Teachers' Attitudes Towards Reciprocal Teaching Strategies for Improving High School Students' Reading Skills

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Abstract

The following study focuses on surveying teachers' attitudes towards the four reciprocal teaching strategies (RTSs) which include; prediction, clarifying, questioning, and summarization in EFL high school classes by English Language teachers in Erbil city. Achieving this objective, the researcher needs to understand the difficulties that both teachers and students face in understanding the contents of reading texts. The present study attempts to evaluate high school teachers' attitudes (negative or positive) towards the four RTS teaching strategies, and to detect the extent to which they apply such strategies in their teaching sessions. This is mandatory since reading comprehension is very essential skill for high school students who will move to the post-secondary (university) stage that needs more effort for learning the language and overcoming reading obstacles.

A quantitative method has been used for the sake of achieving the aims of the study, thus a teachers questionnaire was distributed on One hundred EFL high school teachers were which represent the sample of the study .in addition , an observation checklist was used to observe twenty-five EFL teachers to find out the way they are using the four strategies of RTSs. The teachers were randomly selected in public high schools in Erbil Directorate of Education. The data of the current study were analyzed by using SPSS version (22). The findings of this current study for both tools reveal the real attitudes of secondary school teachers of English, and the extent to which they deal

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with the four reciprocal strategies while teaching reading. Finally, for helping teachers and students to be familiarized with the four reciprocal teaching strategies, a number of useful recommendations are suggested. Also, a number of suggestions for further studies are presented.

 Keywords: reciprocal teaching strategies, collaboration, reading comprehension, teacher, strategies**.**

بيان أراء مدرسي اللغة الانكليزية كلغة أجنبية   تجاه استراتيجيات التدريس المتبادل لتحسين مهارات القراءة لطلاب المدارس الثانوية

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الملخص: تركز هذه الدراســـــة على اكتشـــــاف وتقييم مواقف مدرســـــين اللغة الانكليزية تجاه اســـتراتيجيات التدريس الأربعة المتبادلة (RTSs) التنبؤ والتوضـــيح والتســـاؤل والتلخيص في فصـــول المدرســـة الثانوية للغة الإنجليزية كلغة أجنبية من قبل معلمي اللغة الإنجليزية في مدينة أربيل. لتحقيق هذا الهدف ، ولحل مشـــاكل الطلاب وصـــعوباتهم في فهم محتويات نصـــوص القراءة ، تحاول الدراسة التفسيرية الحالية التحقق من مواقف معلمي اللغة الإنجليزية في المدرسة الثانوية (ســلبية أو إيجابية) تجاه تقنيات التدريس الأربعة RTS ، و للكشـف عن مدى تطبيقهم لهذه الاستراتيجيات في جلسات التدريس الخاصة بهم. هذا أمرضروري لأن فهم القراءة هو مهارة أساسية للغاية لطلاب المدارس الثانوية الذين سينتقلون إلى مرحلة ما بعد الثانوية (الجامعة) التي تحتاج إلى مزيد من الجهد لتعلم اللغة والتغلب على عقبات القراءة.

 لتحقيق أهداف الدراسـة تم استخدام الطريقة الكمية. المشـاركون في الدراسـة الحالية هم مدرسو لغة إنجليزية. تم اختيار 100 من معلمي المدارس الثانوية للغة الإنجليزية كلغة أجنبية لإجراء استبيان كأداة أولى. أما بالنسبة للأداة الثانية وهي قائمة الملاحظة المرجعية ، فقد تم الاستعانة 25 معلمًا من معلمي اللغة الإنجليزية كلغة أجنبية لاكتشاف استخدامهم لـــ RTSs. تم اختيار المعلمين عشـــــوائيا في المدارس الثانوية الحكومية في مديرية تربية أربيل. تم تحليل بيانات الدراسة الحالية باستخدام الإصدار (22) من برنامج SPSS. تكشف نتائج هذه الدراسة الحالية للأداتين عن المواقف الحقيقية لمعلمي اللغة الإنجليزية بالمدارس الثانوية ، ومدى تعاملهم مع الاســـتراتيجيات الأربعة المتبادلة أثناء تدريس القراءة. أخيرًا ، لمســـاعدة المعلمين والطلاب على

التعرف على استراتيجيات التدريس الأربعة المتبادلة ، تم اقتراح عدد من التوصيات المفيدة. كما

تم تقديم عدد من الاقتراحات لمزيد من الدراسات.

<u>الكلمات الدالة</u>: استراتيجيات التدريس المتبادل ، التعاون، فهم القراءة، المعلم، الاستراتيجيات.

0. Introduction
Reading instruction is a component of the process of teaching English. Reading is considered to be a very necessary skill for acquiring English; as a result, English teachers should be regularly trained to develop effective teaching strategies for teaching reading comprehension. As reading comprehension is not an easy process to have mastered, the students should have the ability to read the content of the text and have the skills to comprehend it. Therefore, they should be trained and engaged with effective strategies. Thus, it is the teacher's job to facilitate learners to enhance their reading skills so that students could interact with the text when they read it. Therefore, teachers need to be familiar with the teaching reading strategies and instruct these strategies explicitly. As a result, one of the strategies that support students to understand the text is reciprocal teaching strategies (RTSs) (Palincsar &Brown, 1984, p.117). Most of the previous researchers tried to investigate the effect of reciprocal teaching strategies on students' reading abilities by conducting an experimental study with students in the classroom. Most of them revealed that students' reading comprehension was improved by utilizing the four strategies of reciprocal teaching. The researcher tries to conduct a descriptive study to find out teachers' attitudes towards reciprocal teaching strategies for improving high school students' reading skills in Kurdistan.

