THE EFFECT OF RECIPROCAL TEACHING
ON COMPREHENDING CONTENT AREA TEXT

THESIS

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DEDICATION

To my deceased mother Carmela Galbato
and my father Thomas Galbato

ABSTRACT

The purpose of this study was to compare the comprehension of content area material through the Reciprocal Teaching and the Basic Teaching Methods. The subjects involved were twenty-four students in a fourth grade urban school setting. There was one heterogeneously group of students who were instructed using the two different teaching strategies.

All students involved received instruction on four chapters of their social studies text. Two of the four chapters were taught using the Basic Teaching Method, while the other two chapters were taught using the Reciprocal Teaching Method. During each method, the class completed workbook pages and participated in class discussion on text. The reciprocal teaching time was divided into small groups of four to five students.

A two tailed t test was used to determine the effect on comprehension that the varying methods may have had. The results revealed a statistically significant difference between the two methods. The Reciprocal Teaching Method outperformed the Basic Teaching Method to significant degree.

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CHAPTER I

STATEMENT OF THE PROBLEM

Purpose

The purpose of this study was to examine how reciprocal teaching strategies affect the comprehension of content area text.

Need for the Study

Jenkins and Lawler (1990) concluded that students should be taught to use effective, self-generated questioning as a means to improve reading comprehension. They also stated that content area teachers should teach and model good questioning skills. In a journal article from Palincsar and Brown (1986), reciprocal teaching seems to increase students' recall and comprehension from their expository texts.

Content textbooks contain vast amounts of information and it is important for readers to be able to identify central themes or main ideas in texts (Baumann, 1983). It is fairly clear from Durkin's work (1978-79, as cited in Adams, Carnine & Gersten, 1982) that students are not receiving much instruction in how to extract important information from textbooks independently. "The logical time for students to begin learning study strategies would be when they first encounter content area textbooks. This period begins for students in the intermediate grades" (Adams et al., 1982, p.29).

The results in Bottomley and Osborne (1993) showed the effectiveness of using reciprocal teaching in content area reading in a whole-class setting. Unfortunately, there were only two research reports found studying the effects of reciprocal teaching with content area textbooks (Bottomley & Osborne, 1993; Jenkins & Lawler, 1990). According to Frances and Eckart (1992) effective learners need to be engaged in the learning process. The teacher should explain and model correct use of reading/learning strategies. With reciprocal teaching having such positive effects on comprehension, as well as the increasing use of content area textbooks, there is a need for extensive research on the use of this strategy.

Null Hypothesis

There will be no statistically significant difference between the mean posttest scores on the Final Chapter Tests for the treatment and control chapters.

Definitions

Basic Teaching Method - Reading text aloud or partner reading, discussing

questions, completing workbook pages, discussing content with teacher.

Reciprocal Teaching Method - Reading text in a group using reciprocal teaching

strategies, completing workbook pages, discussing content with teacher.

CHAPTER II

REVIEW OF LITERATURE

Purpose

The purpose of this study was to examine how reciprocal teaching strategies affect the comprehension of content area text.

Reciprocal Teaching

Reciprocal teaching is a metacognitive instructional procedure that draws upon the notion that in a reciprocal exchange one party acts by way of return or response to something previously done by the other party. There is a dialogue between the teacher and students focused on a section of text and structured by four strategies. The procedure is first implemented by the teacher modeling the four strategies in the process of reading. The four strategies are clarifying, questioning, summarizing, and predicting (Palincsar, 1984).

It is believed in the Palincsar and Brown (1986) study that *clarifying* is an important strategy for students with a history of comprehension difficulty. This strategy enables students to be alert to the effects of text that is difficult to understand. They are taught to take the necessary measures to restore meaning, e.g., reread, ask for help.

"*Question* generating gives students an opportunity to identify the kind of information that provides the substance for a good question, to frame that question, and then engage in self-testing" (Palincsar & Brown, 1986, p.772).

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This strategy is believed to enable the students to become much more involved in the reading of the text when they are posing and answering the questions and not merely responding to questions from the teacher or text (Palincsar & Brown, 1986).

Palincsar and Brown (1986) were of the opinion that *summarizing* is an excellent tool for integrating the information presented in the text. The students learn to identify the most important content of the paragraph. The teacher can guide them in integrating the content across paragraphs and sections of the passage.

