



The role of reciprocal teaching strategy as an important factor of improving reading motivation

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ABSTRACT

Reading motivation is one of the most important factors, receives the special focus in foreign language teaching. Research has suggested that explicit reading strategies can be taught to students and improving their reading motivation. The purpose of this study is to investigate the impacts of reciprocal teaching strategy on reading motivation. Reciprocal teaching strategy consists of four basic reading strategies: predicting, questioning, clarifying, and summarizing. Cognitive and meta-cognitive strategies are the reciprocal teaching strategies used to enhance students' reading motivation. This paper will discuss whether 'reciprocal teaching strategies' enhance students reading motivation or not. This lack of good reading motivation skill is exacerbated by the central role of reading motivation in higher education success. One solution to this problem of poor reading motivation skill is the explicit teaching strategies. This paper is going to define the key words, reading motivation process, reading strategies, cognitive and meta-cognitive strategies, reading motivation and reciprocal teaching, and state relationship between reciprocal teaching and reading motivation. The findings indicated that reciprocal teaching had a significantly positive effect on the English reading motivation.

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Introduction

International communications activities should focus on the four skills of listening, speaking, reading, and writing, but along with the improvement of international communication activities, and interests in industrial science and knowledge, reading motivation in the world is becoming more important. Reading motivation is regarded as the most vital and necessary for students in both a classroom context and an extracurricular environment (Grabe & Stoller, 2002). Reading motivation is even important for students since they have to be motivated in the English language learning and improve their activities. So, reading motivation is vital for learners' ability to read and comprehend texts purposively is crucial for EFL students. Accordingly, since the need for academic success in all areas of learning, all English foreign language (EFL) students should improve their English reading motivation for a better and stronger performance. (Soonthornmanee, 2002).

English language teaching is one of the most important factors of international communication activities, but reading motivation can facilitate and foster English language learning for students. Therefore, book fairs, trade exhibitions and conferences which held annually in each country indicated that English language learning is very important for international communication and motivate students to learn English language as an international language (Maleki & Zangani, 2007). Although every student knows how to read, many do not have reading motivation in learning (Royse, 2001).

This lack of reading motivation is exacerbated by the central role of reading motivation in higher education success. Explicit teaching (e.g., reciprocal teaching strategy, SQ4R strategy) is one of the solutions for this problem that motivates

students in their reading and learning of English language. Hodge, Palmer, and Scott (1992) stated that learners who did not have reading motivation often did not monitor their reading and rarely instigated any strategies to adjust to deficiencies in reading motivation. Accordingly, Meyer, Young, and Bartlett (1989) explained that explicit instruction in reading motivation is an effective factor for enhancing reading motivation in students. Unfortunately, explicit instruction such as reciprocal teaching in improving reading motivation is rarely taught at the schools and universities (Wilson, 1988; Pressley, Woloshyn, Lysynchuk, Martin, Wood, & Willoughby, 1990).

Investigators have stressed the importance of explicit teaching and training language learners to be strategic readers. Paris et al., (1983) explored that learning to be a strategic reader can improve reading motivation and "failure to be strategic in reading may result from either developmental inability or poor learning" (p. 293). Palincsar and Brown (1984) state that strategic reading helps readers, especially low-achieving learners, avoid reading motivation failure and promote their attention of the context. According to Koda (2004), explicit teaching not only compensates for students' reading motivation deficiency but also enhances their critical thinking and motivation.

Pressley (2002) mentioned, reciprocal teaching strategy advocated by Palincsar and Brown (1984) is one of the main important factors for teaching a foreign language and motivates readers in different areas world. Reciprocal teaching helps learners in a different teaching and learning activities and it is an explicit teaching by the teacher in the learners' use of the strategies (Oczkus 2004). Furthermore, it develops students' reading motivation, assists foreign language learning and

enhances the ability to work co-operatively with their friends. Hasan (1994) stated that reciprocal teaching strategy gives learners motivation and the opportunity to use English to serve many of the language activities and notions that are typical in communication. He also demonstrates that explicit reading strategy instruction provides an efficient model for teachers to motivate students' participation in their learning and teach them how to read effectively. This study, discusses the key terms, the four sections of reciprocal teaching strategies, reading motivation process and relationship between reciprocal teaching strategy and reading motivation.

Reciprocal Teaching strategy

Reciprocal teaching strategy is defined as a strategy that directly teaches learners to use meta-cognitive thinking while constructing meaning from a text. In fact, it is a method of reading comprehension as an interactive one, in which readers interact with the text as their prior experience is activated and improves their motivation and interest. It is a strategy that makes dialogue between students within themselves or students with their teacher. Once the instructor has modeled the process, students take on the role of instructor and teach one another using reciprocal teaching strategy. This instructional strategy allows an instructor to model and give the learners enough practice to construct the meaning of a text through sub-sections of reciprocal teaching strategy (making prediction, generating questioning, clarifying and summarizing), furthermore, this activity is used before, during and after reading. The instructor can use this strategy as a whole class, guided reading to improve a deeper understanding of text (Stricklin, 2011).