1.1.   The problem and its significance
Comparing the classical methods of teaching reading to the new, update, and more effective methods and after reviewing the previous studies about the effect of RTSs on students' reading skills one can conclude that English teachers are always complaining that most of students face problems in studying any reading passage. Teachers always try to encourage students to think critical when they read any passage. Reciprocal Reading is an excellent methodology in teaching as it helps the students to be more involved in their own learning. They will be also able to comprehend different aspects of the texts, develop their reading and oral skills and to assist their fellow students to do so , it helps students learn to be actively involved and monitor their comprehension as they read, and it teaches students to ask questions during reading and helps make the text more comprehensible. There are so many significant aims that reciprocal or guided teaching can achieve, this includes helping students in working in an independent group to solve any learning problem, reciprocal teaching develops student's assessment skills, and it develops students' written outcomes and based on the researcher's experience of supervising high school English classes for about nine years, high school teachers need to teach reading comprehension strategically. The researcher wishes the findings of the study will assist other researchers to explore more about the effect of reciprocal teaching strategies, Ministry of education, particularly, persons who are responsible for education and curriculum designers to make possible changes on specific works to enhance students' English reading comprehension and the English instructor of college of education

1.2.   aims of the study
The following study aims at:
1-studying   teachers' attitudes towards prediction strategy that helps students activating their prior knowledge for reading comprehension.

2-evaluating teachers' attitudes towards clarification teaching strategy which scaffolds students' aptitudes to use them for understanding and comprehending ambiguous words and concepts in reading texts.

3- Evaluating teachers' attitudes towards questioning teaching strategy to improve students' thinking skills for making and answering questions about important details, main ideas, and textual inferences.

4- Evaluating teachers' attitudes towards summarization teaching strategy that supports   students to identify the important points in the text and rearrange them logically.

1.3. Research questions

The current study aims at answering the following questions:

1. What are high school teachers' attitudes (negative or positive) towards the teaching techniques of prediction as a strategy of reciprocal teaching (RT)? Do they apply such techniques, and help EFL students to use them while reading?

2. For grasping the meaning of unclear terms and ideas, what attitudes do high school teachers have towards teaching clarification strategy of RT? Do they apply such strategy, and support students to utilize it?

3. To foster students' critical thinking about the content of the text, what attitudes do high school teachers have towards teaching the questioning strategy of RT? Do they apply such strategy, and support students to make and answer questions about important information in the text?

4. What attitudes do high school teachers have towards teaching the summarization strategy of RT? Do they apply this strategy, and assist students to write and summarize the important information in the text for better comprehension?

1.4. Procedures

To undertake the purpose of the study, the following steps are taken:

1-Displaying literature review and theoretical background about reciprocal teaching strategies, reviewing some classification of RTSs by a number of various scholars and taking teachers' and supervisors' opinions about using RTSs.

2- Gathering data through a questionnaire that was distributed on English language teachers who were selected randomly from Erbil high schools.

3- Observation checklist was conducted by the researcher to observe the implementation of the above mentioned four strategies of RTS by a (25) language teachers selected randomly for the purpose of the study.

1.5. Basic Definitions

1-Reciprocal teaching: Hamdani (2020, p.25) states that reciprocal teaching is a group-based strategy that engaging students in social interaction for improving and strengthening reading comprehension.

2- Teaching strategies: refers to the strategies, tactics, procedures, and processes that a teacher employs while instructing students. It is well acknowledged that teaching techniques are varied, and their effectiveness is dependent on the environment in which they are used(Hattie, J. 2009).

0.2. Review of Literature & the previous studies

according to Frankel et al. (Frankel et al., 2016),Reading Comprehension process is an interaction between the readers, the material, the task, and the wider socio-cultural environment. When readers read any text, they create meaningful representations of the text, which is critical to what has been read and comprehended (Sahan, 2012) . Hudri, (2019) stated that RC is a complicated process due to the fact that it demands students to participate in a variety of cognitive tasks, processes, and abilities. These abilities include interpreting words fluently, comprehending language syntax, drawing

conclusions, using background information, and maintaining working memory as necessary (Feiker Hollenbeck, 2011).

Furthermore, comprehension is a mechanism in which readers evaluate information based on their motivation, information, cognitive abilities, and experiences. Thus, this process leads them to be good readers for setting purposes while reading and making connections between the text and their prior knowledge. Also, comprehension is a process that students built meaning by using their previous knowledge (Tankersley, 2003).

2.1. What Is Reciprocal Teaching strategies (RTSs)

Originally, Palincsar and Brown utilized the term RTSs to refer to a procedure that starts step by step to scaffold students by the application of the four strategies (prediction, clarification, self-questioning and summarization) to improve their reading comprehension for those who might decode but encountered difficulties in comprehending texts and this method help students to obtain certain knowledge to be the independent learners. They believed that these strategies enhanced students' understanding because teachers and their students take turns leading a dialogue concerning sections of the text (Palincsar & Brown, 1984) .

