Enhancing Intermediate-level Students’ Reading Comprehension

by Using Reciprocal Teaching

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I. Motivation

A predominance of test-driven instruction has always been a feature of Taiwanese education. Therefore, the content of the English test in two college entrance exams—the General Scholastic Ability Test and the Department Required Test—are of great concern to English teachers in senior high schools. Both exams contain two main sections: reading (72%) and writing (28%). As almost three-quarters of the exams are about English reading, English teachers tend to pay most of their attention to teaching students how to read. Because of this practice, a great number of how-to books on this topic have popped up, addressing topics such as how to memorize 7000 vocabulary efficiently or how to get higher scores in English reading comprehension tests. Simply memorizing the vocabulary from such books can, to a certain extent, have some effect on students who are at the intermediate level. They can decipher the words in the text, which somewhat gives them a sense of satisfaction. However, when doing reading comprehension practice exercises, they tend to stay on the lexical level rather than understanding the whole text comprehensively. Reading English articles is a mechanical exercise for my students, rather than a fun activity; as a result, they often feel bored, and even want to give up. My students’ frustration lies in their lack of proper reading strategies, so that they feel it is time-consuming to do English reading comprehension activities. Fortunately, reciprocal teaching offers my students and me a solution that makes English reading easier and more interesting.

Reciprocal teaching was first promoted by A. L. Brown and A. S. Palinscar in 1984, and its goal is to improve students’ reading comprehension. Reciprocal teaching is a technique “built on four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing” (Oczkus, 2010). Based on the instructional orientations of scaffolding and cooperative learning, teachers model each of the strategies to students and guide them on how to implement them as they read. And
students, with the help of group discussion and after familiarizing themselves with all four methods, employ these strategies to explore and to gain deeper understanding of the texts. I have found this technique can be applied to various forms of reading activity. That is to say, English teachers could use this instructional activity to lead their students to learn from both the English textbooks and extensive reading materials. Therefore, in my study, I take advantage of the English textbook (Fareast Book IV) to model reciprocal teaching strategies in class; as for extensive reading, my students use the Cambridge English Reader All I Want by utilizing reciprocal teaching strategies in a Literature Circle activity. In addition, in order to have my students become more aware of their thinking process and become more alert to their reading strategies, formative assessment is also added to each of my reciprocal teaching handouts. The activity I use as formative assessment is a one-minute paper, which is the quickest way to detect my students’ learning situation and to adjust my teaching pace for the next class. All the details of how I conduct the technique are explained in the second part of this paper. After all these activities, I collect and analyze feedback from my students. Some of the results are worth paying attention to, and these are reported in the third part of the study. The fourth part is about my reflections on teaching reciprocal teaching. I try to look at the big picture to see if this teaching approach really works for these senior high school students in learning English reading. The study certainly cannot prove that reciprocal teaching is the absolute or the only way to solve intermediate-level students’ difficulties in learning English reading. It just offers a different choice for Taiwanese English teachers when teaching reading.
II. Methodology

2.1 Study object
The subjects of my study were 110 eleventh graders at the intermediate level (PR80). In fact, I conducted the reciprocal teaching technique in three classes (two classes of Arts students and one class of Science students); each class had about 35-40 students. I conducted the technique in guided reading groups. Each group was composed of 4 or 5 students, which means there were about 9 groups in each class. This arrangement allowed my students to have more opportunities to practice the technique. Dividing the students into groups, I deliberately arranged two students with better English performance in each group. The purpose was to assist other slower learners in the group when they had problems learning the technique. I would sometimes invite my students to work in pairs in their own group, which was intended to offer them a chance to carefully observe what their partner did.

2.2 Length of Time
The study was conducted over a period of three months. In fact, the length of time it takes students to learn the reciprocal teaching technique depends on how well they absorb instruction in class. In my class, it took about one week for students to learn each strategy of reciprocal teaching: questioning, predicting, summarizing, and clarifying. Nevertheless, before I introduced the next reading strategy, I provided my students with opportunities to practice the previous strategy utilizing the textbook or outside reading materials. In this way, students were able to attain a solid understanding of these four reading strategies. After all four strategies had been introduced, I encouraged the students to use the technique in reading as much as possible.

2.3 The process of teaching the reciprocal teaching technique
The reciprocal teaching technique is comprised of four strategies. However, I use the same process to teach each strategy. The instructional process combines **group discussion** with **guidance in using the reciprocal teaching strategy**, and at the end every student has to complete a **one-minute paper** as formative assessment to show what they have learned in class.

Generally speaking, whenever introducing a new reading strategy, I spend much time at the beginning of the first period asking my students to engage in group discussion on why they have to use this strategy. During this process,
they can recollect and reexamine their English reading habits. They can also learn about their classmates’ English reading experiences and hence have a better understanding of the importance of implementing the reading strategy.

Then, the teacher guides students in using the reading strategy. In order to have my students learn in detail, I divide each group (with 4-5 students) into two smaller groups so that 2-3 of them form a mini group. This increases their opportunity to practice. Each of the reading strategies is developed in different ways, which will be described in sections 2.4 to 2.7 (2.4: Questioning, 2.5: Predicting, 2.6: Summarizing and 2.7: Clarifying). I employ the English textbook as the reading material. These intermediate-level students can attain a general understanding of how to implement the strategy after a one-hour introduction, but that does not mean they can employ it smoothly. Therefore, in the following classes, I have to provide more opportunities for them to practice.

At the end of the class, I like to invite my students to write a one-minute paper. They have to answer two questions: “What is the most important point I learned today?” and “What point remains least clear to me?” The one-minute paper may help my students evaluate what they have learned and provide an opportunity for them to raise problems they have encountered when learning the technique. These reflections thus become important data for me to learn how much my students have understood and whether I need to alter the way I instruct in the next period. In fact, I asked students to write a one-minute paper at the end of every period during their training in the technique.

The three steps mentioned above as my instructional process are conducted in the first period, and I call this Round 1 practice. In the second period, the main concern then shifts to having students practice the strategy they have just learned. I call this Round 2 practice. In Round 2 practice, students in guided reading groups try to employ the strategy to read the English textbook. Through this process, they not only practice the comprehension skills by themselves but also interact with their classmates frequently. Again, at the end of the class students are required to complete a one-minute paper.

As I introduce a new reading comprehension skill, I prefer using the English textbook as the reading material. According to Oczkus, the textbook is the best choice for the teacher to teach the reciprocal teaching technique because “[the] textbooks are practical and available resources for guided reading groups and reciprocal teaching strategies” (140). On the one hand, my students can learn how to apply the technique; on the other hand, they won’t consider the textbooks boring and tough.
After one week’s training, I then invite my students to reflect on their learning of the reading strategy, and ask them to write about the advantages of the strategy and the problems they have encountered when learning it.

In order to offer my students more opportunities to become familiar with the technique, I integrate it into an outside reading activity—the Literature Circle. Each student in the group has their own role to perform: Questioner, Question Answerer, Predictor, Summarizer, Clarifier, and Connector. How my students perform the activity will be explained in section 2.8.

2.4 Questioning

Questioning is the first reading strategy I teach in class. Everyone knows that the question patterns contain 5W1H (who, what, where, when, why, and how). In fact, there is another question pattern worth learning—the what if question pattern. Most of my students seldom hear this pattern, and so are most unlikely to use it. In addition, asking questions is an important aspect of the development of critical thinking. In order to inspire my students to read actively, I teach my students three types of questions—Right There questions, Think and Search questions, and In Your Head questions. Each of these three types of question aims to encourage the readers to combine their comprehension of the text with their personal experiences in reading and in life. In this section I will first show how I teach the what-if question pattern and the three types of questions. This process takes one period. Later, I will introduce questioning, the first strategy of the reciprocal teaching technique.

2.4.1 The “What-if” Question Pattern

Directions:
1) List four examples of the what-if question pattern.
   Example 1: What if the train is late?
   Example 2: What if it rains tomorrow?
   Example 3: What if we moved the sofa over here?
   Example 4: What if we should fail?
2) Ask students to create their own what-if question.
3) Have students share their questions with their team members.
4) Invite each group to show the best what-if question their member creates to the whole class.

2.4.2 Three Types of Questions (See Appendix 1)
2.4.2.1 “Right There” Questions

Directions:
1) Explain the definition of a Right There question:
   Right There questions—The answer is stated in one place in the text.
2) Model how to create a Right There question.
   Example: Q: Who created the painting Mona Lisa?
3) Ask students to create two Right There questions.
4) Invite each student to share their Right There questions with their partner and encourage their partners to answer the questions.

2.4.2.2 Think and Search Questions

Directions:
1) Explain the definition of a Think and Search question:
   Think and Search questions—The answer can be found by looking in different places in the text.
2) Model how to create a Think and Search question.
   Example: Q: Why do most people think the Mona Lisa is so mysterious?
3) Ask students to create two Think and Search questions.
4) Invite each student to share their Think and Search questions with their partner and encourage their partners to answer the questions.

2.4.2.3 In Your Head Questions

Directions:
1) Explain the definition of an In Your Head question:
   In Your Head questions—The answer is not in the text. You need to answer the question based on the story, your knowledge, or your imagination.
2) Model how to create a In Your Head question.
   Examples:
   Q1: Why did da Vinci write his notebooks backwards?
   Q2: What is the relationship between Mona Lisa and da Vinci?
3) Ask students to create two In Your Head questions.
4) Invite each student to share their In Your Head questions with their partner and encourage their partners to answer the questions.
2.4.3 Questioning

Reading material: Fareast Book IV Lesson 5 “Steven Spielberg.”

