

ROLE OF REFLECTIVE RECIPROCAL TEACHING STRATEGIES IN ENHANCING STUDENTS' ACADEMIC ACHIEVEMENT

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ABSTRACT

Reciprocal teaching strategies are an interactive way to develop students' knowledge behavior incorporating four steps s i.e. summarization, clarification, prediction, and questioning to measure students' academic performance in the subject of professionalism in teaching. The nature of the research is descriptive in which mixed-method design was used. A quasi-experimental research design including control & experimental group was used in this study. The BS degree program of the higher secondary institute of Rawalpindi was participated in the population. There were fourteen female students were included in the sample selection. The researcher hired trained teachers while, the control group was deal by using the traditional approach (lecture method), and the experimental group deal by using reciprocal teaching strategies

while teaching. The respondents were randomly divided into two groups. Self-made achievement tests consist of four questions regarding multiple choice & open ended questions was prepared by researcher. Validity was checked by the relevant educational experts and the reliability value was 0.807. A t-test was used to compare the scores of the experimental group with to control group. Head interviews were also done for an in-depth understanding of the study. This study results revealed that the reciprocal teaching strategies play its important role regarding student's achievement in the course of professionalization in teaching. Teachers should use more classroom time for discussions, problem-solving, and clarification of concepts. Policymakers must revisit the process of implementing reciprocal teaching and also encourage for the incorporation of reciprocal strategies in instructor training programs.

Keywords: reciprocal teaching, traditional teaching, problem-solving, classroom discussion, teaching strategies

1. INTRODUCTION

Reciprocal teaching is also considered reciprocal learning. It is an approach to engage the students in reading the content, despite teachers reading to the learner within the classroom, in which learners are fully in charge of the reading contents of the lesson. In this process, students first read the contents using their cognitive level and then discuss in front of the classroom. Teachers also help out the learners at the stage of questioning answering and discussing the text.

RT is a learner's centered approach, in which students and teachers play their role. It is a supportive instructional procedure of using learner's mental abilities and their learned knowledge. Teachers adopt reflective teaching with the help of their confidence and cooperation, and build a meaning among the learners that leads to a higher level of learning (Allan, 2003). Learners feel comfortable expressing their knowledge and views in open discussions in the classroom. They put in every stage of learning when they expressed their learning experience.

According to Dewey (2008) the traditional approach is that the students are obedient and receive the contents without discussion or questioning. Instructors have the responsibility to convey the learning experiences and communication of standards to learners. This approach is simple and frequently contains oral presentation, in which students are the listeners in the classroom environment and learners present the content while instructors require feedback.

Reciprocal instruction enables students to involve and apply the active strategies by proficient readers. When they engage reciprocal teaching strategies, the learners are involved and developing the comprehension of reading and learning skills. Reflective teaching clarifies and answers the learner's prediction, explanation, queries about contents & support the learners in develop knowledge of supportive environment and also enhance their content vocabulary. (Muthik & Muchyidin, 2022).

Reflective reciprocal teachings allow the learners to pick up and adopt the approach by using skillful readers. This is the way that involves improving the capabilities and understanding of the learners. This approach builds the understanding of the students by using four steps i.e. predict, explaining, query, and summarizing.

The reciprocal approach is essential in higher-level thinking and reflective capabilities regarding the solution of problems by using cognitive abilities, capabilities, and interests, risk-taking respecting the other's rights, and teaching critical thinking (Aljaafreh, 2013; Larsson, 2017).

STATEMENT OF THE PROBLEM

There are concerns complaints and comments from different stakeholders regarding the academic achievement of students. The teacher's feedback on their experience as a keen observer who is improving academically has been failing recently. The issue of students' poor academic performance has drawn the interest of researchers. Low levels of student-teacher contact are the cause of their ineffectiveness. Adu & Ayeni (2004) found that students' inability to use the lecture technique and ask questions was the main reason for their low attaining academic performance. Reciprocal teaching strategies are important to improve the low students' performance. Teachers would be meaninglessly projecting knowledge that doesn't engage or connect with students if they didn't use the reciprocal strategies in the classroom. These teaching techniques encourage student participation, foster connections, and liven up the lesson being taught.