 Later, after some years and Palincsar and Brown attributed a very important definition for reciprocal teaching strategies. RTSs are teaching procedure that is used for teaching reading which allows the learner to work in cooperation and in group(Palincsar & Brown, 1986, p. 124). As it can be noticed from these two definitions, they perceived RTSs as methods to support and scaffold students especially those who do not have the ability to comprehend the content of the text and help the students to deal with the text through interaction with each other. it can be stated that reciprocal teaching strategies are four strategies (questioning, predicting, clarifying, and summarization) in which students learn from their teachers' explicit teaching how and when to use them. Besides, students interact with the teachers and with their peers about applying the strategies according to the text they read to comprehend and to think critically about the content of the materials. These strategies are as follow:

2.1.1. Predicting

Predicting, among the four reciprocal teaching strategies provides the chance for students to make their prior knowledge to be active in the process of guessing (Palincsar 1986, p.76). Additionally, Clarke et al.,(2013, p. 118) defined prediction as an activity of inference making to support students to enhance their understanding of a reading comprehension text that is composed of finding clues, cues and using their prior knowledge to make assumptions about the events and settings in a text. Moreover, predicting is a technique that helps the learner to set a purpose for reading a text and assesses their comprehension. This process makes them to be motivated and to be interested in reading passages while improving their comprehension (Oczkus, 2010, p. 18) .

2.1.2. Clarification

stated that clarifying or monitoring comprehension involves keeping an eye on one's understanding of reading texts and using fix-up strategies to keep meaning during reading(Oczkus, 2010, pp. 20–21). Clarifying supports students to monitor comprehension as they notice the problem of comprehension while reading segments of the texts. When students are encountered with the difficulty of comprehension, they should be called on to the reasons for not understanding the text, such as (new items, unclear reference words and difficult and perhaps ambiguous ideas). In addition, teachers should encourage students to make efforts to retain meaning (Arif, 2014, p. 10) .

2.1.3. Questioning

Questioning is a very important technique for a good reader, when students are engaged in this learning strategy, they learn to make questions about important details, the main idea of the text and textual inferences. Thus, this strategy improves students' reading skills (Oczkus, 2010, p. 20). Yawisah claimed that, if students want to generate questions, they start with who, how, why, where and when. In addition, students build questions about the main idea and information, (Yawisah, 2017, p. 20)

2.1.4 .Summarization

Summarization is a challenging technique that compromises various skills such as pointing out important points and reordering them logically. Likewise, students are asked to memorize important details, rearrange points and not use the same words. Also, they are required to retell the portions of the text with their own style. During summarization techniques, the students and teachers model summarizing during reading texts. Students could utilize the most significant information to direct their summaries. (Oczkus, 2010, p.23)

2.2. Benefit of Reciprocal Teaching Strategies

RTSs provide help for students to have positive attitudes towards the text of reading because working in teams support them to discuss and share ideas together in groups, to support each other in clarifying the difficult vocabularies, identify main ideas together and how to summarize the portions of the text. Besides, RTSs help them to improve their reading skills and not to translate every word they do not know. They could gain a lot of vocabulary and the strategies support them to be confident even with the long texts (Choo et al., 2011, p. 147) .

2.2.1. Previous studies

Hacker& Tenent (2002) (Hacker & Tenent, 2002) made a study to investigate teachers' use of RTSs by utilizing a survey and class observation. The participants were seventeen teachers of elementary schools. The result of observation and the survey indicated that: 1-Teachers were not using all four of the strategies and strategies that were being used were often used inadequately. Many of the students' questions and summaries were superficial and did not reflect a deeper understanding of the text. 2-Teachers had difficulty stimulating high-quality dialogues among their students. Besides, (Hoon, 2017) conducted to investigate teachers' views about reciprocal teaching. To achieve the objective of the study, the researcher chose 10 teachers in Singapore secondary school whom he made interview with, the results illustrated that seventy percent of teachers regarded reciprocal teaching as a beneficial tool because it allowed students to interact with one another. Also, Navaie, (2018) conducted at finding the effect of RTSs on the students' reading skills in the second language classes in Iran. It was quasi-experimental research. The samples of the study were seventy-five students (male and female). The students were of English language institutions in Amol. The result showed that students could make predictions, and construct meaning. However, they made literal but not inferential questions and the students had difficulties making a good summarization due to the teacher's control in performing the method. Ramadan (2017) conducted a study to find out the effect of RTSs on the students' achievement in reading comprehension. For his research method, the researcher used a quasi-experimental study. The samples of the study were (165) female eleventh-grade secondary students in Al Bireh in Ramallah in Palestine. The findings showed that there was a significant difference between the two groups. Moreover, from the questionnaire, the results were shown that students used prediction and clarification strategies but summarization got the lowest mean among the four strategies. Tolongtong and Adunyarittigun (2020) conducted to find out the effect of reciprocal teaching

procedures on EFL learners' reading performance at high schools in Northern Thailand. The samples of the study were an English teacher of eight years of experience whose age was thirty-two years old and 44 students in grade ten. The findings of the result showed that students could use their previous knowledge and learned prefixes and suffixes in using clarification strategy.

3. Research Methodology

This section provides a description of the research design about the procedures and the tools for obtaining the objective of the current study.

3.1 Design of the Study

This study is a descriptive quantitative design that examines the attitudes of the English language teachers towards reciprocal teaching strategies (RTSs). For that reason, a questionnaire consisting of four major domains of RTSs was distributed to one hundred EFL of English language teachers in different high schools in Erbil as well as using observation checklist.