2.4.3.1 Questioning—Round 1 Practice (See Appendix 2)

Directions:
1) Ask students to engage in group discussion.
   A. Have students answer these three questions concerning the questioning strategy:
      Q1: What is the purpose of questioning?
      Q2: Why do you have to question when reading?
      Q3: How do you make questions?
   B. Have students share their answers with other group members.
2) Remind students to employ the three types of questions they learned in the previous class when they read the passage.
3) Have students work in pairs and guide them to create questions utilizing the first three paragraphs in Lesson 5.
   A. Ask students to read the first paragraph and then to create one Right There question on the handout.
   B. Ask them to exchange questions with their partners.
   C. Invite their partners to answer the Right There question.
   D. Ask students to read the second paragraph.
   E. Based on the first and second paragraphs, encourage them to create one Think and Search question on the handout
   F. Ask them to exchange questions with their partners.
   G. Invite their partners to answer the Think and Search question.
   H. Ask students to read the third paragraph and then to create one In Your Head question on the handout.
   I. Ask them to exchange the questions with their partners.
   J. Invite their partners to answer the In Your Head question.
4) Have students complete the one-minute paper.

2.4.3.2 Questioning—Round 2 Practice (See Appendix 3)

Directions:
1) Have students work in pairs and guide them to create questions by utilizing the following paragraphs in Lesson 5.
   A. Ask students to read the fourth paragraph and then to create one Right
There question on the handout.
B. Ask them to exchange questions with their partners.
C. Invite their partners to answer the Right There question.
D. Ask students to read the fifth and sixth paragraphs.
E. According to the fifth and sixth paragraphs, encourage them to create one Think and Search question on the handout
F. Ask them to exchange questions with their partners.
G. Invite their partners to answer the Think and Search question.
H. Ask students to read the seventh paragraph.
I. From the fifth to seventh paragraphs, have students to create one In Your Head question on the handout.
J. Ask them to exchange the questions with their partners.
K. Invite their partners to answer the In Your Head question.
4) Have students complete the one-minute paper.

※Note:
1. The passages that students have to read could be randomly assigned by the teacher.
2. The practice of three types of questions depends on the content of the text or on students’ acquaintance with the type of question. The teacher could randomly ask students to create any type of question.
3. The teacher could have students practice more by using the Round 2 Practice handout to read other reading materials if they are still not familiar with employing the questioning strategy.

2.4.3.3 Questioning—Wrap-up Activity
Directions:
After one-week’s training, have students write down the advantages or the changes they find the questioning strategy brings to them and also have them raise any problems they have encountered while learning this strategy.

2.5 Predicting
The second reading strategy I teach in class is predicting. Some of my students have already employed this strategy in their reading, although they do not know what they do is called “predicting.” To arouse my students’ interests, I take advantage of lots of experiences from real life to explain this strategy, hoping they will learn that they can actually employ this approach a lot in their lives. Then we start the journey of predicting. When teaching predicting, the English textbook is quite a good choice of reading material because it has
obvious clues for readers to make predictions, such as the title and the illustration. All the clues are deliberately designed to relate to the topic, so students can follow the context to acquire the main idea.

Predicting contains three steps: predict before reading, while reading, and after reading. From this it can be seen that, predicting is a way through which readers continually try to grasp what is going on while they read. This is what good readers do: they actively interact with the context, instead of passively acquiring the information. Consequently, the teacher has to get students to understand that they need to notice different elements when predicting at different times. When students make predictions before reading, they can pay attention to the cover, the heading, and the illustrations. From these hints, they can get an overview of what the passage is about. As they continue reading, they can encounter new information and then make new predictions. Even after they have finished reading, they can still what they have learned from the passage to predict the following developments.

Apart from introducing the process of predicting, I also invite my students to check whether their prediction conforms to the developing thought in the text. I tell my students that there will be three outcomes when they check their predictions: one is that their exact prediction happens in the text; another is that the event they predict really occurs in the text, but ends up in a result different from the prediction; the third, which is the saddest in my students' view, is that the text does not mention the predicted events at all. Because of this training, I have learned several interesting things my students do when they learn how to predict. These interesting discoveries will be illustrated in the fourth part of this study.

2.5.1 Predicting—Round 1 Practice (See Appendix 4)
- Reading material: Fareast Book IV Lesson 7 “Tornadoes.”
- Directions:
  1) Ask students to engage in a group discussion.
     A. Have students answer these two questions concerning the predicting strategy:
        Q1: Why should we predict when reading?
        Q2: What can we do to help ourselves predict what the text is about?
     B. Have students share their answers with other group members.
     C. Collect each group’s answers to the second question, write them on the blackboard and check how many students employ those predicting approaches when they read.
2) Have students predict **before** reading.
   A. Ask students to look at the title and the illustration below the title to predict what might happen in the text. Tell students that they may utilize other sentence patterns listed on the handout to predict.
   B. Show students the prediction that the teacher makes.
   C. Have students read the first paragraph of the text.
   D. Invite them to check whether their predictions conform to the context and write down what they find in the Support column.
   E. Have students share their predictions and what they have discovered with other group members.

3) Have students predict **after** reading.
   A. Have students reread the first paragraph of the text.
   B. Based on the information contained in the first paragraph, ask students to predict what might happen in the following paragraph.
   C. Invite students to check whether their predictions conform with the actual events in the text, and write down what they find in the Support column.
   D. Have students share their predictions and what they discovered with their group members.

4) Have students complete the one-minute paper.

2.5.2 Predicting—Round 2 Practice (See Appendix 5)

- **Reading material:** *Fareast* Book IV Lesson 7 “Tornadoes.”
- **Directions:**
  1) Have students predict **before reading** 1.
     A. Have students look at the illustration next to the fourth paragraph of the text and to write down their predictions on the handout.
     B. Ask them to read the fourth paragraph of the text.
     C. Invite students to check whether their predictions conform with the text, and to write down what they find in the Support column.
     D. Have students share their predictions and what they discover with their group members.
  2) Have students predict **before reading** 2.
     A. Before going to the last paragraph of the text, invite students to recollect all the information they have already obtained from the text.
     B. Have students engage in group discussion to predict what the author might say in the last paragraph and write down their predictions on the handout.
C. Ask them to read the last paragraph of the text.
D. Invite students to check whether their predictions conform with the text, and write down what they find in the Support column.
E. Have students share their discoveries and opinions with their group members.

3) Have students predict after reading.
   A. Have students reread the last paragraph of the text.
   B. Based on the information they have obtained from the whole lesson, ask students to predict what might happen in the following paragraph.
   C. Invite students to check whether their predictions conform with the text and write down what they find in the Support column.
   D. Have students share their predictions and what they discover with other group members.

4) Have students complete the one-minute paper.

2.5.3 Predicting—Wrap-up Activity
Directions:
After one-week’s training, have students write down the advantages or the changes they find the predicting strategy brings to them and also have them raise the problems they have encountered when learning this strategy.

2.6 Summarizing
Summarizing is a complicated reading strategy. From readers’ summarizing performance, we can learn a lot about their reading and writing ability. In fact, my students have already practiced this skill in the previous semester by means of the Literature Circle. Their feedback revealed that most of them were afraid of summarizing and therefore, they disliked and felt under pressure when performing the role of the Summarizer. Reading their summaries, I found that the results, indeed, were not very satisfying. Sometimes they would copy phrases or sentences directly from the text, instead of using other ways to explain the ideas; sometimes they were not able to identify the main idea, and failed to delete insignificant details. This resulted in long, clumsy summaries. Luckily, the reciprocal teaching method of summarizing helps me to teach my students systematically and specifically, so that they can get a clearer idea of how to write their own summaries. Despite the fact that my students’ past experiences of summarizing were painful, these experiences actually assisted them to quickly learn what a good summary should be composed of this semester.
When I teach students how to summarize, the topic sentence is the key concept. As we know, the topic sentence delivers the main idea of each paragraph. If students can collect each topic sentence from each paragraph and combine them into a short passage, a complete summary naturally forms. When I teach summarizing, I use the English textbook as the reading material. The English textbook is deliberately designed; as a result, most students, after being reminded of the features of topic sentences, can soon find them in the text. This helps my intermediate-level students to acquire a more solid understanding of what a summary is. There is another thing worth mentioning. As I teach summarizing this semester, I require my students to summarize by using their own words in one complete sentence. My purpose is to encourage them to employ the vocabulary and simple sentence patterns they have already learned. It’s quite difficult and time-consuming for my students, because they have limited vocabulary and sentence patterns; however, I believe it is worth doing. In this way, I don’t need to worry that my students will copy phrases or sentences from the text. In addition, when my students try to combine each main idea from each paragraph, I ask them to employ some transitional words to make their short passage smoother. I believe that this practice would also help their English writing.

