

The Effectiveness of Reciprocal Teaching on Students Achievement

by

D. Afaf M. Al Jaser

**Assistant Professor of Curriculum & Methods of Teaching
English Language at Princess Nora Bint Abdul Rahman
University Curriculum & Instruction Dept.**

The Effectiveness of Reciprocal Teaching on Students Achievement

Introduction:

Recent research suggests that poor readers are often passive, inactive learners who do not monitor their comprehension of text. They often fail to maintain strategies of comprehension over time or generalize them to other educational tasks (Babigian, 2003). Poor readers do little to monitor themselves while reading. They often had a hard time performing such a task and this leads them to frustration and delays in the development of comprehension skills. (Little; Richards, 2000: 1).

The problems encountered by poor readers correspond with a growing research emphasis on the metacognitive aspects of reading. Metacognition as defined by Baker (1982) involves an awareness of the skills, strategies, and resources, needed to perform a task effectively, with the ability to use self-regulatory mechanism such as planning, monitoring evaluating and modifying strategies to ensure the successful completion of the task. Metacognitive training programs are based on the notion of "*Scaffold instruction*" a process whereby the teacher provides the support necessary to move the reader from the acquisition of skills to eventual mastery of the skills. (Bruce, 1989; (Elsevier B.V., 2013).

Reciprocal Teaching is one of the metacognitive instructional approaches that has a considerable potential to enhance the reading comprehension skills of poor readers. It is a well-researched approach that encompasses teaching students how to be active readers. Reciprocal teaching according to Palincsar and Brown (1987), who originally developed it, has a significant impact on developing poor readers' comprehension (Nevin & Richards 2003).

Reciprocal Teaching: Defining the Construct

Palincsar (1986: Page number Direct citation) describes reciprocal teaching as "an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting." Similarly, it was defined as "a reading strategy in which students are taught to question, clarify, summarize and predict in dialogue format". (This is not a reference! who defined it?) <http://Rt.html>.

Some other researchers referred to reciprocal teaching as a technique used to developed comprehension of expository texts in which a teacher and group of students take turns in leading a dialogue concerning segments of a text. Four activities are incorporated into reciprocal teaching, namely, prediction, questioning, summarizing and clarifying misleading or complex section of that text. (This is not a reference)[Http://www.sdcoe.K12.us/score/promising/tips/rec.html](http://www.sdcoe.K12.us/score/promising/tips/rec.html).

Guided practice was the focus in the definition of (المصدر) who defined reciprocal teaching as is "an instructional method that involves *guided practice* of reading comprehension that follows the four concrete steps of: 1)clarifiting, 2) questioning, 3) summarizing, and 4) predicting" (This is not a reference! [Http://ed- web3.edu.msu.edu/literacy/studwork/ recip.htm](http://ed-web3.edu.msu.edu/literacy/studwork/ recip.htm).

Reciprocal Teaching: Teacher and Students' roles

In reciprocal teaching, both the teacher and students, have different roles. On the one hand, the teacher essentially models as an expert how he deals with the text. Then, scaffolding and feedback are to be followed. Afterwards, s/he offers opportunities for students to practise in pairs in guided-reading situations for practice before they are asked to use the reciprocal teaching in their own.

In a nutshell, both the teacher and students cooperate in making efforts of understanding the material being taught. (Nevin, 2003, Allen, 2003).

Each of the four steps involved in the reciprocal teaching approach assists students in the processes of constructing meaning from text. More importantly, they ensure achieving a reasonable level of comprehension of the text at hand. What follows is a detailed description of how the approach, with its different strategies, works according to (Pallincars & Brown, 1984; Pallincar & Brown 1986).

1| Clarifying:

Clarifying, the first step in reciprocal teaching, assists students focus on what makes a passage difficult to understand. In this stage, questions are formulated in order to define words or phrase, new vocabulary, and unfamiliar concepts.

2| Questioning:

Once students generated questions, they first identify the kind of information that provides the substance for an appropriate question. Then they check to make sure they can answer their own questions. Students are to monitor their own comprehension while answering such questions. It might be worth mentioning, here, those students, through this stage, from questions before, during and after the reading. At the questioning stage students are to help each other answer questions they have, and understand the passage.

3| Summarizing:

The summarizing stage provides the opportunity to identify, paraphrase, and integrate important information in the text in a way that helps the students get the main idea of what they have just read and what is to come in the next paragraph.