3.2 Population and Sample Selection Procedure

The targeted population in the current study is confined to the English language teachers (ELT) in high schools in Erbil city in the Kurdistan region for the academic year 2021-2022. The information about the number of teachers in high schools are received from the General Directorate of Erbil city. According to their information, the number of teachers who present in the schools is (270). It is clear that sample selection is very crucial for conducting and achieving the aim of any research or study. Also, the researcher has taken permission for visiting the high schools to administer the questionnaire and to observe English teachers in high schools. She has chosen (100) English language teachers (male and female) of multiple teaching experiences in high schools randomly from the whole population for collecting the data. To utilize the observation checklist a sample of 25 English teachers are chosen.

3.3 Instruments

The first instrument for gathering data is twenty- five items questionnaire to obtain knowledge about teachers' use of the four strategies (prediction, clarification, questioning and summarization) of RTSs for enhancing students' reading comprehension. The second tool is the observation checklist which consists of twenty-four items of RTSs strategies; it is conducted for acquiring more information about using the four strategies in EFL high school classes. Both research instruments were sent to jury members to find out their reliability and validity of the tools for the purpose of the study. The teaching experts added, deleted and modified some of the items of the questionnaire and observation checklist. The final form of both tools was utilized according to the aim of the study.

3.3.1 Teachers' Questionnaire

The primary data was gathered by using reciprocal teaching strategies questionnaire. the researcher utilized 5 point Likert scales arranged from 1= (strongly disagree), 2= (disagree), 3=(neutral), 4 = (strongly agree), 5=(agree). Also, the questionnaire consists of two parts: the first part is about general information of the participants while the second part included four strategies (prediction, clarification, questioning and summarization) of reciprocal teaching which comprised of twenty-five items. The first domain includes seven items about predicting the text, the second domain consists of seven items which show teachers' encouragement to students to use the techniques of clarifying the meaning of difficult words and ideas, the third strategy is five items for questioning and the last domain is six items about summarizing the content of the passage.

3.3.2 Classroom Observation

The observation checklist in this study is used as secondary data to support the reliability of the questionnaire to know to what extent the EFL teachers use reciprocal teaching strategies while they present and teach reading comprehension. The observation checklist is composed of two parts the first part is general information of the participants while the second part consists of 24 items of the four strategies of RTSs. The six items for prediction as a first strategy of reciprocal teaching while seven items are allotted to clarification strategy. In addition, the questioning and summarization strategies include five and six techniques respectively. Also, the items are measured by (Yes) and (No).

3.4 The Pilot Study

A pilot study is an essential step in a research effort because it identifies possible issue areas and weaknesses in the research tools and methodology prior to full study execution (Hassan *et al*., 2006, p.70) (Hassan et al., 2006, p. 70) . The questionnaire is administered to twenty high school English teachers in Erbil city. The result showed that the teachers needed 15-20 minutes in terms of their speed of reading and their comprehension of the items. As for the observation checklist it was conducted in 5 classes and it appeared that a full lesson is required for finding out the teachers' use of the four strategies of reciprocal teaching.

3.5 The Validity of the Tools

Validity denotes "the issue of whether our method actually measures what it is supposed to measure, allowing us to draw appropriate conclusions"(Rasinger, 2013, p. 28). To appraise the validity of teachers' questionnaire and observation checklist, the tools were sent to a number of qualified experts in teaching English language outside the University of Salahaddin to stand for jury members to judge on the items and questions of the tools. The jury members are namely university instructors holding the degree of Ph.D.in applied linguistics in the colleges of different cities in Iraq. The professors were requested to evaluate the contents and the items of the tools in terms of clarity and readability for the participants and their connections with the subject under study. Also, they were asked for any important additions or deletions. The Professors commented that the tools and the contents are very excellent while the items of the tools are extremely clear but they recommended adding one more question for the first part of the questionnaire which is (Have you participated in any training sessions?) because maybe the teachers are lack of training.

3.6 Reliability of the instruments

Reliability is also very essential measurement in any research or test. Reliability indicates any method or tool repeatedly and systematically measuring whatever it is intended to measure (Rasinger, 2013, p.29) . For making the questionnaire reliable, it was administered in an exploratory or a pilot study to 20 participants of English teachers drawn from the whole population. The participants were given the questionnaires by the researcher and the samples' responses were analyzed by means of a program(SPSS), version23, The research tool was tested for reliability and foundational validity before the results are presented. A reliability test was carried out using Cronbach's alpha, which measures the internal consistency of a construct. The recommended minimum acceptable limit of reliability "alpha" for this measure is 0.60 (Hair et al., 2003, p. 262) It is shown that the values of the Cronbach's coefficient are estimated for testing the internal consistency of the measurement. The result for Cronbach's alpha is (0.60) for Prediction, (0.70) for Clarifying, (0.80) for Questioning, (0.78) for Summarization, and (0.74) for all items together respectively.

3.13 Data Analysis:

The current study data was collected from observation checklists and questionnaires and analyzed through (SPSS) software program. In agreement with the five Likert scale based on Arithmetic means, the following key was implemented to interpret the means: where the negative attitudes represented the arithmetic mean range from (0.0 – 2.59). The neutral represented the arithmetic mean range from (2.60 –3.39). The positive attitudes represented the arithmetic mean range from (3.40 – 5.0).

3.10 Ethical Consideration:

In this current study, the researcher was considered the ethical issues of the respondents as a vital point to be concerned with. Before collecting the data, the researcher took permission from the General Directorate of education in Erbil for visiting and conducting the tools. All the respondents received the official form before conducting the procedure of collecting data.

4. Results

As it was explained that there was some general information about the participants, that was collected. They are presented in the following table 1.

