

**The Effect of Using the Reciprocal Teaching Strategy
on Developing English Language Listening Comprehension Skills
and Motivation towards Practising the Teaching Profession
among Student-Teachers**

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Abstract

The current study aimed at investigating the effect of using the Reciprocal Teaching Strategy on developing English language listening comprehension skills and increasing motivation towards practising teaching profession among English language student-teachers enrolled in the online General Diploma in education, at the Faculty of Graduate Studies for Education, Cairo University, during the second semester of the academic year 2024/2025. The participants were one experimental group of forty-three students. Three main instruments were used for data collection: listening comprehension skills checklist, English language listening comprehension test and motivation scale towards practising teaching profession. The researcher taught the study group English Language Teaching Strategies Course (2) using the Reciprocal Teaching Strategy for three months, three hours per week. The pre-post administrations of the instruments were treated using t-test. The results reflected that the post-performance of the study group obviously exceeded its pre-performance. Thus, the results confirmed the study hypotheses. They proved the positive effect of using the Reciprocal Teaching Strategy on developing the overall English language listening skill, each assigned listening comprehension sub-skill and motivation towards practising the teaching profession among prospective English language teachers.

Keywords: The Reciprocal Teaching Strategy, listening comprehension, motivation, Egyptian EFL student-teachers

أثر استخدام استراتيجية التدريس التبادلي على تنمية
مهارات الفهم الاستماعي باللغة الإنجليزية والدافعية نحو
ممارسة مهنة التدريس لدى الطلاب المعلمين
د. ليلي إسماعيل فهمي هاشم
المستخلص

استهدفت الدراسة الحالية التعرف على أثر استخدام استراتيجية التدريس التبادلي على تنمية مهارات الفهم الاستماعي وزيادة الدافعية نحو ممارسة مهنة التدريس لدى الطلاب المعلمين تخصص اللغة الإنجليزية المقيدون بالدبلوم العام في التربية شعبه التعلم الإلكتروني بكلية الدراسات العليا للتربية - جامعة القاهرة خلال الفصل الدراسي الثاني من العام الجامعي 2024 / 2025. وضمت عينة الدراسة مجموعة بحثية وعددها 43 طالبا معلما، وتم الاعتماد في الدراسة على ثلاث أدوات رئيسية، وهي: قائمة المهارات الفرعية للفهم الاستماعي، اختبار لقياس مهارات الفهم الاستماعي باللغة الإنجليزية،

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ومقياس للدافعية نحو ممارسة مهنة التدريس. وقد قامت الباحثة بتطبيق الإستراتيجية على مجموعة البحث لمدة ثلاثة أشهر، بواقع ثلاث ساعات أسبوعياً أثناء تدريس مقرر إستراتيجيات تدريس اللغة الإنجليزية (٢). وقد تم تدريس المقرر باستخدام استراتيجية التدريس التبادلي، وتم معالجة البيانات التي تم تجميعها من خلال التطبيق القبلي والبعدي لأدوات البحث باستخدام اختبار "ت". وقد عكست النتائج أن الأداء البعدي لمجموعة البحث فاقت بشكل ملحوظ أداؤها القبلي. وبذلك، فقد أكدت النتائج صحة فروض الدراسة، وأكدت الأثر الإيجابي لاستخدام إستراتيجية التدريس التبادلي على تنمية المهارة الكلية للفهم الاستماعي باللغة الإنجليزية، وعلى جميع مهارات الفهم الاستماعي الفرعية المنبثقة عنها والمناسبة لهذه الفئة من الطلاب، وكذلك على زيادة دافعية الطلاب-المعلمين نحو ممارسة مهنة التدريس.

الكلمات المفتاحية: استراتيجية التدريس التبادلي / الفهم الاستماعي / الدافعية / الطلاب - المعلمون المصريون المتخصصون في مجال تعليم اللغة الانجليزية كلفة أجنبية

Introduction

Listening is considered one of the main skills in language learning and acquisition. It is usually characterized by being a complex skill, by its nature, and requires interactive communication between the speaker and the listener within which language is used to convey a certain message. Thus, language learners need conscious, purposeful and consistent help during the teaching - learning processes in order to be able to understand and comprehend successfully the conveyed message.

Since most of the teaching and learning processes are accomplished through listening activities, listening skill is the key determining factor of the success or failure of language learning. Language course descriptions determine the learning objectives that are required to provide learners with adequate listening skills that are introduced and practised through various related listening activities (Ahada, 2023, p.274). Listening is not actually a passive skill, as it is usually described. It should be considered a talent that involves decoding the spoken sounds of ideas, thoughts and feelings that are expressed by the speaker (Ardhani, 2016). Moreover, the listening learning process itself can be carried out through several interactive activities used for many purposes, such as: identifying, word identification, reciting a speech or a story, paraphrasing and summarizing (Nor, 2015).