2.6.1 Summarizing—Round 1 Practice (See Appendix 6)

- Reading material: *Fareast* Book IV Lesson 9 “Chiufen: A Cultural Treasure of Taiwan.”
- Directions:
  1) Ask students to engage in group discussion.
     A. Have students answer this question concerning the summarizing strategy:
        Q: How do you find main ideas from a passage?
     B. Have students share their answers with other group members.
  2) Have students find the main idea.
     A. Ask students to read the first paragraph of the text.
     B. Have them find the main idea of the first paragraph and write it down, using their own words in one complete sentence.
     C. Show students the main idea of the first paragraph as the teacher would write it
     D. Have students work in pairs; ask students to exchange their main idea with their partner.
     E. Invite several students to show their sentences to see if they conform
with the central idea of the first paragraph.
F. Ask students to read the second paragraph of the text.
G. Have them find the main idea of the second paragraph and write it down using their own words in one complete sentence.
H. Have students work in pairs; ask students to exchange their main idea with their partner.
I. Invite several students to show their sentences to see if they conform with the central idea of the second paragraph.
J. Ask students to read the third paragraph of the text.
K. Have them find the main idea of the third paragraph and write it down using their own words in one complete sentence.
L. Have students work in pairs; ask students to exchange their main idea with their partner.
M. Invite several students to show their sentences to see if they conform with the central thought of the third paragraph.

3) Have students make a summary of paragraph 1-3.
A. Ask students to list the main ideas from the text in order using their own words.
B. Remind students to utilize transitional words to make the passage smoother.

4) Have students complete the one-minute paper.

2.6.2 Summarizing—Round 2 Practice (See Appendix 7)
◆Reading material: Fareast Book IV Lesson 9 “Chiufen: A Cultural Treasure of Taiwan.”
◆Directions:
2) Have students find the main idea.
   A. Ask students to read the fourth paragraph of the text.
   B. Have them find the main idea of the fourth paragraph and write it down using their own words in one complete sentence.
   C. Have students work in pairs; ask students to exchange their main idea with their partner.
   D. Invite several students to show their sentences to see if they conform with the central idea of the fourth paragraph.

※Note:
1. The teacher asks students to apply the steps listed above to the article.
2. This procedure really takes time. It’s better for students to have time to find and write the main idea. And it is the same for them to practice
making a summary.
3) Have students make a summary of paragraphs 4-7.
   A. Ask students to relate the main ideas from the text in order using their
      own words.
   B. Remind students to utilize transitional words to make the passage
      smoother.
4) Have students complete the one-minute paper.

2.6.3 Summarizing—Wrap-up Activity

Directions:
After one-week’s training, have students write down the advantages or the
changes they have found the summarizing strategy brings to them and also
have them raise any problems they have encountered while learning this
strategy.

2.7 Clarifying

Unlike the previous comprehension skills, clarifying is a totally new term
for me and my students, as I had more or less taught my students how to
question, predict, and summarize before I formally introduced the reciprocal
teaching technique. The literature concerning the clarifying strategy points out
that this strategy is actually a combination of different methods to obtain a
clearer and simpler explanation of an unknown word or an unfamiliar idea. In
fact, good readers are aware of employing these methods to help themselves
gain a deeper understanding of the text. In the reciprocal teaching approach,
clarifying is specifically demonstrated respectively from the words and from the
ideas (including phrases and sentences). If readers know how to clarify after
such training, they may thus grasp the meanings of the words or ideas they do
not initially comprehend. After reading the literature on this topic, I decide to
utilize Oczkus’ clarifying chart, which provides an easy way for readers to
apply this strategy. Unlike the instructional method I used to guide the previous
three strategies, I regard Oczkus’ clarifying chart as a checklist, so that my
students may examine whether they themselves already use these methods in
their reading. Of course, the one-minute paper is still included at the end of the
handout.

The purpose of clarifying is to assist readers to independently acquire the
meanings of words or ideas. In class, my students are not allowed to take
advantage of their paper dictionaries, electronic dictionaries, or even cell
phones. Although some of them are not accustomed to my rule, they gradually
learn the effect that the clarifying skill can have. However, the process of teaching the clarifying strategy was not as smooth as I had expected. After reflecting upon my instructional method and reading the feedback from my students after the first-period’s training, I determined to change my way of teaching clarifying. In order to allow my students to get acquainted with this strategy, I relied heavily on two approaches when introducing Oczkus’ clarifying chart: one was to employ lots of concrete examples; the other was to initiate group discussion, so that students were able to learn what clarifying strategies other readers use and how and when they use them if they have difficulties in English reading. This adjustment worked successfully in class.

As I mentioned before, my students are not familiar with the clarifying strategy. Consequently, after the first week’s training, I provided further reading materials for them to practice the skill. As I have my students participate in Literature Circles, this clarifying strategy is a must-do exercise.

2.7.1 Clarifying—Round 1 Practice (See Appendix 8)

- **Reading material:** Fareast Book IV Lesson 11 “Doctors without Borders.”
- **Directions:**
  1) Teach students how to identify difficult words.
     A. Explain to students what might happen when they have trouble identifying difficult words:
        a. They might have trouble pronouncing the difficult word.
        b. They might not know what it means.
        c. They might not know what it means or how to pronounce it.
     B. Have students read the first paragraph of the text.
     C. In the first paragraph of the text, ask each student to pick one word whose meaning they are not sure of.
     D. Have students think about which of the above conditions they have encountered and ask them to share their problem with their group members.
     E. Invite students to engage in group discussion on how they solve such problems when they meet difficult words.
     F. Collect the solutions each group proposes on the blackboard and investigate how many students employ these methods to acquire the meaning of difficult words.
     G. Invite students to read the methods on identifying difficult words on Oczkus’ clarifying chart; explain these methods if students do not understand how to use them.
H. Ask students to utilize these methods to clarify their difficult words.
I. Have students discuss with their group members how they get the meaning of the difficult words.
K. Have students read the second paragraph of the text and ask each of them to choose one difficult word.
L. Have students think about which of the above conditions they have encountered and ask them to share their problem with their group members.
M. Invite students to clarify their difficult words by using the methods listed on Oczkus’ clarifying chart.
N. Have students discuss with their group members how they get the meaning of the difficult words.

2) Teach students how to identify the ideas.
A. Explain to students what might happen when they have trouble identifying a confusing section, which might be a sentence, paragraph, page, or chapter:
   a. They do not understand ____________________.
   b. They cannot figure out ____________________.
   c. It does not make sense.
   d. The part is not clear because ____________________.
B. Have students read the third paragraph of the text.
C. In the third paragraph of the text, ask each student to select one section they think is confusing.
D. Have students think about which of the above conditions they have encountered, and ask them to share their problem with their group members.
E. Invite students to engage in group discussion on how they solve such problems.
F. Collect the solutions each group proposes on the blackboard and investigate how many of the students employ these methods to acquire the meaning of confusing parts.
G. Invite students to read the methods of identifying ideas on Oczkus’ clarifying chart; explain these methods if students do not understand how to use them.
H. Ask students to utilize these methods to clarify the confusing parts.
I. Have students discuss with their group members how they can get the meaning of the confusing parts.
K. Have students read the fourth paragraph of the text and ask each of
them to pick out one part whose meaning they have trouble understanding.
L. Have students think about what kind of problem they have encountered and ask them to share this problem with their group members.
M. Invite students to clarify their ideas by using the methods listed on Oczkus’ clarifying chart.
N. Have students discuss with their group members how they can work out the meaning of the confusing part.

※Note:
1. The teacher has to carefully explain the four kinds of problems students might encounter when they find a section of their reading confusing.
Here are the explanations that I use to help my students understand more clearly.
   (1) Problem Type A: Cannot understand _______________________.
      → If students do not understand what the author is referring to, then that can be regarded as Problem Type A.
   (2) Problem Type B: Cannot figure out _______________________.
      → If students do not finally understand someone or something, or find the solution to the problem after a lot of thought, then that can be regarded as Problem Type B.
   (3) Problem Type C: Does not make sense.
      → If students believe a section is meaningless or think it is nonsense, then that can be regarded as Problem Type C.
   (4) Problem Type D: Not clear because _______________________.
      → If students only partly understand the ideas and they cannot thus infer the whole meaning of this confusing part, then that can be regarded as Problem Type D.
2. Teaching how to identify the ideas is not an easy job. The teacher can flexibly adjust their instructional approach according to the students’ level. For example, in the first period, the teacher could merely focus on how to clarify difficult words, while identifying ideas could be taught in the second period.
3) Have students complete the one-minute paper.

2.7.2 Clarifying—Round 2 Practice (See Appendix 8)
◆Reading material: Fareast Book IV Lesson 11 “Doctors without Borders.”
※Note:
1. The handout for Clarifying (Round 2 Practice) is actually the same as
for Clarifying (Round 1 Practice). The purpose of Round 2 Practice is to help students familiarize themselves with the clarifying strategy. Therefore, according to students’ performance, teachers can just emphasize their students need most and then have them practice those aspects.

2. Due to time limitations, in the second period I ask my students to practice clarifying twice by picking out two difficult words and two confusing parts they encountered when reading the material.

Directions:
1) Have students read the fifth paragraph of the text.
2) Ask each student to pick out one difficult word and one confusing part.
3) Have students think about which problem type they have encountered by using Oczkus’ clarifying chart.
4) Invite students to clarify the difficult words and confusing parts by utilizing the methods listed on Oczkus’ clarifying chart.
5) Have each student discuss with their group members how they worked out the meaning of the difficult word and the confusing part.
6) Have students read the sixth paragraph of the text.
7) In the sixth paragraph of the text, ask each student to continue picking out one difficult word and one confusing part.
8) Have students think about which problem type they have encountered by using Oczkus’ clarifying chart.
9) Invite students to clarify the difficult words and confusing parts by utilizing the methods listed on Oczkus’ clarifying chart.
10) Have each student discuss with their group members how they worked out the meaning of the difficult word and confusing part.
11) Have students complete the one-minute paper.