Table 1: General Information about the participants

Items		Frequency	Percentage
Gender	**Male**	54	54 %
	Female	46	46 %
Age Groups	**30 - 39 years old**	38	38 %
	40 - 49 years old	46	46 %
	50 - 60 years old	16	16 %
Levels of Teaching	**Level 10**	27	27 %
	Level 11	45	45 %
	Level 12	28	28 %
Training course	**Yes**	18	18 %
	No	82	82 %
Degree	**Bachelor**	94	94 %
	High diploma	1	1 %
	Master	5	5 %

As table 1 shows the majority of EFL teachers were males (54%) and the percentage of teachers whose ages were between 40 and 49 (46%) has the highest percentage. Then, teachers who teach level 11 have the highest percentage (45%). The percentage of teachers whose years of experience in teaching is between 10 and 14 years which is (32%) has the highest percentage. Then, the percentage of teachers who had participated in the training courses which is (83%) is higher than those who had never participated in any training course before. The majority of the EFL high school teachers have got a bachelor's degree which is (94%).

4.2.2 Data Analysis of Domains of Reading strategies in the Questionnaire:

The second part of the questionnaire is domains of RTSs which include four reading strategies of reciprocal teaching that teachers stated their attitude by five Likert scale. The first domain covers seven questions, followed by clarification domain which had seven questions. Then, third domain is questioning that include five questions. Lastly, the summarization domain consists of six questions. The EFL teachers presented their opinion about all four reciprocal teaching strategies. For answering the

items of questionnaire the teachers were asked (**Dear teacher, do you believe when you are teaching reading, you should ask students to**)

Table 4.2: Descriptive analysis of all Domains of Reading strategy:					
Items of Prediction	**Mean**	**SD**	**Strongly disagree or Disagree**	**Neutral**	**Strongly Agree or Agree**
1. Guess what is the text about before reading by using group while reading.	3.02	1.082	37 %	14 %	49 %
2. Read the title of the passage for prediction while reading.	4.10	1.176	12 %	7 %	81 %
3. Look at graphs, diagrams, and pictures of the text for making predictions while reading.	4.23	.897	7 %	6 %	87 %
4. Make use of their previous knowledge about the text for prediction while reading.	4.16	1.070	10 %	6 %	84 %
5. Read quickly the first sentences of every paragraph in the text to know whether their prediction is true or not	3.87	1.338	24 %	4 %	72 %
6. Predict the events in the paragraphs or story while reading	3.99	1.141	11 %	10 %	79 %
7. Read the text quickly to know whether their prediction is true or not while reading	3.97	1.049	14 %	8 %	78 %
Items of Clarification					
1. Read the text and circle or underline the words or the sentences they don't comprehend while reading	4.05	.968	12 %	8 %	80 %
2. Read the text and use dictionaries or any other aids for vocabulary meaning such as vocabulary lists in the textbook while reading.	3.95	.936	11 %	13 %	76 %
3. reread the difficult words for figuring out their meanings while reading.	3.89	1.072	18 %	9 %	73 %
4. Read the text and get benefit from the prefixes, suffixes, and word roots to know the meaning of unfamiliar words in the text while reading	3.91	.933	11 %	15 %	74 %
5. Read the text and cooperate with each other in their group for clarification of the new vocabulary and difficult ideas while reading	2.97	1.344	39 %	14 %	47 %
6. Read the text and get help with difficult words and sentences from their teacher or their pairs while reading.	4.09	.954	11 %	8 %	81 %

7. Read the text and to know whether the new words are nouns, verbs, and adjectives for better comprehension while reading.	3.97	1.010	14 %	10 %	76 %
Items of Questioning					
1. Read the passage and prepare questions by themselves about the passage instead of the teacher during reading.	2.25	1.274	62 %	9 %	29 %
2. Read the text again and prepare answers for the questions they have made in the text for better understanding while reading.	2.20	1.247	65 %	8 %	27 %
3. Read the text and find out important information for preparing their question while reading.	2.14	1.279	63 %	11 %	26 %
4. Read the paragraphs and prepare questions about them instead of teacher by using WH questions (what, why, when, where, etc.)	2.60	1.231	49 %	15 %	36 %
5. Help each other by using group for preparing questions and answers about the important information in the text.	2.16	1.253	65 %	9 %	26 %
Items of Summarization					
1. Read the passage and write the important main ideas as well as arrange them logically while reading.	2.08	1.236	68 %	8 %	24 %
2. Read the paragraphs and write a summary by omitting unrelated details while reading.	2.12	1.258	65 %	10 %	25 %
3. Retell only the main ideas of the whole text they are reading not the detailed ones	2.62	1.229	46 %	16 %	38 %
4. Read the paragraphs and write a brief summary without detail information that starts with the prompts like(the most important information are……) while reading.	2.21	1.209	67 %	5 %	28 %
5. Read the paragraphs and write a summary with their own words without repeating the same idea in the text while reading.	1.95	1.158	74 %	7 %	19 %
6. Read the paragraphs and cooperate with their peers by using the group to find out the topic sentences in the text they are reading for summarization	2.11	1.238	66 %	9 %	25 %

Means results of the four RT strategies   in table (4.2) revealed that:

1- Concerning prediction strategy: Teacher's attitudes towards prediction strategy get the highest means (4.23) for item No.3 in the questionnaire. It indicates that nearly almost teachers agreed with this picturing and graphing technique of teaching. The mean of item 4 is 4.16 which also denote that the majority of participants agreed with high positive attitudes. The mean of item 2 is 4.10 which showed that the majority of teachers agreed with positive attitudes.

