) the idea of rethinking and debating many provisional dichotomies of language acquisition by taking a closer look at the lived experience of language development via envisioning the multimodal, multisensory, multilateral, and multidimensional aspects. These three multilingual readers were thoughtful learners who demonstrated metacognitive awareness and strategic reading with varying degrees of proficiency. In order to effectively help other such learners, we need to explore, as mentioned earlier, assumptions about epistemology, inquiry, communication, language learning and acquisition, cultural practices, and empowerment. (Barton, 1994; Canagarajah, 2007; Cazden, 1988; Gee, 1996; Lillis, 2008; Luke, 2006; Mokhtari & Reichard, 2004).

This study is open to different interpretations because it tried to fathom reading texts in different languages and introducing the readers to literacy as multiple encoding and decoding (Lotherington, Holland, Sotoudeh, & Zentena, 2008). Furthermore, this case study compels us to reconsider the metalinguistic awareness, the social and metacognitive repertoire of effective and persistent readers (Clyne et al., 2004).

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