2.8 Reciprocal Teaching in Literature Circle

My students now have a general understanding of the reciprocal teaching method and also display positive attitudes toward this technique, because they think it improves their English reading ability. However, that does not mean that they are now proficient in these four comprehension skills, and this can be directly detected from their feedback. In order to have my students become more aware of these reading strategies, I take advantage of each chance to train them. The English textbook is of course the first resource I utilize. Teaching the textbook and inviting my students to utilize the reading skills thus becomes an interesting activity for my students and me because it provides us
with an opportunity to interact with other people in class. However, it is still not enough for my students. Therefore, I take up Oczkus’ recommendation—to implement the reciprocal teaching approach in a Literature Circle. Because of limitations in teaching time, I only conduct Literature Circles in two classes of Arts students, so there are 77 students that experience this reading activity. To tell the truth, these students had already experienced the Literature Circle activity when doing extensive reading in the previous semester. Nevertheless, it seemed that I did not implement this activity effectively, because in their feedback at the end of the first semester, some of my students revealed that they had problems with the Literature Circle. They were mostly afraid of taking the role of the Summarizer. In the last three months of the second semester, I soon adjusted my method of using the Literature Circle by integrating reciprocal teaching into the activity. Amazingly, my students accepted this slight change and told me that summarizing became easier after my introduction of reciprocal teaching. In this section, I will demonstrate how I implement the adjusted Literature Circle with reciprocal teaching.

2.8.1 Role Description
The class is divided into several groups. Each group has 4-5 students and each student has one role to play whenever they do extensive reading. In my class, if there are four students in a group, the roles they have to play are Summarizer, Predictor, Questioner, Question Answerer, and Clarifier. Those who are Predictors also have to be Questioners. If a group has five students, the fifth student will act as Connector. Detailed descriptions of each role in Literature Circle are presented below.

2.8.1.1 Summarizer (See Appendix 9)
The Summarizer has two main tasks in the Literature Circle. The first job is to find out the main idea of each section and then combine these main ideas in order with transitional words, so that it becomes a smooth summary. The Summarizers’ second job is to be the leader of the group. They have to lead the group discussion on the assigned reading part and inform their members of what role they will take the next week.

2.8.1.2 Predictor and Questioner (See Appendix 10)
Students assigned this role have to do two jobs. Before the class, they have to read the assigned part and then create one Think and Search question and one In Your Head question. In class, they hand over these two questions
to the Question Answerer and write them down on their handout. Later, in the same class, they have to complete their second task—acting as the Predictor. They employ the same assigned reading material to make predictions before and after reading.

2.8.1.3 Question Answerer (See Appendix 11)
Those who are Question Answerers have to answer the two questions raised by Questioners in their own group. They are required to write down these two questions and answer them. Some students regard the questions as short answer questions, so they just write two or three sentences as the answer. In order to encourage my students to write a complete and logical passage, I usually ask them to write at least five sentences.

2.8.1.4 Clarifier (See Appendix 12)
Unlike the previous roles who produce some work after one-period’s practice, Clarifiers are required to use a chart to examine the difficult words and the confusing ideas they encounter in the reading. They are asked to utilize each method to clarify the meaning. They indicate the method when they use it. The aim is to help the Clarifier become accustomed to using these methods. Later, they have to write a reflection on how they implemented those methods, and share their feelings with their group members.

2.8.1.5 Connector (See Appendix 13)
The job of Connectors is to connect the assigned reading material with students themselves. They may connect the reading to their own lives, to other books, or the outside world. There is no restriction or definite answer; what they connect with is worth sharing.

2.8.2 How to Implement Literature Circle
-devices: The Cambridge English Reader All I Want.
-devices:
1) Ask students whether they know the roles they have to play.
2) Have students read the assigned reading material and then complete their own handouts. This should take around 30 minutes.
3) In the last 15 minutes, the Summarizer in each group leads the members to share what their ideas with the others.
4) After the group discussion, the Summarizer tells the other members the role they will play next week.
5) Ask the Summarizers to collect all the handouts and hand them to the teacher.

※Note:
Teachers need to allocate tasks if they would like students to take turns learning different reading skills. (See Appendix 14)

2.8.3 Students’ Work

※Summarizer
※Predictor + Questioner

※Question Answerer
When I was 16, my friend held a birthday party for me. We went to a restaurant which was near my friend's house. So, the party was successful. After having dinner, we went to the movie theater to watch a horror film. We all enjoyed the movie very much. After the movie, we went to a park and played soccer. It was a great day. I am very lucky because I have a lot of friends. I will treasure them forever!
III. Major Findings

After three months of training in the reciprocal teaching technique, I am concerned about whether my students have benefited from learning these reading skills. The first feedback I collect my students is after I have completed the first-week's training in each comprehension skill. Then I conduct a survey of my students to see if their English reading ability has improved after learning the reading method. I also conduct another survey to see if integrating reciprocal teaching into the Literature Circle is beneficial to my students' English reading. Combining these three forms of data, I try to find out whether this teaching can help my students with their English reading and discover what problems they have with the techniques. Through this analysis I would like to learn whether the technique works well in my English reading class and to see how I might improve my instructional approach so that the technique can be implemented in class more smoothly. I have learned that I cannot arbitrarily jump to the conclusion that the analysis here represents the final absolute result, because there were only 110 subjects investigated in the study. I only collected data about my students’ performance using the method and from the results of the analysis I would like to consider if I can find another way to teach my students and enhance their English reading ability.

In this section, I will present a summary of my students’ feedback and my survey results. I asked my students to complete questionnaires in three phases: the first phase was to have them write down their thoughts after their first-week’s training on how to use each reading comprehension skill. The second phase took place three months later when teaching of the four reading skills had been completed; I gave each of my students a questionnaire (see Appendix 15), through which I surveyed their attitudes toward my instruction on reciprocal teaching and toward each reading strategy. The last phase occurred at the end of Literature Circle; they completed another questionnaire to examine whether reciprocal teaching had helped them with their extensive reading (see Appendix 16).

Section 3.1 presents a crossover analysis based on the results of the first and second phases. These are mainly concerned with methods of implementing the technique. I will analyze each reading skill individually so that students’ different reflections can be clearly revealed. In Section 3.2, I list the data on my students’ attitudes toward reciprocal teaching and my instruction of this technique. The main concern of Section 3.3 is students’ feedback on the integration of the technique into the Literature Circle. I will pick up several
themes from the data to discuss. Again, because of the limited number of subjects investigated in the study, the results can not be claimed to be applicable to other situations, and are just offered as a reference for teachers of English reading.

3.1 The Crossover Analysis of Implementing Reciprocal Teaching Questionnaire

This part will show an analysis of my students’ attitudes toward four reading comprehension skills—questioning, predicting, summarizing, and clarifying—in sequence.

3.1.1 Questioning

Table 3.1.1A: The Subjects’ View on the Usefulness of the Questioning Strategy

<table>
<thead>
<tr>
<th>Level of usefulness</th>
<th>Least useful</th>
<th>Less useful</th>
<th>Useful</th>
<th>More useful</th>
<th>Most useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning</td>
<td>0</td>
<td>5</td>
<td>38</td>
<td>52</td>
<td>15</td>
</tr>
</tbody>
</table>

Table 3.1.1B: The Subjects’ Attitude toward the Questioning Strategy

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Moderately agree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Generating questions helps me check my own understanding of the main idea and important information in the texts.</td>
<td>0</td>
<td>3</td>
<td>32</td>
<td>47</td>
<td>28</td>
</tr>
</tbody>
</table>

After three months of training in the reciprocal teaching technique, 105 subjects considered that the questioning strategy was useful to their English reading (Table 3.1.1A). In addition, 107 of the subjects agreed that this skill helped them understand the main idea of the text (Table 3.1.1B). Here are nine benefits that my students believed they obtained from one week’s training in this reading strategy:

1) Apart from the question patterns 5W1H and the what-if question pattern, they also learned that there were three types of questions—Right There questions, Think and Search questions, and In Your Head questions. All of these questions could help them understand the text more, and they also
realized how these questions were produced from the English teachers’ viewpoint.

2) Their reading ability seemed to have improved because they could read more rapidly by utilizing such skill.

3) Through the questioning strategy, they could quickly grasp the main idea of the text.

4) They could thus have a more vivid impression of the reading text.

5) After practicing several times, they could accurately acquire the main point of their classmates’ questions and answer them precisely.

6) When reading, they could clarify what they did not understand with the help of the questioning skill.

7) They felt this skill helped them to engage in critical thinking.

8) Reading consequently seemed to be an interesting activity after learning the skill.

9) From this training, they developed a different attitude toward reading. For example, some thought that reading was active rather than passive. Some felt that in order to answer those questions designed by their classmates, they had to read the text calmly. And some believed this training could help them improve their English writing ability.

However, the survey results also indicated my students had some problems in learning the questioning skill. 44 subjects thought this strategy was difficult for them, while 66 subjects did not think it was so difficult (Table 3.1.1C):

<table>
<thead>
<tr>
<th>Level of difficulty</th>
<th>Least difficult</th>
<th>Less difficult</th>
<th>Difficult</th>
<th>More difficult</th>
<th>Most difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning</td>
<td>17</td>
<td>49</td>
<td>28</td>
<td>12</td>
<td>4</td>
</tr>
</tbody>
</table>

In fact, this result could be explained by looking at students’ feedback on the questioning strategy after their first-week training:

1) They were not familiar with the question patterns and those three types of questions.