Predicting makes it possible for students to speculate what the author will discuss next in the reading. In order for them to do this successfully, they must activate the relevant background knowledge that they already possess. Palincsar and Brown (1986) believe that this strategy gives students the opportunity to link the new knowledge that they encounter in the text with the information they already know. Students also learn that heading, subheadings, and questions embedded in text are useful means of anticipating what might occur next.

This procedure is scaffolded, thus as the days of instruction proceed, the students are gradually given the opportunity to assume the role of the teacher. They eventually initiate and lead the discussion of the text segment. The teacher's role now becomes that of a provider to the students as guided practice. The amount of guided practice depends upon the nature of the text as well as individual needs of the students. Some students may require more than an occasional prompt (Bruce & Chan, 1991; Palincsar, 1984).

The instructional goal of reciprocal teaching is to help students incorporate new skills and move closer to competency with an independent application of these new skills (Palincsar, 1984). There are also the goals of increasing students' comprehension, monitoring comprehension, having student leader roles promoting students' thinking, and involving students with the text (Palincsar & Brown, 1984). It is also designed to provide apparent instruction, role-play and modeling, practice, and feedback in metacognitive self-monitoring and evaluating strategies (Brown, Campione, & Day, 1981). "The reciprocal teaching process appears to be effective in making novice readers more expert in the cognitive encoding, organization, and integration of material they read and in the executive functions of self-monitoring and control of comprehension, thereby helping them to find that memory" (Kelly, Moore, & Tuck, 1994, p.59).

Primary Level

Reading programs in primary (K-3) classrooms seemed to emphasize the development of the mechanical skills in reading and earlier reading programs stressed decoding aspects of reading skills, with much less emphasis on meaning and critical thinking (Markman & Gorin, 1981). Research has revealed that although younger children spontaneously may not recognize inconsistencies in their comprehension through comprehension strategies, they do have the cognitive and developmental ability to do so (Myers & Paris, 1978).

In several studies using subjects at the primary grade levels it was necessary to adapt the reciprocal teaching procedures to the students' needs at that level (Bergeron, 1993; Palincsar and Others (sic), 1989). The teachers in

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Palincsar and Others (1989) had to read orally the expository text to the students. The first graders were identified as at risk for academic difficulty. They were using third grade biology texts and the students used in this study were first graders.

Bergeron (1993) did not use the exact reciprocal teaching strategies; rather this study adapted some of the strategies to focus on conversational power that is described as reciprocal. The subjects in this study were second graders. In this study the teacher used rug-time for students to respond and listen within the framework of a whole group activity. Each session emphasized discussion, student-generated charts, and collaborative projects. However in this study it was in the whole language approach that the reciprocal discussion was taking place, whereas the rug-time in the traditional basal instruction did not allow much conversation or thoughts among the students. A review of this study suggests two contrasts between the teachers' rug-time: individual versus reciprocal (holistic approach) and imposed versus generated (traditional basal approach).

It was proposed in the study of Palincsar and Others (1989) that the joint activity of the children and teachers engaged in making sense of expository texts served to bridge shared as well as unique knowledge. It is essential to form a community of learners in the classroom and findings revealed that children in the reciprocal teaching discussion groups improved their ability to understand text and identify the main points of the passages read (Palincsar & Others, 1989). Effective literacy instruction must occur where language is actually used for communication and learning and is not utilized as an instrument that leaves students silent and dehumanized (Roller, 1989). In studies, Bergeron (1993) and

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Palincsar and Others (1989), conversational power and opportunities to support children's discussions were emphasized.

Generating playful predictions play an important role in enticing young children to become engaged in the text as well as with the strategies (Palincsar & Others, 1989). An important contrast between the lessons in Palincsar and Others (1989) compared to earlier reciprocal teaching dialogues were the use of thematically arranged texts. The fact that the children were working with texts that constituted a connected body of knowledge, as well as a common knowledge base promoted a community of learners (Palincsar & Others, 1989). The quality of thinking in a primary classroom was better with reciprocal teaching, but the students at this level would require years of practice to internalize the strategies so that students use them automatically (Marks, Pressley, Coley, Craig, Gardner, DePinto, & Rose, 1993).

In the Marks et al. (1993) experiment, there were a pair of students for each reciprocal teaching strategy as well as a laminated cue card reminding him or her of the four strategies and what to say to make a transition from one to the next. In the studies using reciprocal teaching at the primary level, adaptations needed to be made in order to successfully facilitate reciprocal approaches to learning (Bergeron, 1993; Marks et al., 1993; Palincsar & Others, 1989).

