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Reciprocal Teaching: Taiwanese Junior High School
Students' Perceptions and Its Effect on English Summary

Writing

互惠式教學法：臺灣國中學生的看法及其對英語摘要
寫作能力之影響

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摘要

有鑒於現行十二年國民教育課程中強調「素養」教育，學生的閱讀和寫作能力的培養受到高度重視。互惠式教學法是經由研究證明可以有效提高學生閱讀理解能力的教學方法。然而，目前缺乏針對互惠式教學法對學生摘要寫作影響之研究。本研究旨在探討學生對互惠式教學法的看法以及其對他們的英文摘要寫作技巧的影響。本研究為教學介入混和性研究，以互惠式教學法進行為期六週的課程。58 位臺灣國中學生參與這項研究。主要資料來源為 17 名學生所提交的三份閱讀日誌及學生在六週內透過互惠式教學法學習英語閱讀的問卷調查。受測者所撰寫的摘要寫作是根據 Frey et al. (2003) 研究中所使用的一個四分制摘要寫作評分表進行評分。研究結果顯示，大多數學生對使用互惠式教學法持正面的態度。互惠式教學法展現出提高學生英文能力的可能性，特別是在閱讀技巧、詞彙和文法方面。此外，三篇摘要寫作之間存在顯著差異。近乎所有參與者 (94%) 在最後一次摘要寫作中都獲得更高的分數，呈現學習成效；三分之一的學生成績增長超過 4 分(滿分 16 分)。本研究結果凸顯了互惠式教學的效果，能提高臺灣國中生英文閱讀和摘要寫作技巧。因此，本研究建議以英語為第二語言或外語的教師在教英語閱讀和摘要寫作時，可以採用此方法。

關鍵字：讀寫能力、互惠式教學法、閱讀策略、學生觀點、閱讀理解、摘要寫作能力

Abstract

Given the emphasis on “competency-based” education in the current 12-year Curriculum for Basic Education, the development of students’ reading and writing skills is highly valued. Reciprocal teaching, a research-based teaching technique, has been proven to effectively enhance students’ reading comprehension. However, there is a lack of studies examining the impact of reciprocal teaching on students’ summary writing competencies. This study aims to explore students’ perceptions of reciprocal teaching and its effect on their English summary writing skills. The study employed a mixed-methods approach incorporating a six-week intervention using reciprocal teaching. 58 Taiwanese junior high school students participated in this study. The major data sources were collected from 17 students submitting 3 reading journals and the questionnaires over six weeks in which they learned English reading through reciprocal teaching. Their writing pieces were evaluated using a four-point rubric for summary writing based on a previous study of Frey et al. (2003). The findings revealed that the majority of students held positive attitudes toward the implementation of reciprocal teaching. Reciprocal teaching demonstrated promising potential in improving students’ English proficiency, particularly in reading skills, vocabulary, and grammar. Moreover, significant differences were observed among the participants’ three summary assignments. Nearly all participants (94%) received higher scores in their final

summary writing pieces, and one third of their (35%) scores increased by more than 4 points (the full mark is 16). The results of the study highlighted the effectiveness of reciprocal teaching as a teaching technique to enhance Taiwanese junior high school students' English reading and summary writing skills. Therefore, ESL/EFL teachers are encouraged to employ this method when teaching reading and summary writing.

Key words: reading and writing skills, reciprocal teaching, reading strategy, students' perceptions, reading comprehension, summary writing



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Chapter 1 Introduction

This chapter comprises three sections. The first part starts with the background and motivation of the current study. Next part will illustrate the significance of this study. Finally, the research questions to be addressed are presented in the third part.

Background and Motivation of the Study

In recent years, many educators have attached great importance to active learning as well as instructional methods which engage students in the process of learning. Reading in English is fundamental to the learning of other skills and subjects; through reading, we can acquire new information, knowledge, and new perspectives towards our world. Moreover, reading can help us develop critical thinking, clarify values, and lead to creativity. Over the years, reading education has received attention from educators and teachers from elementary and junior high schools in developed countries for the purpose of cultivating students' lifelong learning abilities as well as improving personal qualities and competitiveness. In Taiwan, reading education is also perceived as of high priority by the Ministry of Education (MOE) to improve students' overall learning skills. Meanwhile, under the Bilingual 2030 plan, it is even more crucial to develop Taiwanese students' English reading competence.

Reading is a skill that remains valuable throughout an individual's lifetime, serving a purpose both within educational settings and in various aspects of everyday

life (Küçüköğlü, 2013). “Without ability to read well, opportunities for personal fulfilment and job success inevitably will be lost” (Anderson et al., 1985, p. 1). However, reading can be challenging, especially for students in middle and high schools, and the growing need for strong literacy skills in our modern, technology-driven society intensifies this issue even further (Snow et al., 1998). Students move on to more challenging and sophisticated kinds of texts as they move up to difficult educational stages, but their reading skills do not grow simultaneously to meet those demands. They need help to figure out “how” to read, not just “what” to read. According to Tierney (1982), developing readers need to attain a certain level of proficiency in reading and subsequently receive explicit instruction in reading comprehension strategies to effectively engage in comprehension while reading. Therefore, teaching reading comprehension strategies has become a critical issue in the English as a second or foreign language classrooms.

A large number of studies have examined the effectiveness of reading strategy instruction on reading comprehension, and reciprocal teaching is a powerful research-proven teaching technique that has been highly recommended by researchers and educators. Reciprocal teaching is an instructional technique that has been used to improve students’ reading comprehension by gradually empowering the students to take on the role of the teacher (Palincsar & Brown, 1984). Reciprocal teaching involves four

reading strategies that guide the discussion: predicting, questioning, clarifying, and summarizing. This approach helps teachers to explicitly scaffold learning to assist learners in becoming more aware of their reading and learning. Reciprocal teaching process enhances learners' reading motivation to understand the meaning of contents (Anderson, 2003; Druitt, 2002; Eskey, 2002; Grabe, 2004); moreover, it makes learners become more active, reflective, and strategic readers (Baker & Emerson, 2014). In addition to promoting students' reading comprehension, reciprocal teaching can also promote students' problem-solving skills (Yang, 2010). Using reciprocal teaching can help develop students' higher-level thinking and critical thinking skills (Shiau, 2010; Sundahry et al., 2018). However, there is a limited amount of research dedicated to examining the effects of reciprocal teaching on enhancing the skills of writing summaries.

Students in middle schools often lack the ability to discern the most important ideas in a text, not to mention understanding text organization in content reading (Mateos et al., 2008). Summarizing strategy is one of the effective approaches for enhancing students' reading comprehension skills (Sung et al., 2016). Summarization assists students in recognizing important content and separating main ideas from supporting details. In order to effectively accomplish summarization tasks, L2 learners must exhibit proficiency in both reading and writing skills. There is a close relationship

between reading and writing skills. For this reason, researchers have employed the summarizing approach to enhance both writing skills and reading comprehension. A study done by Taylor (1982) showed that by using a summarizing strategy, middle-grade students could recall much more information after reading textbook material and write better organized compositions. According to Zafarani & Kabgani (2014), after the training of the summarizing writing strategy, there were notable improvements in EFL students' reading comprehension. Therefore, it is important for English teachers to teach summary writing strategy in the classroom.

Plenty of studies have confirmed the positive effects of reciprocal teaching (Choo et al., 2011; Dew et al., 2021; Greenway, 2002; Komariah et al., 2015; Spörer et al., 2009). However, few studies (Ahangari et al., 2014; Ghorbani et al., 2013; Zuhra et al., 2022) have explored the effects of reciprocal teaching on students' summary writing, while the majority of previous studies focused on the effects of reading comprehension. The current study aims to fill this gap by investigating whether reciprocal teaching can be a useful technique to improve Taiwanese junior high school students' English summary writing.

Significance of the Study

The present study will provide new perspectives regarding teaching ESL/EFL reading and writing through reciprocal teaching. Since the 12-year Curriculum for

Basic Education pays much attention to “competency-based” education, developing students’ reading and writing skills as well as operating self-directed learning is valued. Literacy in this sense refers to knowledge, ability, and attitude needed for an individual to adapt and adjust to their life while facing challenges in the future, based on the 12-year Basic Education Curriculum Guidelines.

First of all, the present study investigated the perception of Taiwanese EFL junior high school students on the use of reciprocal teaching in their English reading classes, including their attitudes and preference towards each of the four strategies. This study also evaluated the impact of reciprocal teaching on students’ English summary writing. Instead of only using qualitative analysis to compare and contrast the first and the last reciprocal teaching reading journals to examine students’ progress, the present study used a rubric to assess student’ summary writing (Frey et al., 2003).

Research Questions (RQs)

This current study proposed two research questions as the following:

1. How do Taiwanese junior high school students perceive reciprocal teaching on English reading?
2. Do Taiwanese junior high school students improve their English summary writing after reciprocal teaching intervention?

The first research question was tackled by utilizing a perception questionnaire,

which revealed the participants' perceptions and attitudes towards reciprocal teaching.

Moreover, the questionnaire will gather suggestions for potential future applications of reciprocal teaching. The second research question was explored by analyzing the summaries written by students in their reciprocal teaching reading journals.



Chapter 2 Literature Review

This section consists of four parts. The first part is the review of reading and writing relationship. The second part is the review of strategies for reading and writing instruction. The third part is a description of reciprocal teaching, which is the theoretical framework of the current study. The last part presents empirical studies on reciprocal teaching and summary writing.

Reading and Writing Relationship

Definition of Reading

Reading has been defined in many different ways. Ransom (1978) defines reading as “a conversation between the writer and the reader” (p. 14). According to Nuttall (1996), reading as “the process of getting out of the text as nearly as possible with the message the writer puts into it” (p. 4). According to Williams (1996), reading as “a process through which one looks at and understands a written text” (p. 2). Johnson and Keier (2010) stated that “reading is a complex process involving a network of cognitive actions that work together to construct meaning” (p. 20).

From the statements above, it is obvious that reading is not only a cognitive process of decoding symbols and connecting them to prior knowledge; it also involves a mental process that occurs when an individual engages with written text.

Definition of Writing

There are various definitions of writing given by experts. As indicated by Elbow (1981), “writing calls on the ability to create the words and ideas out of yourself, but it also calls on the ability to criticize them in order to describe which one to use” (p. 9). Nunan (2003) defines writing as “the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly” (p.88). According to Harmer (2004), writing is described as “a way to produce language and express ideas, feelings, and opinions” (p. 31).

Based on the above explanations, it can be concluded that writing is a thinking process that involves the stages of generating ideas, considering their expression, and arranging them into coherent statements and paragraphs.

