TEACHERS' STRATEGY USE IN MOTHER TONGUE AND FOREIGN LANGUAGE READING

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International surveys show that a large ratio of students struggle with reading literacy. It is especially true for Hungary, where reading achievement has been decreasing (OECD, 2016). The solution for this problem may lie in education, in teaching reading strategies (Csíkos & Steklács, 2010; Al-Ghazo, 2016) in students' mother tongue or even in a foreign language (Aghaie & Zhang, 2012; Talebi, 2013). Research has shown students' reading strategy use has positive effects (e.g. Chekwa, McFadden, Divine & Doris, 2005; Kelemen-Molitorisz, 2009, Józsa & Józsa, 2014). However, teachers' own reading strategy use receives little attention. The published studies mostly investigate their views on teaching reading strategies (Bamanger & Gashan, 2014; Iwai, 2016) but not whether they apply them in their own reading. Explicit reading instruction occurs in both mother tongue (L1) and foreign language (L2) education. Yet there is little research on reading strategy transfer between languages. Therefore the objectives of this pilot study were (1) to establish the frequency of teachers' strategy use; and (2) to identify the differences in strategy use depending on the language of the text. The hypotheses were that (1) teachers use most of the reading strategies targeted in this study; and (2) there are differences between the use of reading strategies in L1 and L2 text processing. Data were collected with an online questionnaire, which had open and closed items on background factors, reading habits and teachers' opinions on the effectiveness of teaching reading strategies. The Hungarian version of the MARSI questionnaire (adapted by Molitorisz, 2013) was included as part of the instrument. It has three subscales: global, problem-solving and support reading strategies. The participants were 57 Hungarian teachers and teacher trainees, contacted with the snowball method. The results are the following. (1) More than 80% of participants reported applying global and problem-solving strategies; (2) but more than 70% indicated not using any support reading strategies. Of the 30 strategies presented, the use of only seven differed significantly in L1 and in L2 reading (p<.05); four of these are problem-solving strategies. The correlations between the same strategies in different languages were .34<r<.79. The findings support the need for studying strategy transfer across languages. This small scale research has shown that it is important to explore teachers' use of reading strategies in more detail and in depth. The lessons from such research may inform pre- and in-service teacher training. The inclusion of reading strategy awareness and use in training could aid teachers to become more effective readers themselves and, in turn, they may become better at facilitating the development of their students' language abilities.