# 中國文化大學教師教學創新暨教材研發獎勵成果報告書

**壹、 計畫名稱**

Integrating Reciprocal Teaching into English Listening Curriculum

**貳、實施課程、授課教師姓名**

English Lab Course: Listening & Speaking

Instructor: 陳怡君

**參、前言**

Listening is a complicated process which consists of extracting meaning from various linguistic, cognitive, and meta-cognitive resources (Rost, 2002; Vandergrift, 2003; Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006). Listening comprehension is an essential stepping stone for successful communication. However, prior studies regarding listening comprehension of English-as-a-foreign-language (EFL) learners have often placed more emphasis on vocabulary learning, listening strategies and listening difficulties, than on using reciprocal teaching, forming collaborative dialogues, to facilitate listening comprehension, especially for low-intermediate English language learners (Lin, 2019).

In reciprocal teaching (RT), students enhance their reading comprehension by engaging in guided inquiry and collaborative dialogues such as predicting, clarifying, questioning, and summarizing strategies (Palinscar & Brown, 1984). In the past two decades, most research studies have supported the positive reading effects by integrating reciprocal teaching (RT) into L1 and L2 English reading curriculum such as increased learner engagement, self-efficacy, learning motivation, reading comprehension, and metacognitive development (Hsu & Peng, 2015; Okkinga, Steensel, Gelderen, & Sleegers, 2018; Palinscar & Brown, 1984). Although fruitful positive outcomes have been observed in reciprocal teaching in reading instruction, the learning outcomes and influences of reciprocal teaching in listening comprehension instruction with EFL university students remain underexplored. To fulfill this research gap, the researcher conducted an action research study of RT discussion groups with low-intermediate EFL freshman students in Taiwan for one semester.

**肆、計畫特色及具體內容**

Three features for this action research study are described as follows:

(1) creating collaborative dialogues first through teacher modeling, then among peer discussion groups, utilizing predicting, questioning, clarifying, and summarizing skills to enhance learner motivation and listening comprehension in English listening process;

(2) fostering self-efficacy, self-confidence and peer rapport through RT Line previewing groups to achieve realistic, achievable listening tasks outside of class;

(3) organizing group sharing time as well as self-reflection to encourage students to examine personal English listening comprehension progress.

Figure 1. Research Procedure
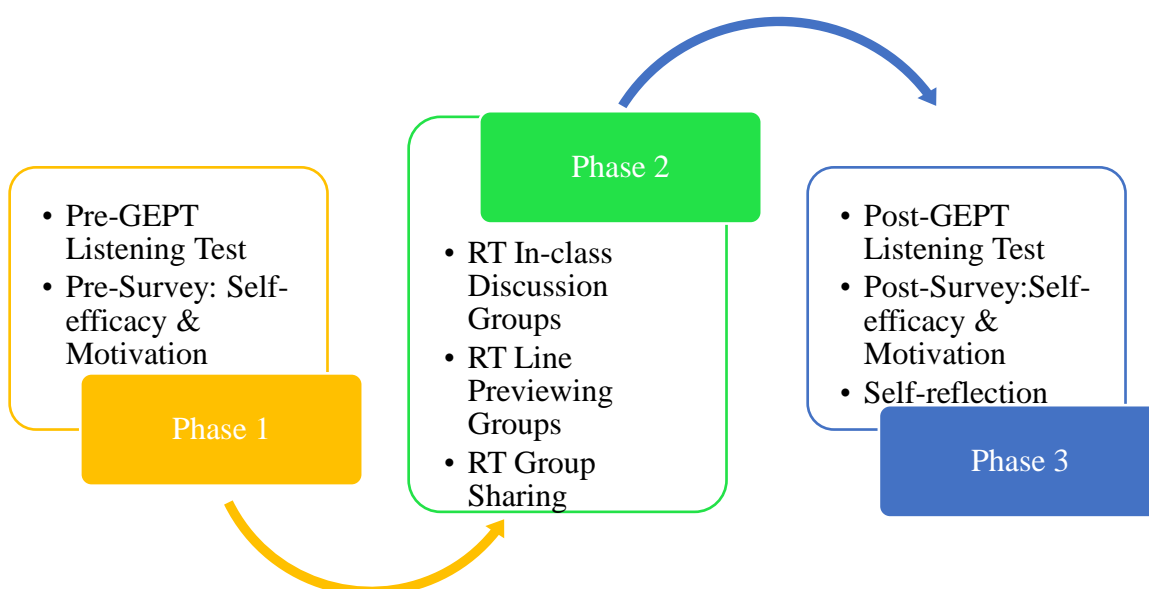


The following research questions guided the current project:

(1) Is there a significant difference in the students' Intermediate General English Listening Proficiency Test (GEPT) scores after reciprocal teaching experience?

(2) Is there a significant difference in the students' intrinsic and extrinsic motivation after reciprocal teaching experience?

(3) Is there a significant difference in the students' self-efficacy after reciprocal teaching experience?

(4) What are the students' perceptions of reciprocal teaching experience?

Both qualitative and quantitative data will be collected such as pre-post GEPT Listening test;

learning motivation questions (Duncan & McKeachie, 2005), self-efficacy questionnaire (Pintrich, Smith, Garcia, & McKeachie, 1991), self-reflections, student interviews and class observation records.

伍、實施成效及影響（量化及質化，且說明是否達到申請時所期之學習目標與預期成效）

量化:

Research Question #1

Based on the paired-t test, no significant difference was found in the pre- (M = 55.23, SD = 13.57) and post-GEPT (M = 53.23, SD = 14.59) Listening Test, t (51) = -1.29, p = .20.
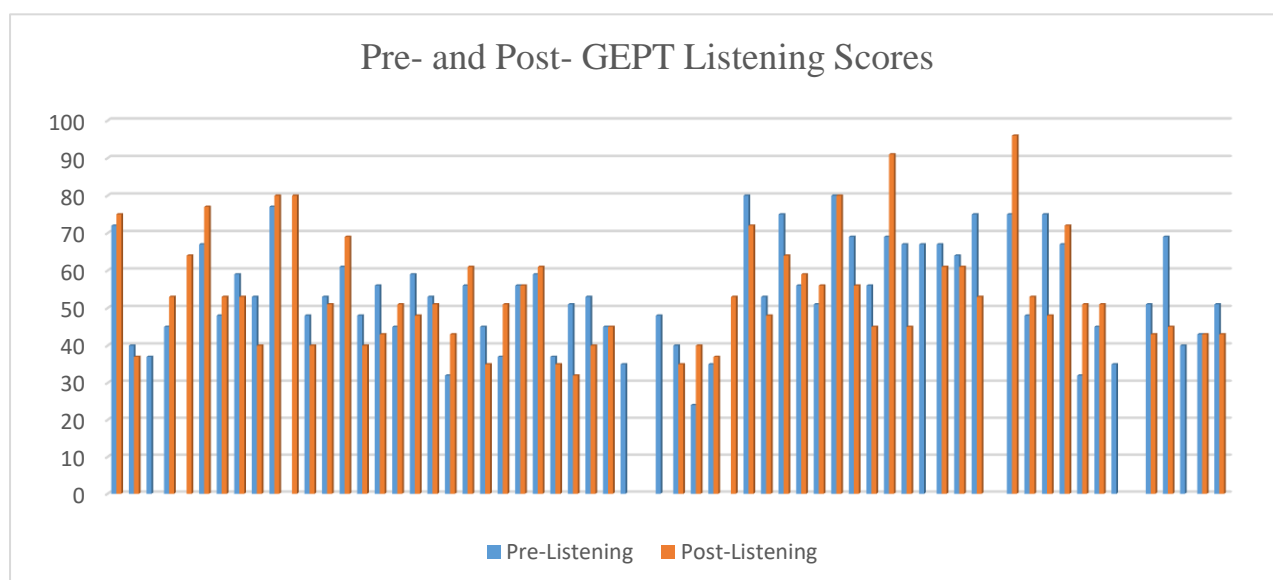


Research Question #2

In spite of a slight increase in intrinsic motivation, there was no significant difference between the pre- (M = 3.49, SD = .83) and post- (M = 5.78, SD = .82) intrinsic motivation surveys, t (38) = .678, p = .50. A similar result was observed in the pre- (M = 3.53, SD = .73) and post- (M = 3.65, SD = .56) extrinsic motivation surveys, t (38) = 1.16, p = .25.