Reading and Writing Relationship

It has long been recognized that there is a close relationship between reading and writing. Many researchers have discovered that reading and writing shared common components (Abadiano & Turner, 2002; Lindsey, 1996; Risemberg, 1996; Ruiz-Funes, 1999; Stotsky, 1983). Both reading and writing involve incorporating prior knowledge into learners’ understanding, and similar metacognitive factors play a role in both reading and writing processes. Additionally, previous studies have shown that reading and writing skills are interconnected (Ferris & Hedgcock, 1998; Lee, 2000; Nelson & Calfee, 1998; Noyce & Christie, 1989). All of these researchers have endorsed the idea

that reading and writing are constructive processes for creating meaning. Their studies consistently indicate that better writers typically read more compared to poor writers, while better readers tend to generate more syntactically developed writing than poor readers. These empirical findings have called attention to the significance of teaching reading and writing together, suggesting that proficiency in one skill leads to improvement in another.

Strategies for Reading and Writing Instruction

Strategy Instruction

According to Beckman (2002), strategy instruction refers to “teaching students about strategies, teaching them how and when to use strategies, helping students identify personally effective strategies, and encouraging them to make strategic behaviors part of their learning schema” (p. 3). In order to increase second language proficiency, many researchers and educators have offered instruction aimed at helping students in acquiring more relevant and effective learning strategies, and the findings have showed positive effects of strategy instruction (Nunan, 1997; O’Malley et al., 1985).

Reading Strategies

Over the last three decades, a great deal of research has been conducted to investigate the effect of using reading strategies in first-language as well as in second-

and foreign language (FL) contexts. According to Barnett (1989), reading strategies refer to “the mental operations involved when readers purposefully approach a text to make sense of what they read” (p. 66). Therefore, reading strategies indicate how readers conceive of a task, how they make sense of what they read, and what they do when comprehension breaks down (Block, 1986, 1992; Macaro, 2001; Macaro & Erler, 2008; Zhang, 2001).

Thus far, a broad range of reading strategies has been identified and recommended by L1 and L2 reading researchers. In addition to the more traditionally known strategies, such as skimming, scanning, and inferring, the more newly proposed ones include activating schemata, recognizing text structure, using mental imagery, visualizing, generating questions, monitoring comprehension, and evaluating strategy use, etc. (Anderson, 1991; Block, 1986; Carrell, 1989; Cohen, 1990; Pressley, 2002; Zhang et al., 2008).

Many researchers have believed that strategies in themselves are not inherently good or bad, but they can be applied successfully or unsuccessfully in different contexts (Cohen, 2003, 2007; Grabe, 2004; Hadwin et al., 2001; Paris, 2002; Zhang, 2003). Good readers are strategic (Baker & Brown, 1984) which means that they establish purposes when they read and adjust their reading for different purposes and different reading tasks; hence, they apply strategies more flexibly and effectively than poor

readers (Paris et al., 1983). Reading strategies need to be trained in class (Eskey, 2002).

Studies have shown that teaching reading strategies can have a positive effect on L2 learners' reading motivation and reading comprehension (Anderson, 2003; Druitt, 2002; Eskey, 2002; Grabe, 2004).

Researchers have also demonstrated that explicit teaching of reading comprehension strategies is particularly effective in improving reading comprehension (Hattie et al., 1996; Meyer et al., 1989; Rosenshine et al., 1996). Explicit instruction involves three sequential steps: modeling, guided or directed practice, and independent practice (Gauthier et al., 2013). The modeling step facilitates students' understanding of the learning objectives. Guided or directed practice allows students to practice the tasks that were modeled and to consolidate their understanding through group work activities. Independent practice provides students with opportunities to master and apply the target skills.

Summary Writing Strategy

Numerous studies have been conducted to improve English as a Foreign Language (EFL) students' reading comprehension, with researchers exploring effective intervention strategies (Jamshidifarsani et al., 2019). Out of the various strategies suggested, summarization is highly recommended as one of the most effective approaches for fostering the development of both reading and writing skills (Budianto

et al., 2022; Sung et al., 2016).

Definition of Summarizing

Many researchers provide the definitions of summarizing. Hidi and Anderson (1986) states “a summary is a brief statement that represents the condensation of information accessible to a subject and reflects the gist of the discourse” (p.473). According to Langan (1993), summary writing is considered as “the reduction of a large amount of information to its most important points” (p. 120). Friend (2001) defines summarizing as “the process of determining what content in a passage is most important and transforming it into a succinct statement in one’s own words” (p. 3). A recent definition of summarizing by Hedgcock and Ferris (2009) is as follow:

“Summarizing is both a reading and writing skill. Where reading is concerned, effective summarizing requires an understanding of the key ideas in a text and an ability to distinguish among main points (which belong in a summary) and supporting details (which typically do not). For writing, summarizing requires the writer to express the main points of a text he/she has read succinctly and in his/her own words.” (Hedgcock & Ferris, 2009, p. 185)

Based on those explanations above, it can be concluded that summarizing is a highly complex cognitive activity that involves both reading and writing skills. It requires the individual to rewrite a passage using one’s own words, while also

condensing it by retaining the key idea and supporting points.

Summarizing Strategy for Reading and Writing

Because L2 learners need to demonstrate their literacy skills to complete summarization task (Li, 2014), researchers have used the strategy of summarization to enhance learners' writing skills and reading comprehension. The model of text comprehension proposed by Kintsch and van Dijk (1978) presents the cognitive processes to derive the macrostructure of the original text. According to this model, three stages are employed in the process of summarizing a text: deletion, which involves removing irrelevant or redundant information; generalization, which entails replacing specific terms with more encompassing concepts; and construction, which refers to identifying or creating the main idea of one or more paragraphs.

Research on summarizing strategy has proved that summarizing can promote learners' reading comprehension (Anderson & Armbruster, 1984; Pearson & Fielding, 1991; Rinehart et al., 1986). According to the study of Zafarani and Kabgani (2014), the training of summary writing strategy greatly enhances EFL students' reading comprehension. Additionally, summarizing facilitates the transfer of information into long-term memory. Furthermore, summarization aids in the development and strengthening of vocabulary, improves writing organization, and helps students focus on important keywords that are worth noting and remembering (Cahyono &

Kusumaningrum, 2015; Huan & Ngan, 2017; Özdemir, 2018). As a result, writing a summary is considered one of the most effective strategies for integrating English reading comprehension with the development of writing skills.

In addition, many studies have shown that summarizing may engage students in a deep analysis of the text read (Craik & Lockhart, 1972; Lockhart & Craik, 1990; Oded & Walters, 2001). By summarizing, readers gain the ability to distinguish important points from lesser-important ones, to analyze the structure and content of the text, and to connect ideas logically. Consequently, summarizing may help English language learners to develop their higher-order thinking skills (Freeman & Freeman, 2009; Zwiers, 2008).

Reciprocal Teaching

Reciprocal teaching is rooted in Vygotsky's (1978) sociocultural theory and the principles of social constructivism. Reciprocal teaching is an explicit instructional procedure that features "guided practice in applying simple, concrete strategies to the task of text comprehension" (Palincsar & Brown, 1989, p. 413). This approach was first described by Palincsar (1982) and Palincsar and Brown (1984), and the detailed description was given in their later articles (Palincsar, 1986; Palincsar & Brown, 1989).

Reciprocal teaching consists of four main reading strategies: predicting, questioning, clarifying, and summarizing. Prediction requires students to recall what

they have already known to guess from a topic, from the text structure or from the text features, and to hypothesize about what might happen next. As for the strategy of questioning, students use this strategy to create and ask questions about the text that cover the three levels: literal, inferential, and evaluative. Through clarification, students have to monitor their own reading, to identify words or concepts that don't make sense to them, and to seek answers. The strategy of summarizing asks readers to find out the most important information or the gist of a text.

Reciprocal teaching instruction occurs in the form of a dialogue between the teacher and the students. Initially, the teacher, as an expert, models and explains the entire reading process of using these four strategies step by step. After that, the teacher gives the students an opportunity to get involved and to practice these strategies. At the same time, the teacher provides supportive cueing, additional modeling, coaching, and explanation. As the students become adept at using the strategies and verbalizing their thought processes, the teacher will gradually transfer responsibility to the students to lead the discussion.

Studies on Reciprocal Teaching

Since the introduction of the reciprocal teaching method (Palincsar & Brown, 1984), a number of studies have been conducted to examine the efficacy of this method and most of the findings showed positive effects on improving reading comprehension

skills. A meta-analysis of 16 quantitative research on reciprocal teaching by Rosenshine and Meister (1994) found that it was an effective method for both school-aged students and individuals with poor reading comprehension skills.

Moreover, many findings of the research on reciprocal teaching indicated that it has a significant positive effect on ESL and EFL learners' reading achievements.

Fung et al. (2003) studied the application of L1-assisted reciprocal teaching on the comprehension of English expository text among a group of 12 Taiwanese ESL students, and their findings proved that students demonstrated improvements in both reading comprehension tests developed by the researchers and standardized reading comprehension tests.

Choo et al. (2011) conducted a quasi-experimental quantitative study involving 68 lower proficiency students in Malaysia, ranging from the fourth to sixth grades. The results indicated a notable enhancement in the post-test scores of the experimental groups that received instruction using reciprocal teaching, compared to the control groups.

Komariah et al. (2015) further studied the use of reciprocal teaching on learners' achievement and perceptions. The research was done with 24 twelfth-grade Indonesian students and the data were collected through observations, tests, documents as well as interviews. The results showed that the implementation of reciprocal teaching led to

increased learner participation and improved comprehension among the students.

Navaie (2018) carried out a quasi-experimental research on reading comprehension of 76 intermediate learners in Iran, using intact groups and involving pretest-posttest measurements. The results confirmed the effect of reciprocal teaching on the EFL learners' reading comprehension performance and active participation.

Reciprocal teaching helps students develop their reading comprehension as well as strategies use. From previous research in Taiwan (Chern, 2005; Chung, 2016; Su, 2019; Tsai, 2013), the findings showed that students' perception of the difficulty level the four strategies were different. Most of the students thought predicting was the easiest to learn, while questioning and summarizing were viewed as the most difficult strategies. Writing a summary in English was demanding for students (Chern, 2005; Shiau, 2010) since summarizing required students to integrate multiple skills and knowledge into writing. According to Shiau's (2010) study, summary creation is both the most effective approach for improving reading comprehension and most difficult to master.