2) Among those three types of questions, they felt that the Think and Search question was the most difficult one for them to design and to answer.

3) Some students still got confused about how to distinguish those three types of questions. Several of them even seemed to confuse Right Here questions with Think and Search questions.
4) Some students thought it was not easy to design questions.
5) Some may not have had confidence in the questions designed by themselves.
6) Some students wondered whether the questioning strategy would be useful when they were taking the college entrance exam or when they were reading because they thought there were no In Your Head questions appearing in the big exam and they did know where to use it when doing the reading comprehension test.
7) Some did not know how to design the questions because they did not understand the meaning of the text.
8) Some admitted that they were not accustomed to thinking with their brains so that it was tough for them to think of questions while reading.

Examining my students’ problems with the questioning strategy, I learned the key to relieving their anxiety was to practice more. And I had to think about whether my demonstration of the three types of questions was clear enough when instructing so that the students could observe the different features of each question.

3.1.2 Predicting

Table 3.1.2A: The Subjects’ Views on the Usefulness of the Predicting Strategy

<table>
<thead>
<tr>
<th>Level of usefulness</th>
<th>Least useful</th>
<th>Less useful</th>
<th>Useful</th>
<th>More useful</th>
<th>Most useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicting</td>
<td>1</td>
<td>9</td>
<td>47</td>
<td>36</td>
<td>17</td>
</tr>
</tbody>
</table>

Table 3.1.2B: The Subjects’ Attitudes toward the Predicting Strategy

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Moderately agree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Predicting encourages me to think ahead of the content in the texts.</td>
<td>0</td>
<td>5</td>
<td>33</td>
<td>43</td>
<td>29</td>
</tr>
<tr>
<td>4. Predicting activates my prior knowledge and experience before reading.</td>
<td>2</td>
<td>3</td>
<td>34</td>
<td>46</td>
<td>25</td>
</tr>
<tr>
<td>5. Prediction doesn’t help me comprehend</td>
<td>43</td>
<td>48</td>
<td>16</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
Regarding the usefulness of this strategy, only 10 of my subjects did not think the predicting strategy was that useful (Table 3.1.2A). Likewise, as shown in Table 3.1.2B, most subjects thought that predicting did stimulate their thinking when reading. In fact, my students' feedback after the first-week's training revealed their positive attitude toward this skill. Here are nine benefits they gained from learning the predicting strategy:

1) Like questioning, predicting helped improve my students’ reading speed.
2) My students could catch the main point of the article with the help of predicting.
3) The article made a deeper impression on the students because of the predicting strategy.
4) They learned how to use hints from the article to make predictions.
5) Some students even pointed out that they could apply this skill in other situations.
6) Reading became more interesting for the students because of their predictions.
7) The predicting strategy helped enhance their thinking ability by training their logic and encouraging them to use their imagination.
8) Because of predicting, they had to adjust their thoughts during the reading process. They found they could become active readers.
9) Other positive responses included: The students may have become bolder but also cautious when reading the texts; they could become more confident in predicting the development of the text.

The reason my students believed that the predicting skill made them more confident was it helped them overcome their fear of lack of English vocabulary. When I taught the reciprocal teaching method, I could feel they were sometimes afraid of doing the assignment because they were worried about lack of vocabulary. Table 3.1.2C shows that 33 of my subjects had difficulty using the predicting strategy.

Table 3.1.2C: The Subjects’ View on the Difficulty of the Predicting Strategy

<table>
<thead>
<tr>
<th>Level of difficulty</th>
<th>Least difficult</th>
<th>Less difficult</th>
<th>Difficult</th>
<th>More difficult</th>
<th>Most difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicting</td>
<td>30</td>
<td>47</td>
<td>20</td>
<td>11</td>
<td>2</td>
</tr>
</tbody>
</table>
Analyzing their feedback after the first-week’s training, it seemed that the students’ problems fell into four main categories:

1) They insisted on “predicting correctly”, which meant that they would only feel at ease if their predictions proved to be correct.
2) They would feel nervous about predicting or give up because of time constraints.
3) When reading, they would forget to use this skill or they did not know how and where to use the skill.
4) Due to lack of vocabulary and unfamiliarity with English grammar, they could not understand what the text meant, so they could not predict future events.

However, my students’ feedback indicated that through the use of the predicting skill, they seemed to acquire a new approach to reading English articles. Practicing the predicting strategy was the key to their success. The more they practiced, the easier it was for them to apply the strategy.

3.1.3 Summarizing

As I mentioned before, I had taught my students how to summarize in the previous semester, but the outcome had not been as satisfying as I had hoped. After teaching them how to summarize with the reciprocal teaching technique, my students’ feedback was not that bad, especially after the ending of the Literature Circles. The data in the three tables reflect my students’ thoughts about this reading skill.

Table 3.1.3A: The Subjects’ Views on the Usefulness of the Summarizing Strategy

<table>
<thead>
<tr>
<th>Level of usefulness</th>
<th>Least useful</th>
<th>Less useful</th>
<th>Useful</th>
<th>More useful</th>
<th>Most useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizing</td>
<td>0</td>
<td>6</td>
<td>14</td>
<td>34</td>
<td>56</td>
</tr>
</tbody>
</table>

Table 3.1.3B: The Subjects’ Attitudes toward the Summarizing Strategy

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Moderately agree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Summarizing focuses my attention on the main idea and important information in the texts.</td>
<td>0</td>
<td>1</td>
<td>16</td>
<td>26</td>
<td>67</td>
</tr>
</tbody>
</table>
9. I usually have problems finding the main idea.

<table>
<thead>
<tr>
<th>Level of difficulty</th>
<th>Least difficult</th>
<th>Less difficult</th>
<th>Difficult</th>
<th>More difficult</th>
<th>Most difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizing</td>
<td>16</td>
<td>38</td>
<td>29</td>
<td>21</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 3.1.3C: The Subjects’ Views on the Difficulty of the Summarizing Strategy

As can be seen in Table 3.1.3A, 104 subjects agreed that summarizing was useful for their English reading. And this is also seen in their responses to Item 8 on Table 3.1.3B: 109 of my subjects believed that summarizing helped them to focus on the main idea and important information in the texts. There are seven benefits that my students reap from the summarizing strategy:

1) It enhances their reading speed.
2) It helps them grasp the main idea of the texts.
3) It helps them find the key words and delete unnecessary information quickly.
4) Because they write the summary in their own words, they think it helps them improve their English writing ability.
5) Checking the summaries, my students are able to correct their own mistakes and their partners’ mistakes.
6) My students feel that this skill helps them do better on reading comprehension tests.
7) Some students say it helps them become more attentive to reading and are thus not afraid of reading longer English articles.

Summarizing an article is not an easy job. The reciprocal teaching technique leads my students to summarize step by step. It starts by training them to find the main idea of a short paragraph, and then asks them to combine all the main ideas from different paragraphs into a short passage. This design not only directs my students how to read but also instructs them how to write, in a more systematic and practical way. My students mostly agree about the advantages of the summarizing skill. However, their usage of this skill is not that smooth. When asked about the difficulty of summarizing, half of my students reply negatively, while the other half are positive. In order to understand why students have such a reaction, it is better to know about their confusion after the first-week’s training:
1) My students feel worried and nervous because they are not accustomed to grasping the main idea of each paragraph.

2) When informed they must use their own words to summarize, they encounter three problems—
   A. They do not know how and where to start.
   B. Sometimes they focus on the wrong information or they cannot catch the key point of the paragraph.
   C. They have problems with the sentence patterns and grammatical structures so that they can not clearly tell which idea is the main idea.

3) My students are aware of their lack of English vocabulary and unfamiliarity with English grammar.

4) My students have no confidence in writing a summary and they are not confident in correcting their partners’ summaries.

5) They can understand what they are summarizing, but their partners cannot read their summaries.

6) They do not know how to correct their partners’ summaries properly.

My students’ troubles in summarizing again reflect that they need more chances to practice. Peer conferencing is essential so that they can learn from each other. As for my students’ fear of the English vocabulary and grammar, perhaps these are common problems for intermediate students to have. And it seems that I have to think about whether there are some other methods that can reduce my students’ pressure and anxiety when teaching them the reciprocal teaching approach.

### 3.1.4 Clarifying

Clarifying is the one strategy I feel most frustrated about when teaching my students. As I first teach them how to clarify, I find their prejudice against having to memorize so many English words and understanding so much English grammar seriously hinders me from teaching the clarifying skill. When I altered the instructional method and just invite them to give this strategy a try, it somewhat lowered their uneasiness.

