

RECIPROCAL READING FOR THE ESL LEARNER

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FEBRUARY 21, 2015

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AGENDA

- **What is reciprocal teaching (RT)**
- **Theory behind RT**
- **How did RT evolve**
- **RT Strategies**
- **Phases of RT**
- **Does RT work**
- **Challenges of RT**
- **How to overcome challenges**
- **How to introduce RT in the ESL classroom: Thinking Sticks**
- **RT Prompts: Bookmarks**
- **Next steps for RT**
- **How to assess learners' use of RT**
- **Group Work**
- **Reflection**

WHAT IS RECIPROCAL TEACHING?

- **Students learn to be the “teacher” by helping each other clarify and predict what is in a text and by asking and answering questions of their peers.**
- **The goal is to teach students to do what good readers do automatically.**
- **Reciprocal teaching (RT) consists of instructing students in four reading comprehension strategies:**
 - Summarizing
 - Questioning
 - Predicting
 - Clarifying

THEORY BEHIND RT

- **Based on the constructivist approach- meaning is seen to exist within ourselves- not in external forms**
- **We develop or construct personal meaning from our experience and validate it through interaction and communication with others.**
- **What we make of the world is a result of our perceptions of our experiences.**

HOW DID RT EVOLVE

- **Developed in 1984 by Palincsar and Brown in response to the lack of classroom reading comprehension (7th and 8th graders) instruction.**
- **According to Palincsar and Klank (1992) most teachers spend more time teaching poor readers decoding skills or how to sound out words, instead of comprehension skills, leading students to believe that reading is simply “saying the words right and fast”.**
- **According to Pilonieta and Medina (2009), less than 1% of classroom time is dedicated to reading comprehension and then the focus is on assessing students’ comprehension, instead of instructing students in comprehension strategies.**

RECIPROCAL TEACHING STRATEGIES

1. **Summarizing**: retelling important events in a story in sequence using details.
2. **Questioning**: asking text-based questions requiring “yes” or “no” or short answers . Shows whether students are following text.
3. **Clarifying**: identifying confusing words or sentences and seeking meaning. Asking more complex questions to determine whether the listener understands the meaning of the story. Require more analytical reasoning.
4. **Predicting**: using prior knowledge and text clues (titles, subtitles, etc.) to guess what will happen in the story.

PHASES OF RT

1. Strategy Introduction

1. Teacher provides direct strategy instruction
2. Introduces and defines the four strategies: summarizing, predicting, questioning, and clarifying)

2. Fishbowl

1. Students become actively involved
2. Teacher selects “reader-friendly” texts
3. Teacher leads students through interactive dialogue, providing specific wording to model
4. Students participate at their own levels, with teacher guidance and feedback

3. Group to Teacher

1. Students assume role of teacher by taking turns leading their peers through the same types of dialogue in small collaborative reading groups discussing more complex texts.
2. Teacher provides support on an as-needed basis only
3. Students eventually begin to internalize the strategies, so that they can use them independently in their own academic reading.

DOES RT WORK?

- **A pilot study of 37 seventh graders was conducted by Palincsar and Brown. They introduced RT for fifteen days to these students and their scores increased from an average of 40% to 80%.**
- **Teachers reported that the students “thinking” skills improved**
- **Students were better able to find important information and organized their ideas about the texts.**
- **Students are motivated by social interaction through problem solving, RT seems to enhance student engagement and motivation (Brown, 1988).**

CHALLENGES OF RT

- **Not all students actively participated in the small group interactions- personal conversations**
- **Sometimes teachers needed to maintain high scaffolded instruction (Hacker & Tenent, 2002).**
- **Hard to distinguish whether students were internalizing the strategies or only repeating classmates responses**