Chart legend: ■ Intrinsic Motivation (IM)  ■ Post-IM



Chart legend: ■ Extrinsic Motivation (EM)  ■ Post-EM
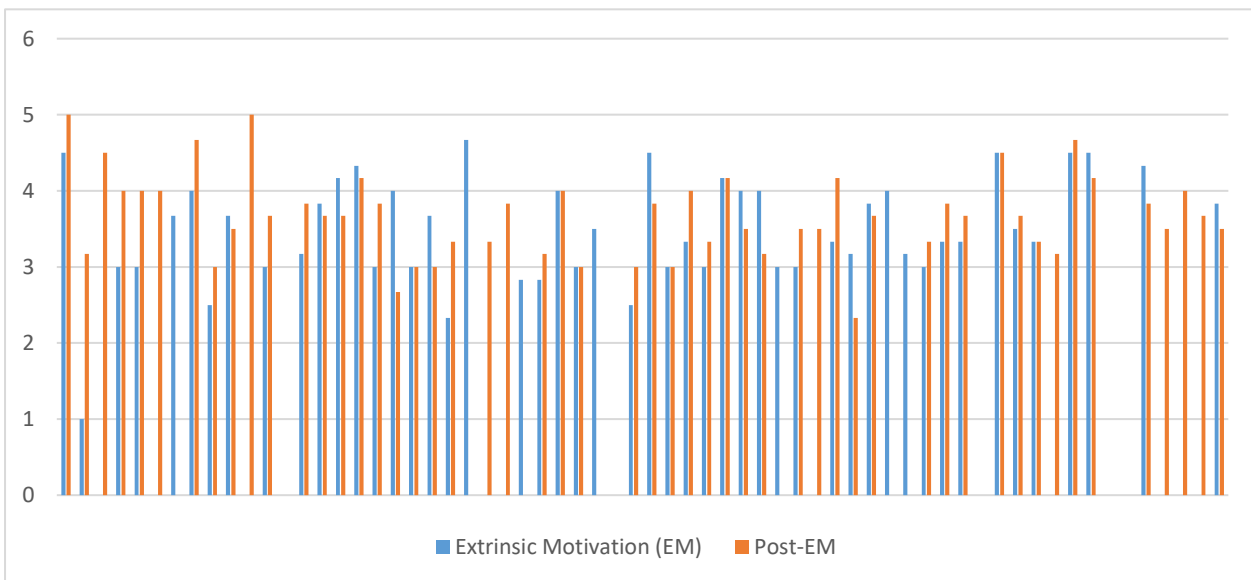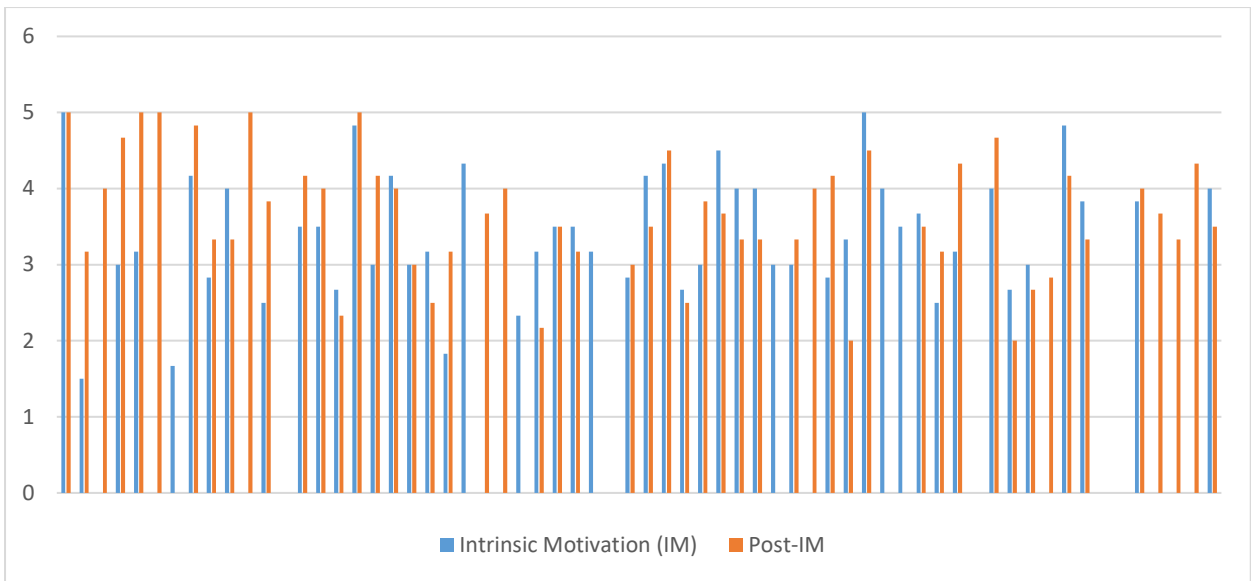
Research Question #3