<table>
<thead>
<tr>
<th>Level of usefulness</th>
<th>Least useful</th>
<th>Less useful</th>
<th>Useful</th>
<th>More useful</th>
<th>Most useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifying</td>
<td>2</td>
<td>14</td>
<td>28</td>
<td>37</td>
<td>29</td>
</tr>
</tbody>
</table>

Table 3.1.4A: The Subjects’ Views on the Usefulness of the Clarifying Strategy
Table 3.1.4B: The Subjects' Attitudes toward the Clarifying Strategy

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Moderately agree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Clarifying helps me solve the problem caused by difficult sections in the texts.</td>
<td>1</td>
<td>5</td>
<td>40</td>
<td>44</td>
<td>20</td>
</tr>
<tr>
<td>7. I can guess and clarify meanings of the difficult and unknown words, phrases, or sentences more correctly.</td>
<td>0</td>
<td>8</td>
<td>28</td>
<td>52</td>
<td>22</td>
</tr>
</tbody>
</table>

Table 3.1.4C: The Subjects' Views on the Difficulty of the Clarifying Strategy

<table>
<thead>
<tr>
<th>Level of difficulty</th>
<th>Least difficult</th>
<th>Less difficult</th>
<th>Difficult</th>
<th>More difficult</th>
<th>Most difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifying</td>
<td>21</td>
<td>40</td>
<td>27</td>
<td>17</td>
<td>5</td>
</tr>
</tbody>
</table>

In spite of my frustration when teaching the clarifying strategy, I was amazed that 94 of my students believed that clarifying was useful in English reading (Table 3.1.4A). As shown in Table 3.1.4B, over 100 subjects indicated that clarifying helped them to solve problems caused by difficult sections in the texts. As I read carefully through my students' feedback after their first-week’s training, I learned what my students may do when they encountered a difficult part in reading: they just went blank or gave up trying to read. With the help of this strategy, my students tried their best to find a better way to solve the problem. For example, they used parts with words they knew to guess the meaning of unfamiliar words. They also used the sounds to guess the word’s meaning. They would use topic sentences to infer what it meant. They would utilize their background knowledge to read. They would reread the article if they did not understand. They would use the context to comprehend the text. They would read on to find the clues. Actually, all these methods are what reciprocal teaching emphasizes. And my students seemed to take advantage of these methods to help them read. More importantly, now they were conscious of their problems instead of getting stuck without knowing why.

The main problem my students encountered when learning the clarifying
strategy was lack of confidence. Therefore, creating more opportunities to practice is still the best way to help them learn this skill.

3.2 Analysis of Students’ Attitudes toward Reciprocal Teaching and Its Instruction Methods

This section is divided into two parts. The first focuses on my students’ feedback about my instruction of reciprocal teaching. The second discusses the two effects my students reported the reciprocal teaching technique had on their learning.

3.2.1 Students’ Attitudes toward Reciprocal Teaching Instruction Method

The reciprocal teaching technique was perhaps new for my subjects before I taught them. However, its four elements—predicting, questioning, clarifying, and summarizing—were actually familiar to some students, whose English teachers would have taught them in class before. However, their instructional methods may not have been as systematic as the reciprocal teaching technique. From Item 1 on Table 3.1.1A, it can be seen that around 35 of the subjects had received similar training. It is a pity that the subjects were not specifically asked which reading strategies they had learned before the study. Item 2 and Item 3 show that most subjects now clearly understand what reciprocal teaching is and how to implement it in their English reading. Item 4 shows that up to 109 of the subjects hold the positive attitudes toward the benefits of the reading strategies to their English reading.

Table 3.2.1A: The Subjects’ View on the Instruction of the Reciprocal Teaching Technique

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Have you had training in developing your reading ability in English similar to reciprocal teaching before?</td>
<td>Yes 35  No 74 Others 1</td>
</tr>
<tr>
<td>2</td>
<td>Did the teacher provide you with a clear model of the strategies and procedures of reciprocal teaching?</td>
<td>Yes 102 No 7 Others 1</td>
</tr>
<tr>
<td>3</td>
<td>Were you clear about your own role in reciprocal</td>
<td>Yes 105 No 3 Others 2</td>
</tr>
</tbody>
</table>
4-1

Do you find that reciprocal teaching is helpful to you in reading texts in English?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>109</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

3.2.2 Two Effects of the Reciprocal Teaching Technique

When I read my students’ feedback after the first-week of training, I found there were two points that they frequently mentioned about each reading strategy. Therefore, I concluded that these two points are significant effects of reciprocal teaching training. They are: peer influence and speed reading.

According to Table 3.2.2A, 107 of my subjects hold a positive attitude toward reading English texts with their friends. This collaboration is exactly what the spirit of reciprocal teaching emphasizes. Students may discuss ideas with each other. This teamwork increases the opportunities to observe each other so that they can learn what to adjust when they employ those reading skills. Coincidently, the Literature Circle is also an activity which involves student cooperation. Consequently, when I applied the reciprocal teaching technique to the Literature Circle, my students naturally accepted it. All this will be reported in section 3.3.

Table 3.2.2A: The Subjects’ Attitude toward the Peer Influence

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Moderately agree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I enjoyed reading texts in English when I read with friends.</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>50</td>
<td>48</td>
</tr>
<tr>
<td>2. I could comprehend texts in English better when I read with my friends.</td>
<td>0</td>
<td>3</td>
<td>20</td>
<td>56</td>
<td>31</td>
</tr>
</tbody>
</table>

The other common feature my students indicated concerned the speed of their reading, which has been explained in part 3.1. Because students learn to read more rapidly, this ability will help them read other materials and even perform better in the college entrance exam.

My students’ feedback on other aspects concerning the reciprocal teaching technique is displayed in Table 3.2.2B. Generally speaking, my
students felt positive about the approach. That is why I would like to apply this technique to extensive reading and try to create chances for them to utilize this method.

**Table 3.2.2B: The Subjects’ Attitudes toward the Reciprocal Teaching Technique**

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Moderately agree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Reciprocal teaching is complicated.</td>
<td>17</td>
<td>55</td>
<td>31</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>12. I don't think reciprocal strategies help me comprehend the texts.</td>
<td>59</td>
<td>33</td>
<td>9</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>13. Using reciprocal strategies is fun.</td>
<td>1</td>
<td>6</td>
<td>34</td>
<td>57</td>
<td>12</td>
</tr>
<tr>
<td>14. The more I practice reciprocal teaching, the easier I can read and understand texts.</td>
<td>0</td>
<td>2</td>
<td>23</td>
<td>49</td>
<td>36</td>
</tr>
<tr>
<td>15. After the training, I have become better at reading comprehension.</td>
<td>0</td>
<td>1</td>
<td>16</td>
<td>54</td>
<td>39</td>
</tr>
<tr>
<td>16. If I had known strategies in reading, I would have been able to read texts in English better.</td>
<td>0</td>
<td>1</td>
<td>17</td>
<td>55</td>
<td>37</td>
</tr>
</tbody>
</table>

**3.3 Students’ Feedback on Reciprocal Teaching Integrated into Literature Circles**

My students have to perform different roles whenever they have the Literature Circle. In this way, they can use different strategies to do extensive reading. This time, I integrated the technique into the Literature Circle. After reading *All I Want*, I asked the students to complete a survey. As shown in Table 3.3A, over 60% of my students had a positive attitude toward each role.
Table 3.3A: The Subjects’ Preference for the Roles in the Literature Circle

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-1 I like to be Predictor.</td>
<td>2</td>
<td>18</td>
<td>31</td>
<td>26</td>
</tr>
<tr>
<td>2-2 I like to be Summarizer.</td>
<td>3</td>
<td>17</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td>2-3 I like to be Questioner.</td>
<td>0</td>
<td>12</td>
<td>38</td>
<td>27</td>
</tr>
<tr>
<td>2-4 I like to be Question Answerer.</td>
<td>2</td>
<td>12</td>
<td>32</td>
<td>31</td>
</tr>
<tr>
<td>2-5 I like to be Clarifier.</td>
<td>5</td>
<td>20</td>
<td>31</td>
<td>21</td>
</tr>
<tr>
<td>2-6 I like to be Connector.</td>
<td>2</td>
<td>14</td>
<td>34</td>
<td>27</td>
</tr>
</tbody>
</table>

Table 3.3B shows my students’ thoughts concerning the degree to which each role enhanced their English reading ability. There were only three roles that had less than 10 subjects disagreeing that performing them would enhance their English reading ability; these roles were Summarizer, Questioner, and Question Answerer. Interestingly, 5 of my students did not think being a Summarizer could help them enhance their ability, while 72 held a positive attitude toward this role. Perhaps, as I mentioned before, the reciprocal teaching technique provides a systematic way for students to learn how to summarize; therefore, my students could sense the effect the summarizing strategy had on their English reading.

Over 70 subjects believed that they could improve their English reading ability when they performed the roles of Summarizer and Questioner. As for the other four roles, fewer than 20 subjects indicated they did not have more obvious progress performing these roles that those of Summarizer and Questioner. The study only lasted for three months. If I had given my students more time and more chances to practice these comprehension skills, perhaps the results might have been different.

Table 3.3B: The Subjects’ Views on the Enhancement of their English Reading Ability through Performance of Different Roles in the Literature Circle

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-7 Predictor helps to enhance my English reading ability.</td>
<td>0</td>
<td>16</td>
<td>35</td>
<td>26</td>
</tr>
<tr>
<td>2-9 Summarizer helps to enhance my English reading ability.</td>
<td>0</td>
<td>5</td>
<td>20</td>
<td>52</td>
</tr>
<tr>
<td>2-11 Questioner helps to enhance my</td>
<td>0</td>
<td>7</td>
<td>41</td>
<td>29</td>
</tr>
</tbody>
</table>
Section 3.2.2 part highlights the importance of peer influence on the technique. This is exactly the main features that the Literature Circle is intended to have. Therefore, I also asked my students about their impressions of their teamwork. Table 3.3C shows that around 70 subjects agreed that teamwork was valuable in the Literature Circle. As I conducted this activity, I found it enabled my students to become more aware of what reciprocal teaching was all about.