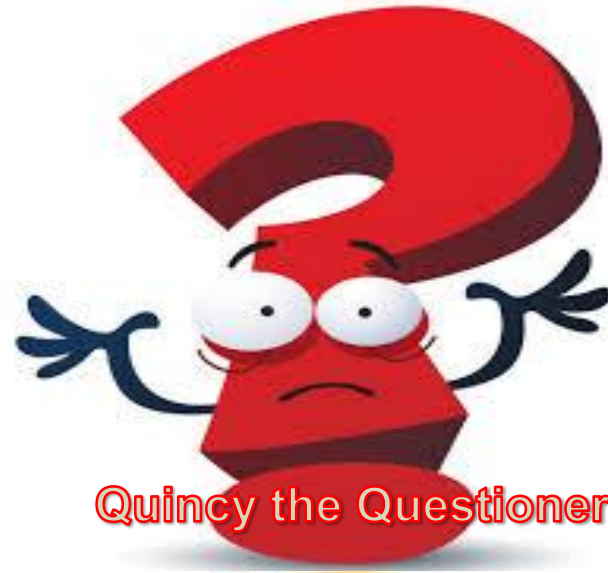
HOW TO OVERCOME CHALLENGES

- **RT is effective only when teachers modify the lessons to meet the needs of their individual students (Duffy, 1993).**
- **RT needs teachers that are able to combine the components of RT along with their own judgment to help students develop a comprehensive skill set, instead of seeing RT as a “prescription to follow” (Duffy, 1993).**

HOW TO INTRODUCE RT IN THE ESL CLASSROOM: THINKING STICKS



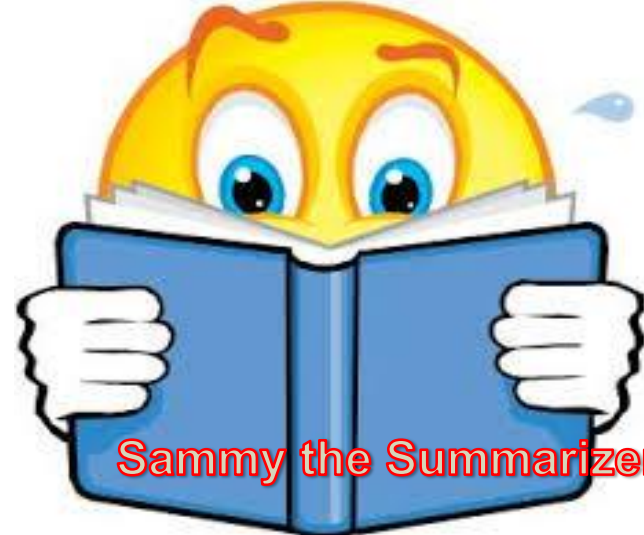
Powerful Predictor



Quincy the Questioner



Clara the Clarifier



Sammy the Summarizer

RT PROMPTS(BOOKMARK)

1. **Predict:** I think...will happen because...

I think I will learn...because....

1. **Question:** I wonder....

Who? What? When? Where? Why? How?

Why do you think?

1. **Clarify:** I didn't get the word....so I (your chance to add in a quick parts of speech explanation and the importance of word order in English).

2. **Summarize:** This was mostly about....

First,.... Next,... Then,.... Finally,...

(Oczkus, 2010)

NEXT STEPS FOR RT

- 1. Select a time, at least twice per week to conduct RT.**
- 2. Continually model using think-alouds for each of the strategies.**
- 3. Encourage all students to discuss the strategies with partners or groups.**
- 4. Model and invite students to reflect on how the strategies help them as they read.**
- 5. Continually assess students to decide which strategies the students need and the minilessons or focus strategy lessons to teach.**

(Oczkus, 2010)

HOW TO ASSESS LEARNERS' USE OF RT

- 1. Listen to your students' discussions. Are students using the strategy frames to share their responses?**
- 2. Informally evaluate students' use of the strategies by listening to pairs of students as they share and as they contribute to the discussion.**
- 3. Are students using text clues and background knowledge to make logical predictions?**
- 4. Are students asking questions that can be answered in the text or inferred?**
- 5. Do students give examples of clarifying words and ideas and ways to clarify?**
- 6. Do students summarize the text and include important points and even select vocabulary?**
- 7. Have the students produce an individual representation of their understanding or connection of the text given.**

GROUP WORK

- **Create your own thinking sticks based on your learners' interests and backgrounds.**
- **Practice taking on the different roles of the what the sticks represent to understand the given text.**
- **Create a chart showing the different prompts used for each strategy.**
- **Individually create your artistic interpretation of how this text connects to you.**

REFLECTION

- How may we overcome some of the challenges we may face in implementing RT in our classrooms?

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