Relationships Between Reciprocal Teaching and Summary Writing

In addition to the use of reciprocal teaching for improving learners' reading abilities, these four strategies of reciprocal teaching could help students in enhancing their writing skills. Slater and Horstman (2002) stated that once students have received comprehensive instruction in reciprocal teaching and have mastered the four supporting

strategies for reading text, it is recommended for teachers to employ reciprocal teaching as a method for teaching writing. These four strategies hold significant importance during the prewriting and composing stages of the writing process. They suggested that after reading aloud one or two short paragraphs, the leader in each group followed the four steps (questioning, clarifying issues, summarizing, and predicting), and the other students were required to document their responses in writing. Through consistent daily practice, students developed the ability to independently utilize the strategies to improve their writing skills. Graham and Herbert (2010) reported that writing tasks that related to the material read enhanced students' understanding of the text. Also, they discovered that teaching writing skills in the classroom has positive impact on students' reading comprehension, reading fluency, and word recognition skills. Additionally, they observed that students' reading comprehension may improve through increasing the amount of writing.

Earlier studies have provided evidences that the reciprocal scaffolding strategy can provide guidance to writing skills. Ghorbani et al. (2013) conducted a study with 104 intermediate EFL learners in Iran to examine the effectiveness of reciprocal teaching on writing abilities. The findings revealed that teaching the four reading comprehension strategies could reinforce students' writing performance, and suggested that students became motivated to read more when they realized that reading could enhance their

writing abilities. Ahangari et al. (2014) investigated the effect of scaffolding technique on 40 Iranian EFL learners' summary writing. The results showed that the students in the experimental group performed better than those in the control group in terms of their English writing abilities and retention of details from the story. Another research was conducted by Zuhra et al. (2022) with 52 junior high school students in Indonesia. They reported that the use of reciprocal scaffolding led to significant improvements in students' writing abilities in terms of content, organization, vocabulary, grammar, and mechanics.

Various studies have focused on enhancing reading comprehension and writing skills of EFL students by specifically targeting on the use of reciprocal teaching. However, not many studies have examined the effects of using reciprocal teaching to explore students' English summary writing. Therefore, the current study aims to investigate whether reciprocal teaching can be a useful technique to improve Taiwanese junior high school students' English summary writing.



Chapter 3 Methodology

This section introduces the methodology of the study and gives details of its overall design, including research setting, study participants, data collection instruments, procedure, and data analysis. First, the setting of the study and background information of the participants are presented. Next, the reading materials and instruments used in the study are discussed. Then, the implementation procedure of reciprocal teaching is presented before data analysis is provided.

Setting

The present study took place in a junior high school in Taoyuan city, Taiwan. It is a large-size school located in downtown area, with forty-nine classes, including three PE-gifted classes. There are around twenty-five to twenty-nine students in each regular class.

Following the national curriculum guidelines, the participants have three hours of MOE-mandated English courses and one hour of alternative English curriculum each week. The current study was carried out during one of the alternative learning periods. Under Taiwan's 12-Year Basic Education Curriculum Guidelines, the school-based alternative curriculum is required in each school to arouse students' interest in learning and promote students' development in line with their aptitudes. The course that this study was implemented was "English Reading," which was the first class in the morning

from 08:30 to 09:15. The main instructional objective of this course was to make students get more exposure to English reading and assist them to learn different types of reading strategies for reading comprehension.

Reciprocal teaching was adopted in this English reading course. Because I am not a schoolteacher, I invited an experienced junior high school English teacher to be an instructor to teach reciprocal teaching during the intervention. The instructor has taught English in this school for almost twenty-nine years and has used reciprocal teaching in her class for more than ten years. As a researcher, I prepared the teaching materials, including reciprocal teaching role cards (Appendix A), reading materials (Appendix B), an English learning background questionnaire (Appendix C), a perception questionnaire (Appendix D), and a reciprocal teaching reading journal (Appendix E) in advance. During the reciprocal teaching intervention, I was an observer who sat in the back of the classroom. However, because of the COVID-19 pandemic, the classroom learning had shifted to hybrid learning mode. From the third week to the sixth week, some students attended class in person, while those who were affected by COVID joined the class online.

Participants

There were two classes with fifty-eight seventh graders (29 students per class), aged between twelve to thirteen years old, participating in the study. They all have

required to take English classes for at least five years. Only those who submitted three reciprocal teaching reading journals and completed the perception questionnaire were included in the study. As a result, a sample of seventeen students, including five males and twelve females were included in the final analysis. Participants' English language proficiency ranges from elementary to advanced level depending on their average English scores from the previous semester. Around half of the participants (47%) scored above eighty points in English who were classified as high-proficiency learners, whereas 24% of them scored below sixty points in the previous semester who were sorted into low-achieving group. Those whose English scores were between sixty to eighty points were categorized as mid achiever students.

Grouping

For the research objectives, students were grouped homogeneously. In order to provide effective peer models for slow learners, Palincsar and Brown (1984) suggested that reciprocal instruction be conducted in small and heterogeneous groups with mixed age or reading abilities. However, the instructor and I had some concerns about the mixed-ability grouping. First, high proficiency students' progress might slow down and not reach the full extent of their ability (Rogers, 1998). In addition, low-ability students may have fewer opportunities to participate in groups because high-ability students tended to dominate the whole group (Poole, 2008) and use one-way

communication with their group members (Li, 2014). In contrast, working with similar ability peers could allow students to perform the tasks at their own learning pace. Moreover, due to the increase of group cohesiveness, students would be likely to participate and communicate more (Back, 1951; Lott & Lott, 1961). Therefore, in the current study, each class of twenty-nine participants was formed into groups of four and one group of five people based on their average English scores in the first semester.

Materials

Three narrative articles on the topic of “migration” were selected as the target reading texts. Two of the articles were about the new immigrants’ personal experiences in Taiwan, and the other one was about a story of a teen refugee who left Ukraine and found asylum in a Hungarian school (see Appendix B).

There are three rationales for choosing these three articles as the reading materials. First, narrative texts were selected as materials in the study because the genre had a social function “to amuse, to entertain, and to deal with actual or various experience in a different way” (Gerot & Wignell, 1994, p. 204). In other words, narrative text could gain or hold the reader’s interest, so it was relatively easy to learn for L2 beginners. Second, the themes of the selected articles met the curriculum guidelines of 12-year basic education. According to the 12-year Basic Education Curriculum Guidelines, the learning material in junior high school should give attention to the understanding of and

concerns for community, social, national, international, and global issues. In addition, the rationale for choosing the issue of migration was that it was a global issue that affected people around the world. The third article was about a teen refugee from Ukraine to Hungary. Given that most of the junior high school students didn't have the experiences of immigration or emigration, the instructor and I chose two articles about two foreign workers in Taiwan, a caregiver and a language teacher, as the two roles in workplace were familiar to students. The last rationale was that to use theme- and issue-based inquiry course content in the alternative curriculum. The alternative curricula aimed to engage students in meaningful tasks and strengthen students' knowledge integration and application in the real-life context. Therefore, the instructor and I selected these three narrative articles as the reading materials. Table 1 summarized the length and readability of the three articles.

Table 1 The Length and Readability of the Reading Materials

No.	Title	Number of Words	Flesch Kincaid Reading Ease Score	Flesch Kincaid school Level
1	Ela Yuliana	363	75.7	6 th Grade
2	James Miller	386	73.4	6 th Grade
3	Alla Renska	420	78	6 th to 7 th Grade

Data Collection

Three research instruments were employed in the present study: an English

learning background questionnaire, a perception questionnaire, and a reciprocal teaching reading journal.

English Learning Background Questionnaire

To better understand students' English learning background and attitudes towards English learning, all participants were asked to fill out an English learning background questionnaire inspired by Chung's (2016) questionnaire. The background questionnaire (Appendix C) contained seven questions, including multiple-choice questions and a short answer question. The first four questions were designed to understand students' past experience on English language learning. Item 1 was about when students started learning English. Item 2 was about whether students take the English courses outside of class hours and if they did, how many hours they spend every week. Item 3 was concerning students' difficulties in learning English. Item 4 was about how many hours they spend on learning English after school at home every week. The rest three questions (Items 5, 6 and 7) were set to measure students' learning interests and attitude towards English language learning. At this point, Item 5,6 and 7 were measured with statistical-numerical results ranging from 5 to 1 (5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree). The questionnaire was developed in Mandarin Chinese, and then translated into English by the researcher. Students' responses to the questionnaire were analyzed.

Perception Questionnaire

After the intervention, students were asked to complete the perception questionnaire (Appendix D) to assess how they felt about reciprocal teaching, which would help to address the first research question. The perception questionnaire, which consisted of eight items divided into four categories, was inspired by previous studies (Chern, 2005; Greenway, 2002; Rosenshine & Meister, 1994; Shiau, 2010; Su, 2019) research. The first category was about student's overall learning reflections of reciprocal teaching, including Question 1. Questions 2, 3 and 4 were in the second category and designed to understand students' perceptions of individual strategy uses in reciprocal teaching. The third category was about the effects of reciprocal teaching on learning English, inclusive of Questions 5 and 6. With regard to the fourth category, it was about future use of reciprocal teaching and suggestions (e.g., Questions 7 and 8). To lower students' fear of writing in English and make them feel free to share their thoughts in their mother tongue, the Chinese version of perception questionnaire was used, and then the researcher translated the data into English. Students' answers to the questionnaire were analyzed.

Reciprocal Teaching Reading Journal

The adoption of the reading journal (Appendix E) inspired by Chern's (2005) study was to find out whether students were capable of using the four reading strategies,

including predicting, questioning, clarifying, and summarizing. After reading each article, students were asked to complete the reciprocal teaching reading journals based on the reading material. The reciprocal teaching reading journal contained ten short answer questions and a multiple-choice question. Items 1 and 2 were about the information of an article, including the title and author. Items 3 to 5 checked students' learning record in reciprocal teaching, such as the date, types of roles in reciprocal teaching, and reading progress. Items 6, 7, 8 and 9 were designed to understand the predictions students made, the questions they raised in their group discussions, the ways in which they clarified their thoughts, and the details of their summaries. Items 10 and 11 were about students' reflection on what they learned from the article; students' responses to these two items were for the instructor to understand students' learning process. Summaries written by students on the reciprocal teaching reading journals were the main focus of the second research question.

Procedures

The current study was divided into three stages, lasting for six weeks. In the first week, all participants were asked to fill out a questionnaire in Mandarin Chinese about their English learning background and attitudes towards English learning. From the first week to the sixth week, the instructor taught English reading using reciprocal teaching once a week (45 minutes per class). When teaching the four strategies, the instructor

would ask students to write their responses on the blank sheet of paper first, and the students copied their answers on the reciprocal teaching reading journal. The students were required to write a summary in the reading journal after finishing reading an article. In total, each participant had to submit three reciprocal teaching reading journals based on the three articles. After the reciprocal teaching intervention, all participants were asked to fill out the perception questionnaire in Chinese, which aimed to evaluate their perception and attitudes towards reciprocal teaching on learning English. The research procedure is shown in Figure 1.