Also, the mean of item 6 is 3.99 this shows that the majority of teachers agreed positively. The item 7 which is 3.97 that denotes the majority of participants had near positive attitudes to the previous item. The mean item of 5 is 3.87 which illustrates that the most of teachers positively agreed. Finally, the first item mean of prediction strategy is 3.02 which got the lowest mean. That shows that the EFL teachers were neutral. Which denotes that nearly half of EFL teachers did not agree upon this item? Therefore, generally the result of the teachers` attitude was positive towards teaching prediction reading strategy.

According to clarification strategy of reciprocal teaching, the table is shown teachers attitude and their use of this strategy. The sixth item mean is 4.09 got the highest mean which shows that EFL high school teachers had positive attitudes. Besides, the mean of first item is 4.05 which denote that the majority of participants agreed to this item of clarification strategy. For the item 7 also the most of teachers agreed positively which is 3.97. The second item mean is 3.95 which shows that most of EFL high school teachers had positive attitudes. The fourth item mean is 3.91 which shows that most of EFL high school teachers had positive attitudes. The last item which is item 3 that is 3.89, comes in the last position denotes that most of participants were positively agreed.

On the contrary, only items 5 is 2.97 which interprets that the less than half of participants had neutral attitudes. In general, the outcome of the teachers` attitude were positive towards six items of clarification reading strategy.

Based on the result of the questioning strategy of reciprocal teaching which consists of five items. The table is shown teachers attitudes towards teaching this strategy. The item four got highest mean which is 2.60 can be interpreted that EFL teachers were uncertain towards teaching this technique. It denotes that two third of teachers did not agree. The mean of item 1 is 2.25 which also indicates that many teachers did not agree to this technique of self-questioning. The mean of item 2 is 2.20 which also indicates that many teachers did not agree to this technique.

In addition, the mean of items 5 is 2.16 that also can be shown that many teachers were negatively agree upon this item. Likewise, the item 3 got the negative value which is 2.14 has got the lowest mean which indicates that lots of teachers did not agree to these techniques. In general, the outcome of the teachers` attitude were not positive towards teaching items of Questioning strategy.

Finally, summarization strategy is the last strategy of reciprocal teaching which include six items. The table is shown teachers attitudes this strategy. The third item is interpreted as the highest mean of Summarization strategy which is 2.62. It can be illustrated that EFL teachers were neutral towards this item. It can be interpreted that two third of teachers did not agree upon this item. The mean of item 4 is 2.21 which indicates that nearly most of teachers did not agree to this technique of summarization strategy. It denotes that the teachers did not agree upon this item.

In addition, the mean of items 2 and 6 are 2.12 and 2.11 which can be expressed as lots of participants also had negative attitudes towards this technique of summarization of reciprocal teaching. The item 1 is 2.08 which denotes that teachers were negatively agree towards this item. It denotes that most of teachers did not agree

upon this item. Finally, the last item which got the lowest mean is 1.95 that indicates the participants did not agree to this technique. It denotes that most teachers did not agree upon this item. All in all, the outcome of the teachers` attitude were not positive towards teaching Summarization strategy.

4.2.4 The result of Reading strategies of observation checklist:

The second data is observation checklist which has been used to show more reliability about teaching and using the four domains of RTSs by teachers.

Table 4. 3 : Describing the evaluation of EFL teachers in using Prediction reading strategy				
Items	**Yes**		**No**	
1st Domain Prediction	**N**	**%**	**N**	**%**
1. The teacher writes the title or the subtitle of the text and asks students what they can note from the title to guess about the text	15	60 %	10	40 %
2. Before reading, to storm students' minds the teacher asks students to guess about the text and grabs students' attention to the picture with some questions for prediction	16	64 %	9	36 %
3. The teacher tries to help students remember what they know about the text for prediction	15	60 %	10	40 %
4.The teacher asks student to predict the next paragraphs.	14	56 %	11	44 %
5. The teacher encourages students to predict together in a group	5	20 %	20	80 %
6. The teacher directs students to skim the text by reading the first sentences of the paragraphs or reading the whole text for the validation of their prediction	11	44 %	14	56 %
Total	12.7	50.7%	12.3	49.3%

As table 4.3 reveals descriptive statistics of prediction strategy. The item 2 comes in the first position which is 64 %. It denotes that many EFL teachers used this technique. The items 1 and 3 come in the second position which is 60 %. It indicates that many teachers used these techniques. The items 4 which is 56 % it shows that more than half of participants used this technique. The items 6 which is 44 % it shows that less than half of participants used this technique. The item 5 comes in the last position which denotes that majority of the teachers did not use this technique. Overall, half of the teachers use and teach students prediction strategy of RTSs.