Listening is connected with speaking. Both of them are important oral skills to be learnt by every language learner in order to communicate successfully. In other words, speaking is the way to express orally to the listener what is in the speaker's mind. The speaker involves in communication to speak his or her mind for many purposes; as is mentioned before. It may convey something, warn or describe something to the listener (Ahmad, 2014).

However, focusing on reading and writing skills, as a result of the written exam-oriented methods usually used nowadays in English language learners' assessment, regardless of the overall progress in the language performance, lead to teachers' and lecturers' negligence and underestimation of the importance of developing the other two oral skills; namely listening and speaking. Moreover, using traditional activities and strategies to develop these skills does not help effectively in improving them and leads to

boredom during classes. Thus, these skills in particular need more communicative environment, in which learners are allowed to use language freely and creatively in order to reach automatization, preparing learners for a higher level of education, life and labor market. That is why using modern teaching and learning strategies in developing the four language skills including listening and speaking should be considered (Abo-Elhassan, 2021).

Quality teaching and self-directed learning are significant parts of the development of students' motivation and positive attitudes towards life-long learning, and which are viewed as key elements in the success of the teaching-learning processes (Sabzevari, Rad & Tajadini, 2022, p.159). To achieve these two essential educational goals, teachers and lecturers have to engage in effective communication with their students, and that includes utilizing a repertoire of inquiry teaching strategies and using a variety of tools, activities, and resources in order to engage the students in learning (Hammond, 2002).

The importance of teacher-student communication for learner's language development is strongly emphasized in the Socio-Cultural Educational Theory, initiated by Vygotsky in 1978. The Socio-Cultural Educational Theory describes teaching as strongly influenced by, and embedded in the social and cultural context and implements the transformation of constructed knowledge into that of the learner. This concept implies a recent type of teaching that assumes a specific model of teacher-student interaction where the role of the student is that of a collaborator and co-constructor. Consequently, the theory strongly emphasizes on the active role of the learner, which is essential for the development of the learning skills (Sabzevari, Rad & Tajadini, 2022).

Strategy used, learning environment, supporting facilities and many other factors affect the students' motivation to learn language. When the students are given a large opportunity to listen, speak and belong to a group discussion, that gives them a good motivation to listen and speak among their group and also to their teacher or lecturer (Ahmad, 2014). This positive motivation towards the English language learning can possibly increase the student-teachers' motivation towards practising English language teaching profession as well. To reach the previously mentioned pivotal goals, the researcher of the current research proposed using the Reciprocal Teaching Strategy for developing English language listening comprehension skills and motivation towards practising teaching profession among student-teachers.

Reciprocal Teaching Strategy is a recent strategy that followed the Constructivism Philosophy, constructing new knowledge on the learner's previous and prior knowledge. There is an obvious social aspect in the strategy as the students interact with their teacher and with each other. That is why reciprocal teaching is in line with Social

Constructivism and with other developmental learning theories adopted by Vygotsky (Delaney-Beane, 2016).

Moreover, reciprocal teaching is classified as a student-centered learning pedagogical intervention that provides guidance, instruction and opportunities for students to learn their content knowledge as well as to develop their interpersonal communication skills. It is usually administered through a series of group work to achieve the group's mutual learning goals achieved by collaboration between students and their teacher, and among students themselves (Lin, 2019).

Reciprocal teaching was primarily used in the field of reading to help poor comprehenders. It aimed at providing them with activities that gave them better understanding of the reading texts. The Reciprocal Teaching Strategy was introduced in the educational field by two American authors in the early eighties (Brown & Palinscar, 1982; Palinscar & Brown, 1984; Hatab, 2017). According to reciprocal teaching, students are given independent reading time to read and follow the material, then given time to discuss in groups what they have read. Then, the teacher or lecturer helps them start a discussion with the whole class about the text (Mafaraj, Mohamad, Zulmaldi & Fadzil, 2023). Later on the strategy was used to help learners develop their other language skills; namely: listening, speaking and writing.

Reciprocal teaching has four stages: predicting, clarifying, questioning and summarizing (Hussein & Dehham, 2019). The teacher or lecturer models the stage of predicting by reading a text aloud and asking the students to make predictions about what may happen next. Then, he/she models clarifying by explaining any confusing vocabulary or concepts in the text, and questioning by asking the students to generate questions about it. Finally, he/she models summarizing by asking the students to summarize the main points of the text (Mafarja, Mohamad, Zulnaidi & Fadzil, 2023).