Table 3.3C: The Subjects' Views on the Effects of Teamwork in the Literature Circle

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-2 The teamwork helps to enhance my English reading ability.</td>
<td>0</td>
<td>5</td>
<td>25</td>
<td>47</td>
</tr>
<tr>
<td>3-4 I prefer learning English by means of the teamwork.</td>
<td>0</td>
<td>6</td>
<td>20</td>
<td>51</td>
</tr>
<tr>
<td>3-5 I have less pressure by means of the teamwork.</td>
<td>0</td>
<td>9</td>
<td>23</td>
<td>45</td>
</tr>
<tr>
<td>3-6 I like to do the extensive reading by means of the teamwork.</td>
<td>1</td>
<td>6</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>3-7 I hope to have the teamwork in later outside reading classes.</td>
<td>1</td>
<td>5</td>
<td>14</td>
<td>57</td>
</tr>
</tbody>
</table>

IV. Reflections

Reading is an active activity; reading integrated with the reciprocal teaching technique can activate readers’ awareness of the need to make connections between their personal life experiences and other things, including the texts and the world around them. After teaching the technique for
three months, I do have to say it changed my original thoughts about my students' learning of English reading. Through this study, I came to understand my students' reading difficulties and learn what else I could do to help them. Here are four of my reflections after the study:

4.1 The reading strategies ought to be taught and have to be modeled step by step in class.

When teaching English reading, I used to tell my students that they could read the context to find the clues in class. I thought they would understand how to employ the context. However, the results were not as I expected. I ignored the fact that my students at the intermediate level needed to learn detailed and systematic reading strategies such as the reciprocal teaching method. Due to the lack of this useful tool, all they could do was memorize vocabulary word by word. And when they did reading comprehension checks, they always played the same game of guessing how many words they had learned before searching their memories to see if they could recall them, which was time-consuming and reduced their interest in English reading. Because of this situation, they certainly did not understand what the text was about, and this led them to be afraid of English reading. Through this study, I discovered that to teach intermediate-level students reading strategies is fairly important and these reading strategies ought to be demonstrated clearly so that students are able to learn how to utilize them in their reading. Most of my students responded that reciprocal teaching allowed them to read English materials more easily. It saved them a lot of time, so that they did not go blank when doing their comprehension check.

4.2 Repeated practice is the best way to have students become familiar with the reciprocal teaching technique.

From my students' feedback, I found that they mostly acknowledged the advantages of the reciprocal teaching technique and believed this method indeed relieved their embarrassment when doing English reading. However, their lack of practice of this reading strategy gave rise to confusion and uneasiness. Therefore, the best way to have them become familiar with the technique is to provide lots of opportunities to practice in class. The reading materials that teachers use are very flexible; the English textbooks are the most convenient choices and extensive reading materials are far better for students to practice the technique with. As long as they learn how to employ the technique, they could gradually become independent readers.
4.3 Clarifying is best taught as the final reciprocal teaching technique.

Compared to questioning, predicting, and summarizing, clarifying is the reading skill that combines the most reading strategies in the reciprocal teaching technique. Therefore, I suggest that teachers first teach questioning or predicting, and then summarizing. They had better not teach clarifying first, because this will easily make students confused and teachers frustrated. Because this was the first time I had formally introduced the reciprocal teaching technique to my classes, it is likely that there are some other better approaches that I have not thought of. There must be ways that can enable students at the intermediate level to thoroughly understand how to use the clarifying strategy. In short, in terms of this aspect, I still have a long way to go.

4.4 Formative assessment seems to be one way to encourage students’ motivation to learn English.

Perhaps some teachers might have doubts about how I evaluate my students’ performance when they learn the technique. As I mentioned before, formative assessment is the way I see if my students have really met my expectations. During the first-week’s training, I always ask them to write down what they have learned and what has confused them in the “One-minute Paper”, This is one kind of formative assessment. From reading my students’ feedback in this column, I can soon grasp how much they have understood and what I need to adjust before the second period to teach the strategy. Hence, the “One-minute Paper” as formative assessment provides an instant response to help me correct my teaching pace. What’s more important, unlike summative assessment that gives absolute scores, this way seems to encourage my students to be more willing to get themselves involved in reading and writing the assignments in their reciprocal teaching training. This unexpected result surprisingly makes them accept the reading strategies more easily.

I hope my study on how to teach intermediate-level students reading may be useful to other English teachers. I would also love to hear suggestions from other teachers who use reciprocal teaching in class. Reading is interesting. I hope we as English teachers in Taiwan can together create a friendly and efficient environment for our students to learn English reading.
References


ASKING GOOD QUESTIONS
The language of questioning that you can use **who, what, when, where, why, how, what if . . .**

1. **Right there** questions—The answer is stated in one place in the text.
   
   **Example**  
   Q: Who created the painting *Mona Lisa*?  

2. **Think and search** questions—The answer can be found by looking in different places in the text.
   
   **Example**  
   Q: Why do most people think the *Mona Lisa* so mysterious?  
   Q1:  
   A1:  
   Q2:  
   A2:  

3. **In your head** questions—The answer is not in the text. You need to answer the question based on the story, your knowledge, or your imagination.
   
   **Example**  
   Q1: Why did da Vinci write his notebooks backwards?  
   Q2: What is the relationship between Mona Lisa and da Vinci?

   Q1:  
   Q2:  
Question

What is the purpose of questioning?

Why do you have to question when reading?

How do you make questions?

→ ○ Ask questions as you read.
    ○ Ask some questions that have answers in the text.
    ○ Use the question words who, what, where, when, why, how, and what if.
    ○ Try asking some questions that can be inferred. Use clues from the text plus your experiences.

[Right There questions; Think and Search questions; In Your Head questions]

*Time to make questions

Question for paragraph 1:

Question for paragraph 2:

Question for paragraph 3:

*Exchange the questions with your partner(s).

One-minute paper:

    What is the most important point I learned today?
    What point remains least clear to me?
Question

☐ Ask questions as you read.
☐ Ask some questions that have answers in the text.
☐ Use the question words who, what, where, when, why, how, and what if.
☐ Try asking some questions that can be inferred. Use clues from the text plus your experiences.

[Right there questions; Think and search questions; In your head questions]

*Time to make questions

<table>
<thead>
<tr>
<th>Question for paragraph 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question for paragraph 2:</td>
</tr>
<tr>
<td>Question for paragraph 3:</td>
</tr>
<tr>
<td>Question for paragraph 4:</td>
</tr>
<tr>
<td>Question for paragraph 5:</td>
</tr>
</tbody>
</table>

*Exchange the questions with your partner(s).

One-minute paper:

What is the most important point I learned today?
What point remains least clear to me?
Appendix 4

Class _______ No _______ Name ____________

※ Predict

Why should we predict when reading?

What could we do to help ourselves predict what the text is about?

*Predict before reading—Before you begin to read the selection, **look at the title** or **cover**, **scan the pages to read the major heading**, and **look at any illustrations**. Write down your prediction and explain why and how you predict so.

→ I predict that __________________________________________

because __________________________________________

__________________________________________________________.

*Support

*Predict after reading—When you finish reading the assigned part, you can also predict the following chapter. Also, write down your prediction for the next chapter and explain why and how you predict so.

→ I predict that __________________________________________

because __________________________________________

__________________________________________________________.

※ Other sentence patterns you may use to predict . . .

  I think . . . because . . .
  I’ll bet . . . because . . .
  I suppose . . . because . . .
  I think I will learn . . . because . . .

One-minute paper:

What is the most important point I learned today?
What point remains least clear to me?
Appendix 5

Class ________ No ______ Name ____________

※ Predict

Predict before reading—Before you begin to read the selection, look at the title or cover, scan the pages to read the major heading, and look at any illustrations. Write down your prediction and explain why and how you predict so.

P1 → I predict that ______________________________________________________________________

because ________________________________________________________________________________

※Support

P2 → I predict that ______________________________________________________________________

because ________________________________________________________________________________

※Support

Predict after reading—When you finish reading the assigned part, you can also predict the following chapter. Also, write down your prediction for the next chapter and explain why and how you predict so.

→ I predict that ______________________________________________________________________

because ________________________________________________________________________________

※Other sentence patterns you may use to predict . . .

I think . . . because . . .
I’ll bet . . . because . . .
I suppose . . . because . . .
I think I will learn . . . because . . .

One-minute paper:

What is the most important point I learned today?
What point remains least clear to me?
Summarize

How do you find main ideas from the passage?

*Main Ideas:* As you finish reading each paragraph or key section of text, identify the main idea of that paragraph section.

Main idea 1:

Main idea 2:

Main idea 3:

→ Using your *own* words, tell the main ideas from the text in order.

   *This text is about . . .*

   *This part is about . . .*

Summary:

One-minute paper:

   What is the most important point I learned today?

   What point remains least clear to me?
**Summarize**

*Main Ideas:* As you finish reading each paragraph or key section of text, identify the main idea of that paragraph section.

Main idea 1:

Main idea 2:

Main idea 3:

Main idea 4:

Using your *own* words, tell the main ideas from the text *in order.*

*This text is about . . .

*This part is about . . .

**Summary:**

**One-minute paper:**

What is the most important point I learned today?

What point remains least clear to me?
Clarify

Reread, reread, reread!
Think about word chunks you know.
Try sounding it out.
Read on.
Ask, “Does it make sense?”
Talk to a friend.