Intermediate Level

Comprehension is emphasized as an important goal of reading instruction throughout the intermediate grade levels (Lysynchuk, Pressley, Vye, 1990). Many studies used subjects ranging from fourth grade to seventh grade. In the

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Lysynchuk, Pressley, and Vye, (1990) and Palincsar and Brown (1984) studies, reciprocal teaching improved standardized reading comprehension in students who decoded adequately, however did not have good comprehension.

Lysynchuk et al. (1990) demonstrated the utility of reciprocal teaching for poor comprehension during the latter elementary school years. There was a control group and one reciprocal teaching group. They both took the same pretest and posttest assessments, met the same number of times, and had the same instructor.

In all four research reports using subjects at the intermediate grade levels, there was an increase in reading comprehension (Bruce & Chan, 1991; Dermody, 1988; Lysynchuk et al., 1990; Palincsar, 1984). The result of Bruce and Chan (1991) demonstrated the effectiveness of reciprocal teaching procedures for enhancing reading competence in students with reading difficulties. The subjects in this study were taught the reciprocal teaching strategies in the resource room, they were all identified as having reading difficulties. There was also a maintenance phase in which the subjects were not in reciprocal discussion about the text and had very high scores. This revealed that after twelve weeks of training the students were using the strategies independently (Bruce & Chan, 1991).

There were four procedures used with the middle school students in Palincsar (1984); reciprocal teaching/corrective feedback, reciprocal teaching/practice, demonstration, and treated control. In this twelve-day study, the four reciprocal teaching strategies were reviewed every day before conducting the lessons for each procedure. The instructional lessons occurred for 20-25

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minutes, as well as a daily assessment period of 10-15 minutes. Reciprocal teaching/corrective feedback is basically the true reciprocal teaching strategies and these results were the highest. The other procedures' results were lower because the practice of the student was actually very minimal. The procedure reciprocal teaching/practice, the teacher spent a considerable amount of instruction and modeling of the four strategies using dialogue with the students, however the practice continued by having the students write their summaries, predictions, clarifications and questions. In the demonstration procedure the teacher demonstrates the strategies on each day and the students' participation is minimal, except for answering questions generated by the teacher (Palincsar, 1984).

Not only is modeling key in reciprocal teaching but also the practicing of the strategies is key to improving students' performance (Dermody, 1988). In this study the students being taught when to use the skill makes up the foundation of metacognition research. It refers to metacognition as Derry and Murphy (1986) refer to it as "the learners' awareness and knowledge of their own learning processes, as well as their abilities and tendencies to control those processes during learning". In the Dermody (1988) study, there were three criterion groups used based on pretest scores. "The three groups were: (1) GOOD/GOOD, students with above reading comprehension and word recognition, (2) GOOD/POOR, students with below average reading comprehension but above average word recognition, (3) POOR/POOR, students with below average reading comprehension and word recognition" (Dermody, 1988, p. 4). The group GOOD/POOR had the largest increase in scores when compared with the criterion

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groups GOOD/GOOD and POOR/POOR. It was revealed that older students employ comprehension strategies more regularly and are more aware of what they are doing than younger students are (Dermody, 1988).

It was concluded in the Dermody (1988), Lysynchuk, Pressley, and Vye, (1990), and Palincsar, (1984) studies that reciprocal teaching has positive effects on students who can decode words accurately, even though they have low reading comprehension skills. This method of teaching enhanced students' achievement in reading comprehension (Dermody, 1988; Lysynchuk et al., 1990).

It seemed that at the intermediate level, direct reciprocal strategies could successfully be used to reveal positive results. There is no apparent need to adapt anything in the strategies (Bruce & Chan, 1991; Dermody, 1988; Lysynchuk et al., 1990; Palincsar, 1984). Bruce and Chan (1991) concluded that in order for students to generalize strategies during other subject areas, the strategies needed to be mastered.

Graduate Level

Recent investigations of the effects of reciprocal peer tutoring on the academic achievement of students at the college level have demonstrated that this process benefits both the students being tutored and the tutor (Fantuzzo, Riggio, Connelly, & Dimeff, 1989; Griffin & Griffin, 1997). Reciprocal peer-tutoring strategy (RPT) was designed to facilitate and maximize the benefits of mutual assistance by providing students with a structured format for dyadic, peer tutoring (Fantuzzo et al., 1989).