In each reciprocal teaching stage, the teacher or instructor is the first learning leader. After the teacher models expert strategy use, each student in turn is given the responsibility of being the learning leader. The teacher and other students help the learning leader to accomplish the four previously mentioned stages, but the learning leader himself/herself must perform the predicting, clarifying, questioning and summarizing stages (Hussein & Dehham, 2019, p.35). Actually, the strategy fosters comprehension because if a student is unable to summarize the main points of a text, for example, he/she needs to listen again to comprehend, rather than continue listening without understanding (Palinscar & Brown, 1984).

According to the Reciprocal Teaching Strategy, the teacher distributes the students in groups of four or five. Then, each member of the group should have one note card identifying his/her unique role that can be considered as Predictor, Clarifier,

Questioner or Summarizer. As the students listen to the text, the teacher should encourage the group to use note-taking to help them better prepare for their role in the group, then a whole class discussion (Sabzevari, Rad & Tajadini, 2022).

Based on what has been mentioned, the present study attempted to use the reciprocal teaching multiple-strategy in developing EFL prospective teachers listening comprehension skills and their motivation towards practising their teaching profession. This could also help them to become familiar with the steps of implementing this recent promising collaborative teaching strategy in the future in developing their students' four language skills, comprehension, communication, higher thinking skills and motivation towards learning and teaching.

Context of the problem

First, according to the researcher's considerable experience in teaching English Language Teaching Strategies Course (2) prescribed on the General Diploma in Education in the second semester at the Faculty of Graduate Studies for Education – Cairo University, she observed that English language student-teachers suffered from obvious deficiencies in their listening comprehension skills. Consequently, this affected negatively their understanding, interaction, communication, and their ability to express themselves and develop their English language oral skills in general. She became aware of their need of a particular recent strategy that could assist them and develop their English language listening comprehension level of what they listened to, especially expressions, sentences and texts related to the educational field. The researcher realized that using such a strategy could also increase their motivation towards practising their teaching profession in the future. What strengthened this idea is that the Reciprocal Teaching Strategy is considered one of the recent student-centered strategies. It is built on students' collaboration and self-learning in dealing with the new listening texts. The teacher's or lecturer's role is just of a facilitator and a counsellor who provides his students with guidance, when needed, during their learning process.

Second, the researcher carried out a pilot study to identify the problems student-teachers suffered from concerning their poor English language listening comprehension level. Consequently, an English language listening comprehension test of two texts was designed and administered to thirty student-teachers enrolled in the General Diploma in Education before the beginning of the second semester of the academic year 2024/2025. Results revealed that the level of students' scores in the listening comprehension test was low, in relation to their being prospective English language teachers, as they scored below 50% level, with a small standard deviation

(0.489 and 0.524), which indicated that there were significant deficiencies in the listening comprehension skills.

Third, a number of studies: Abo-Elhassan (2021), Ahada (2023), Ahmad (2014); Dew, Swanto & Pang (2021); Hussein & Dehham (2019); Lin (2019); Mafarja, Mohamad, Zulnaidi & Fadzil (2023); Sabzevari, Rad & Tajadini (2022); Sabzevari, Rad & Tajadini (2022); Said (2021); and Taka (2020) focused attention on the positive effect of the Reciprocal Teaching Strategy on developing English language reading comprehension skills, oral skills including listening and speaking, academic achievement, language proficiency, self-efficacy, positive attitudes and motivation towards learning some language skills or English language as a whole in different countries, cultural environments and at different educational stages and levels, including undergraduates and postgraduates.

Statement of the problem

The problem of the current study could be demonstrated in the deficiencies observed in the English language student-teachers' listening comprehension skills and their need of a specific strategy that would help them develop their listening comprehension skills, and increase their motivation towards practising their teaching profession in the future. Therefore, the present study proposed using the Reciprocal Teaching Strategy for achieving these objectives. Accordingly, the study problem could be clarified in the following questions:

Questions of the Study

1. What are the listening comprehension skills that should be developed among prospective English language teachers?
2. What are the steps of the Reciprocal Teaching Strategy that should be followed in teaching prospective English language teachers the listening comprehension skills?
3. What is the effect of using the Reciprocal Teaching Strategy on developing English language student-teachers' listening comprehension skills?
4. What is the effect of using the Reciprocal Teaching Strategy on increasing English language student-teachers' motivation towards practising their teaching profession?

Purpose of the Study

The current study aimed at developing English language student-teachers' listening comprehension skills and increasing their motivation towards practising their teaching profession.