In terms of self-efficacy, the pre- (M = 3.37, SD = .74) and post- (M = 3.51, SD = .77) self-efficacy indicated that there was no significant difference after RT experience, t (38) = 1.04, p = .31.

Research Question #4

As shown in Figure 1 and Figure 2, the majority (87.1%, 93.6%) of students agreed that RT helped their listening comprehension and using English for RT peer discussions. Qualitative data in Figure 3 also revealed similar findings that the major benefits of RT lie in listening, speaking skills, and peer interactions.

**Figure 1**

*Students' Perceptions of RT Experience in Relation to Listening Comprehension*

. 本學期相互教學法(e.g. predictor, questioner, clarifier, summarizer,
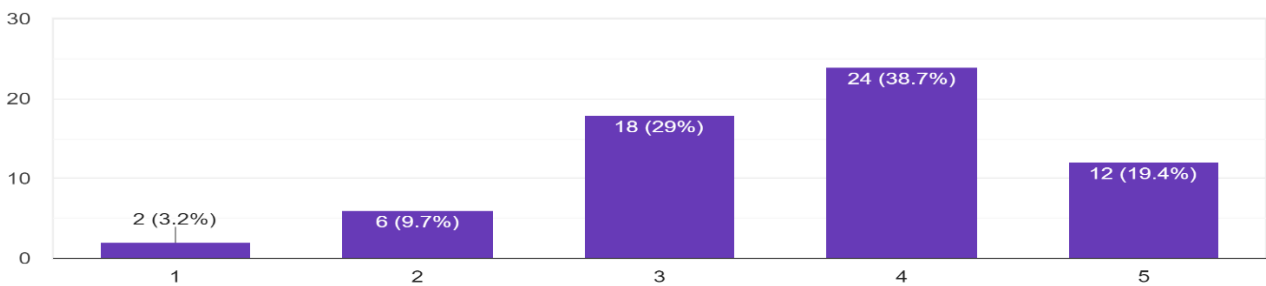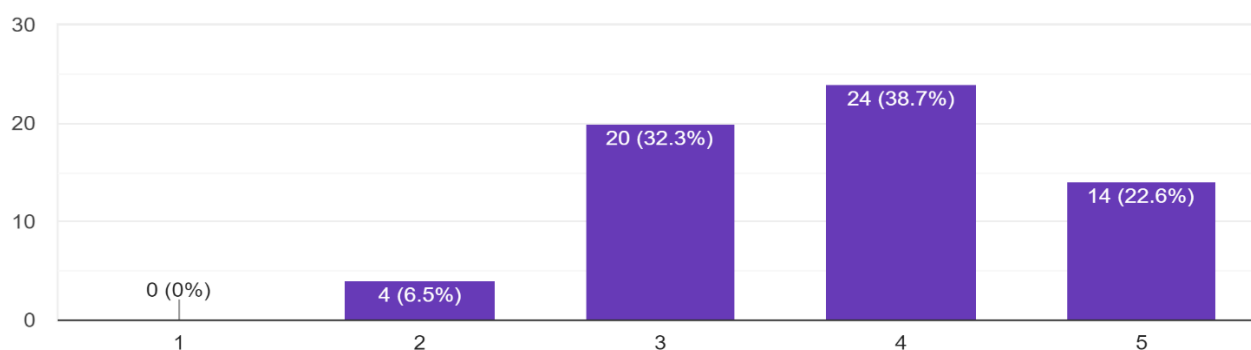flector)幫助我英語聽力的理解力
responses



