

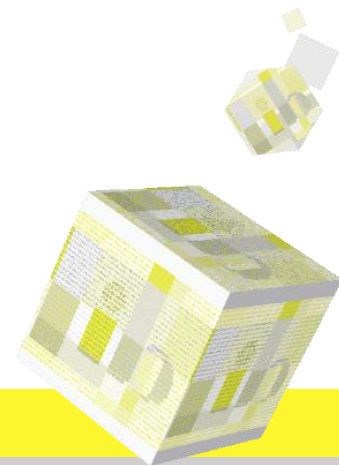
# Quality Discussion and High-Level Comprehension: An Analysis of Taiwanese College Students

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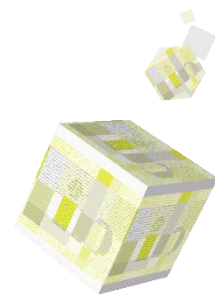
H.-L. Hsu, National Taiwan Normal University,  
[bettyeleven@gmail.com](mailto:bettyeleven@gmail.com)

H.-J. H. Chen, National Taiwan Normal University,  
[hjchen@ntnu.edu.tw](mailto:hjchen@ntnu.edu.tw)

W.-T. Lin, National Taiwan Normal University,  
[ashley41311@gmail.com](mailto:ashley41311@gmail.com)

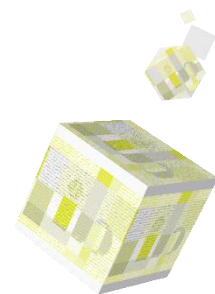


## Introduction



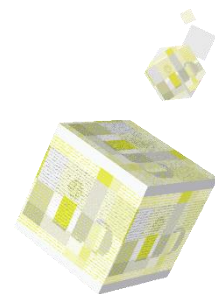
- Reading is one of the important skills to achieve academic success and become life-long readers.
- Only a few studies have focused on how reading can facilitate readers' critical thinking.
- Quality Talk (QT), has been found to enhance both students' literal comprehension and critical thinking,
- But QT studies have been conducted mostly in classes where English was students' first language.

## Introduction



- RQ
  1. Does QT group discussion approach influence college students' literal reading comprehension?
  2. Does QT group discussion approach influence college students' high-level comprehension as evidenced by student-initiated discourse elements?

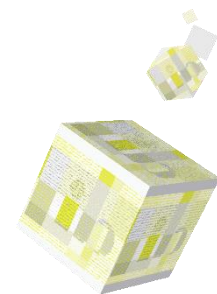
## Methods



- **Two** classes were randomly assigned as a control and an experimental group respectively.
- **Treatment**
- Control group: regular English class including teacher's translation of the texts.
- Experimental group: a training session including how to ask questions and how to conduct group discussions.
- **Evaluation**
- Reading comprehension: through multiple choices and open-ended questions;
- Development of critical thinking: through group discussions which were recorded, transcribed, and analyzed based on QT model.

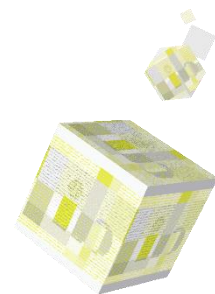


## Results



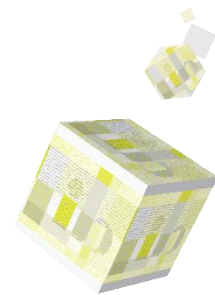
- The students in the experimental group scored significantly better in **two** aspects:
  1. Reading comprehension tests
  2. High-level comprehension check--more use of questions

## Discussion



- The higher comprehension tests scores →
  - the training session made the students more involved in the texts and they thus had better understanding.
- The experimental group students used more authentic questions →
  - the students were able to relate their personal experience and information of outside world to the texts.

# InSight



# The End

