

Comprehension of academic texts in a guided, cooperative context through reciprocal teaching

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Abstract

Introduction. In this study we applied an educational intervention program, designed for the purpose of developing strategies for comprehension of academic texts. Expository texts were used. The program was carried out in a cooperative context, since this provided the opportunity to share experiences and to develop social interaction between classmates. The cooperative structure was guided through reciprocal teaching in order to promote autonomy in learning.

Method. The experimental study was performed with second-semester students in a college-preparatory program linked to the *Autónoma* state university. Research was carried out in the classrooms during two-hour daily sessions. A diagnostic questionnaire on the student's study methods was applied as a pretest and posttest; this was an adaptation of the self-report inventory of learning strategies and of progress in the guided practice through reciprocal teaching with expository texts (Geography and Ethics), drawn from subjects taught at the institution.

Results. Research results indicate that students who participated in this workshop increased their skills in the use of learning strategies when working on an expository text in a cooperative context with guided practice through reciprocal teaching.

Discussion. This study confirms the need to construct educational programs that allow students in upper-level secondary school to acquire new knowledge through comprehension of academic texts, as well as to promote learning strategies for self-regulation of learning.

Keywords: Learning Strategies, Reciprocal Teaching, Text Comprehension, Expository Texts.