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## **RECIPROCAL TEACHING, METACOGNITIVE AWARENESS, AND ACADEMIC PERFORMANCE IN TAIWANESE JUNIOR COLLEGE STUDENTS**

### **Abstract:**

This study was conducted to discover the effects of reciprocal teaching (RT) on metacognitive awareness and reading comprehension in junior college students. The Metacognitive Awareness Inventory (MAI) was used to identify metacognitive awareness, and the General English Proficiency Test (GEPT) was used to evaluate reading comprehension. Two reading courses with 77 students taught using RT were treated as the experimental group, and 30 students from a non-RT reading course constituted the control group. The results showed statistically significant differences in MAI scores (conditional knowledge and debugging strategy) and reading comprehension between the 2 groups. Although RT had a significant impact on only 2 out of 8 MAI scales, the experimental group had higher overall mean scores on the 8 MAI components than the control group. However, unlike RT, the MAI failed to have a statistically significant impact on enhancing students' reading scores. Thus, metacognitive awareness might affect text comprehension, but metacognitive awareness did not influence the levels of reading comprehension students achieved in this study.

### **Keywords:**

reciprocal teaching, reading comprehension, metacognitive awareness, MAI