**Figure 2**

*Students' Perceptions of RT Experience in relation to English-mediated Peer Discussion*

質化:

The following challenges were mentioned by 3 students (3 out of 58 students, 5%) in the qualitative data, including more in-class teacher modeling of RT, difficulties in generating questions, and lack of online RT participation among group members. In addition, field observation records revealed that some groups focused too much on the discussion roles (e.g. questioner, predictors) and failed to form coherent, interactive RT discussion. A few students revealed reservations regarding the usefulness in RT groups because of inactive group members, English listening difficulties, and English speaking skills.

**Figure 3.**

*Student Perceptions of the Benefits in their RT Experience.*
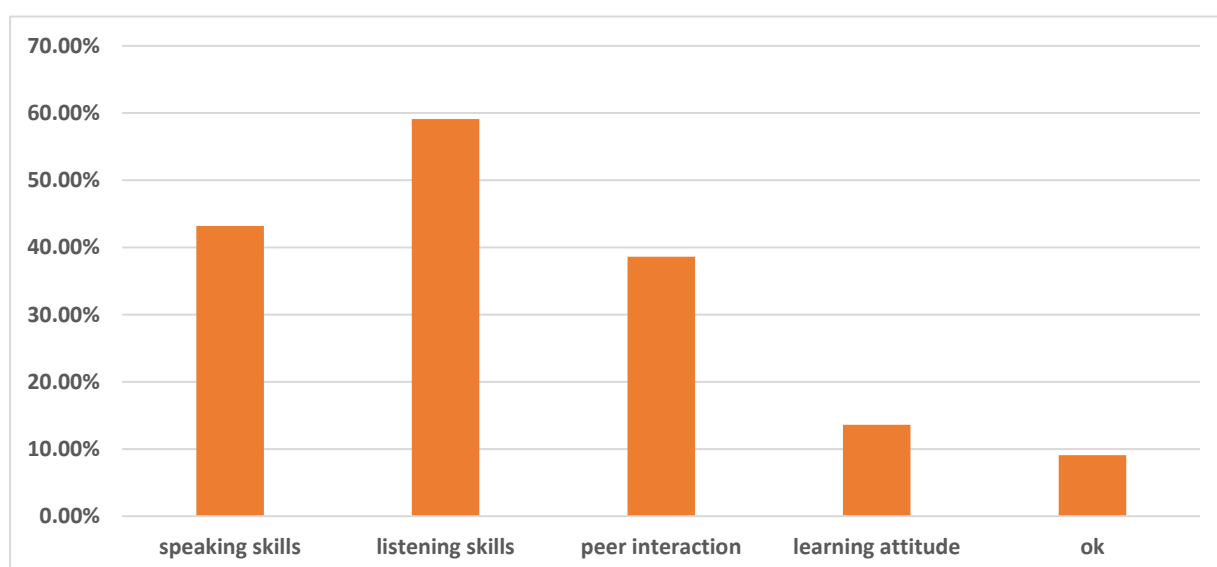


陸、結論

Although no significant differences were observed in terms of listening comprehension, motivation, and self-efficacy, students reported positively in qualitative data regarding listening, speaking skills, peer interaction, and development of positive learning attitudes in reciprocal teaching experience. Nevertheless, for low-intermediate learners, teacher modeling and modification of reciprocal teaching should be carefully designed. From the qualitative data, some students reported the need for more instructional guidance, active peer participation, and extended RT practices to foster listening and speaking skills for both in-class and out-of-class learning contexts.