RESERCH QUESTIONS

- What is the relationship of pre & post reciprocal teaching strategies and student's achievement in teaching course of professionalism in teaching?
- What is the relationship of pre & post traditional teaching strategies and student's achievement?
- What is the effect of using pre reciprocal & pre traditional strategies and student's achievement in teaching course of professionalism in teaching?
- What is the effect of using post reciprocal & post traditional teaching strategies and student's achievement?
- What are the views of heads regarding the effectiveness of reflective reciprocal teaching strategies with in classroom?

HYPOTHESIS

Ho: There is no profound relationship between pre & post reflective reciprocal teaching strategies in teaching course of professionalism in teaching.

Ho: There is no profound relationship between pre & post traditional teaching strategies.

Ho: There is no profound relationship between pre reciprocal & pre traditional teaching strategies.

Ho: There is no profound relationship between post reciprocal & post traditional teaching strategies.

SIGNIFICANCE OF THE STUDY

The study is encountering the numerous efforts of educators to prepare the students and teachers for better academic performance. In regards to the subject of professionalism in teaching, educators, parents/guardians, school administrators, curriculum planners, researchers, and the government recognize the need for a more beneficial approach. This study provided lecturers regarding professionalism courses with information on relevant skills needed as a teacher and how to make teaching more lively and flexible. The purpose of the study was to familiarize student

teachers with various cooperative teaching styles and the importance of socializing in the classroom. These effective strategies are important in various teaching methods while teachers use during classroom instruction to attain the instructional goals. These strategies help teachers to involve the learners and involve them in actively in classroom participation and learning process.

DELIMITATION OF THE STUDY

- This study was delimited to the BS level
- This study was delimited to the subject of professionalism in teaching

2. LITERATURE REVIEW

REFLECTIVE RECIPROCAL TEACHING

Reciprocal teaching is an interactive approach designed to enhance students' understanding and foster meta-knowledge behaviors, which are characterized by reflection on and perception of one's own and one's knowledge gaps, as well as organizational dealings for process management, with its following steps (i.e. prediction, clarification, questioning & summarizing). (Oczkus, 2013). To make learning complications more interesting, reciprocal education functions as a kind of supportive element. In a reciprocal teaching session, the teacher and students increase reading comprehension by using previous knowledge and conversation to create a shared understanding of the text. Teachers monitor the conversation and offer cognitive support by using a collective language associated to the four previously described thinking techniques.

Reflective educators attempt to better understand themselves and how the explanation they have exposed relate to other ideas and experiences in addition to always trying to come up with better solutions. It is true that the benefits of reflective practice have remained constantly (Arslan, 2019). Teacher identity and teacher quality are two major aspects of teachers' professional gets changing, the main drivers of this change is reflective practice.

READING COMPREHENSION AND RECIPROCAL TEACHING

Reading knowledge technique is grasping a text that is perused or the capacity of attaining the sense from a text. Besides understanding text is a structured technique since it incorporates every one of the essentials of the perusing system cooperating as a message is perused to make a portrayal of it in the learners' brains). Students, who don't peruse productively have a chance to ponder, examine, and sort out, the ramifications of the ideas advertised. (Woolfolk & Usher, 2023).

Also, reciprocal instructing assigns an opening into the reasoning of effective readers. It is a functioning and deliberate method and the learners adjust habits that will assist them with an active and capable understanding of profoundly complex texts (Buehl, 2001; Oo et al., 2021).

SELF-AWARENESS OF STUDENTS

Reading strategies which are defined as goal-oriented that support the building of a text's meaning as well as the observing and managing of one's own reading strategies process, is frequently used when discussing metacognition in the context of reading (Andreassen, Bråten, 2011; Afflerbach et al., 2020). Recent researchers found that reading facility, which usually involves the repeated reading approach, had a positive impact on reading speed and accuracy of the students (Steinle et al., 2022).

COOPERATIVE LEARNING

Cooperative leaders of the school can play an important role in encouraging teachers to participate in human rights-related leadership qualities of education for improving professional school improvement and effectiveness ((Rubab et al., 2023).