Hacker and Tenent (2002) stated "reciprocal teaching is an instructional method in which small groups of students learn to improve their reading comprehension through scaffold instruction of comprehension-monitoring strategies" (p. 669). In this model, the students learn the four key strategies of reciprocal teaching and practice them. Second, the teacher models the entire process step by step using structured dialogues. Third, the teacher gives the students a chance to get involved and coaches them on how to ask appropriate questions, write adequate summaries, and so on. Gradually, the teacher's role as a leader decreases. On the other hand, students' role increases. Finally, the students take on greater responsibility to carry out the whole process. They agreed that teacher's possession of a number of effective teaching strategies is considered one of the main key factors for their professional success, enhancing students' performance, improving their reading motivation and promoting their abilities to discover suitable models for effective learning. This will be reflected in students' ability to draw on their background knowledge to pay attention on the main points in content, to enhance higher-order thinking skills and change the new learning into real life situations. This will enable them to evaluate knowledge, understand meaning and organize it in their own knowledge structure.

Carter (1997) defined reciprocal teaching as an interactive process of reading, where readers interact with the context as their background knowledge is activated. Using prior knowledge as a way, students learn new information, new vocabulary and main ideas. So, learners create meaning from the text by relying on background knowledge, reject or affirm what the author suggests. The content would be meaningless, if good learners do not follow this construction on the text. And also learning does not take place without meaning construction. According to

Rosenshine and Meister (1994), reciprocal teaching is an instructional strategy that directly helps students to apply meta-cognitive thinking as they understand meaning from a text. As mentioned in previous sections, Reciprocal teaching is a way of scaffolding discussion, social interaction and method which is based on reading comprehension strategies, this instructional approach allows a teacher to model and give the students enough practice on reciprocal teaching strategies to construct the meaning of a passage in a social setting. The learners monitor their own thinking through the reading process. Reciprocal teaching improves reading comprehension and reading motivation and assists students to become independent readers.

Sub-sections of Reciprocal Teaching Strategy

Palincsar (1986) described reciprocal teaching strategies which include predicting, questioning, clarifying, and summarizing. Maclanghin & Allen (2002) and Oczkus (2004) explored visualization as a fifth strategy in the theoretical framework. They described reciprocal teaching strategies as:

Predicting

This strategy refers to the expectations about the writers' or the authors' message/messages in the text. In this strategy readers evaluate their prediction while reading the text in order to prove or reject their expectations. This strategy gives opportunities for the readers to guess the content of the text before reading. As a conclusion, readers relate their background knowledge to the topic, understand it and become able to evaluate it by skimming the given photos and headings. For instance, readers may predict" what will be in next paragraph passage Maclanghin & Allen (2002) and Oczkus (2004).

Questioning

The instructor assists his/her students to find the main key words in the passage in order to answer questions in the text. They will be enabled to ask questions which facilitate high thinking abilities. For instance, the instructor might ask students about the main idea in the paragraph. In this strategy students can focus on that information that is more needed in the passage Maclanghin & Allen (2002) and Oczkus (2004).

Clarifying

Clarifying is a strategy, where students may re-read the text in order to recognize and understand unfamiliar information. In this process, they may use dictionary or asking help from the teacher to understand the meaning of new idioms, expressions or vocabulary in the text. For instance, the teacher may evaluate the readers' understanding of the main idea in the text Maclanghin & Allen (2002) and Oczkus (2004).

Summarizing

This strategy gives students the opportunity to detect the main important information in the text, organize them and find out the relationships between them. It shows the process of summing up the text and reproducing it in the new words. For instance, students may re-write what the author wanted them to know in the text in a new form briefly Maclanghin & Allen (2002) and Oczkus (2004).

Visualization

In this strategy students explain their understanding about the text by visualization which helps them figure out the meaning of the text. It helps the students visualize their feeling about the text in order to understand it. Visualization strategy provides that instructors tell the fact that the words of the text make people associate with visualization represented in seeing things about the vocabulary or events of the text. It improves the students' skill in explaining the underlying meaning in the text

which is not expressed directly or clearly. For instance, the students may explain "how big the dragon was" Maclanghin & Allen (2002) and Oczkus (2004).

Reading Motivation

Guthrie and Wigfield (2000) interpreted reading motivation as the large amount of motivation that learners have to determine their positive or negative opinions about reading. For instance, students who read for pleasure and employing strategies to support their comprehension are highly motivated readers. Students of this kind usually consider reading to be an important factor in their daily activities, accept challenges in the reading process and are likely to be successful readers. Additionally, Guthrie and Wigfield (2000) defined reading motivation as one's own purpose, idea and desire related to the title, action and results of the reading.

