Reciprocal Teaching in a College-Level Chinese Classroom

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Abstract

The qualitative research study investigates the observed and reported experiences of college students when reciprocal teaching approach was implemented in a CFL (learning Chinese as a foreign language) reading class. The study explores students’ discussions and works during reciprocal teaching activities in a group setting or individually to examine the students’ application of the reciprocal teaching strategies of predicting, clarifying, questioning, and summarizing.

The findings suggest that the implementation of reciprocal teaching could positively influence students’ application of reading strategies and enhance students' reading comprehension. The findings also suggest that the design of student-led discussion in reciprocal teaching could lead to students’ engagement in reading activities and build up students’ confidence in reading independently.