TRADITIONAL TEACHING

Traditional teaching contains teacher-centered activities using teaching techniques of dictation, drilling, and explaining (Alsaireh & Hamid 2016). It is an older, easier and is more traditional and discourse-oriented than new techniques. While being approximately assessed by highly innovative researchers, its importance exists in both form and content. Traditional technique is effective in using lecture material break down the material from rich content and change the shape of the content and effective performance of the content that is taught in classroom. Different treatments, such as reciprocal instruction and more innovations can help reduce its inherent challenges.

Education for a peaceful environment plays an essential role in promoting knowledge, behavior, skills development, and practices, value education promoting international procedures, and social fairness among the staff members are important components for an effective management system (Rubab & Yousuf, 2022).

CRITICAL THINKING SKILLS

Reciprocal teaching is beneficial for your students by encouraging active learning and engagement with the content, fostering social skills and positive interdependence, developing higher-order thinking skills, enhancing self-regulation and metacognition, and supporting differentiated instruction to accommodate diverse learners. Through reciprocal teaching, individuals can now participate in a learning community where they share duties linked to interactions, including learning interactions. (Ahiri et al., 2018; Navaie, 2018).

3. RESEARCH DESIGN

The nature of the research is descriptive including, a mixed method design in which independent variables of reflective reciprocal & traditional teaching, and dependent variables such as student achievement. The quasi-experimental design was used for control & experiment study. The design aims to establish causality, and an experiment-controlled intervention is used (Mcmillan & Schumacher, 2010). The causal – comparative research design comprises two groups of independent variables and comparing them on dependent variable. For this purpose, the t-test was used to compare the scores of the experimental group with to control group. The researcher observed the student's achievement towards the effectiveness and use of reciprocal and traditional teaching strategies in teaching course of professionalism in teaching. In quasi experimental design

someone is attempting to determine the impact of anything and has the option to treat one as a control and provide an intervention. Reciprocal teaching strategies and traditional teaching strategies were also used pre- and post-intervention to measure overall student achievement and generalization towards the course of professionalism in teaching

3.1 SITE & SELECTION OF PARTICIPANTS

This research is carried out in the women's college of Rawalpindi, Pakistan. The reflective reciprocal teaching was composed in the 2023 academic year on the subject of professionalism in teaching and BS degree classes for midterm exams. Fourteen research participants were part of this study. Experimental group was treated with reflective reciprocal teaching to educational administration and its process, on the contrary, control group was treated with traditional lecture method. A pre-test is an evaluation tool used to measure learner's aptitude, willingness, and knowledge (Woolfolk, 2010). A post-test is assume that students take after finishing a course, and it's frequently used in conjunction with a pre-test to measure their performance and the program's effectiveness. For the effectiveness of reflective reciprocal teaching, the researcher used a self-made achievement test including (multiple choice & open-ended) questions. The test design can be used to increase the reliability, additional features and intensity to the investigation and make up for the shortcomings of another design, (Mcmillan & Schumacher, 2010).

3.2 POPULATION & SAMPLE

The mixed method research design was applied for this study. The researcher hired trained teachers in this institution. With the assistance of hired teachers student classroom achievement was observed while the using of lecture method for the control group and reciprocal teaching methods were applied for the experimental group. A pretest was made and the respondents were randomly divided into two groups. The students of the intact class were randomly selected. The population of the study was a BS degree program for the midterm exam of the higher secondary institute of Rawalpindi. There were fourteen female students were included in the sample selection. The experimental group included (n=7) and the control group was comprised of (n=7). A simple random sampling research technique was used to collect the data.

3.3 IMPLEMENTING RECIPROCAL TEACHING STRATEGIES

The researcher with the assistance of hired teachers conducted the study, it consisted of four steps namely, predicting, questioning, clarifying & summarizing. (Kemmis, Taggart, 2008; Koshy, 2005).

Step 1: Hired teachers were distributed the students into various small groups

Step 2: The hired teachers gives the information regarding the topic

Step 3: Teachers use the reflective reciprocal teaching strategies in their teaching of topic

Predicting: students were motivated by the teachers to predict about the topics that is going to be taught in the course of professionalism in the teaching unit of professional standards of the teaching profession, in which outline of professional values and relationship, professional integrity,

professional conduct, professional practice, professional development, professional collegiality, and collaboration.

