

## عنوان مقاله:

The Impact of Reciprocal Teaching, Peer Tutoring Approaches and Prior Knowledge on Metacognitive Reading Strategies: Think Aloud Protocol in Perspective

## محل انتشار:

ششمین کنفرانس بین المللی پژوهشهای کاربردی در مطالعات زبان (سال: 1397)

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## خلاصه مقاله:

Many educators believe that learning is an active, ongoing process and that students are able to construct their own knowledge based upon their current or prior experiences. Students are involved in the thinking process while reading and it is believed that during this time prior knowledge is activated by the text as students utilize learning strategies to foster comprehension. Metacognitive strategies also enhance students reading comprehension and help clarify their objectives. The purpose of this study was to examine prior knowledge and two teaching approaches (reciprocal teaching and peer tutoring) using think aloud on metacognition for main idea and summarization. Seventy one university students were engaged in the present study. All students who participated in the study took a reading comprehension test that provided pretreatment measures of students prior knowledge in reading comprehension. A median split of students test scores was used to determine whether they would be placed in high or low prior knowledge groupings. Four intact class of reading course were randomly divided into 2 reciprocal teaching groups (Treatment A) and 2 peer tutoring groups (Treatment B). Thirty nine students received reciprocal teaching and 38 students received peer tutoring. An observation instrument, based on critical incident technique was utilized to observe and objectively measure the fidelity of use of the two instructional treatments used in the study. Results showed that students level of prior knowledge had an effect on students reading strategies and metacognitive learning strategies. Because of variations among and within student groups, no single teaching approach was indicated to be significantly more effective than another in teaching main idea and summarization strategies in reading. However, distinctive differences were noted in students use of metacognitive learning strategies as a result of experiencing diverse teaching approaches.

## کلمات کلیدی:

reciprocal teaching approach, peer tutoring approach, prior knowledge, metacognitive reading strategies, think-aloud protocol

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