Table 4. 4 : Describing the evaluation of EFL teachers in using Clarification reading strategy				
Items	**Yes**		**No**	
2nd Domain Clarification				
1. The teacher asks students to circle the difficult words or ideas that they do not comprehend.	14	56 %	11	44 %

2. The teacher encourages students to ask him/ her or their pairs about clarification of difficult words or sentences they identified	15	60 %	10	40 %
3. For clarifying the identified difficult words the teacher prompts the students to use the dictionary or any other aids such as vocabulary lists.	14	56 %	11	44 %
4. For understanding difficult words the teacher tries to prompt the students to comprehend from rereading.	13	52 %	12	48 %
5. For overcoming the obstacles of understanding confused words, the teacher ask students to comprehend them through prefix and suffixes.	12	48 %	13	52 %
6. The teacher encourages students to comprehend from noun , verb and adjective.	14	56 %	11	44 %
7. The teacher encourages students to help each other in finding out difficult words and sentences	5	20 %	20	80 %
Total	12.4	49.7%	12.6	50.3%

As table 4.4 shows descriptive statistics of Clarification strategy. The item 2 comes in the first position which is 60 %. It denotes that many EFL teachers used these techniques. The item 1, 3 and 6 come in second position which is 56 %. It indicates that more than half of teachers used this technique. The items 4 comes in the third position which is 52 %. It denotes that most of teachers did not use this technique. The item 5 comes in the fourth position which is 48 % that denotes that majority of the teachers did not use this technique. The item 7 comes in the last position which is 20 % that denotes that majority of the teachers did not use this technique. Overall, it can be stated that the teachers teach and use students clarification strategy because half of EFL teachers used this strategy.

Table 4.5 : Describing the evaluation of EFL teachers using Questioning reading strategy				
Items	**Yes**		**No**	
3rd Domain Questioning				
1.To make students monitor their comprehension, the teacher helps and directs them to look for important information in the text for making questions.	1	4 %	24	96 %
2. The teachers prompts students to read the text and make questions instead of her or him.	1	4 %	24	96 %
3. The teacher encourages students to generate questions about the text with question words	2	8 %	23	92 %
4. The teacher gives students the opportunity to look for the answer to the questions they formulate	1	4 %	24	96 %

5. The students were asked to help each other for their questions and answer	1	4 %	24	96 %
Total	1.2	4.8%	23.8	95.2%

As table 4.5 shows descriptive statistics of Questioning strategy. The item 3 comes in the first position which is 8 %. It denotes that majority of EFL teachers did not use this technique. The items 1,2 4 and 5 come in the second position which is 4 %. It indicates that majority of participants did not use this technique. Generally, the teachers do not use and teach students Questioning strategy.

Table 4.6 1: Describing the evaluation of EFL teachers using Summarization reading strategy				
Items	**Yes**		**No**	
4th Domain Summarization				
1. The teacher asks students to read the text for finding the main ideas together for summarization	1	4 %	24	96 %
2. The teacher provides help for students for writing one or two sentences(main ideas) from each paragraph and arranging them according to the events and erase the detailed ones	1	4 %	24	96 %
3.the teacher asks students to write a brief summary about the text they are reading by removing the unimportant details	0	0 %	25	100 %
4. The teacher asks students to follow summary steps and write a summary.	1	4 %	24	96 %
5. The teachers encourage students to read the passage and write their summary with their own words.	0	0 %	25	100 %
6. The teacher encourages students to retell a brief summary of the content of the text	3	12 %	22	88 %
Total	1	4%	24	96%

As table 4.6 shows descriptive statistics of summarization strategy. The items 6 come in the first position which is 12 %. It denotes that majority of EFL high school teachers did not use this technique. The items 1 ,2 and 4 come in the second position which is 4 %. It indicates that the majority of participants did not utilize this technique. The items 3 and 5 got the lowest position which is 0 %. It indicates that all of the participants did not use this technique. Generally, the teachers do not use and teach students summarization strategy.

4.3 Discussion:

The result of the first research question which is related to prediction strategy shows that teachers agreed upon teaching the techniques of this strategy and they really applied them in their EFL classes as it was supported by researcher's observation. To help students to think critically and to make use of their previous knowledge and make them The majority of teachers agreed upon teaching students' prediction strategy. This result is near to Ramadan (Ramadan, 2017) . To make students to have a purpose for reading and to read the text with careful attention and to be motivated to read the text with pleasure as well as to confirm whether students' hypotheses approve or

disapprove, they should have a purpose for reading (Arif, 2014) . The majority of teachers agreed   and more than half of them did not ask students to read first a sentence of every paragraph and to read the text to know whether their prediction is true or not. It could be related to the teachers lack of knowledge for doing every steps of prediction strategy. Teaching and asking students to guess in group got the lowest mean that is it could be due to the classroom management and class context or they are not skillful in arranging in group. They utilized pair work as it was observed by the researcher that is because of the large number of students in one classroom. The second reasons that it could be due to the teachers' difficulty to control students' interaction and to make all the students to be active with their friends as Hacker and Tenent claimed in their result that teachers had difficulty stimulating high-quality dialogues among their students (Hacker & Tenent, 2002) **.** Although it is very effective to put students in group of different of kinds of proficiency to get benefit from each other but the teachers by using pair work put students in social interaction which is regarded as an important element of reciprocal teaching strategies which is predicated by Vygotsky's zone of proximal development that the zone provides the opportunity for students to be able to solve their problem through the expert's guidance or through some learning activities (Vygotsky & Cole, 1978) . It can be concluded EFL teachers had positive attitudes towards teaching students' prediction strategy and half of them applied it in their classes. It could be the teachers applied this strategy from their experiences or they could have learned this strategy from training courses they participated or they followed the teachers book which contain some steps of such strategy.

For assisting students to identify their problems in the text as well as trying to remedy the situation taking steps for repairing their understanding (Yawisah, 2017) . The result of the second research question which is related to clarification strategy discloses that teachers had positive attitudes agreed upon teaching techniques of clarification strategy of reciprocal teaching. Also, it was observed that nearly half of them applied them in their classes.