Questioning: This section provides the information about the questions that will be asked by the teachers to establish the understanding of the students.

Clarifying: Here confusions, errors and mistakes of topic are cleared by the teachers.

Summarizing: In this section teachers summarize and get the main theme of the topic that is going to be taught in the classroom, here important themes of the content are gathered by the teachers.

Step 4: Teachers made to clear the students misunderstandings and their confusions regarding topic in discussion session (Habók, & Józsa, 2023).

3.4 RESEARCH INSTRUMENTS

A self-made achievement test was prepared for the control & experimental groups. These items were arranged from unit one of the syllabus of professionalism in teaching including the content of professional values, professional integrity, professional conduct, professional practice, professional development & professional collegiality and collaboration. Four questions were made for the reciprocal and traditional section including multiple choice & open-ended questions for course content. Head interviews were also done for an in-depth understanding of the study. The instrument was validated with the permission of institution authority by relevant educational experts, and also made possible the consistency & reliability of the instrument by using Cronbach alpha value was 0.907.

3.5 DATA COLLECTION

The data collection process was carried out with the help of relevant educational experts; the researcher collected the educational expert’s opinions regarding reciprocal & traditional teaching strategies and student achievement within the classroom from the participants.

3.6 DATA ANALYSIS

For the analysis of data statistical test was applied to get participants' views regarding experimental and control groups. A T-test was used in this regard to interpret the data. This statistical test was supportive of analyzing the academic performance of students while applying. Control group quasi-experimental design. These results were interpreted for the implication of future research.

1. RESULTS

Reflective reciprocal teaching strategies in enhancing students' academic achievement are important for the institution's progress. With the help of applying statistical test measure the effectiveness of student’s results regarding the context of pre & post teaching of control and experimental study.

Table No 1: Difference between Pre and Post-Reciprocal Teaching Achievement Score

Paired Samples Test	
t	df

Items	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
pretest score-posttest score of reciprocal teaching	-5.78571	1.05090	.28087	-6.39249	5.17894	-20.600	13	.000

The results depict that the difference is found between the use of pre & post reciprocal test to achieve the students score since, the t-value (t= -20.600) is greater than the p-value at 0.05 level. The values revealed that a difference is found in the students' academic scores with the use of reciprocal teaching strategies. This means that there was a statistically difference rise in students' scores in the post & post reciprocal test in the experiment group in teaching course of professionalism in teaching within classroom. Reflective reciprocal teaching strategies have a positive role in enhancing students' academic achievement scores compared to conventional teaching strategies within the classroom.

Table No. 2: Difference between Pre and Post-Traditional Teaching Achievement Score

Paired Samples Test								
Items	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
pretest score-posttest score of traditional teaching	-6.64286	1.54955	.41413	-7.53754	5.74817	-16.040	13	.000

The results depict that the difference is found between the use of pre & post traditional test to achieve the students score since, the t-value (t= -20.600) is greater than the p-value at 0.05 level. The values revealed that a difference is found in the students' academic scores with the use of reciprocal teaching strategies. This means that there was a statistically difference rise in students' scores in the post & posttest in the control group in teaching course of professionalism in teaching. Reflective reciprocal teaching strategies have a positive role in enhancing students' academic achievement scores compared to conventional teaching strategies within the classroom.

Table No. 3: Difference between Pre Reciprocal vs Pre Traditional Teaching Achievement Score
Paired Samples Test

Items	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
				pre reciprocal test score - pre-traditional test score	4.0000			

The results depict that the difference is found between the use of pre reciprocal & traditional test to achieve the students score since, the t-value (t= 12.719) is greater than the p-value at 0.05 level. The values revealed that a difference is found in the students' academic scores with the use of reciprocal teaching strategies. This means that there was a statistically different rise in students' scores in pre reciprocal & pre control group in teaching course of professionalism in teaching. Reflective reciprocal teaching strategies have a positive role in enhancing students' academic achievement scores compared to traditional teaching strategies within the classroom.