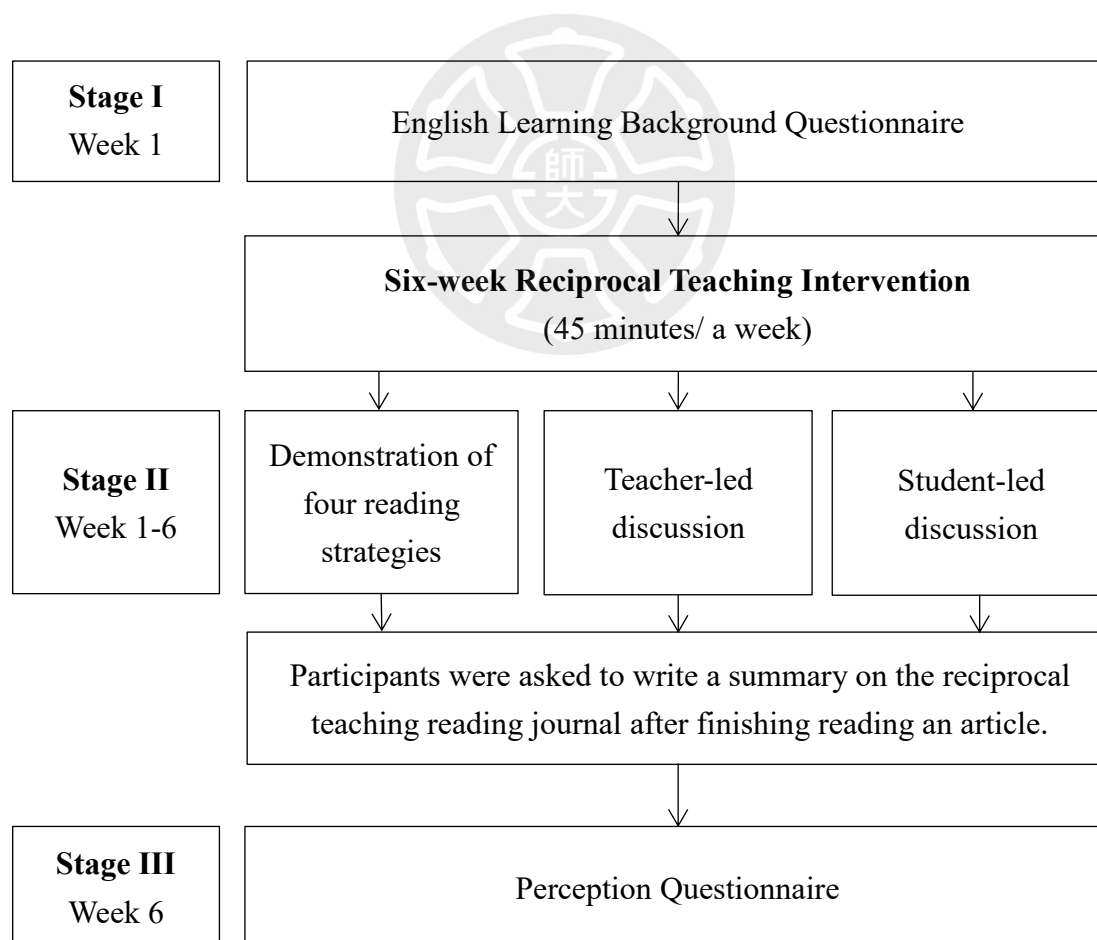


Figure 1 Process of the Research Design

Data Analysis

In response to the first research question, “How do Taiwanese junior high school students perceive reciprocal teaching on English reading?”, descriptive statistical method, such as frequency and percentage, were used to quantitatively measured the participant’s responses to the perception questionnaire. At the same time, the items were analyzed based upon their common themes.

In order to answer the second research question, “Do Taiwanese junior high school students improve their English summary writing after the reciprocal teaching intervention?”, the first through third summaries that the participants in the reciprocal teaching reading journals wrote were analyzed to look at the effect on summary writing throughout the intervention. The summaries were assessed based on a four-point rubric of summary writing inspired by Frey et al.’s (2003) study. This rubric contained four criteria addressing different aspects of summary writing: content accuracy, content focus and details, summary paraphrasing, and summary conventions (see Appendix F). Content accuracy was used to check whether the content is accurate according to the text. Content focus and details was about whether the content contained main idea and supporting details. Summary paraphrasing was to see whether students could create a summary in their own words with appropriate word choice. Summary conventions referred to the mechanics of writing, such as spelling, capitalization, punctuation, and

grammar. The four-point scale was used in this rubric where 1 was the lowest rating and 4 was the highest rating. The student who performed well got 4 points for each criterion, so the highest scores student could get was 16 points in total.

The scores of the participants' summary writings were entered into an Excel spreadsheet and then exported into SPSS 23.0 for statistical analysis. For the quantitative data, the descriptive statistics (one-way repeated ANOVA test for mean scores and standard deviation) was conducted to explore statistically significant differences across three summary writings. Meanwhile, a qualitative evaluation was used to complement quantitative data.

Summary

To sum up, the purpose of the current study was to investigate Taiwanese junior high school students' perceptions of reciprocal teaching after the six-week intervention. This research also focused on exploring the effects of reciprocal teaching on students' English summary writing.



Chapter 4 Results

This chapter presents the research findings of the study and interpretation of the data. The results of the present study are divided into three sections. Students' English learning backgrounds are presented in the first section. Based on the results from perception questionnaires, the second section describes how students view reciprocal instruction. In the third section, the effects of reciprocal teaching on students' English summary writing are illustrated through the reciprocal teaching reading journals.

Students' English Learning Background

Based on their answers to the background questionnaire, the students' English learning background is presented in this section. Questions 1, 2, 3 and 4 were intended to tap about students' past experience on English language learning. Questions 5, 6 and 7 that used a 5-point scale (e.g., strongly agree, agree, neutral, disagree, strongly disagree) were designed to measure students' learning interests and attitude towards English language learning.

Students' past experience on English language learning

When asked about when they started learning English (Question 1), 64.7% of the students indicated that they learned English since kindergarten, while the others started learning English from first grade, second grade and third grade in elementary schools, which accounted for 18.1% of the participants each.

When asked if they took supplementary English courses outside of school regularly to improve their English language skills (Question 2), 82% of them gave affirmative replies. 71% of these students went to English cram schools, and 11% of them received weekly one-on-one tutoring. Regarding the hours of attending English classes after school every week, 43% of the students spent at least two hours a week, followed by three hours a week (14%), four hours a week (14%) and five hours a week (7.5%) English classes outside of school every week.

Question 3 took the form of a multiple answer options: *“What difficulty do you face when learning English?”* The majority of the responses were on reading comprehension, which accounted for 26% of the total participants, and followed by grammar (16%), vocabulary (16%), listening (16%), English oral (13%), sentence writing (10%), and read aloud (3%).

When asked how many hours they spent on learning English after school at home every week (Question 4), almost half of the participants (47%) indicated they spent less than one hour per week. The next choice by many participants was five hours per week (24 %), which was followed by three hours per week (12 %) and one hour per week (5%).

Students’ learning interests and attitude towards English language learning

With regard to Questions 5, 6, and 7, the 5-point Likert scale analysis was conducted. Table 2 shows that the participants adopted a neutral position on learning interests (M=3.06), ease of learning (M=2.88) and attitude towards English language learning (M=3.41). Regarding the statement of Question 5 “*I am interested in learning English,*” 18% of people expressed positive attitude, while 12 % of them didn’t feel interested in learning English. For the statement of Question 6 “*Learning English is easy for me,*” 23.5% of the students indicated that it was easy for them to learn English; however, more than 23.5% of them indicated that they had a hard time learning English. In addition, the responses to the statement of Question 7 “*My attitude towards English learning is active,*” 29% of the participants felt engaged and showed a willingness to learn English, while 12 % of them reported that they were passive learners in learning English.

Table 2 Motivation and Attitude Towards English Language Learning

Statement	P					M
	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
5. I am interested in learning English.	6%	12%	70%	6%	6%	3.06
6. Learning English is easy for me.	0	23.5%	47%	23.5%	6%	2.88
7. My attitude towards English learning is active.	0	29%	59%	12%	0	3.41

Note: P=Percentage; M=Mean

Students' Perceptions of Reciprocal Teaching

Results from students' replies to a questionnaire on their perceptions of reciprocal teaching are shown in this section. The four categories described in the previous chapter were used to discuss the eight questions in the questionnaire: (1) student' overall learning reflections of reciprocal teaching (Question 1), (2) students' perceptions of individual strategy uses in reciprocal teaching (Questions 2, 3 and 4), (3) the effects of reciprocal teaching on learning English (Questions 5 and 6), and (4) future use of reciprocal teaching and suggestions (Questions 7 and 8).

(1) Student' overall learning reflections of reciprocal teaching

The participants' answers to the open-ended question (Question 1) "*What do you learn the most from the class?*" could be categorized into two subgroups: (1) reading strategies and (2) vocabulary and grammar.

The majority of the feedback was on reading strategies of reciprocal teaching, which accounted for 76% of the total participants. The results showed that students learned to comprehend what they read via reciprocal teaching. In addition, three of the students specifically mentioned that they learned to find the main idea by using reciprocal teaching.

While reading an article, I can use these four strategies. (Students #7- L)

I can read the long passage patiently with full understanding. (Student #8-M)

I've learned how to quickly identify the main idea from the article. (Student #17- M)

Some students commented on vocabulary and grammar, which 24 % of the participants considered they have learned.

I learned some English grammar, and some reading strategies. (Student #1-H)

Vocabulary. Because we don't often use and see these words. (Student #3-M)

Vocabulary. Because teacher taught many new vocabulary words I've never learned before. (Student #16- L)

(2) Students' perception of individual strategy uses in reciprocal teaching

This section outlines the participants' responses to Questions 2, 3, and 4. There were two different types of questions: multiple-choice questions and short answer questions. The participants' responses are summarized in the table below (Table 3).

Table 3 Students' Perception of Individual Strategy Use in Reciprocal Teaching

Reading Strategy	Predicting		Clarifying		Summarizing		Questioning	
	N	P	N	P	N	P	N	P
Easiest	3	18%	1	6%	1	6%	12	70%
Hardest	3	17%	3	17%	10	60%	1	6%
Most Helpful	1	6%	2	12%	12	70%	2	12%

Note: N= Number of votes; P= Percentage

As illustrated in Table 3, when asked about the easiest reading strategy for

students (Question 2), questioning was considered to be the easiest one among the four reading strategies by 70% of the participants, followed by prediction (18%). The reasons are presented as follows.