In Al-Hilawani and Others (sic) (1993), the graduate students spent a whole class period having the steps of reciprocal teaching explained and modeled to them. The subjects alternated being the teacher and the student with each chapter they were assigned to read. The steps of reciprocal teaching were similar to the previous studies with younger students. In this study reciprocal teaching and the standard lecture format technique did not seem to make a difference in students' academic achievement. However when reciprocal teaching was applied, the students discussed the topics on hand by raising many questions that were not just factual, calling up real examples from their experiences and observations of those who have disabilities. Students asked questions to clarify some terminology and unclear sentences, however reciprocal teaching provided all of them with a model of how to approach the assigned material with minimum help and less anxiety. It was implied that there was not a significant difference in the results in the study, however the experimenters felt that a multiple-choice test was more responsive to the lecture type teaching method. So there may be a different assessment that would be better to use to really see if there is a difference in comprehension using various teaching strategies. Not all the participants in the study liked reciprocal teaching and the others who enjoyed reciprocal teaching were not sure if they would implement the procedure in their classrooms (Al-Hilawani & Others, 1993).

College students have shown that lack of social support and social isolations are related to academic stress and decisions to withdraw from college (Fantuzzo, Riggio, Connelly, & Dimeff, 1989). As for the Griffin and Griffin (1997) and the Fantuzzo et al. (1989) studies, the experimenters did not use the

specific reciprocal teaching strategies, however reciprocal peer tutoring is a strategy using the concepts of reciprocal teaching, only in a different way. Students paired up, read a chapter from a book and then created multiple-choice questions on the text. After that, the partner took the other student's test and they corrected and discussed each other's questions and answers for the chapter before the test (Fantuzzo et al., 1989). In Griffin and Griffin (1997) a similar procedure was used.

In the Griffin and Griffin (1997) and Fantuzzo et al. (1989) studies the results were positive and reciprocal peer tutoring did increase academic performance. It seems that when they were actively involved it promoted a natural way of learning (Fantuzzo, Riggio, Connelly, & Dimeff, 1989). Also in the Fantuzzo et. al. (1989), they also revealed that working in pairs with assigned structured procedures that their psychosocial distress was lower. "It is believed that the intervention of reciprocal peer tutoring may serve to decrease some of the psychological stress associated with academic performance. Students are paired, with the goal of teaching one another while facing similar academic stressors" (Fantuzzo et al., 1989, p.177).

It was found that in the Griffin and Griffin (1997) and Fantuzzo et al. (1989) studies that reciprocal peer tutoring helped them with test anxiety. Reciprocal teaching is an example of a good teaching practice, nonetheless there is a need for additional research at the college level to find out how it can best be used with this population of young adults (Al-Hilawani & Others, 1993).

Content Area Texts

Beginning in the intermediate grades and continuing through high school and college, a large part of a student's school time is spent in reading textbooks to acquire information (Adams, Carnine & Gersten, 1982). Elementary students have much difficulty comprehending main ideas in textbook prose (Baumann, 1983). The information load in content textbooks is typically great, therefore students need to be able to pull out and to remember the most important ideas when reading this type of material (Taylor, Olson, Prenn, Rybczynski, & Zakaluk, 1985). Questioning strategies can be an effective means to help elementary school students comprehend nonfiction material, specifically textbook passages, and to retain information from the material (Jenkins & Lawler, 1990). "It is important to investigate and understand the effects that questions and questioning strategies have on elementary school students' comprehension of textbook material" (Jenkins & Lawler, 1990, p.133).

Hahn (1984, as cited in Jenkins & Lawler, 1990) found that one strategy that is effective in helping students understand and retain content area texts is training students to ask self-questions during reading of the text. It has been determined that content teachers have focused so strongly on content and facts that reading was neglected and often replaced by film strips or other media (Durkin, 1978, as cited in Jenkins & Lawler, 1990). Also in Jenkins and Lawler (1990) study, the teachers they observed teaching the content area, did not seem to think of the content period as a time to improve reading comprehension abilities.