Morgan and Fuchs (2007) agreed that there is a relationship between motivation and reading proficiency. Results of their study indicated that reading motivation is related to all aspects of motivation and is related to reading comprehension and using strategy in different conditions. Cox and Guthrie (2001) stated that learners' motivation positively affects their reading; it means that learners with stronger reading motivation can be expected to read more in wider range. Schutte and Malouff (2007) discovered in their study that motivation is an important factor which supports students to read more, and it has a significant relationship with reading and understanding texts. Accordingly, many researchers have been well aware of the importance of motivation in target language learning (Dornyei, 2006) and how motivation improves comprehension among language learners (Grabe, 2009).

Pachtman and Wilson (2006) explained additional benefits of being a motivated reader by stating that it is important to motivate students to read by providing them opportunities to select their desired materials. In other words, students would likely to read more when they are allowed to choose their reading materials because they would discover that reading is an enjoyable activity.

Types of Motivation

There are four types of motivation. They are namely integrative, instrumental, intrinsic, and extrinsic motivation.

The following subsections explain those types in more details.

Integrative and Instrumental Motivation

Integrative motivation is defined as integrating oneself within a culture to become a part of it (Saville-Troike, 2005). It was discovered that students who are willing to communicate with the native speakers of the target language would likely to have stronger desire to learn the language, and studies showed that students of this kind achieve better success in their language learning (Falk, 1978). In other words, integrative motivation is the attitude and interest towards learning a target language and to be associated with that environment (Crookes & Schmidt, 1991).

Gardner and Lambert (1972) explained that instrumental motivation is related to the desire and interest for improving the opportunities of job or occupation, and is a desire for prestige. In other words, individuals who are instrumentally motivated commit a particular activity because they see the activity as an instrument that leads them to achieve bigger rewards (which is usually related to financial situations). In the context of this study, Iranian students who are motivated to work overseas to get a better life would likely to have higher motivation to improve their reading comprehension ability.

Integrative and instrumental motivations are necessary to be successful in language learning; however, there were many arguments about which kind of motivation is more significant in second and foreign language learning. For a long time, integrative motivation has been viewed as the one that contributed more to the success of foreign language learning than instrumental motivation (Gass & Selinker, 2001). Students will be able to develop their language proficiency when they give attention to the culture, literature of the target language and practice them (Cook, 2001).

However, there are other perspectives that believe instrumental motivation as very important for language learners who had limited access to the target language learning environment or culture (Oxford, 1997). It is indicated that Canadian bilingual activities showed that students tried to develop their ability of language learning for their future and have a better job (Dornyei, 1990). Therefore, integrative and instrumental motivations can be considered to have equal effects on language learning (Dornyei, 1990).

Extrinsic and Intrinsic Motivation

Deci and Ryan (1995) argued that motivation consists of two common categories namely intrinsic and extrinsic. Intrinsic motivation is related to inner desire and internal needs (Deci and Ryan, 1985). For instance, students would study more if

They have a personal interest in what they are learning about and are allowed to choose their own courses of actions. Furthermore, freedom to choose the courses of actions improves learning abilities and intrinsic motivation; as explained by the psychologists, that at the beginning of their development, children are very active, curious, playful and always be motivated for long period of time in any different circumstances without any reward because they are allowed to do the actions they desired to do over and over (Ryan & Deci, 2000).

Intrinsic motivation has more impact than other factors to positively affect human because it elaborates inner interests, abilities, adaptations, and indications that are fundamental to social and cognitive development (Ryan & Deci, 2000).

On the other hand, extrinsic motivation is related to the reward an individual will get as a result of some instrumental actions (Deci & Ryan, 1985). Thus it does not basically refer to the determination in the activities or behavior. Deci and Ryan (1985) stated that extrinsic motivation elements should be categorized in the area of their interest.

Theories/Models of Motivation

Gardner theory of motivation is known as the Socio-educational theory which is measured in attitudinal and motivational scales in Gardner's Attitude / Motivation Test Battery which is called AMTB (Dornyei, 2001). Theory of motivation is known as a combination of attempt and desire to achieve the aim of learning the language. There are two kinds of motivation, the integrative and the instrumental (Gardner, 1985). He stated that purpose, attempt, need, and desire for doing activities are the main factors of motivation in foreign/second language learning.

Several theories of motivation have been proposed within the expectancy-value framework, which hypothesizes that people's curiosity, desire for knowledge, and preference for challenge are shaped by two key factors: expectancy of success and the value attached to the target task (Dornyei, 2001). He added that studies on motivation usually include learning as a related variable, but none of the preceding models automatically

incorporates studying models in correlation to the motivational elements under consideration.