Clarifying Words

1. Identify the difficult word.
The word ___________ (p. ___ l.____) is tricky because
   a. I had trouble pronouncing it.
   b. I didn’t know what it meant.
   c. I didn’t know what it meant, and I couldn’t pronounce it.

2. Try to clarify the difficult word.
   I tried the following strategies to understand the difficult word:
   ____ I checked the parts of the word that I know (prefixes, suffixes, base words, and digraphs).
   ____ I tried blending the sounds of the word together.
   ____ I thought about where I have seen the word before.
   ____ I thought of another word that looks like this word.
   ____ I read on to find clues.
   ____ I tried another word that makes sense in the sentence.
   ____ I reread the sentence to see if the word I figured out made sense.

Clarifying Ideas

1. Identify the confusing part, which might be a sentence, paragraph, page, or chapter.
   A confusing part is ________________ because
   a. I didn’t understand ________________.
   b. I can’t figure out ________________.
   c. it doesn’t make sense.
   d. this part isn’t clear because ________________.

2. Try to clarify the confusing part.
   I tried the following strategies to understand the confusing part:
   ____ I reread the parts that I didn’t understand and some text before that part.
   ____ I read on to look for clues.
   ____ I thought about what I know about the topic.
   ____ I talked to a friend about the reading.

One-minute paper:

What is the most important point I learned today?
What point remains least clear to me?
### Main Ideas

As you finish reading each paragraph or key section of text, identify the main idea of that paragraph section.

<table>
<thead>
<tr>
<th>Main idea 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main idea 2:</td>
</tr>
<tr>
<td>Main idea 3:</td>
</tr>
<tr>
<td>Main idea 4:</td>
</tr>
</tbody>
</table>

→ Using your **own** words, tell the main ideas from the text **in order**.

*This text is about . . .

*This part is about . . .

**Summary:**

---

**Chapter _______ Summarizer**

No _____ Name __________

*Main Ideas:* As you finish reading each paragraph or key section of text, identify the main idea of that paragraph section.
Chapter _______  Predictor + Questioner   No _____ Name __________

*Predict before reading—Before you begin to read the selection, look at the title or cover, scan the pages to read the major heading, and look at any illustrations. Write down your prediction and explain why and how you predict so.

➔ I predict that ________________________________________________________________

because ________________________________________________________________

...................................................................................................................

*Support

*Predict after reading—When you finish reading the assigned part, you can also predict the following chapter. Also, write down your prediction for the next chapter and explain why and how you predict so.

➔ I predict that ________________________________________________________________

because ________________________________________________________________

...................................................................................................................

...................................................................................................................

...................................................................................................................

...................................................................................................................

*Figure out one Think AND SEARCH question related to the chapter; forward the question to Questioner Answerer to reply.

Q: _______________________________________________________________________

...................................................................................................................

...................................................................................................................

...................................................................................................................

...................................................................................................................

*Figure out one IN YOUR HEAD question related to the chapter; forward the question to Questioner Answerer to reply.

Q: _______________________________________________________________________

...................................................................................................................

...................................................................................................................

...................................................................................................................

...................................................................................................................
Chapter _______  Question Answerer  No _____ Name ___________

Copy the IN YOUR HEAD question from the questioner in your group and reply it according to the chapter. Remember: 1. You need to give a COMPLETE reply instead of merely one-sentence answer.
2. Please do examine whether your grammar is correct.

*One Think AND Search question:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Your reply:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

*One IN YOUR HEAD question:

________________________________________________________________________

________________________________________________________________________

Your reply:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter ________  Clarifier  No _____ Name __________

※ Clarify
Reread, reread, reread!
Think about word chunks you know.
Try sounding it out.
Read on.
Ask, “Does it make sense?”
Talk to a friend.

<table>
<thead>
<tr>
<th>Clarifying Words</th>
<th>Clarifying Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Identify the difficult word.</strong></td>
<td><strong>1. Identify the confusing part, which might be a sentence, paragraph, page, or chapter.</strong></td>
</tr>
</tbody>
</table>
| The word __________ (p. ___ l. ___) is tricky because | A confusing part is ____________________
| a. I had trouble pronouncing it. | ____________________
| b. I didn’t know what it meant. | because
| c. I didn’t know what it meant, and I couldn’t pronounce it. | a. I didn’t understand ____________________.
| | b. I can’t figure out ____________________.
| | c. it doesn’t make sense.
| | d. this part isn’t clear because ____________________.

2. Try to clarify the difficult word.
I tried the following strategies to understand the difficult word:
___ I checked the parts of the word that I know (prefixes, suffixes, base words, and digraphs).
___ I tried blending the sounds of the word together.
___ I thought about where I have seen the word before.
___ I thought of another word that looks like this word.
___ I read on to find clues.
___ I tried another word that makes sense in the sentence.
___ I reread the sentence to see if the word I figured out made sense.

2. Try to clarify the confusing part.
I tried the following strategies to understand the confusing part:
___ I reread the parts that I didn’t understand and some text before that part.
___ I read on to look for clues.
___ I thought about what I know about the topic.
___ I talked to a friend about the reading.

One-minute paper:
How do I feel when clarifying the difficult word/ the confusing part? Why?
Which method do/don’t I get acquainted with? Why?
Chapter _______  Connector  No _____ Name __________

Your job is to find connections between the book and **yourself or the world outside**. This means connecting the reading to **your own life**, to happenings at school or in the community, to similar events at other times and places, or to other people or problems that you are reminded of. You might also see connections between this section and **other books** you have read. There are no wrong answers—whatever the reading connects you with is worth sharing.

*Remember: Please do examine whether your grammar is correct.*
# All I Want 工作分配名單

<table>
<thead>
<tr>
<th>Class</th>
<th>Members [No + Name]</th>
<th>Class</th>
<th>Members [No + Name]</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Chapter 1</th>
<th>Chapter 2</th>
<th>Chapter 3</th>
<th>Chapter 4</th>
<th>Chapter 5</th>
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<th>Chapter 7</th>
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<tr>
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<td>Predictor+ Questioner</td>
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<tr>
<td>Question Answerer</td>
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</table>
Appendix 15
Class _____ No _____ Name ________________ RT Questionnaire @ Cynthia Lu

Part I. The Reciprocal Teaching training

Instruction: Put a tick (✓) in the appropriate space below.

1. Have you had a training in developing your reading ability in English similar to RT before?
   □ Yes    □ No    □ Others (specify) ________________

2. Did the teacher provide you a clear model of the strategies and procedures of RT?
   □ Yes    □ No    □ Others (specify) ________________

3. Were you clear about your own role in RT group work activities?
   □ Yes    □ No    □ Others (specify) ________________

4-1. Do you find that RT is helpful to you in reading texts in English?
   □ Yes    □ No    □ Others (specify) ________________

4-2. If your answer is ‘No’, why do you think it is not helpful in reading texts in English?

5. Which reading strategies of RT do you find most useful in helping you comprehend the text in English?
   And which strategies do you find most difficult in using? Rate the level of usefulness and difficulty in a table below.

   **Level of usefulness:**
   1 = Least useful   2 = Less useful   3 = Useful   4 = More useful   5 = Most useful

<table>
<thead>
<tr>
<th>Level of usefulness</th>
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<th>2</th>
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<tbody>
<tr>
<td>Predicting</td>
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   **Level of difficulty:**
   1 = Least difficult   2 = Less difficult   3 = difficult   4 = More difficult   5 = Most difficult

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<th>Level of difficulty</th>
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Appendix 15

Part II: Attitudes towards RT

Instruction: Tick (√) where appropriate.

**Level of Agreement:**
1 = Strongly disagree  
2 = Disagree  
3 = Moderately agree  
4 = Agree  
5 = Strongly agree

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<th>Level of Agreement</th>
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1. I enjoyed reading texts in English when I read with friends.  
2. I could comprehend texts in English better when I read with my friends.  
3. Predicting encourages me to think ahead of the content in the texts.  
4. Predicting activates my prior knowledge and experience before reading.  
5. Prediction doesn’t help me comprehend the texts.  
6. Clarifying helps me solve the problem caused by difficult section in the texts.  
7. I could guess and clarify meaning of the difficult and unknown words, phrases, or sentences more correctly.  
8. Summarizing focuses my attention on the main idea and important information in the texts.  
9. I usually have problem in finding the main idea.  
10. Generating questions helps me check my own understanding of the main idea and important information in the texts.  
11. The RT is complicated.  
12. I don’t think reciprocal strategies help me comprehend the texts.  
13. Using reciprocal strategies is fun.  
14. The more I practice RT, the easier I can read and understand texts.  
15. After having finished RT training, I become better at reading comprehension.  
16. If I had known strategies in reading, I would have been able to read texts in English better.  
17. I think other teachers teaching reading comprehension should use RT in reading classes.

### All I Want 英文課外閱讀心得自我檢視表

<table>
<thead>
<tr>
<th>項目</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>1-1 我的英文閱讀能力有提升</td>
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<tr>
<td>1-2 我的英文寫作能力有提升</td>
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<tr>
<td>1-3 我的英文字彙量、片語量有增加</td>
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<tr>
<td>1-4 我學的句型變多了</td>
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<td>1-5 我的文法觀念變得更清晰</td>
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<td>1-6 我的閱讀速度變快了</td>
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<td>1-7 此次活動有助於我學習英文課本</td>
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<td>1-8 此次活動有助於我學習空英雜誌</td>
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親愛的老師，我還想跟您說...