

Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension for Iraqi Learners

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

Summary:

By giving both students and teachers the opportunity to lead the conversation regarding a particular reading, the technique known as reciprocal teaching asks both parties to share the role of teacher. Reciprocal teaching uses four tactics to steer the conversation: summarizing, clarifying, creating questions, and forecasting.

A classroom exercise known as "reciprocal teaching" involves students discussing common comprehension techniques with their peers and the teacher in order to gain a deeper understanding of a book. By increasing students' involvement throughout the reading process, these techniques help them maintain their interest and enhance their comprehension abilities in general.

Initially, they show how the techniques operate, after which students collaborate in small groups to gain a deeper understanding of the procedure, and after they feel at ease, they employ these techniques independently.

- Predicting, querying, clarifying, and summarizing are the four "building blocks" that make up a better reading comprehension and engagement strategy.
- Each of these building pieces contributes significantly to students' success:
- Enhance literacy by encouraging pupils to grasp words instead of ignoring them, which will benefit them with readings now and in the future.

- Remain fascinated – During readings, learners actively look for new ideas and hints that keep them immersed in a text.
- Improve reading comprehension: The four components that equip students with the skills necessary to interpret a text while understanding the concepts being discussed.
- Learn independently or in groups— Reciprocal instruction enables students to work together to enhance their reading comprehension.
- Learn on their own or in groups — Reciprocal teaching puts students in the position to improve their reading comprehension through teamwork so they are better suited to work by themselves on future projects.

Introduction:

Reciprocal teaching is “a procedure in which teachers and learners take turns in leading a dialogue about portions of a text.” Palincsar and Brown (1984) did this study in L1 settings, which indeed developed the reciprocal teaching method for those learners who have difficulty reading in their native language. Alternatively, as Salataci and Akyel have said, first Cotterall in 1990 and 1993 put forward a practical framework to employ mutual learning in the ESL context, while Song was the first researcher who employed reciprocal teaching in an EFL setting for strategy training in that way. Reciprocal teaching has proved beneficial in enhancing L2 reading comprehension (Alfassi & Lifshitz, 2009: 295). More clearly, Barrett (2003: 32) mentions that the less-skilled readers benefit more from reciprocal teaching than the more skilled, and strategy instruction may lead to enhanced performance in the students' broad comprehension of passages and logic inference skills. All these conclusions suggest that "reciprocal teaching is a proper method to aid L2 learners reading in L2".

Reciprocal teaching is an approach that endeavors to enhance reading comprehension skills of students by instructing them through four strategies that not

only build but also monitor comprehension (Navaie, 2018), which are: (1) questioning on the part of the students, on the basis of the text; (2) summarizing using their words from the text; (3) clarifying what the student does not comprehend from the text; and (4) the prediction of students on what comes next based on the text. The general methodology in reciprocal teaching does not therefore concern itself only with student working in small groups. Goodwin et al (2013) suggest that the teacher shall model how and what to do in a learning process and conduct the group in which students will participate. Students may learn their roles in reciprocal teaching- as those of questioning, clarifying, summarizing, and predicting. The questioning step means students identify key words or main information, ideas, and topics from the text and in their own words develop questions. It is necessary to make questions along with unknown words and provide a good basis for the understanding of the entire text (Hashemi, 2021: 188). The students will further move to clarify what this unclear word means. This 'clarifying' process seeks to resolve students' unfamiliar terms, respond to questions that made it hard for them to understand the text, and elaborate on the meaning of the text. This step holds significance for all students. If the text is clear in meaning, it greatly helps students in understanding the overall text and others, such as summarizing and predicting. Nation & Norbury (2005) also argued that students should have their extra tools used during this whole process, such as dictionaries or a thesaurus. Summarization involves students picking out key ideas or information in the text and organizing that in a summative statement using their own words. Such summative statements should summarize the key parts of a paragraph or the text at large. This is according to Williams (2010). After this, students write down the ideas using their own words in their books or on their worksheets. The last step is predicting, which is where students evaluate their previous knowledge of the text to new information from the text. After comparing the old knowledge to the new knowledge, they think of

statements that look forward. This step, prediction, means students make ideas in the form of statements concerning future things (Doolittle et al., 2006). Based on this, the teacher may give additional feedback to the student groups as necessary, so as to facilitate the students' effective and interactive participation in the reading comprehension process (Ghorbani et al., 2013).