I've learned the 5W1H method since I was a first-grader in elementary school, so I am familiar with it. (Student #3- M)

So far as questioning is concerned, it is not like prediction and summary that I need to spend time thinking about it; the answers to questioning are in the articles. (Student #9- H)

I can ask questions and find the answers from the articles, so it is relatively easy for me. (Student #10- H)

Some participants explained that students asked questions frequently in class which made it an easy task for them.

I frequently use it (questioning) in class. (Student #4- M)

I usually practice asking questions with my English tutor. (Student #8- M)

For Question 3, "Which strategy do you think is the hardest for you?" More than half of the participants felt that summarizing was the most difficult reading strategy out of the four, making up 60% of the participants. Students #3, #8 and #10 below reported the reasons.

To explain the main idea, I should write the sentences and use proper grammar. I have poor grammar skills, so I have to rely on online translation to write some sentences. (Student #3- M)

Because I have to understand the whole passage and write in my own words; it is a little bit difficult. Besides, there are so many words I don't know, so I can't express my thoughts completely. (Student #8- M)

I need to understand the context of an article, and even break it down into

sections. Lastly, I have to use my own words to express ideas clearly.
(Student #10- H)

At the same time, with regard to the most helpful strategy to improve students' reading comprehension (Question 4), summarizing was surprisingly voted by most participants, 70 % in total. The following are some explanations.

Because as long as I find the main idea, I can grasp the information and understand what the article was talking about. (Student #7- L)

Summarizing helps me better understand the article. Because I would think what message the article wanted to convey when I wrote the summary.
(Student #10- H)

Because after I made the summary, I can clearly understand the article.
(Student #12- L)

However, some of the students didn't actually understand how to use summarizing strategy. From some students' responses to Question 4, the results indicated these students depended on the summaries provided by the instructor rather than generating their own; they thought summary helped them a lot because it was provided to them by the teacher. Students #9 and #10 were two of the students who misunderstood the summarizing.

Because summary can break the article into sections, so I can better understand the article. (Student #9- H)

Summary helped me find the main idea quickly; I don't have to read the entire article again, so it is timesaving as well. (Student #11- H)

(3) The effects of reciprocal teaching on learning English

This section presents the students' responses to Questions 5 and 6: *“Do you think the four strategies help you catch the main idea of an article?”* and *“Do you think this learning style improves your English? If yes, which skills you improve the most?”*

Nearly the whole class (94%) answered favorably to the question (Question 5) regarding whether the four reading strategies helped students in understanding the main idea of an article in an open-ended format, and only one student gave negative response.

Yes. After learning these strategies, I know how to find the main idea of an article and I wrote a summary a bit faster than before. (Student #6- H)

Yes. I used to take a wild guess when I saw an English article because I cannot understand it. However, after the teacher taught us how to read the article, I found that the reason that I cannot understand the article is because I don't know how to catch the main idea. (Students #7- L)

Yes. Because I worked on the reading journal diligently and kept practicing, I gradually learned to catch the main idea. (Students #8- M)

Yes. I used to look for answers sentence by sentence, but after using the four strategies, I can better understand the article. (Students #9- H)

Yes. Because as long as I found out these (in reciprocal teaching reading journal), I had read the whole article and caught the main idea, so I don't have to keep reading back and forth. (Student #17- M)

No. I can't understand. (Student #5- L)

Concerning students' perceptions of reciprocal teaching in improving their four language skills in English (Question 6) (see Table 4), nearly half of the participants (47%) believed that predicting and clarifying strategies could improve their English reading ability. With regard to summarizing, a large part of the participants (41%)

considered summarizing to be helpful to their English reading, and 29% of them thought this strategy could promote their English writing abilities. For questioning strategy, 29% of the students found it could help improve their English writing skills, while another 29 % thought they didn't benefit that much from this strategy. Among them, 24% of the students also realized that they improved their English speaking through questioning strategy. However, the four main strategies used in reciprocal teaching didn't seem to help students' English listening skills much.

Table 4 Students' Perceptions of the Most Improved English Language Skills

Reading Strategies	None		Listening		Speaking		Reading		Writing	
	N	P	N	P	N	P	N	P	N	P
Predicting	6	35%	1	6%	0	0%	8	47%	2	12%
Clarifying	4	23%	0	0%	2	12%	8	47%	3	18%
Summarizing	2	12%	1	6%	2	12%	7	41%	5	29%
Questioning	5	29%	0	0%	4	24%	3	18%	5	29%

Note: N= Number of votes; P= Percentage

(4) Future use of reciprocal teaching and suggestions

Students' feedback to Questions 7 and 8 are presented in this section. These two questions with a form of open-ended question were about students' attitudes towards the use of reciprocal teaching in the future (Question 7) and students' suggestions for

improvement (Question 8).

In response to Question 7 about future implementation of reciprocal teaching in English classes, the majority of participants (88%) expressed favorable feedback that they would like the teacher to continue using reciprocal teaching in their future courses.

The following are some comments.

It can improve my English, and I would not be like ordinary students who study mechanically and don't know how to use English. (Student #8- M)

By means of this, I found it much clearer and easier to understand the article. It not only helps me develop my reading skills, but also improve my English vocabulary and identify various sentence patterns. (Student #9- H)

I thought I got better at English by this learning method and learned various sentence patterns. (Student #10- H)

Questioning and summary are crucial strategies for me. Although I am not familiar with prediction and clarification, I can keep practicing until becoming skillful in using the four reading strategies. (Student #11- H)

It is really useful and practicable to read other articles. (Student #17- M)

Two students (12%) were opposed to the adoption of reciprocal teaching in their future classes, despite the fact that the majority of students believed that learning through this method was beneficial for them. The underlying causes were as follows.

Although reciprocal teaching is helpful, writing the reading journal is so tiring. I would like to share thoughts and ideas orally in class instead. (Student #6- H)

I am not interested. I think it is too much trouble. (Student #13- L)

Regarding Question 8, which asked the participants for their feedback on

improvement in open-ended format, only six of the participants (35%) gave their comments. In order to show the content of concerns in a more organized manner, I sorted their answers into three subgroups: (1) vocabulary, (2) Chinese translation, and (3) difficulty level of reading material.

Half (50%) of the suggestions was on vocabulary, including word choice and vocabulary teaching. The comments that followed offered a few examples.

I would suggest not using too many long words, especially for those low achievers who may not understand the difficult words. (Student #9- H)

I hope that the teacher can write down the Chinese on the blackboard when she teaches vocabulary from reading. It would be clearer. (Student #10- H)

Another comment was a translation of an article into Chinese. The comments below include the thoughts of Students #4 and 15.

Teacher can provide an English version and a Chinese version so that I can learn the new words and understand the true meaning of the article. (Student #4- M)

The Chinese version of the article can be attached. I can read the Chinese and English at the same time so I can better understand what the reading is about. Because sometimes I look up the word in a dictionary, and I still cannot understand the meaning of the sentence. (Student #15- H)

As for the difficulty level of reading material, Student #11 shared the following comment.

It would be better if the difficulty level of reading material is increased gradually instead of using a very difficult article all at once. (Student #11- H)

The Effects of Reciprocal Teaching on English Summary Writing

As mentioned in the previous chapter, the summaries written by students in reciprocal teaching reading journals were assessed based on a four-point rubric of summary writing inspired by Frey et al.'s (2003) study. This rubric contained four criteria addressing different aspects of summary writing: content accuracy, content focus and details, summary paraphrasing, and summary conventions (see Appendix F). Content accuracy was used to check whether the content was accurate according to the text. Content focus and details was about whether the content contained main idea and supporting details. Summary paraphrasing was to see whether students could create a summary in their own words that included great word choice. Summary conventions referred to the mechanics of writing, such as spelling, capitalization, punctuation, and grammar. The four-point scale was used in this rubric where 1 was the lowest rating and 4 was the highest rating. The student who performed well got 4 points for each criterion, so the highest scores student could get was 16 points in total.

The Quantitative Data

A one-way repeated measures ANOVA was run on a sample of 17 Taiwanese junior high school participants to see if there were any improvements in the participants' performance in English summary writing after the reciprocal teaching intervention. For data analysis, IBM SPSS Statistics 23.0 was used.

To address the issue of consistency of the implementation of a rating system, inter-rater reliability was checked by using Pearson Product-moment correlation. There was a strong positive relationship between the calculations at the first reciprocal teaching intervention ($r=.99, p<.05$), the second reciprocal teaching intervention ($r=.96, p<.05$), and the last reciprocal teaching intervention ($r=.97, p<.05$).

Table 5 presents the relevant descriptive statistics for three summary writings regarding the four writing criteria (content accuracy, content focus, summary paraphrasing, and summary conventions). The result showed that the mean score for the first summary writing was 6.31 (SD =1.66). The mean score for the second summary writing was 8.32 (SD =2.05). The mean score for the third summary writing was 9.85 (SD=1.92).

Table 5 Descriptive Statistics of Different Aspects of Summary Writing among Three Reciprocal Teaching Interventions

Writing criteria	1 st SW		2 nd SW		3 rd SW	
	M	SD	M	SD	M	SD
Content Accuracy	2.25	0.43	2.85	0.66	3.49	0.51
Content Focus and details	1.49	0.57	1.88	0.66	2.04	0.75
Summary Paraphrasing	1.35	0.49	1.94	0.79	2.01	0.67
Summary Conventions	1.22	0.41	1.65	0.60	2.31	0.72
Total	6.31	1.66	8.32	2.05	9.85	1.92

Note: SW=Summary writing; M= Mean; SD=Standard deviation

Additionally, an analysis of ANOVA was summarized in Table 6. The results revealed there were significant differences among the three summary writings, regarding content accuracy (F-value = 56.88, P = 0.000), content focus and details (F-value = 6.01, P = 0.004), summary paraphrasing (F-value = 14.36, P = 0.000), and summary conventions (F-value = 34.51, P = 0.000). Specifically, the score of content accuracy increased the most. This implied the use of reciprocal teaching intervention had a significant effect on the participants' English summary writing, especially on content accuracy.

