

Examining the Effects of Textbook-based Approach to Reading Instruction on Indigenous Children's Reading and Vocabulary Comprehension

I-Chung Lu

The textbook-based approach to reading instruction (TARI) is an instructional model of teaching multiple strategies in the language arts curriculum. The purpose of this study is to examine the effects of TARI on indigenous children's reading and vocabulary comprehension and to probe students' and teachers' perceptions of TARI. This study adopted a quasi-experimental design. Twenty-five indigenous fourth-graders from three Paiwan elementary schools served as the experimental group, and 31 indigenous fourth-graders from the other two Paiwan schools were assigned to the control group. For three semesters in the language arts classes, the experimental group received TARI and the control group received regular instruction. The students' reading and vocabulary comprehension was assessed a total of four times: once at the end of the semester before the instruction began; one time each at the end of the three semesters during which the experiment was conducted. After the instruction, the students of the experimental group filled out a questionnaire about TARI and their teachers reported perceptions of TARI in a teachers' meeting. The results revealed that, after controlling for the differences in reading comprehension between the two groups before the instruction, the two groups of students were not found to differ in reading comprehension at the end of the second semester in grade 4, but the experimental group performed significantly better than the control group at the end of both semesters in grade 5. Also, the experimental group scored significantly higher in vocabulary comprehension than the control group at the end of second semesters in both grades 4 and 5, while the two groups did not differ in vocabulary comprehension at the end of the first semester in grade 5. Students and teachers of the experimental group held positive perceptions toward TARI.

Keywords: indigenous children, vocabulary, Textbook-based Approach to Reading Instruction (TARI), reading comprehension, reading strategies

課文本位閱讀策略教學對原住民國小學童閱讀理解與詞彙理解的影響

I-Chung Lu, Associate Professor, Department of Education, National Pingtung University

Corresponding Author: I-Chung Lu, e-mail: ichung@mail.nptu.edu.tw