1.1 Statement of the Problem:

After showing how to do each four strategies, the teacher will have shared responsibility with the students, who also get to take greater and greater lead in the discussion. Guided Practice: The teacher instructs while simultaneously supervising the students in practicing the strategies. At last, students apply the strategies in an independent manner, using other texts.

Other advantages of Reciprocal Teaching Include:

- Increased understanding.
- Awareness of one's thinking and one's own comprehension posture in reading.
- Motivation-due to the virtues.
- Social Skills-Collaborative tasks free the students to develop social skills-such as communication, collaboration, and problem-solving.

Reciprocal teaching does wonders for the comprehension of reading, especially for struggling readers. It is a flexible strategy available not only in reading but across all subjects and all grade levels. In reading the transaction is sampling of readers' understanding text which is determined at least in part by their past experience, their native language and why they are reading Vivin & Fahri (2013), for example, also gives us the major idea again that vocabulary must be highlighted if readers are having difficulty. How can our student's best acquire it? One of the main strategies in building words for reading is to get learners to develop methods for notify the meaning of words from clues available in the surrounding context and garnering help through their knowledge backgrounds. Reciprocal Teaching is "enable students

to self-monitor and construct meaning as they are reading" (Cooper & Grieve, 2009)

1.2 Aim of the Study:

This study aims at:

Seeking to find the answer to the research question 'to what extent does reciprocal teaching impact the performance of students' college with respect to reading comprehension' in the academically neglecting context. Enhancing the students' scores in the reading comprehension passages.

1.3 Hypothesis:

1. The achievement of students using the reciprocal teaching technique is not different statistically significantly from that of students not using it.
2. The test group students' performance on the reading comprehension pre- and post- test is not different statistically significantly.

1.4 Limitation:

Limitation of this study is "second year students at the Department of English, College of basic Education -University of Mustansiriyah , during the academic year (2022-2023).

1.5 Definitions of Basic terms:

Teaching in Return According to Konpan (2006:54), RT is an educational activity that involves teachers and students having a conversation about structured text passages using four strategies: summarizing, clarifying, predicting, and creating questions. One "helpful technique that involves guided practice of reading comprehension" is the reciprocal teaching approach. The job of instructors in this technique is to give scaffolding and training., students (Cooper & Grieve, 2009:47). feedback and explanation for the Operationally, RT is defined as an activity that takes a form of a dialogue between the teacher and his students with four specific

reading strategies that are actively and consciously used to support comprehension: predicting, questioning, clarifying, and summarizing.

Reciprocal Teaching RT is the process of educating children to take turns in being the teacher, involving systematically exchanging inclusive explanatory information. As stated by: (Cooper & Grieve, 2009). This technique "Recipe teaching method" is an instructional method which concerns itself with collaborative reading comprehension practice via modeling and Scaffolding.

2.1 Background of Reciprocal Teaching Strategies

Reciprocal teaching is a cooperative learning approach designed to develop reading comprehension among students. Proposed in the 1980s by Annemarie Palincsar and Ann L. Brown, in a form of guiding students in reading comprehension, several students would come together, and each would take on the role of teacher responsible for mediating comprehension in the text.

Strategies are important in the cultivation of learners' communicative competence; as they are "tools for active and self-directed engagement", it follows that one should learn how to use reading strategies that suit your purpose in reading. However, nothing beats a walk somewhere quiet at twilight now and then.

In terms of content and context, the RT training given by Brown and Palinscar (1984) emphasizes reading as a thinking process. In their teaching practice, the four strategies that were taught were found to enhance the reading skills of the students. While carrying out RT activities, students are provided with scaffolding and other feedback to be able to learn active mental skills. (Lederer, 2000:23).

In the same way, it is also proposed by Blakey and Spence (1990) that RT is one of the technique with high efficiency for students in terms of improving their cognitive and meta-cognitive processes, involving the reorganizational processes which enable students to self-decide as on how, when and if they want to plan, manage or assess themselves. Reciprocal Teaching is a student-centered activity whereby

students and teacher interact in textual debate and argument. It also includes role reversal wherein the teacher and students trade activity which again makes learners feel accountable for their function in the whole interaction and students are expected to aid each other regularly (Reis et al, 2020:20).

2.2 Strategy of Reciprocal Teaching :

1. Modeling: The teacher primarily models Each of the four strategies; that is, predict, question, clarify, and summarize. (Pilonieta & Medina, 2009:56)
2. Shared Responsibility: The students successively take over more lead in discussions, rotating roles among the individual group members.
3. Guided Practice: The teacher provides instruction while, at the same time, supervises the students in practicing the strategies.
4. Independent Practice: Eventually, students apply the strategies on their own, using other texts.