The direction and magnitude of people's motivation depend on the likelihood of their successful task-completion and the importance associated with the task. Accordingly, past experience and beliefs about ones' abilities (self-efficacy theory), and a desire to maintain self-esteem (self-worth theory) can all influence people's evaluations about their success likelihood (Dornyei, 2001). Furthermore, the importance of tasks is affected by several factors such as the valuation of internal, external, achievement, and hope for success. People's desire for achievement or fear of failure may also influence their behavior (achievement motivation theory) (Dornyei, 2001).

Goal theories of motivation assume that human action is driven by perceived goal properties (Wigfield & Eccles, 2000). They stated that, the specificity, difficulty, and degree of goal commitment might influence people's motivational processes (goal-setting theory), as well as people's orientations toward mastery goals or performance goals (goal-orientation theory). Dornyei (2000) demonstrated that theories of motivation tried to describe three human behaviors namely (1) selecting specific action, (2) continuation, and (3) attempting to spend on it. Therefore, motivation is the main and essential factor for learners.

Relationship between Reciprocal Teaching Strategy and Reading Motivation

Reading motivation can be improved by reciprocal teaching strategy and by making reading relevant to learners' lives and attitudes, it will create what learners know and believe and by being mindful of their purposes and hopes for their futures (Guthrie & Wigfield, 2000). Instructors will provide reading environment that are suitable, interesting and appropriate to learners' reading capabilities to assist in improving their motivation. Motivation is improved by reciprocal teaching which activates background knowledge in ways of pre-reading, in instructing students to get data and in monitoring their reading during their reading time (Guthrie & Wigfield, 2000).

Hacker and Tenent (2002) explained that several instructors tried to enhance learners' proficiency and to change the old models of reading comprehension and then used reciprocal teaching strategy to help learners' reading comprehension and reading motivation. Investigators emphasized that reciprocal teaching strategies not only assisted learners in their reading comprehension and reading motivation, but also assisted learners to classify their mental structure, knowledge and to enhance their writing capability and thinking proficiency. Coley, Craige, Gardner, and Dipito (1993), elaborated the importance of teaching students of reciprocal teaching model that can enhance students' motivation to learn and think in the activities. Reciprocal teaching showed that instructors want to provide this strategy to improve learners' reading proficiency (Allen, 2003; Todd & Tracey, 2006). Strategy of reciprocal teaching helps students strongly (Lederer, 2000; Palincsar & Klenk, 1992), by improving students' responsibility, cooperating in activities and improving their motivation and comprehension in reading and decreasing undesirable behaviors in the classroom. According to Palincsar and Brown (1984), reciprocal teaching enhances students' reading motivation to understand the meaning of contents and it facilitates their reading comprehension.

According to Palincsar and Brown (1985), the strategies of reciprocal teaching; 1- help students who use the strategies to be

more successful, 2- assist comprehension fostering and checking, 3- solve the problem of reading comprehension, 4- stimulate meta-cognitive strategies to be used in reading when needed. Thus, to make English language learning successful and effective, instructors should teach EFL learners with these strategies to improve their motivation while reading (Anderson, 2003; Eskey, 2002; Grabe, 2004). Reciprocal teaching strategies instruction cannot be avoided in foreign language teaching studies and learners' reading comprehension and reading motivation developed after receiving an explicit instruction (Duffy, 2005; Grabe, 2004; Palincsar & Brown, 1984).

Conclusion

Findings of this study showed, reciprocal teaching has a significantly positive effect on reading motivation. In the previous sections, indicated that reciprocal teaching enhances the reading motivation and the ability of both the proficient and less proficient students. Students use kinds of reciprocal teaching strategies and know what, when, why, and how to use them. In this strategy, students learn reciprocal teaching key strategies which motivate and help them overcome difficulties when reading texts. It motivates students to plan, monitor and evaluate their reading outcome. These findings have pedagogical implications for the reciprocal teaching, as the results show a significant effect on the students' reading motivation. Teachers should be encouraged to model reciprocal teaching strategies in their reading classes, providing an effective work collaboratively in the context of group discussion for improving students' reading motivation and successful. In the process of reading motivation, students' self-regulatory and monitoring skills can be developed and produced an autonomous reader. This study has implications for research and might be worthwhile to expand this study to include students and teachers from different levels of schooling. The result of this study can help to further determine the effectiveness of reciprocal teaching strategies in enhancing and sustaining interest in reading process. For these above reasons, it can be concluded that reciprocal teaching strategy is a model of reading instruction that improves English reading motivation in different situations. Reciprocal teaching strategy facilitates students to become independent readers, as well as enhancing motivation in reading texts.

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