

The Effect of Reciprocal Teaching on Seventh Graders' Self-Efficiency and Chinese Academic Achievement

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ABSTRACT

This study investigated the effectiveness of reciprocal teaching used as a learning strategy with students in Chinese classrooms. Sixty-four seventh grade students participated in the study. Variables of interest were students' creativity and motivation when learning from ten Chinese text, students' reported use of reciprocal teaching (Summarizing, questioning, clarifying, predicting) for learning Chinese from 12 texts. A randomized pre-test-post-test control group design was employed. The finding showed a statistically significant interaction of reciprocal teaching for creativity and motivation. For all outcome variables, the reciprocal teaching group showed significantly greater gains from pre-test to post-test than the control group. The findings have implications for both practice and research. disadvantages of cooperative learning and teaching.

Keywords : reciprocal teaching, self-efficacy, chinese academic achievement

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