

Integrating SQ4R and Student Team Achievement Division (STAD) Teaching Strategies with e-Books to Enhance Students' English Reading Comprehension

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OVERVIEW

1. Introduction

2. Methodology

3. Analysis and Discussion

4. Conclusion

1. INTRODUCTION

Part 1

Purpose of the Study

- The importance of **comprehending** and critically analyzing content-rich text.
- Applying **e-books** as a teaching tool.
- Applying **SQ4R** as a metacognitive reading strategy for students' self-regulation and critical thinking.
- The importance of students' **independence** as well as sense of **team work. (STAD)**

Purpose of the Study

- The study is expected to adapt e-book as English reading tool and materials, and to integrate the steps of both SQ4R and STAD method, to find if the team-working method is able to further promote learners' reading abilities, learning performance and learning satisfaction.
- The study will also explore the students' satisfaction of the implementation of SQ4R and STAD with e-books, which can be regarded as a further basis for future English reading teaching methods.

Research Questions

- ◆ **RQ1:** Do EFL students make progress in English reading comprehension after practicing SQ4R and STAD strategies with e-Books?
- ◆ **RQ2:** How do EFL students like the application of SQ4R and STAD strategies with e-Books?

2. METHODOLOGY

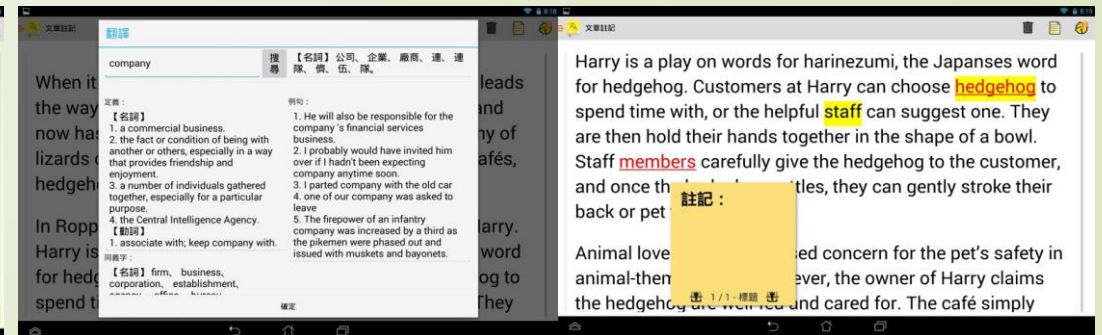
Part 2

Participants

◆ In this study, a total of **two** classes, including **62 EFL students** were recruited. They are **second-grade** students in senior high school. The two classes were **randomly chosen** among four classes, where the students are normal class grouping. Therefore, the students in the two chosen classes are **normal class grouping** as well and of **the same English competency**. These two classes are experimental group and control group relatively.

E-Books system

- Students who use the system need to have their own can accounts and passwords to log in.
- After logging in, students can find electronic bookcases, on which they can put as much electronic material as they want.
- The system connects to Google to help students translate any words or sentences while reading the articles.
- Students can annotate unknown vocabularies, the main ideas or factual information of text, and highlight it in different colors.



Research Procedure

	Experimental Group	Control Group
Week 1	The teacher explains the experimental process and teaching objectives to the students	
Week 2	Students are taught to exercise operating e-book System	Students are taught in traditional teaching method
Week 3	Students take the first mid-term examination, which is viewed as pre-test	
Week 4 ~ Week 9	SQ4R and STAD with eBooks	SQ4R and STAD without eBooks
Week 10	<ol style="list-style-type: none"> 1. Students take the second examination, which is used as post test. 2. Students fill in satisfaction questionnaire to explore how the students like SQ4R and STAD strategies with e-Books in learning English. 	<ol style="list-style-type: none"> 1. Students take the second examination, which is used as post test.

3. **ANALYSIS and DISCUSSION**

Part 3

Data Collection and Analysis

◆ Pre-test and Post-test of Reading Comprehension

- ❑ Experimental and control groups have to take pre-test and post-test of reading comprehension
- ❑ A t-test was performed to examine EFL students' English reading comprehension of pre-test and post-test.

◆ Satisfaction questionnaire on SQ4R and STAD strategies with e-books

- ❑ The questionnaires were five-point scale
- ❑ Each item of the questionnaire was analyzed by a single sample t-test

4. CONCLUSION

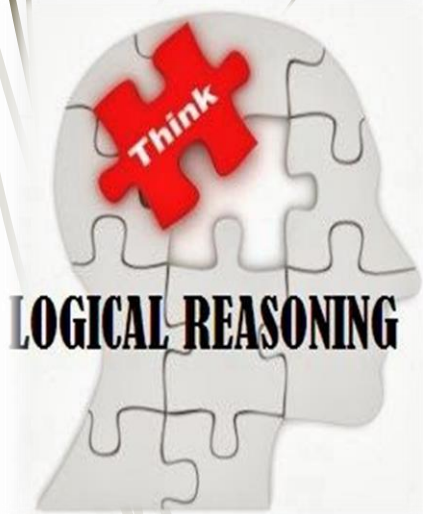
Part 4

Summary of the Findings

- ◆ **RQ1**: The results show a significant difference between the experimental and control group following ten weeks' using the application. It is concluded that students **make more progress** in English reading comprehension after practicing SQ4R and STAD strategies with e-Books than just practicing SQ4R strategies with e-Books.
- ◆ **RQ2**: It is showed that students in experimental group are very **satisfied** with their teaching methods with eBooks, and have **positive perspective** about heterogeneity group and interactive activities. They are willing to learn, and make efforts to have better performance for individual and the group.

Implications for Teaching

Students hold **positive attitude** in practicing SQ4R and STAD strategies with e-Books in English reading, therefore, the teaching method can be applied greatly to improve students' reading comprehension. Besides, other researches can be done to explore more about the e-book system. The back-end database of students query information can be further analyzed. In this way, students' English reading process and be understood, the result of the analysis can be viewed as a basis for updating the e-book system. In addition to using the e-book system in English reading, other researches can be done to use the system in **other subjects**, and to expand the **age range** of learners.





Thank You