Table 6 ANOVA Analysis of Summary Writing

Writing Criteria	Source	SS	df	MS	F-value	Sig.
Content Accuracy	Between subject	25.95	2	12.98	56.88	0.000
	Within subject	29.13	99	0.29		
	Error	15.05	66	0.23		
Content Focus and Details	Between subject	5.62	2	2.81	6.01	0.004
	Within subject	43.96	99	0.44		
	Error	30.88	66	0.47		
Summary Paraphrasing	Between subject	8.95	2	4.47	14.36	0.000
	Within subject	42.89	99	0.43		
	Error	20.55	66	0.31		
Summary Conventions	Between subject	20.45	2	10.22	34.51	0.000
	Within subject	34.37	99	0.35		
	Error	19.55	66	0.30		

Note: SS= Sum of squares; df= Degrees of freedom; MS= Mean sum of squares; Sig.=Significance

The summary writing scores between the first and the final summary writings were compared and presented in Table 7. Almost all (94%) of the participants received higher scores in their final summary writing, and the increase of the scores ranged from 0.5 to 7.75 points. As Table 8 shows, one third of the participants' (35%) scores increased by more than 4 points (the full mark is 16). Still, only one student's summary writing scores slightly decreased during the reciprocal teaching intervention.

Table 7 Scores of Summary Writing From the 1st to the 3rd Summary Writing

Student #Number	S	CA	CF	SP	SC	Total score	Score increase
Stu. #1- H	1 st	2	1	1	1	5	
	2 nd	3	2	1	3	9	4.5
	3 rd	4	1.75	1	2.75	9.5	
Stu. #2- H	1 st	2	1	1	1	5	
	2 nd	2.75	2	2.75	1	8.5	6.5
	3 rd	4	2	2.75	2.75	11.5	
Stu. #3- M	1 st	2	1	1	1	5	
	2 nd	2	1	1	1	5	7.75
	3 rd	3.5	3.75	2.75	2.75	12.75	
Stu. #4- M	1 st	2	1	1	1	5	
	2 nd	3.5	1.75	1	2	8.25	3
	3 rd	3.5	1.75	1.75	1	8	
Stu. #5- L	1 st	2	1	1	1	5	
	2 nd	3.75	2.75	2.25	1.75	10.5	6
	3 rd	4	2.75	2.25	2	11	
Stu. #6- H	1 st	3	2.75	2	2	9.75	
	2 nd	3.25	1.5	1.75	1	7.5	1.25
	3 rd	4	1.75	2	3.25	11	

Continued on the next page

Table 8 Scores of Summary Writing from the 1st to the 3rd Summary Writing
(Continued)

Stu. #7- L	1 st	2	1.75	2	2	7.75	3.25
	2 nd	3	2.25	3	2	10.25	
	3 rd	4	2	2	3	11	
Stu. #8- M	1 st	2	1	1	1	5	5.75
	2 nd	3.25	3	2	1.75	10	
	3 rd	3	1.75	3	3	10.75	
Stu. #9- H	1 st	2.25	2	2	1	7.25	0.5
	2 nd	3	2	1.5	1	7.5	
	3 rd	3	1	2	1.75	7.75	
Stu. #10- H	1 st	3	2	1	1	7	-0.25
	2 nd	2	1.75	1.75	2	7.5	
	3 rd	2.5	1.5	1.75	1	6.75	
Stu. #11- H	1 st	3	2	2	1.75	8.75	3
	2 nd	4	3	3	2	12	
	3 rd	4	2.25	2.5	3	11.75	
Stu. #12- L	1 st	2	1	1	1	5	5
	2 nd	2	1	1.75	1	5.75	
	3 rd	3.25	2.75	2	2	10	
Stu. #13- M	1 st	2	1	1	1	5	6.75
	2 nd	3	2	3	2.25	10.25	
	3 rd	4	2	3	2.75	11.75	
Stu. #14- H	1 st	2	1.75	2	1	6.75	3.75
	2 nd	3.25	2	1.5	2	8.75	
	3 rd	3.25	2.75	1.75	2.75	10.5	
Stu. #15- H	1 st	3	2	2	2	9	0.75
	2 nd	2.75	2	3	2	9.75	
	3 rd	3.25	2.75	1.75	2	9.75	
Stu. #16- L	1 st	2	1	1	1	5	1.75
	2 nd	2	1	1.75	1.25	6	
	3 rd	3	1	1	1.75	6.75	
Stu. #17- M	1 st	2	2	1	1	6	1
	2 nd	2	1	1	1	5	
	3 rd	3	1.25	1	1.75	7	

Note: Stu.=Student; H= High achiever; M=Middle achiever; L=Low achiever;

S=Summary; CA=Content accuracy; CF=Content focus and details; SP=Summary paraphrasing; SC=Summary conventions

Table 9 A Comparison Between the Scores of the 1st and the 3rd Summary Writings

Points	N	P
More than 4.1	6	35%
3.1-4.0	4	23.5%
1.1-2.0	3	18%
Less than 1.0	4	23.5%

Note: N=Number of votes; P=Percentage

The Qualitative Data

Based on the scores of three summary writings presented in Table 7 and Table 8, the participants' English summary writing performance was categorized into two types: (1) score increase by more than 4 points and (2) score increase less than 1 point. To elaborate the results, the researcher analyzed the summary writings in reciprocal teaching reading journals qualitatively.

(1) Samples of summary writing increase by more than 4 points

If compared the first and the final summaries, there has been a noticeable improvement in the participants' English summary writing skills, such as better word choice, longer sentences, and fewer writing errors. The three summary writings of Student #2 are presented in Table 9 as examples.

Table 10 Three Summary Writings of Student #2

Time	Summary Writing
1 st SW	<i>First, Ela come to Taiwan for help her family. Next, her family treated me very well, also taugh her how to adapt to the environment. Then, her grandma was sick, ten days later, her grandma died, she falt sad. Finally, she go back to Indonesia, because she must finish three-year contract.</i>
2 nd SW	<i>First, He come to Taiwan for work Next, He can't adapt to life in Taiwan Then, He misses his family and friend Finally, He girlfriend helped hem adjust and he decided to stay in Taiwan</i>
3 rd SW	<i>First, Alla Renska left her country Ukraine because of the war. Next, she sent a letter to a top Hungarian school stating that she wanted to study at the school. Then, the school arranged a dormitory for her to study in Hungary. Finally, she believes the war can end and she can go back to Ukraine.</i>

Note: SW=Summary writing

In Student #2's first summary writing, there were many errors in the first summary writing, such as unclear pronoun reference (e.g., "her family treated me very well"), verb tense inconsistency (e.g., "she go back to Indonesia"), and spelling mistakes (e.g., "taugh," "falt"). The main idea of the story was not discussed, and the student had difficulty paraphrasing in the third summary writing because he/she almost copied the sentences from the article. For the second summary writing, there were still some errors in writing, such as missing commas, incorrect pronoun case (e.g., he girlfriend), and misspellings (e.g., hem/ them). However, the main idea was mentioned, and the student tried to use his/her own words to write the summary in the second

summary. Regarding the final summary writing, there were fewer writing errors, and the length of the summary was longer than the previous ones. Also, the statements were accurate and summary contained main idea. Moreover, the student wrote his/ her own words in the third summary.

(2) Sample of summary writing increase less than 1 point

For some participants, there was only a slight progress on their summary writing scores. However, when the three summary writings were compared, we would find that content accuracy improved and there was more summary paraphrasing in the final sample. Some visible results could be found from the summary writings of Student #9 (see Table 10).

Table 11 Three Summary Writings of Student #9

Time	Summary Writing
1 st SW	<p><i>First, Ela come to Taiwan, because She need to make money to help her family.</i></p> <p><i>Then, She live with a grandma but, She can't adapt the enviroment.</i></p> <p><i>Next, Grandma teach her about that, and Grandma's family is nice to her.</i></p> <p><i>Finally, Grandma is death. She is so sad. but, She still work in Taiwan to help her family better life.</i></p>
2 nd SW	<p><i>First, James comes to Taiwan to teach public school stundents.</i></p> <p><i>Next, He can't fit into the culture and miss hometown very much.</i></p> <p><i>Then, He fallen in love and some friends help him.</i></p> <p><i>Finally, He doesn't feel lonely anymore.He think his job is important so he help children understand and not fear foreigners.</i></p>
3 rd SW	<p><i>First, the war fight .Renska need to go other country.</i></p> <p><i>Next, She tried to get someone else to help.</i></p> <p><i>Then, the other country help her <u>get through the crisis</u>.</i></p> <p><i>Finally, she hopes she can come to Ukraine to see her family.</i></p>

Note: SW=Summary writing

As shown in Table 10, though Student #9's third summary writing still contained a few writing errors, such as verb tense inconsistency, fragmented sentence (e.g., the war fight), misuse of capitalization (e.g., Next, She tried) as well as punctuation spacing (e.g., war fight .Renka), Student #9 was able to paraphrase (see the underline part in Table 10). Some sentences that were very similar to the text in the second summary, but in the last summary writing, the student paraphrased the article in his/ her own words and created a summary that included good word choice (for example, "get through the crisis.")

Summary

In conclusion, this chapter presents the results of the study, including students' English learning background, students' perceptions of reciprocal teaching, and the effects of reciprocal teaching on summary writing. The interpretation of the findings and the pedagogical implications will be discussed in the next chapter.

Chapter 5 Discussion and Conclusion

The purpose of this study was to examine the participants' perceptions and attitudes toward using reciprocal teaching in English reading courses and the effects of reciprocal teaching on their summary writing. First, this chapter provides a discussion of major findings as related to the literature on students' perception of reciprocal teaching. Next, the research findings and related literature about the impacts of reciprocal teaching on students' summary writing will be discussed. Later, this chapter concludes this study with a summary of major findings, followed by pedagogical implications. Finally, limitations of the study and suggestions for future research are presented.

Research Question #1: How do Taiwanese junior high school students perceive reciprocal teaching on English reading?

From the results in the perception questionnaire, the majority of the students had positive attitudes towards reciprocal teaching on English reading. In line with previous studies, most of the students believed that reciprocal teaching improved their reading comprehension, vocabulary, and grammar. The finding of this study supports that reciprocal teaching is an effective reading strategy instruction technique that enhances reading comprehension skills (Choo et al., 2011; Komariah et al., 2015; Navaie, 2018; Rawengwan & Yawiloeng, 2020), and vocabulary acquisition (Ahmadi & Abdullah,

2012).

The results confirmed a common finding from many previous reciprocal teaching studies that summarizing was the most difficult but most useful reciprocal teaching strategy (Huang & Yang, 2015; Kula, 2021; Su, 2019). The ability to summarize effectively is essential skills in reading, critical thinking, and writing, which are important skills in achieving success across various academic courses (Numan Khazaal, 2019). Questioning was considered the easiest strategy among the four. There are some possible explanations of this result. One of them is that questioning strategy is the reading strategy most students have learned since in elementary school. Another reason is that students frequently use the questioning strategy in English classes, so they thought that this reading comprehension strategy was easier than the other strategies. It shows that practice makes perfect.