Table No. 4: Difference between Post Reciprocal vs Post Traditional Teaching Achievement Score
Paired Samples Test

Items	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
				post reciprocal test score - post-traditional test score	3.21429			

The results depict that the difference is found between the use of post reciprocal & traditional test to achieve the students score since, the t-value ($t=20.774$) is greater than the p-value at 0.05 level. The values revealed that a difference is found in the students' academic scores with the use of reciprocal teaching strategies. This means that there was a statistically difference rise in students' scores in the post-experimental & post control group in teaching course of professionalism in teaching. Reflective reciprocal teaching strategies have a positive role in enhancing students' academic achievement scores compared to traditional teaching strategies within the classroom.

2. HEADS INTERVIEWS

Role of Reflective Reciprocal Teaching Strategies in Classroom

Head observations regarding the structure of reflective reciprocal teaching sessions in the classroom depict that reflective instruction is an educational activity in which learners perform their role as a teacher in reading comprehension discussion sittings. Teachers play their role as good performer and students gets to help from using four reciprocal strategies: summarizing, question generating, clarifying, and predicting. Students learn a various type of reading tools for clarification through the reciprocal teaching process, including rereading, decoding, and searching inside the sentence to find meaning. Students are also motivated to help dictionaries and other reference materials. Heads highlight that Reciprocal teaching encourages the students to enhance their reading comprehension in classroom discussions and students' classroom academic achievement.

Effectiveness of Reflective Reciprocal Teaching in the Classroom

Heads replied that assessing the effectiveness of reflective reciprocal teaching in the classroom involves a systematic approach to collecting and analyzing data on student learning outcomes, engagement, and attitudes. Here are some steps to help assess the effectiveness of this teaching strategy. Heads said that clear learning objectives play an important role in achieving effective reflective reciprocal teaching. These objectives should align with the course outline and be measurable. Pre-assessment is to measure students' prior knowledge and skills related to the learning objectives. This will help the establishment of a baseline for comparison. Implementation: provide students with guidance on how to engage in the process effectively. Monitoring the implementation process is to ensure the student's participation and active involvement reflect on their learning. Heads foster that classroom observations during reflective reciprocal teaching sessions enhance engagement, collaboration, and participation. Student performance: They said teachers might regularly assess students' academic performance through quizzes, tests, assignments, and projects related to the learning objectives. Student reflections: Have students reflect on their learning experiences regularly through written reflections, group discussions, or individual interviews. Peer and self-assessment encourage students to assess their peers' contributions during reciprocal teaching sessions and reflect on their participation and understanding. Adjustments and improvements are important elements in incorporating student feedback to improve the process. By following these steps you can effectively assess the impact

of reflective reciprocal teaching in the classroom and make informed decisions about its integration into your teaching practice.

Reflective Reciprocal Teaching Strategies Enhancing Students' Academic Achievement

Heads replied that when students are actively involved in their learning process through discussions, summarization, clarification, and prediction, they tend to be more engaged. Enhancement of critical thinking by reflecting on the contents, this deeper engagement in the learning process can lead to better retention and understanding. Students practice communication and presentation skills when explaining concepts to their peers. Heads said that students take responsibility for their learning by setting goals, being actively involved in their learning, and monitoring progress. Student's discussion and social interaction can also develop positive attitudes in the classroom. Motivation helps in the adjustment of students within the classroom setting. It can also enhance the interest of the students in the learning process. Heads highlight that teachers should monitor and evaluate student engagement regularly to assess the impact of the strategies and make necessary adjustments to optimize learning outcomes. These reciprocal strategies support to learners to think regarding reading practice session. It also supports to student to be play their active role in reading thinking process in the classroom. It encourages the students to inquire the questions that make the content more comprehensive.

Reflective Reciprocal Teaching Strategies and Students' Critical Thinking and Problem-Solving Skills

Heads replied that reflective reciprocal teaching strategies can have a significant impact on students' critical thinking and problem-solving skills. Summarize, question, clarify, and predict these steps make significant connections regarding course concepts. They said students' involvement in exploring multiple perspectives considering different viewpoints and discussing diverse interpretations of the content develop problem-solving skills. Teachers must help the students to connect their new knowledge with their existing understanding across the contents in new situations. Students' abilities to generate questions make inferences, and conclude foster their higher-order thinking skills.