4| Predicting:

During the predicting stage, students are encouraged to make guesses on what the author is going to talk about next with the intent to help them link the new knowledge they encounter in the text to the knowledge they actually possess. Such a stage attempts to create an opportunity for students to critically assess the author's in text and provoke imagination.

In short, it might be worth mentioning here that an active reader can select any one or all of these steps depending on the text being read. The ultimate goal is for students to internalize the steps so they can be when studying any content area material.

(This is not a reference
Literacywork.com/Reciprocal.Teaching.html.).

Grouping students in Reciprocal Teaching

Students should be taught in small heterogeneous groups to ensure that each student has an ample opportunity to practice using the four strategies while receiving feedback from other group members. Some research defined the optimal group size should be between six to eight students and some assume that a group of three to four students is the optimal size. Palincsar experimented with reciprocal teaching in several ways: (1) whole-group instruction, (2) small-group sessions led by peers. In each situation, reading comprehension improved. (This is not a reference

www.miamisci.org/instructin/a0305.html://http://teams.1acoe.edu/documentation/classrooms/pati/2-3/teacher/resources/reciproc...

It is recommended that the teacher introduce small groups of students to reciprocal teaching, one group at a time. However, the strategies could be introduced to the whole class. Students need to have been taught and had time to practice the four underlining strategies. One suggestion to use reciprocal teaching is the following: (This is not how to write a reference! Donna Dyer,

the north west regional education service agency in north (droline).

- 1 – Put students in groups of four.
- 2 – Distribute one note card to each members of the group identifying each person's unique role, namely, Summarizer, Questioner, Clarifier, and Predictor.
- 3 – Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking to help them prepare for their role in the discussion.
- 4 – At the given stopping point, the summarizer will highlight the key ideas up to this point in the reading.
- 5 – The questioner will then pose questions about the selection which is unclear, puzzling and try to make connections between the concepts that are already learned.
- 6 – The clarifier will address confusing parts and attempts to answer the questions that were just posed.
- 7 – The predictor can offer guesses about what the out her will tell the group next or; the predictor might suggest what next events in the story will be.
- 8 – The roles in the group the switch one person to the right, and the next selection is read. Students repeat the process using their own roles. This continues until the enter selections is read. (This is not a reference www.adlit.org/strategies/19765/)

Other suggestion to use reciprocal teaching is to follow the next (4) steps:

Step 1: students and the teacher read the selection individually.

Step 2: Rather than becoming involved in a teacher led discussion, the students and the students and the teacher take turns leading the discussion of the selection.

Step 3: Each discussion leader prepares leads the discussion on a particular segment of text by creating a summary, generating a

question to ask, locating troublesome vocabulary or concepts, and deciding on a prediction to make.

Step 4: Other class members may add to the dissuasion by commenting on the summary, answering, the question, clarifying vocabulary or asking to have vocabulary clarified, and making predictions. The teacher makes similar comments.

(<http://www.suu.edu/facult/angel/comptrehnsion/reciprocal.htm>; <http://English/classrooms/patti/2-3/teacher/resources/reciproc...>; <http://English.Unitechnology.ac/Oz/resources/units/goodcare/reciprocal.Html>).

Delete this section in green

Potential Benefits of Reciprocal Teaching

- 1 – Learners can gain an improved understanding of complex text content areas. This leads students to greater knowledge of the topic and more positive attitude when organizing, and recording information.
- 2 – Learners can gain include more self-confidence and motivation to read.
- 3 – Learners improved leadership skills.
- 4 – Increased co-operation and greater initiative.
- 5 – When reciprocal teaching is implemented, learners will make substantial gains in their comprehension skills.

(This is not a reference
www.readingrockets.org/strategies/reciprocal-teaching)

What criteria should be taken in account?

- 1 – Spend sufficient time on each strategy (one strategy per day).
- 2 – Ensure students know each strategy before stating reciprocal teaching lessons.
- 3 – Passage of 100 words are sufficient for students who are still learning comprehension strategies.

- 4 – Initially, teachers will find it easier to be paragraph by paragraph; eventually, whole passages may be read to a time without stopping.
- 5 – At the paragraph level, students come up with one important question and one good summary sentence.
- 6 – At the passage level, students come up with 3 or 4 important question 5 and 2 or 3 ideas to support the summary.
- 7 – Four to six students per group.
- 8 – The role of teacher should be rotated so each student has the opportunity to lead.
- 9 – Most effective when carried out over along period of time. (This is not a reference <http://ed-web3.edu.msu.edu/literacy/stuwork/ recip.htm>).