The finding revealed that the four strategies of reciprocal teaching had a great impact on students' English proficiency. In addition to reading skills, students indicated that reciprocal teaching helped them to improve their reading and writing skills. These results are in line with the study of Ghorbani et al. (2013) and Ahmad (2014).

Most of the students gave positive feedback on receiving reciprocal teaching in their future English reading courses. With regard to suggestions for improvement, some students mentioned that they would like to ask the teacher to provide Chinese

translation of the article. It indicated that these students over-relied on their first language rather than using strategies when reading the articles. There are two possible reasons that students relied on translation when learning a new language. First, in Taiwan, most of the students learned English through grammar translation. Second, almost all English-learning magazines in Taiwan included English-Chinese translation. Although reading Chinese translation may help students understand the article quickly, it cannot build students' English reading skills. However, using explicit teaching of reading strategies can not only boost students' comprehension of a text, but also help them to grasp the main idea of the text more efficiently and quickly.

In addition, a few students had expressed concern about the vocabulary and difficulty level of reading materials. It was obvious that students were in lack of reading fluency and reading confidence. In Taiwan, the reading articles in English textbooks for junior high school students are usually short, with each article having only 200 to 300 words. Therefore, when students are asked to read a long English passage, most of them may feel challenged.

Research Question #2: Do Taiwanese junior high school students improve their English summary writing after reciprocal teaching intervention?

The results of this study showed that the majority of the students' summary writing performance got better after the six-week intervention. One third of the participants'

(35%) scores increased by more than 4 points (the full mark is 16). It indicated that reciprocal teaching had a strong effect on students' English summary writing. This is consistent with what has been found in previous studies that showed reciprocal teaching improved writing skills (Ahangari et al., 2014; Ghorbani et al., 2013; Zuhra et al., 2022). There could be some reasons to explain why students in this study improved their summary writing. The instructor took time giving a clearer explanation of summarizing and offering a procedural prompt ("First..., Next..., then..., and finally..."). Additionally, the teacher modeled and guided students to write the summary based on the procedural prompt, so students could follow easily.

The finding revealed that among the four criteria of summary writing, the score of content accuracy increased the most. It confirmed that reciprocal teaching could help students to have better comprehension on the materials, so the summaries that students wrote were faithful to the reading material. Moreover, the scores of summary conventions on the final summary also increased compared with the first summary. Although there were still some writing errors, they decreased in number. It showed that practice did make improvement. However, the improvement of summary paraphrase was not that obvious. According to Choy and Lee (2012), because of limited vocabulary, ESL learners feel difficult to present the same meaning with different phrases. Similarly, Dung (2010) mentioned that the difficulty in paraphrasing English text lies in how to

use different sentence structures. All in all, although writing a summary is difficult for students, reciprocal teaching can help to improve students' summary writing.

Summary of Major Findings

In the current study, students' perception of reciprocal teaching and the effect of reciprocal teaching on students' summary writing were examined. Major findings are provided as below. First, reciprocal teaching can assist students to learn reading strategies and improve their English proficiency, especially in reading skills, vocabulary and grammar. Among the four reading strategies, questioning was viewed as the easiest reading strategy, while summarizing was the most difficult but most useful one. The majority of the students had positive attitudes toward using reciprocal teaching in their future English reading courses. In addition, students' performance on summary writing in the last reading journal were better than in the first reading journal, such as better word choice, longer sentence, and fewer lexical errors. Therefore, the study showed that reciprocal teaching had an impact on participants' summary writing.

Pedagogical Implications

Several implications can be drawn from the results of this study. First, the finding that students made significant improvement on their reading comprehension and summary writing after the intervention suggests that reciprocal teaching could be and should be considered as an option in English reading courses. Second, as students

indicated that using reading strategies frequently may enhance their reading performance and confidence. Therefore, language instructors should provide many opportunities for students to practice in class. Additionally, to make students have better reading fluency and be familiar in reading long passages, English textbooks for junior high school students in Taiwan should include long but easy articles, such as short novels which are often seen in the real life. Moreover, it is possible to ask Taiwanese junior high school students to write a summary as long as the instructor provides clear instruction and procedure prompts. For low English proficiency learners, the teacher may use sentence frames to model and guide students to write a summary.

Limitations and Future Research

Two limitations of the current study should be acknowledged.

First, the intervention was only six-week long. Only preliminary conclusions can be drawn from the comparison of students' performance on three summary writings. It is necessary and important to observe the effects of summary writing in a longer time frame. Secondly, the sample size of this study is small, only 17 students, and all participants were from the same school. Therefore, the findings can't be generalized to other contexts, such as schools in different geographical regions or of different age group, etc. More research adopting similar methodology is suggested to verify the results. Future research can be conducted with bigger groups of students at different

English proficiency levels, and also interviews can be conducted to further investigate students' progress on summary writing.

Conclusion

Based on the 12-year Basic Education Curriculum Guidelines, developing students' reading competence is important. Students not only can read the articles, but they can also comprehend the texts of various topics. In addition to comprehend the content, students have to figure out the main idea of the readings and use their own words to express their ideas. Therefore, it is necessary to train students' reading and writing skills by using reciprocal teaching reading strategies. This study aims to examine students' perceptions of reciprocal teaching and the effect of reciprocal teaching on students' summary writing. The findings revealed that reciprocal teaching could be an effective technique to enhance students' reading and writing skills.



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The Questioner

- Ask questions about the text.
- Think of questions to ask as you read the text.
 - *What did the character ...?*
 - *How was the character feeling ...?*
 - *Who is ...? What if ...?*
 - *When ...? Where ...?*
 - *Who ...? Will ...?*



The Predictor

- Predict what might happen next in the text.
- The group can change their predictions as they read on!
 - *I think ...*
 - *I wonder if ...*
 - *I imagine ...*
 - *I suppose ...*
 - *I predict ...*



The Clarifier

- A word or sentence is read and not understood.
- Think about what you did to help you understand the text. I don't understand the part about..., so I (see list below)
 - *Reread the sentence looking for clues*
 - *Break the words apart*
 - *Look for smaller words you already know*
 - *Look for roots of words with a prefix or suffix*
 - *Look at the text features*



The Summarizer

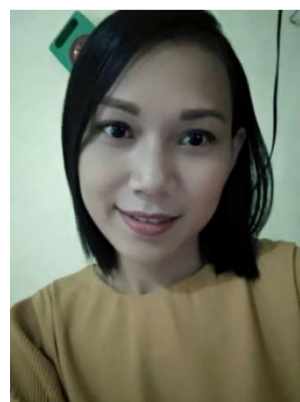
- Tell the group what you have read in your own words.
- Have the group pick out the main ideas.
 - *The most important ideas are ...*
 - *The main idea is ...*
 - *This part was about ...*
 - *First, ... Next, ... Then, ...*
 - *This story takes place in ...*
 - *The main events of ...*
 - *The problem is ...*



Appendix B: Reading Materials

Reading Material No. 1: Ela Yuliana

Hello, my name is Ela Yuliana, I come from West Java, Indonesia. I worked in Taiwan for 8 years, as a caregiver. I first went to Taiwan on 02 September, 2009 after a few months of training and learning Mandarin. It was not easy, but I determined to fight to help my family's finances and for my sibling's education.



In Taiwan I got a job to take care of Grandma. I lived with a grandma and her son. Grandma taught me how to adapt to the environment, culture and also the weather which was very different from Indonesia. Grandma's daughters and grandchildren sometimes came back on holidays. They treated me very well even though my language was not fluent. They were very diligent in teaching me.

The days I passed by with the grandma were sometimes so boring, but on holidays, the grandchildren came and they are very fun. Their cuteness was very entertaining, although they liked a fuss and made me confused. I often asked Grandma to go to the park in the afternoon. There I met friends from Indonesia who also had the same work. I chatted and joked with them so that I could a little bit reduce my longing to the family at home.

One day, Grandma was sick. We went to San Min General Hospital in Taoyuan city. I felt so sad seeing her lying there. I regarded her as my own grandma. However, she never healed again. She stayed in ICU for ten days and died.

A month later, the agency called my boss and said I had to transfer to a new job. I had to finish my three-year contract. I was so sad almost desperate because of the fear of getting a new bad boss. Good luck was on my side again. I got a good employer also with the same work. I worked hard with the hope of the future of my family's better life.

My experience working in Taiwan is very memorable, Taiwan is a beautiful and clean place, and the people are very polite and kind. I was lucky to get very good bosses that made me feel home in Taiwan.

Appendix B: Reading Materials

Reading Material No. 2: James Miller

My name is James Miller. I'm from the United States. I was born in Ohio, home of the MLB team the Cleveland Indians. Some of my Taiwanese friends are very excited that 張育成, Chang Yu-Cheng from Taiwan is playing for the Indians. I've lived in Taiwan for eight years. I came here to work for the Ministry of Education teaching English to students in the public schools. It is the only job that I've had here and I really enjoy it.



There are challenges to living in a foreign country. As a white middle-aged man, I was in the majority there. Here I'm a minority. Everywhere I go, people notice me. I sometimes hear children whisper, they see a foreigner. When that happens, I try to speak to children and let them see me as a friendly face, not just a scary stranger. I don't speak very much Chinese and communication can be difficult. The things like some laws, driving, parking, ordering food, and shopping are sometimes different from what I'm used to in America. I try to remember that I'm a guest here and being different isn't right or wrong, just a different way of doing something. Some people plan to travel after they retire, but never do it.

I feel that I'm lucky and teaching here is like a working holiday. Every day, I experience a different culture. I've been able to travel to far away countries and cities that I only read about as a child. I do miss many things about living in Ohio. I only get back for a month each summer and that doesn't give me much time to catch up with my family and friends. I miss so many birthdays, holidays, and family dinners each year.

At times it is a little lonely living so far away from home. Fortunately, I've fallen in love in an amazing Taiwanese woman and she is my family here. I've made some good friends here. They and my girlfriend help me enjoy traveling and learning about Taiwan. I stay in Taiwan because I feel loved and appreciated by all of them. Teaching my students is a very rewarding job. I feel I'm doing important work and that I add something to their lessons and help them understand and not fear foreigners.

Appendix B: Reading Materials

Reading Material No. 3: Alla Renska

It's a normal school day for students at the Korosi Baptist High School in Budapest, Hungary -- studying, presenting classwork, laughing with friends.

Among them is 17-year-old Alla Renska, a tall girl with long blonde hair, carrying her hot pink backpack from class to class. But Renska is no ordinary student, and she is no longer living an ordinary life.



