

The Influence of Self-Explanation Intervention on Elementary Schooler's Deep Comprehension of Scientific Texts

Su-Fen Hsueh* Chi-Shun Lien**

The purpose of this study was to explore the effect of self-explanation intervention for fifth graders on understanding of scientific text. A two-factor quasi-experimental design was adopted to compare the influence of intervention and comprehension ability on self-explanation protocols and reading comprehension. Participants were recruited from three intact classes and assigned to three instruction groups: self-explanation, summary and text structure, and reading reflection writing. The results showed that both high- and low-ability children in the experimental group outperformed their peers in the other two groups. They also generated more high-level self-explanations than the other groups.

Keywords: self-explanation, comprehension strategy, reading comprehension

* Elementary School Teacher, Affiliated Experimental Elementary School of National Chiayi University

** Center for Teacher Education, Associate professor, National Chung Cheng University

Corresponding Author: Chi-Shun Lien, e-mail: cslien@ccu.edu.tw