Purpose of this study:

The purpose of this study was to evaluate the extent to which using reciprocal teaching procedure!!!!!!!!!!!! would facilitate comprehension of text.

The particulate research questions which this study addressed one:

- 1 – Do reciprocal teaching procedures improve reading competence of students in reading comprehension ?
- 2 – What are the difference – if any between the students of experimental and control group.

Hypothesis:

1 – There is no statistically significant difference at (0.05 level) between the mean gain score of the students of the experimental group (those who were thought Reading comprehension) (thought using the reciprocal teaching) and of the control group (those who were taught the same course through the usual methodology on the reading comprehension test.

There are hypothesis follow the main they are:

- 1.1 There is no statically significant deference at the level of (0,057,a) between the mean gain scores of the students of the experimental group and the control group on the reading comprehension test in Unit (7).
- 1.2 There is no statistically significant difference at the level of (0,05≥a) between the mean gain scores of the students of the experimental group and those of control group an reading comprehension test in Unit (8).
- 1.3 There is no statistically significant difference at the level of (0,05≥a) between the students of the experimental and control group on reading comprehension test in Unit (9).

Significance of the study:

The importance of the study lies in the fact that.

- 1 – It draws the attention towards a new teaching method that enhance the reading comprehension skills of the students.
- 2 - It may provide teachers and those working in the field of English language teaching in Saudi Arabia with some kind of knowledge of new techniques and their possible applications in the classroom.
- 3 - It may provide teachers of new techniques to lead classroom management in the right way, if reciprocal teaching four strategies, effectively used in a classroom.
- 4 – To the researcher's best knowledge, no single experimental study about the effectiveness of the reciprocal teaching method has been conducted so far by any researcher in Saudi Arabia.

Context of the Problem:

It has been observed by many English instructors that the level od the students in reading comprehension kills in unsatisfactory.

A large number of students (0%) pass the course of (reading comprehension) and got "pass" grade and (20%) fail to pass and 10% got different grades between (A-C).

The research interviewed some students asking them the following questions about this problem. In fact, many factors might have contributed to this problem.

- 1 – The content does not include any type of authentic materials that reflect life demands that motivate the students to learn.
- 2 – The selection of reading materials is not always based upon students interests or needs.
- 3 – The weak level of the students in the secondary school.
- 4– The reading strategies that were used in teaching reading comprehension were very boring, ineffective and an uninteractive method that based on teacher-centered.

Therefore, the researcher felt the necessity of introducing the Reciprocal Teaching method with its various strategies with the aim of developing students reading comprehension skills.

Definition of Terms:

- 1 – **Reciprocal Teaching:** refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structural by the use of four strategies: Summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue "Palincsar Annemarie's and Others, 1989)

Reading Comprehension:

- 1 – **Comprehension** is a multidimensional thinking process; it is interaction of the reader, the text and the context. Comprehension is a strategic process by which readers construct meaning from written. It is a complex skill requiring the coordination of a number interrelated sources of information. (Abderson et al,1985).

Design of the study:

In this study, experimental post testdesign is used and applied on experimental and control groups. The experimental group to test

the performance of experimental and control group, researcher prepared an objective post test to measure reading comprehension.

The experimental group was exposed to the reciprocal teaching method and the control groups was exposed to the usual methodology.

- 2 – The researcher chose three units of six units that were included in the course of (Reading Comprehension) to be taught for both experimental) and control group for three weeks (6 lectures).

Subject of the study:

The sample population of the study was two groups randomly selected from students at the ... department of kindergarten or childhood in the facility of Education in Riyadh. The row groups were assigned into control of (26) students and experimental of (26) students group tools of the body.

The researcher prepared a post to measure reading comprehension performance of experimental and control group.

The post test was prepared through the following processes:

- 1 – There unites were chosen randomly from the (6) unites of (comprehension reading) course that are assigned to second year students in all departments the faculty.
- 2 – Reviewing literature related to the field of reading comprehension and reciprocal teaching.
- 3 – Determining students weakness in reading comprehension skills, through the interviews with the students.
- 4 – Reviewing and analyzing literature related to the filed of preparing reading comprehension test.
- 5 – Preparing the post test including the following items:
 - a- Matching
 - b- Missing want.
 - c- Multiple choice.

