

A Reciprok Tanítás mint metakognitív stratégia hatása a szövegértésre

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Abstract

The primary goal of our experiment conducted among students in the 8th grade was to acquaint and familiarize them with metacognitive reading strategies and improve their level of understanding by employing the method of Reciprocal Teaching. We have tried to answer the following questions: What is the relation between metacognitive strategies and the understanding of texts and how, and to what extent does the knowledge and employment of metacognitive strategies influence the quality of text understanding and consistent reading.

Following the analysis of the results we concluded that:

- being acquainted with metacognitive operations and strategies does not imply their adequate use
- the consistent use of metacognitive strategies improves the level of text understanding
- the efficient use of the method of Reciprocal Teaching facilitates the successful use of metacognitive strategies

Keywords

Reciprocal Teaching, metacognition, comprehension, reading strategies, metacognitive strategies, understanding, self regulated reading, consistent reading