

Reader, reading, and context: Narrative inquiry into a senior EFL learner in Taiwan

Abstract:

Recently, calls have been made to move research away from the tradition which defines reading narrowly as psycholinguistic skill. To respond to the call, the study aims to understand how L2 reader and his reading situated in the context. The main conceptual framework of the study is Gee's (2001) sociocognitive perspective on reading (Gee, 2001), which views reading as a social practice in a Discourse. Via purposeful sampling, an experienced L2 reader in Taiwan at the age of 60 was invited to participate in the study. The senior reader received three life story interviews; the audio-taped interviews were transcribed verbatim and used as the main data source. The life story shows that (1) reading development is situated in Discourse development and (2) becoming a reader is becoming a member of a Discourse. The interviewee's long-term reading history also indicates that the reader moves constantly in the temporal, cultural, and social context, making reading development complex and dynamic.

Keywords:

second language reading, Discourse, situated learning