- 1- – Validating the pest test by submitting it to a jury of specialist in curriculum and methods of teaching English.
- 2- – Concerning reliability, an internal consistency procedure was employed, 82 coefficient alpha (cronbach alpha) (Ary at el, 1996).
- 3- – Reshaping the post test in the light of the Suggestions recommended.

Static:

Data collected from the post-test was organizes and analyzed, and the differences between the mean gain scores of two groups on the reading comprehension was calculated by using. The effectiveness of the reciprocal teaching was computed by using.

Results of the study:

The purpose of the present study has been to investigate the effectiveness of using the reciprocal teaching, and the interactive of this method and two leering styles, deep processing and collaborative processing, on reading comprehension among students of the second level in department of the results of thesis come to the following:

-Hypothesis (1).

There is a statistically significant difference at the level of $(0.05 \geq \alpha)$ between the mean gain scores of the students of the experimental group (those who were taught through the usual methodology) on the reading comprehension test. This difference was for experimental group. The value. This value is, of course, high and show the effect of Reciprocal Teaching.

Hypothesis (1.1) (1.2)

- 1.1 There is no a statistically significant difference at the level of $(0.05 \geq \alpha)$ between the main gain scores of the students of the experimental comprehension test in Unit (7) and Unit (8).

- Hypothesis (1.3):

There is a statistically significant difference at the level of $(0.05 \geq \alpha)$ between the main gain scores of the students of the experimental and control group on reading comprehension test in Unit (9).

The result of the three hypothesis (1.1) (1.2) (1.3). shows the effect of reciprocal teaching on experimental group students knowledge, comprehension skills, this result in accordance with the views of (Iemlech, 1999; Hertzog, 1999; cotterally,1990).

That recipro Teaching leads students to gain motivation to read and increased co-operation, also it shows the effect of the usual methodology of being passive and inactive learners. In addition, hypothesis (1.3) ensure that Reciprocal teaching is effectively used in a classroom, when teacher discuss the difficulties of the text and the reasons for adopting a strategies approach to reading textbook material. It is also ensure the importance of spend sufficient time on each strategies so that they learn them or refresh their memories.

Result Discussion:

The result of the present study come is the following:

1 – There is a statistically significant difference at the level $(0.05 \geq \alpha)$ between the main gain scores of the experimental group (these who were taught through reciprocal teaching) and the control group (those who were taught through the usual methodology) on reading comprehension, this difference was for the experimental group.

This value signifies how for the reciprocal teaching influences on increasing comprehension aim on students achievement. This result are consistent with those of carter, J.197; Al-Hilawani at al 1993; Lemlech; 1999; Clark,2003; Bruce, 1995) those studies demonstrate the effectiveness of reciprocal teaching procedures for enhancing reading competence in student was as a result of interaction with the text during reciprocal teaching dialogue.

- 2 – There is no statistically significant at the level ($0.05 \geq \alpha$) of the mean gain score of the students in the experimental group and the control group.

This result is in accordance with the view of (Lemlech, 1999; Hemtozg, 1999; that reciprocal teaching leads students to gain motivation to read and increased co-operation.

Also this result is congruence with this of (Clark, 2003) of the students surveyed 90% reported benefits from using reciprocal teaching and would prefer it to rational instruction. The rustles reached by little; Richards, (2000) are in congruence with this of the present study in that poor readers do little to monitor themselves as they are reading. They have a hard time performing tasks as reading and this leads them to frustration and further delays in the development of comprehension skills.

- 3 – There is a statistically significance at the level ($0.05 \geq \alpha$) in reading comprehension between the adjust means attended by deep processor; and elaborative processor, due to the learning style. This significant difference is related to the interaction between learning style and strategies that were taught for experimental and control groups. The higher grades resulting in post test on the side of the experimental group due to the inter action between learning style and reciprocal teaching.

Suggestions for further Research:

- 1 – Further studies need to address the use of Reciprocal teaching with different students in other departments.
- 2 – Further research is needed to investigate the issue the relationship between reading strategies and student's comprehension's achievement.
- 3– Further research could examine the extent to which teachers spontaneously transfer Reciprocal teaching strategies to other subjects.
- 4 – An important consideration for further research would be implementing Reciprocal Teaching at the high school levels.