Other advantages of reciprocal teaching: (Shanahan & Shanahan, 2000: 43)

- Increase their probability of comprehension.
 - Their consciousness to think, taking into account certain matters about their thinking, how to monitor the comprehension that they have in reading.
 - Motivation: influenced by the virtues.
 - Social Skills: Communication, collaboration, and problem-solving skills developed from collaborative tasks provided the students opportunities to develop social skills.
- Reciprocal teaching has been proven to work well with reading comprehension, especially for students who face difficulty in comprehension. This is a flexible strategy that can be used across subjects and all grade levels.

2.3 Value of Reciprocal Teaching

- 1-The efficient use of technique facilitates reading comprehension and there are built-in opportunities for students to be active in their learning, while monitoring how they both learn and think (Creswell & Creswell, 2017:47).

2. In RT, the teacher takes the initiative as well as guidebooks the conversation to ensure that the text being read is clearly understood. These discussions involve that would be problem-solving opportunities for development cooperation, they provide "talk" relaxed goal - directed, producing (ibid:51).

3- Learners are able to achieve self-confidence, acquire cooperation and the urge to read .

4- In Reciprocal Teaching students perform each other's language teaching in a switch-over pattern switching each other's languages to the other oneself .

5- Reciprocal Teaching gives the back ground on the need for explicit strategy instructions and for changing the learner to become a strategic reader (Yawisah, 2017:78).

Reciprocal teaching encompasses a rich but little-known instructional strategy, advancing discussions and questioning for the purpose of improving students' reading comprehension skills. The method allows students to take turns leading discussions about a text with a diverse range of skills, which include predicting, clarifying, questioning, and summarizing. With reference to learning the English language on the part of Iraqi students.

Iraqi learners face unique challenges in mastering the English language, particularly in understanding complex texts. Reciprocal teaching serves to provide such a structured framework whereby students can interact closely with English reading materials. Students address a text interactively and chunk it for the purposes of discussion and questioning.

Some of the most important and useful aspects showing the benefits of the techniques of reciprocal teaching are the promotion of active engagement and the better development of a critical thinking approach. Assigning roles within the framework of group discussions will allow students to carry out various roles with respect to an interactive setting-for example, that of a summarizer or that of a

questioner. This has the effect of offering to the students a lot of experience with the use of various reading comprehension skills in the interactive setting of working in a group-and also enhances communications and critical thinking skills necessary for academic success.

Through reciprocal teaching strategies, a significant boost in both intrinsic motivation toward learning English and in students' own confidence regarding their English reading abilities can be observed. When students have opportunities to be active participants in their learning while enjoying peer support, reciprocal teaching builds a community and a conducive environment for effective learning. This will mean a lot for Iraqi learners who would feel insecure.

2.4 Reciprocal teaching and reading comprehension

Palincsar and Brown (1984) stated that reciprocal teaching is meant for assisting the readers in understanding text and at the same time helping them in tracking the steps they took to gain understanding. This approach is developed through a sociocultural perspective where strategies have been modeled, explained, and scaffolded for the learners in a social context. The four techniques have been found to promote and extend reading comprehension (Al-Jubouri, 2003). According to Baker and Brown (1984) and Palincsar and Brown (1985) Four of the strategies were said to be based on the following conditions: 1) these strategies are used by successful readers; 2) comprehension monitoring and comprehension enhancing 'these strategies' support; 3) every strategy is brought into action when there is an understanding gap as the text is being read; 4) these strategies are called metacognitive strategies. Therefore, readers who are taught through reciprocal teaching are more self-conscious about their thinking and reading processes.

They come up with functional reading strategies such as establishing a purpose for reading, making predictions about the content, and creating and verifying hypotheses, interpretations and predictions. In order to succeed in reading

comprehension, they also self-evaluate and assess if their strategies are effective or not. The idea of reciprocal teaching events augments the readers' knowledge about metacognitive processes that enable efficient reading, comprehension and self-regulatory processes that often are geared towards achieving a particular task. Based on the findings of this research, it can be argued that reciprocal teaching is a reading strategy which contrary to other strategies is based on the principles of metacognition. The purpose of implementing this method is to enhance the level of comprehension and independence of readers. It comprises three components: scaffolding and direct instruction, practice of the four main strategies, and social interaction. It has been directed by Vygotsky's developmental theory.