To make students not only concern to read the words of the text correctly but to find a good way when the text does not make sense and to encourage students activating their comprehension monitoring as well as to check critically which difficult words they do not comprehend, the EFL teachers responded positively that they teach students to circle and underline the difficult words or sentences to make students to determine their meanings. Also, to aid students to interact with their teachers and their partners during the process of reading, the teachers responded in a positive way to teach students to get help from their pair or their teachers about the meaning of these ambiguous terms.

Although, the teachers asked students to ask their pairs or their teachers, it was noticed by the researcher that students depended on their teachers more than they could depend on themselves or interact with their pairs beside them. It is denoting that students needs more training from teachers to make them depend on themselves. It is better to make students to be in group to get benefit from each other, particularly, for weak students. The teacher used this process in pair work as it was noticed by the researcher also their attitudes were neutral towards group work. That is, it could be because of so much noises as misbehavior and restless students made the class noisy (Hoon, 2017) . The teachers used the process of interaction in pair work but it needs more concentration from teachers to put proficient and un proficient students together to be depended on each other not to rely so much on their teachers. Also, to assist them to learn affixes, suffixes and roots and to know the meaning of difficult terms which is near to (Tolongtong & Adunyarittigun, 2020) . The teachers responded positively but according to observation   nearly more than half of them did not utilize it. It could be

that not all the teachers have information about this technique. As for the evaluation of students' understanding the teachers at last did not ask them but they summarize everything by themselves. It denotes that teachers need training for doing this strategy to be able to do this strategy perfectly and to make students to work independently.

It can be concluded that teachers had positive attitudes towards teaching students' clarification strategy. In addition, nearly half of them applied the techniques of this strategy in their classes.The result of the third research question which is related to Self-questioning strategy which assists students to think critically about the text and to deepen their comprehension (Palincsar & Brown, 1984) . Large numbers of EFL teachers did not respond positively towards teaching the techniques of questioning strategy. In addition, it was noticed from observation that almost all the teachers did not ask students to highlight main ideas in the text they are reading, they did not give them time to generate questions together instead of the teachers from text they are reading as well as preparing answers for the questions (Doolittle et al., 2006) . It could be referred to some reasons. First, the teachers were not trained to do this strategy. Second, it could be due to the limitation of time because the presentation of the lesson is not only devoted to reading skills because there are so many activities that it could be done in one lesson (Hacker & Tenent, 2002) . Thus, the process of questioning was not done by the teachers. It can be stated that teachers had negative attitudes and they did not apply the questioning strategy in their classroom.

The result of the fourth research question which is related to summarization strategy which supports students to improve their reading and their writing skills, the teachers should be trained how to teach summarization strategy. Then, they should model this strategy to support students to utilize them. To perform this strategy student are asked to rearrange and write important points and not use the same words. In addition, to assist students to comprehend the text in a deep way, to start their summaries with some prompts and to utilize different synonyms of their own. It can be concluded EFL teachers did not respond positively about asking students to identify main ideas, re arranging them logically without repeating the detailed information, using their own words and to make students to work together to find the main ideas.

Also, it was supported by the observation checklist. It could be due to the students' inability to make a short summary and to be able to erase what is not important in the text they are reading (Soonthornmanee, 2016) . Also, it could be difficult for students to write a summary with their own style about the text they are reading. On the contrary, they may copy the same words and ideas from the passage they are reading.

Furthermore, it could be because this process takes a lot of time to help students to be able to differentiate important information in the text to make their summary which they need more training for accomplishing this activity. Another reason, it could be because teachers do not have enough knowledge of how to teach summarization strategy. Thus, it could be difficult for students write a brief summary without repeating the details. The result is supported by Navaie that the students had difficulties making a good summarization due to the teacher's control in performing the method (Navaie, 2018) . It can be stated that teachers had negative attitudes and they did not utilize the summarization strategy in their classroom.

5. Conclusion
According to the results of the study, the following conclusions are obtained:
According the questionnaire and the observation checklist the high school teachers had positive attitudes towards prediction strategies and half of them utilized the techniques of prediction in their classes as well as they helped students and prompted them to guess about the content of the text and activating students' background knowledge.

_____ _____

In addition, according to the questionnaire the high school teachers were positive about clarification strategy and according to the researcher's observation nearly half of them applied this strategy. Thus, the high school teachers helped students to grasp the meaning of new terms and sentences in the text and to try to comprehend them.

Nevertheless, Concerning questioning and summarization as two important strategies of reciprocal teaching. The high school English teachers do not have positive attitudes in conducting the techniques of generating questions. That is to support students to make and prepare questions and answers according to the techniques of this strategy. In addition, the high school teachers do not have positive view in applying summarization strategy while teaching reading. On the contrary, they make summary by themselves and they restate what has been read without engaging students in using this strategy.

6. Recommendations

According to the results of the study and as an effort to enhance teaching and learning English procedure. The following recommendations are drawn:

1. It is recommended that EFL teachers particularly, high school teachers to employ reciprocal teaching strategies together, since RTSs have significant effects on students' reading skills and comprehension.

2. It is recommended that EFL teachers especially high school teachers to be trained by Ministry of Education to be strategic teacher and employ all the four strategies of reciprocal teaching strategies particularly, generating questions and summarization.

7. Suggestion for further studies

The following recommendation are made for further studies:

1.It is suggested to evaluate teachers' attitudes towards reciprocal teaching strategies for improving students reading skills in other settings such as universities.

2.To investigate the effect of reciprocal teaching strategies on high school students' reading skills.

3.It is suggested that to conduct a research about the effect of reciprocal teaching strategies in other skills.

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