References:

- Carter J. Carolyn. (1997). Why reciprocal teaching ? Educational leadership, v.54,pp.64-68.
- Bruce, A vondalc. (1989). Reciprocal Teaching and Transvironmental programming: A two-pronged Approach to Facilitating the reading comprehension of students with learning Disabilities. <http://wwwaare.edu.edu/89pap/brucc89.095>.
- Al-Hilawani, Yasser A.,;And others. (19933). Implementing Reciprocal Teaching: was it effective ? N/A, (ERIC) no.ED 363614, P. 255.
- Paul Kathy. (2000). Implementing a Reading Intervention Model. Htt:www.Lesleyedu/academic-centers/hood/currents/v3nl/poul.html.
- Curran, lisa, etal. (2002). "Improving Reading ability through the use of cross age Tutoring, phonographic, and Reciprocal Teaching". N/A, (ERIC) ED 471073,P.72.
- Lamlech, Johanna K. et al. (1999). "Reciprocal Teaching and learning: what do master Teachers and student Teachers learn from each other?" N/A. (ERTC) ED429975), P.21.
- Clark, Leanne. (2003). Reciprocal Teaching strategy and adult high school students" N/A. (ERTC). ED478116, P.54.
- Caverly, David & Nicholuson, Sheila A. (2007). Reciprocal Teaching. Htt:www.ciswi.edu/Presentations/nade02/Reciprocal Reading html.
- Coterall, sara. (1990). Developing Reading strategies through small-group interaction". RELC Journal. V21 n2 P 55-69.
- Palincsar, Annemarie Sullivan; and others, (1989). Collaborative Research and Development of Reciprocal Teaching" v46 n4 p 37-70 EJ 387011.
- Palincsar, Annemarie Sullivan; Brown, Ann L. (19833). "Reciprocal Teaching of Comprehension-Monitoring Activities".(ERIC) ED225135 P.P. 187.
- Palincsar, A.S. (1989). Reciprocal Teaching. In strategies for teaching reading as thinking.

- Goodman, K.S. (1969). Analysis of Oral Reading Miscues: Applied Psycholinguistics. Reading Research Quarterly, 5, PP 9-30.
- Eskey, D.E. (1970). A new Technique for the teaching of Reading to advanced students. TESOL Quarterly, 4 (4), 315-3321.
- Mohammad, M. (1983). Effectiveness of the Teaching Reading comprehension to students of EFL. Unpublished M.A. thesis AUC,
- Duke, NellK. & Pearson, O. David. Effective Practice for Developing Reading Comprehension.<http://ed-web3.Edu.msu.edu/pearson/pdppaper/duke/ndpdp.html>.
- Rush. R. Timothy & Miburn, James L. (19). " The effects of Reciprocal Teaching of self-Regulation of Reading Comprehension in a post secondary Technical school program". (ERIC) ED301856 PP. 11-33.
- Patti:
- Bruce, Meller. (1989). "Reciprocal Teaching and Transenvironmental Programming: A two pronged Approach to Facilitating the Reading Comprehension of Students with learning Disabilities". Avondale College, Cooranbong, NSW, 2265.
- Palincsar, A.S. (1986). Reciprocal Teaching. In teaching reading as thinking. Oak Brook, Ill: North Central Education Laboratory.
- Scott, Gary. (2011). "Reciprocal Teaching: Strategies for improving Reading Comprehension". www.USC.edu/org/COSEE-west.
- Ghorbani, Mohammad & Gangeraj, Atefeh & Alavi, Sahar. (2013). "Reciprocal Teaching of Comprehension Strategies Improves EFL Learner's writing Ability". Current Issues in Education, volume 16, Number 1.
- Choo, Tan & Eng, Tan & Ahmad, Norlida. (2011). "Effects of Reciprocal Teaching Strategies on Reading Comprehension". The Reading Matrix founder 2001.
- Hart, Ellen R, Speece, Deborah L. (2012). "Reciprocal Teaching goes to college: Effects for Postsecondary

Students at risk for academic failure". Journal of Education Psychology.

- **Contemporary Education Psychology. (2013). "Integration Self-regulation in whole-class-reciprocal teaching: A moderator-mediator analysis of incremental effects on fifth grader's reading comprehension. Volume 38, Issue 4, 2013 – p.p. 289-305.**