3.1 Research Methodology

3.2 Population and Sample Selection

Participants of the present study are second year students/morning class students from the Department of English/ College of Basic Education in academic year 2023-2024. The respondents are randomly selected from the said population. Students were 120 who were placed in equal numbers into four sections. Subsequent to this the sections were merged into the larger one special according to the load of the department. For the pilot study, a random selection of thirty students was picked from section (A,B). For the sampling study, segments (C & D) were engaged and are designated to the experimental and control groups respectively. There were eighty students in section (C & D). The final number of the sample turned out to be 60 with 30 individuals in either group.

3.2.1 Sampling Equivalence

The researcher tried to control some of the variables that could affect the experiment. These variables include students' preliminary results, parents' schooling, and age. 0.05, the significance level, the t-test for independent samples, and chi-squared analysis were used to determine the differences. Since there were no

discernible variations in the groups, it was determined that the participants in the experimental and control circumstances were identical with regard to the variables. Two tables, specifically 2, and 3, providing a summary of the sample equivalency's statistical treatment outcomes. Table 2t-Test Statistics for the Age and Pretest Scores Variables

Variable	Group	N	\bar{x}	S2	Df	Computed value-t	Tabulated value-t
Age in Years	C	30	18.86	0.39	58	0,223	2,00
	D	30	18.9	0.57			
Pretest Scores	C	30	34.1	91.05	58	487.1	2,00
	D	30	32.9	92.6			

Table 3Chi-Square Statistics for the parents' Education Variables

Variable	Group	N	Illiterate	Primary	Intermedia	Secondary	Diploma	B.A	df	Computed Chi Square	Tabulated Value
parents' Education	C	30	-	2	4	5	6	13	5	5.32	11.07
	D	30	2	2	4	5	4	13			
	Total	60	2	4	8	10	10	26			

4. Results, Conclusions, Recommendations and Suggestions

4.1 Results

4.1.1 The Comparison of post test

The Proposing Technique groups clearly outperformed the conventional teaching groups in total correct answers, and a significant level of t almost never scores more than two at over three hundred degrees of significance or thirty. When asked about

the average outcomes reached by students, it was reported that those instructed-like in this case the experimental group-included 45.8 while the control group averaged 32.7. When employing the t-test method, the t-value has been found equal to 4.251. That value exceeds the degree of rotation attributed a hundred Eighty degrees max that was fifty two thousand and four when the level of significance is greater than almost three hundred degrees or thirty-five. A similar pattern is being followed when one considers the alternative null hypothesis. As such, this suggests that, indeed, the use of reciprocal teaching techniques is more effective than the use of lecture methods for class instructions. (see table 4).

Table 4 t-Test Statistics for the Study Subjects' Scores in the Posttest

Group	N	X	S ²	Computed value-t	Tabulated value-t	d.f	Level of Significance
C	30	8.45	173.35	4.251	2.00	58	0.05
D	30	7.32	114.45				

4.1.2 Comparison of the pre-posttests

According to the results, the experimental group's mean score was 97.6 in the pre-test and 115.45 in the post-test. Another way to determine whether there is a significant change between the experimental and pre-post test results is to utilize the t-test. It is determined that a RT influence is responsible for the significant difference between the two scores, as the t-test value of 4.7 is more than the tabulated value of 2.04 at a significance level of 0.05. As a result, the second null hypothesis that was previously put out is denied.

Table 5 t-Test Statistics of Pre-Posttests Scores of the Experimental Group

Group	N	%	S ²	Computed value-t	Tabulated value-t	DF	Level of Significance
Posttest	30	47.3	115.45	4.7	2.04	29	0.05
Pretest		35.3	97.6				

4.2 Conclusion

The study showed positive results in both reading comprehension and metacognitive reading strategies of students with the use of reciprocal teaching. A unique finding of this study is that both the advanced and less advanced students were able to improve their reading with the use of reciprocal teaching. The students use each of the four strategies and understand when and why they are supposed to use each one of them. They learn to make predictions, address ambiguities, and synthesize the material that they have read. In this regard, students strategically apply the four strategies so as to overcome obstacles and evaluate their plans and the outcomes. On this account, it can be concluded that reciprocal teaching is a type of reading instruction that enhances students' skills in English. It is a given that these students will be effective readers, which satisfies the aim of EFL curriculum concerning reading competence through reciprocal teaching strategies. These students do not become passive readers; rather, they become students who actively strive towards a specific goal, which is a skill that is essential for EFL students.