According to the Baumann (1983) study, which focused on children's ability to comprehend main ideas in content textbooks. The expository passages were randomly selected from existing social studies textbooks. The subjects used were third and sixth grade students. All the passages used were written in expository style and they were coherent, self-contained selections for which comprehension was not dependent upon pictorial or graphic information. The reading difficulty for the third grade texts was limited from 2.0 to 4.0 and from 5.0 to 7.0 for the sixth grade passages. The subjects were directed to read the passages silently and then respond to several tasks, which probed their comprehension of the overall theme of the passage ("gist statement") and the important, explicit ideas in the text (main ideas). It was concluded that students might simply be unable to discriminate "important" information from "unimportant" information. This skill is thought to probably occur developmentally over the entire elementary and secondary school years. This study also suggested that elementary children are not highly skilled at comprehending main ideas after reading expository text prose. It was also concluded that classroom teachers could be more effective in helping children develop the skill of identifying main ideas from expository text by providing their students with applied instruction.

Summary

Comprehending what you read is important. It is fundamental for survival in our academic society. The demands on school children now are intense and it is difficult for a child to successfully complete school without achieving an understanding of what he/she reads.

An understanding of the content areas such as social studies is getting more and more important. Expository text is the basis for most of the state testing at the elementary and middle school levels. Therefore, it is essential that the focus be on helping children become better comprehenders of this type of text.

It has been proven that questioning, summarizing, predicting and clarifying strategies can improve reading comprehension. However, with so much emphasis being placed on students needing to understand content area text, as well as extracting pertinent information from the text, these strategies may indeed result in children improving their ability to understand what they read in the content area.

CHAPTER III

DESIGN OF THE STUDY

Purpose

The purpose of this study was to examine how reciprocal teaching strategies affect the comprehension of content area text.

Methodology

Subjects:

The subjects of this study were twenty-four fourth-grade students from an urban public elementary school. The subjects were heterogeneously grouped and their reading levels vary. The students were using a district wide social studies textbook.

The one class was used as the control and treatment. The teacher that participated in the study had four years of general education teaching experience. All four have been at the fourth grade level in an urban setting.

Materials:

The textbook and workbook used in this study is <u>New York - Adventures in Time and Place</u>, Macmillan/McGraw - Hill. The students used a three-ring folder to write down their clarifications, questions, answers, and predictions.

Procedure:

The Basic Teaching Method was used for the control and Reciprocal Teaching Method was used for the experimental.

The class was instructed to read each lesson in the chapter, as well as complete activities and exercises on each section. Finally they took a chapter test.

The topic for the control chapters was "Geography of New York" (Chapter 1) and "First People of New York" (Chapter 3). Chapter 1 had three lessons within the chapter and the skill that was covered was Reading Elevation Maps. Chapter 3 also had three lessons within it and the skill covered was Cause and Effect.

The topic for the experimental chapters was "Colonial New York" (Chapter 4) and "The American Revolution" (Chapter 5). The geography skill covered in Chapter 4 was latitude and longitude. In Chapter 5 the skill covered was Reading Time Lines.

During the control time they only read aloud with the teacher or a partner, as well as had a discussion with the teacher on the content and skills throughout the chapter. Students also completed and discussed workbook pages.

During the treatment time they read in a group setting using reciprocal teaching strategies. The reciprocal teaching groups remained the same throughout

the chapter. After reading using the reciprocal group strategy, they had a discussion with the teacher on the content and skills throughout the chapter, as well as completed and discussed workbook pages.

At the conclusion of all the chapters, the same assessment was used for both teaching methods, which was taken from the assessment book from New York - Adventures in Time and Place. The chapter's final assessment contained two sections: ten multiple-choice questions and ten fill in the blank questions which concentrate on content and skills gone over in that chapter and a writing section containing two essay questions measuring both the content and skills within the chapter.

Analysis of Data

The data was analyzed using the $\underline{t}$ test of independent means.

CHAPTER IV

ANALYSIS OF DATA

Purpose

The purpose of this study was to examine how reciprocal teaching strategies affect the comprehension of content area text.

Null Hypothesis

There will be no statistically significant difference between the mean posttest scores on the Final Chapter Tests for the treatment and control chapters.

Findings and Interpretations

The difference between the reciprocal teaching method and basic teaching method were compared with a t test to see if there was a statistically significant difference between the mean scores of the two forms of instruction. The results are shown in Table 1.

Table 1

Mean and t Test Differences Between Content Instruction Through the Basic
Teaching Method and Reciprocal Teaching Method.