Russia's invasion of Ukraine changed all that. Renska never thought she'd end up there. "It's (the) 21st century, it's Ukraine, it's Europe, why?"

Before the war, Renska was just a normal teenager, such as making goofy videos with her friends and taking selfies. But then the war reached where she lived in Kyiv.

"We heard explosions and our house was shaking," Renska said. That's when her parents made the agonizing decision to send her to safety, out of the country.



▲ *A photo Alla Renska took from the train*

Her father took her to the train station on March 4th, but in the crush of people also trying to leave, they were separated and she even can't say goodbye to her father. It was so hard for her that she cried all night.

Renska took a few photos from the train -- ones showing a bleak landscape that she says matched how she felt, but then an idea.

She wrote an email to Korosi Baptist High School, one of Hungary's top schools, talking about the war and what had happened to her. "I really want to go to school and continue studying!!! I kindly ask you to help me." she wrote. And help they did.

(Continued)

The school converted the old containers into dorms where Renska now lives and studies. Her days are spent in classes and at night she chats with a few other Ukrainian girls just like her who also fled now, even though she does still miss her family.



► *Containers at the Korosi Baptist High School have been converted into dorm rooms for Ukrainian refugees*

"I try not to cry and I try to be strong because of my parents, I know that they would feel not good if they see me cry." That strength is on display when Renska video calls her parents. It's all smiles as she updates them on school and work.

After the call ends and her mother hangs up, Renska's brave appearance loses strength and she begins to cry. "It's so unfair that I should be here and my parents are there," she says.

Nonetheless, she is determined to stay optimistic. "I just would like a normal life," Renska says, believing that one day she will be able to return to Ukraine.

* Source: <https://edition.cnn.com/2022/04/04/europe/ukrainian-teenage-refugee-budapest-school-intl/index.html>

Appendix C-1: English Learning Background Questionnaire (Chinese version)

英語學習背景資料問卷

座號: _____ 姓名: _____

親愛的同學:

您好! 這是一份為了解臺灣國中學生對英語學習看法的基本資料問卷。所有填答結果僅供學術研究之使用, 非常謝謝您!

1. 你從幾年級開始學英語?

幼稚園 一年級 二年級 三年級

2. 你每週是否參與校外補習, 如:英語補習班或一對一英文家教, 來加強英語學習? 每週共花幾個小時補習?

是, 英語補習班/私人家教 (請圈選), 其他: _____, 共 _____ 小時
 否

3. 你在英語學習時, 遇到哪些困難? (複選題)

單字學習 文法觀念 課文朗讀 閱讀理解 英語口說 句子書寫
 聽力理解 其他 _____

4. 你回家後, 每週花在英語學習的時間有多久?

0-1 小時 1 小時 2 小時 3 小時 4 小時 5 小時

請根據個人英語學習情況, 填答下方問題。

No.	敘述	非常	不同	非常		
		同意	同意	不同意		
		5	4	3	2	1
5.	我對學習英文很有興趣。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	學習英文對我來說很容易。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	我學習英語的態度很積極。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

本問卷到此結束, 謝謝您的填答! 😊

Appendix C-2: English Learning Background Questionnaire (English version)

English Learning Background Questionnaire

No.: _____ Name: _____

Dear Students,

The aim of this background questionnaire is to investigate Taiwanese junior high school students' perception on English learning. The data collected will remain confidential and used solely for academic purposes. Thank you so much!

1. What grade do you start learning English?
 Kindergarten 1st grade 2nd grade 3rd grade

2. Do you take supplementary English courses outside of school every week (e.g. cram school, one-on-one tutoring, etc.) to improve your English language skills?
 How many hours do you attending English classes after school every week?
 Yes, a cram school/ one-on-one tutoring (please circle as appropriate), or other _____, _____ hours per week
 No

3. What difficulties do you face when learning English? (Multiple answer questions)
 Vocabulary Grammar Read aloud Reading comprehension
 English oral Sentence writing Listening comprehension
 Other _____

4. How much time do you spend on English learning after school at home every week?
 0-1 hour 1 hour 2 hours 3 hours 4 hours 5 hours

Please answer the following questions based on your English learning situation.

No.	Statement	Strongly				
		Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
5	I am interested in learning English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Learning English is easy for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	My attitude towards English learning is active.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for taking the time to complete this questionnaire. (2)

Appendix D-1: Perception Questionnaire (Chinese version)

問卷調查 (Perception Questionnaire)

組別: _____ 座號: _____ 姓名: _____

親愛的同學:

您好! 為了更了解您學習互惠式英文閱讀策略的學習經驗, 請花幾分鐘填寫此份問卷。所有填答結果僅供學術研究之使用。謝謝您的填答與回饋!

1. 你覺得從這幾堂討論課程上學到最多的是什麼? 請說明。

2. 下面四個閱讀策略你覺得哪一個對你而言**最簡單**? 請勾選並說明理由。

Predicting Clarifying Summarizing Questioning

3. 下面四個閱讀策略你覺得哪一個對你而言**最困難**? 請勾選並說明理由。

Predicting Clarifying Summarizing Questioning

4. 下面四個閱讀策略中, 你覺得哪一個最能幫助你**理解文章**? 請勾選並說明理由。

Predicting Clarifying Summarizing Questioning

5. 你覺得這樣的學習方式會讓你變得**比較會抓重點**嗎? 請說明理由。

<續接下頁>

6. 你覺得這樣的學習方式對你的英文能力有幫助嗎？哪一個能力幫助最大？
請依據四個閱讀策略，來勾選並於下方說明。

6.1 預測 (Predicting)

無明顯幫助

有幫助，幫助最大的是 聽 說 讀 寫，請說明：

6.2 釐清 (Clarifying)

無明顯幫助

有幫助，幫助最大的是 聽 說 讀 寫，請說明：

6.3 摘要 (Summarizing)

無明顯幫助

有幫助，幫助最大的是 聽 說 讀 寫，請說明：

6.4 提問 (Questioning)

無明顯幫助

有幫助，幫助最大的是 聽 說 讀 寫，請說明：

7. 你希望老師繼續用這樣的方式教學嗎？請說明：

希望。原因：

不希望。原因：

8. 改善建議：

* *This perception questionnaire is inspired by previous studies (Chern, 2005; Greenway, 2002; Rosenshine & Meister, 1994; Shiau, 2010; Su, 2019).*

Appendix D-2: Perception Questionnaire (English version)

Perception Questionnaire

Group: _____ No: _____ Name: _____

Dear Students:

To better understand your learning experiences in reciprocal teaching procedure on English reading, please complete this questionnaire. The data collected will remain confidential and be used solely for academic purposes. Thank you for your assistance and feedback.

1. What did you learn the most from the class? Please explain.

2. Which strategy do you think is **the easiest** for you? Please check one and explain your reasons.

Predicting Clarifying Summarizing Questioning

3. Which strategy do you think is **the hardest** for you? Please check one and explain your reasons.

Predicting Clarifying Summarizing Questioning

4. Which strategy do you think helps you the most to **understand the texts**? Please check one and explain your reasons.

Predicting Clarifying Summarizing Questioning

5. Do you think these four strategies help you **catch the main idea of an article**? Please explain.

(Continued)

6. Do you think this learning style improves your English? If yes, which skills you improve the most? Please explain.

6.1 Predicting

- No.
 Yes. The greatest improvement is Listening Speaking Reading Writing.
Please explain:

6.2 Clarifying

- No.
 Yes. The greatest improvement is Listening Speaking Reading Writing.
Please explain:

6.3 Summarizing

- No.
 Yes. The greatest improvement is Listening Speaking Reading Writing.
Please explain:

6.4 Questioning

- No.
 Yes. The greatest improvement is Listening Speaking Reading Writing.
Please explain:

7. Do you want your teacher to continue to teach in this way? Please explain your reasons.

Yes. Reasons:

No. Reasons:

8. Any suggestion for improvement:

* *This perception questionnaire is inspired by previous studies (Chern, 2005; Greenway, 2002; Rosenshine & Meister, 1994; Shiau, 2010; Su, 2019).*

Appendix E: Reciprocal Teaching Reading Journal

Reciprocal Teaching Reading Journal

Group: _____ No: _____ Name: _____

- **Title of the article:**

- **Author:**

- **Date:** _____ / _____ (MM/DD)

- **My Role :** Predictor Clarifier Summarizer Questioner

- **Today's Progress:** From paragraph _____ to paragraph _____

- **Question (提問):** Write down some questions for your friends to see if they have understood this article.

(You can use **Who...? Where...? When...? Why...? What...? How...?**)

- **Clarify (釐清疑惑):** 使用上下文推敲或拆解單字等方式，解決不懂字義、片語或句子。

I don't understand the part about _____

so I (your solutions/中文可) _____

<續接下頁>

■ **Summarize** (摘要): 主要大意，重點即可。

Retell this part of the story in your own words.

First, _____

Next, _____

Then, _____

Finally, _____

■ **Predict** (預測): 依標題或前文來預測後文。

I think/ wonder if/ imagine/ suppose/ predict (Please circle the words you use.)

because _____

■ **Appreciate/ Acquire** (收穫): 從文章中學到...

I. The sentences/ expressions I like are _____

II. The new words I have learned in this chapter are _____

* *This reciprocal teaching reading journal is adapted from Prof. Chern's reading journal (2005).*

Appendix F: Rubric for Accessing Summary Writing

<u>Rubric for Accessing Summary Writing</u>				
Criteria	Excellent 4	Good 3	Below Average 2	Ineffective 1
Content				
Accuracy	All statements accurate and verified by text.	Most statements accurate and verified by text.	Some statements cite outside information or opinions.	Most statements cite outside information or opinions.
Focus and details	Summary consists of main idea and important details only.	Summary contains main idea and some minor details.	Summary contains main idea and only minor details.	Main idea of story is not discussed.
Summary Skills				
Paraphrasing	Author writes their own words to create a summary that includes great word choice.	Author uses their own words to write summary.	Author uses a few sentences that sound too similar to the text and not enough of their own words.	Author does not use their own words to write summary.
Conventions	Consistent usage of pronouns in sentences. Few or no errors in punctuation, grammar usage, capitalization, and spelling.	Mostly usage of pronouns in sentences. Minor errors in punctuation, grammar usage, capitalization, and spelling.	Many errors in the usage of pronouns in sentences. Many errors in punctuation, grammar usage, capitalization, and spelling.	Lack of pronouns in sentences. Many errors in punctuation, grammar usage, capitalization, and spelling.

* This rubric is adapted by Frey et al.' study (2003).