3. CONCLUSIONS

Reflective reciprocal teaching is a supportive instructional procedure of using learners' mental abilities and their learning about knowledge. It is an activity in which students become the teacher in small group reading sessions. Students are taught a variety of reading strategies for clarification of course contents. Reciprocal teaching in the classroom involves a systematic approach to assess the student's learning outcomes, engagement, and attitudes as compared to traditional teaching strategies. The pedagogy of reflective teaching enhances students' abilities, active participation, guidance, observation, and assessment. It develops a positive change in learners' behavior regarding taking responsibility for learning by setting their instructional goals, communicating, taking responsibilities, presenting skills, and awareness, and motivating students

in the learning process. Reflective training are helpful to improve the students feelings, opinions and their learning attitude. Reflective reciprocal teaching strategies can have a significant impact on students' mental abilities. Learners actively participate in their learning procedure through discussions, summarization, clarification, and prediction; they tend to be more engaged than the students in classroom discussions. Critical thinking is a very important element to reflecting, engagement, and deeper understanding of the students regarding contents. It encourages the students to think about their thought process during reading comprehension. Students' involvement in exploring multiple perspectives considering different viewpoints and discussing diverse interpretations of the content develop critical thinking and problem-solving. Students connecting new knowledge with their existing understanding across different contents make their critical thinking and problem-solving skills to new situations. When students generate questions make inferences, and conclusions foster their higher-order thinking skills. This reflective teaching can develop a positive attitude and improve for traditional lecture method. Teachers can adopt various skills from reflective teaching for the learning process and their critical thinking skills. Teachers as well as students-centered approaches play an essential role in students learning.

4. DISCUSSION

The mixed method research was examined the role of reflective reciprocal teaching strategies in enhancing the classroom/ academic achievement of BS class students. Using reciprocal teaching strategies shows that it has been established to have a positive effect on students' academic achievement (Jafarigohar et al., 2013). Besides comparing their results researcher has also conducted interviews with the heads for an in-depth understanding of the effectiveness of using reflective reciprocal teaching strategies. It is a student-centered educational strategy in which learners and instructors shift their roles in the content. It is a cooperative teaching method in which discussion reveals learners' mental abilities about students learning experience. The traditional teaching strategy which involves the instructor teaching and the students learning contains a formal setting of classroom activities on various subject matter to achieve aligned instructional objectives. The results showed regarding reciprocal strategies are more effective than traditional teaching in terms of enhancing students' critical thinking as well as the student's skills of implication, recognizing assumptions, interpreting, and assessing arguments of the learners (Alemu, 2020; Olimat et al., 2018; Sundahry et al., 2018). Similarly, the evaluation of strategies by utilization of reciprocal approach in teaching gets more effectiveness of student's achievement regarding critical thinking and their reading dreams in classroom. The relationship of previous studies regarding reciprocal teaching and student's achievement is found. Few researches have focused on how students use reading to identify and fix their reading difficulties. The data indicate how students validate or disprove their previous predictions, how they choose and re-choose keywords and topic sentences, or how they structure and revise an explanation of how they used what they had learned in explanation by using reading comprehension. Due to lack of opportunity, the teacher is unable to monitor his students' reading processes in detail or identify their reading challenges. Similarly, because the lack of opportunity, students are unable to oversee and control their reading process. (Yang & Hung, 2008).

5. RECOMMENDATIONS

- This study must encourage students to think about their own thought process during reading
- Teachers should use reflection of reciprocal teaching strategies in their lesson plan.
- Teachers might be look their students higher level of mental abilities for learning skills
- Successful instructors regularly and effectively communicate the content activity to achieve the instructional objectives and clear to students.
- Policymakers can use the execution of reflective teaching and to support for integrating these strategies in instructor-training programs.
- Teachers must enhance the development of traditional teaching methods to improve the teacher-student learning process.
- Educational leaders must ensure assessments align with the learning objectives and content covered.
- Teachers should use classroom time for discussions, problem-solving, and clarification of concepts.

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