To sum up, the reciprocal teaching model is asserted to provide effective metacognitive reading strategy instructions because it provides both scaffolds and explicit instruction of the four main strategies and the use of different strategies creates opportunities for the processing and comprehension of information in reading. For teachers, students and educators in an EFL reading context, the reciprocal teaching appears to be the most direct answer. The most evident contribution is that reciprocal teaching today is one. Practically, these findings can be utilized in English reading classrooms in the following manner:

1. When employing the four strategies of reciprocal teaching to EFL students, the teachers ought to provide adequate explanation, modeling, and feedback. According to Wong, Paulo and Nunes, bead and embroidery both require the teacher to explicate clearly and model gradually the procedure and the

application of the metacognitive strategies. Fours strategies elaborated in the theory should be known to the students including when, why, and how to apply them. Each strategy is not only specific in application but also sustained practice of all is essential for success. Learning comes with boundaries in regard to time management. Students must be allocated enough and appropriate time for each stage. As it is the case with language learners, students struggle with all the four teacher's reading strategies and the process of reciprocal teaching, so they need time in order to perform everything what is required of them, work in pairs, take on the role, even with their peers' assistance, learn how to perform the reciprocal teaching tasks, etc., and be able to do these tasks automatically when they read individually. The teachers were better positioned to assist the students in comprehending the procedure, and the scaffold involved in the reciprocal teaching sessions, by allowing them to express their understanding in their first language so that they grasp and comprehend these processes and objectives. This would enable the students to be self-assured in performing their individual tasks within cooperative groups.

2. The responsibility of the students should be increased over time and in this case, the teachers' prompts and modeling should go down as their role becomes the guide. They should remain quite dynamic and helped each and every learner individually. If the learners face difficulties, such issues should be addressed by the course instructors who should assist the learners in accomplishing what is intended during the teaching engagements.
3. As the students are engaging in the knowledge construction during their CDOTs, the teachers are encouraged to move around the classroom to observe the students' discussions. In cases where the learners have such interactions, the teachers are advised to instruct them in their mother tongue.

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استراتيجيات التدريس المتبادل وأثرها على فهم الاستيعاب القرائي باللغة الإنجليزية لدى المتعلمين العراقيين

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الكلمات المفتاحية: استراتيجيات التدريس المتبادل، التعاون، فهم الاستيعاب القرائي، المعلم، الاستراتيجيات.

الملخص:

التدريس المتبادل هو استراتيجية تطلب من الطلاب والمعلمين تقاسم دور المعلم من خلال السماح لكليهما بقيادة المناقشة حول قراءة معينة. وهي تنطوي على أربع استراتيجيات توجه المناقشة: التنبؤ، وتوليد الأسئلة، والتوضيح، والتلخيص.

يشير التدريس المتبادل إلى نشاط في الفصل الدراسي حيث يتم عرض استراتيجيات الفهم المشتركة للطلاب في حوار مع المعلم وأقرانهم لفهم النص بشكل أفضل. تجعل هذه الاستراتيجيات الطلاب أكثر مشاركة طوال عملية القراءة، مما يساعدهم على البقاء منخرطين وتحسين مهارات الفهم الشاملة لديهم.

أولاً، يوضحون كيفية عمل الاستراتيجيات، ثم يعمل الطلاب معاً في مجموعات صغيرة لفهم العملية بشكل أفضل، وأخيراً، بمجرد أن يشعر الطلاب بالراحة، يستخدمون هذه الاستراتيجيات بمفردهم.

هناك أربعة أجزاء، أو "كتل بناء" لتحسين فهم القراءة والمشاركة، وهي: التنبؤ، والتساؤل، والتوضيح، والتلخيص.

تلعب كل واحدة من هذه اللبنات الأساسية دوراً مهماً في مساعدة الطلاب:

- تحسين معرفة القراءة والكتابة - بدلاً من تخطي الكلمات التي لا يفهمونها، يتم تشجيع الطلاب على معرفة ما تعنيه هذه الكلمات، مما يساعدهم في القراءات الحالية والمستقبلية.
- البقاء منخرطاً - يبحث الطلاب بنشاط عن أدلة وأفكار مختلفة طوال القراءات، مما يساعدهم على البقاء مهتمين بالنص.

- تعزيز فهم القراءة - تمنح اللبنة الأساسية الأربعة الطلاب الأدوات اللازمة لفك شفرة النص وفهم الأفكار المقدمة لهم.
- التعلم بمفردهم أو في مجموعات - يضع التدريس المتبادل الطلاب في موقف يسمح لهم بتحسين فهمهم للقراءة من خلال العمل الجماعي حتى يصبحوا أكثر ملائمة للعمل بمفردهم في مشاريع مستقبلية.