柒、執行計畫活動照片



Picture 1: A Screenshot of a Line Discussion Group

Picture 2: Reciprocal Teaching Worksheet done by students



deserve the points you write above. 網路討論與課程參與投入程度上你應得分數為__90___分(滿分 100 分) 請解釋具體原因。
我覺得我網課反而沒有實際上課這麼專注，會比較容易分心。

2. Briefly describe your preparation before online group discussion.參與線上小組討論前,你會事先預習 嗎?若是的話,通常會作何準備?
會，就是大致先把影片或教材先順過一遍、查詢不懂的單子的中文，這樣討論也比較會有效 率。

3. What are the major learning outcomes from your online group discussion this semester?參加課外網路 小組討論小組中，最重要的**具體**收穫或學習成果是甚麼?
可以有一個夥伴一起努力的感覺吧，這是一個人認真埋頭苦讀所獲得不到的，我還蠻喜歡這種 感覺的。

4. What are the biggest challenges and difficulties you face in online group discussion this semester? 最大 **挑戰**與**困難**是甚麼?
因為我的英文底子不是很好，所以很多單字都看不太懂，就要一直查，甚至有些字查了也不見 得會知道它的原意，不過勤能補拙，經過這學期自身的努力還有老師的教導後，我英文能力有 變好很多。

5. Any comments or suggestions for this class? 有任何其他建議嗎?
很開心老師採用這種教學法，我覺得跟普通課程上起來真的不太一樣，謝謝老師，我很喜歡你上的 的方式！

Picture 3: Self-Reflection of RT Experience

捌、附件

References:

Ducan, T. G., & McKeachie, W. J. (2005). The making of the motivated strategies for learning questionnaire. *Educational Psychologist, 40*(2), 117-128.

Hsu, F., & Peng, T. (2015). Effects of reciprocal teaching approaches on facilitating EFL 9th graders' PISA reading literacy development. *The Journal of Educational Science, 14*(1), 83-122.

Huang, C., & Yang, S. C. (2015). Effects of online reciprocal teaching on reading strategies, comprehension, self-efficacy, and motivation. *Journal of Educational Computing Research, 52*(3), 381-407.

Lin, L.-F. (2019). Implementation of the reciprocal teaching approach in an English listening Course. *Proceedings of 2019 The 3rd International Conference on E-Society, E-Education and E-Technology*, 115-119. https://dl.acm.org/doi/proceedings/10.1145/3355966

Okkinga, M., Steensel, R., Gelderen, A. J., & Sleegers, P. J. (2018). Effects of reciprocal teaching on reading comprehension of low-achieving adolescents: The importance of specific teacher skills. *Journal of Research in Reading, 41*(1), 20-41.

Palinscar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction, 1*(2), 117-175.

Pintrich, P. R., Smith, D., Garcia, T., & McKeachie, W. (1991). A manual for the use of the motivated strategies for learning questionnaire (MSLQ). Ann Arbor, MI: National Center for Research to Improve Postsecondary Teaching and Learning.

Pintrich, P. R., Smith, D. A. Garcia, T., & McKeachie, W. J. (1993). Reliability and predictive validity of the Motivated Strategies for Learning Questionnaire (MSLQ). *Educational and Psychological Measurement, 53*(3), 801-813.

Rost, M. (2002). Teaching and researching listening. Harlow, England: Longman

Vandergrift, L. (2003). Orchestrating strategy use: Toward a model of the skilled second language listener. *Language Learning*, 53, 463–496.

Vandergrift, L., Goh, C. C. M., Mareschal, C. J., & Tafaghodtari, M. H. (2006). The metacognitive awareness listening questionnaire: Development and validation. *Language Learning, 56*(3), 431-462.

備註：

1. 本報告書大綱得視需要自行增列項目。

2. 成果報告書須另以光碟儲存，並另附執行計畫活動照片電子檔(照片原始檔)。