**t-Test: Paired Two Sample
for Means**

	Basic Teaching Method	Reciprocal Teaching Method
Mean	137.4167	149.4583
Variance	548.6014	434.433
Standard Deviation	23.42	20.84
Observations	24	24
Pearson Correlation	0.448899	
Hypothesized Mean Difference	0	
df	23	
t Stat	-2.52754	
P(T<=t) one-tail	0.009407	
t Critical one-tail	1.71387	
P(T<=t) two-tail	0.018813	
t Critical two-tail	2.068655	

A calculated t score of –2.53 was the result of the analysis. Since the

critical value of t with 21 degrees of freedom at 95% confidence level is 2.07, the

null hypothesis is rejected, concluding that there was a significant difference

between the mean scores of students' comprehension of content material using the

Basic Teaching Method versus the Reciprocal Teaching Method. The mean score

for the tests given after using the BT Method was 137.42 and the mean score for

the tests given after using the RT Method was 149.46.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

Purpose

The purpose of this study was to examine how reciprocal teaching strategies affect the comprehension of content area text.

Conclusion

The results of the mean scores between the Reciprocal Teaching Method and Basic Teaching Method indicated that the Reciprocal Teaching Method improved comprehension in the content area.

There is an increasing need for students at the elementary levels to comprehend content area text. Comprehending the material that is given in a Social Studies text is very difficult and can be rather boring to a young child. Reciprocal teaching allowed the children to have ownership in their learning (sense of empowerment), greater participation within the small group, control of conversational power, as well as a comfort level of reading the text in small groups. The content in Social Studies can be made interesting through different presentations of the material, however in this day and age children must be able to read expository text and comprehend it, in addition to enjoying the content in which they are learning.

While the students were in their reciprocal teaching groups, they were able to enjoy asking each other questions and helping each other with difficult words or ideas that they did not understand. Students can get very bored and frustrated reading expository text. However working in groups can make the frustration level less. In this study the students were able to concentrate solely on the content area text because they had mastered using the reciprocal teaching strategies within reading their literature.

These findings are important to consider as we develop new ways to help children reach the high standards that the state is expecting of them. At the present time students are expected to take a state wide Social Studies assessment in the beginning of fifth grade assessing their knowledge on 40% of the third grade curriculum and 60% of the fourth grade curriculum. Therefore it is essential to develop new teaching methods in order to help students comprehend expository text.

Implications for Further Research

There has been many studies conducted that search for the most useful ways to assist children in comprehending literature, as well as some studies pertaining to comprehending expository text. As we continue to strive for successful students in all academic areas, studies should continue to be conducted to determine which practices are beneficial. The past research and the result of this research support the need for further study in regards to teaching comprehension of expository text through reciprocal teaching strategies. Other studies to consider are:

1.　Studies comparing a discussion on the content area text after using reciprocal teaching strategies compared to having no discussion on the text after reciprocal teaching strategies. Then give both groups an assessment on their comprehension of the text.

2.　Studies exploring whether children who share in discussion and ownership of learning extend that empowerment into their daily school activities and their lives.

3.　Longitudinal studies comparing keeping the same reciprocal teaching groups throughout the study compared to changing the groups every time they meet.

4.　Studies examining the effects of comprehending the expository text writing their questions, summaries, predictions, and clarifies as they are in their groups.

5.　Studies comparing the students' attitudes toward the content area using the reciprocal teaching groups compared to their attitudes toward the subject not working in groups.

Implications for the Classroom

The classroom teacher today is faced with the dilemmas of the state expectations and assessments in all subject areas. Educators often feel that there is not enough time in the day to add another new approach to the other teaching strategies they already use. Although the Reciprocal Teaching Method was beneficial to the students comprehending the Social Studies text, it was much more time consuming having the students reading selections in their groups and

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using the strategies. As a result there were often times that other subjects were neglected.

In addition, the teacher needed to be monitoring all of the groups discussions throughout the reciprocal teaching time to make sure students are staying on topic, getting along, and formulating relevant summaries, predictions, questions, and clarifies. Therefore there should be a thorough mastery of the reciprocal teaching strategies in order to apply them correctly to expository text.

Another implication would be that the participating teacher using reciprocal teaching should have proper training to implement the instructional model. Although teaching the strategies may require some additional time, it is only temporary. Once the students have mastered how to use the strategies, they should be able to conduct the strategies themselves.

Reciprocal teaching does not require extra materials, such as teacher manuals or workbooks. It does require the educator to believe in this method with the intention of extending that positive belief to the students. The students need to believe in the strategy as much as the teacher.

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