Significance of the Study

This study was expected to:

1. Develop prospective English language teachers' listening comprehension skills and increase their motivation towards practising their teaching profession.
2. Help in-service English language teachers to benefit from the steps of the Reciprocal Teaching Strategy in developing their students' listening comprehension skills.
3. Attract the attention of curriculum designers towards using the Reciprocal Teaching Strategy in teaching English language textbooks.
4. Pave the way for other needed studies that can use the Reciprocal Teaching Strategy in developing students' speaking and writing skills.

Study Hypotheses

1. There is a statistically significant difference between the pre-testing and post-testing of the study group in terms of developing the overall English language listening comprehension skill in favour of the post-testing.
2. There are statistically significant differences between the pre-testing and post-testing of the study group in terms of developing each assigned English language listening comprehension sub-skills in favour of the post-testing.
3. There is a statistically significant difference between the pre-testing and post-testing of the study group in terms of increasing motivation towards practising the teaching profession in favour of the post-testing.

Delimitations of the Study

The current study was delimited to:

1. The texts of the English Language Teaching Strategies Course (2) prescribed to English language student-teachers who were enrolled in the online General Diploma in Education at the Faculty of Graduate Studies for Education at Cairo University during the second semester of the academic year 2024/2025.

2. The assigned English language listening Comprehension sub-skills; namely: identifying the speaker's purpose, identifying specific points in the speech, indicating understanding of meaning of unfamiliar vocabulary words, recognizing different grammatical and structural functions, classifying spoken information and proposing inferences.
3. The Reciprocal Teaching Strategy in teaching the assigned educational listening texts.
4. Twelve lectures for the pre and post testing before and after the intervention, and for implementing the assigned strategy in three months, three hours per week, in addition to one lecture for explaining the steps of the strategy to the student-teachers. The lectures continued from Mid-February 2025 till Mid-May 2025.

Terms Used in the Study

The Reciprocal Teaching Strategy:

The Reciprocal Teaching Strategy is defined as a multiple-instructional strategy for teaching comprehension skills to students. The strategy includes four sub-strategies: predicting what might occur next in the text, clarifying words and sentences students do not understand, asking questions about the text and summarizing parts of that text (Taka, 2020, p. 199). The Reciprocal Teaching Strategy is also defined as a strategy that encourages a group of students to interact with the teacher to construct meaning and build understanding from the text or audio. By using the Reciprocal Strategy, students show increased ability to understand the details implemented in the text or audio they listen to. Thus, the strategy can increase student engagement and foster cognitive and social growth (Ahada, 2023, pp. 279-280).

The Reciprocal Teaching Strategy is defined operationally as a recent teaching strategy that can develop student-teachers' listening comprehension skills, as it can help them to communicate and collaborate with each other and with their lecturer in a dialogue using segments of texts, and through practising four subsequent phases: predicting, clarifying, questioning and summarizing. It can also increase student-teachers' motivation towards practising their teaching profession in the future.

Listening Comprehension:

Listening is defined as "an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge" (Kassem, 2015, p.155). It is also defined as an active process through which the listener discriminates between sounds, understands new vocabulary, identifies grammatical structures, observes intonation and stress, and connects the recognized meaning to the context in which the utterance occurs (Safa & Rozali, 2017, p.448). Listening Comprehension is defined operationally as an active process in which student-teachers understand the meaning of words, sentences and audio texts related to the educational field, identifying grammatical signs, and recognizing meaning and clues of the context in which the utterance occurs.

Motivation:

Motivation is defined as the effort learners are prepared to make to learn a language and their persistence to learn (Ellis, 2006, p.29). It is also defined as the learners' attitude, desire, interest and willingness to invest effort in learning a language. In this framework, a distinction is made between extrinsic and intrinsic motivation. An extrinsic orientation reflects a practical reason for learning the language, while an intrinsic orientation refers to pleasure derived from the experience of language learning (Richards, 2015, pp.149-150).

Motivation is defined operationally as student-teachers' desire, willingness and interest to practise their teaching profession when they become in-service English language teachers in the future.

Literature Review

Since the independent variable in the current study is the Reciprocal Teaching Strategy, and the dependent variables are: English language listening comprehension skills and motivation towards practising the teaching profession, literature review focused on these domains and other related domains.

A number of studies investigated the effect of using the Reciprocal Teaching Strategy on developing learners' reading comprehension skills, speaking skills, academic achievement, increasing positive attitudes and motivation towards language learning at different stages and levels.

Abo-Elhassan (2021) investigated the effect of using the Reciprocal Teaching Strategy on developing speaking skills for preparatory stage pupils in Aswan. Two classes were randomly assigned into an experimental group of 31 students, and a control group of 32 students. A speaking test was administered and the intervention was implemented during the first semester of the academic year 2020. Results revealed that the experimental group outperformed the control group in the overall speaking performance and in each assigned speaking sub-skill.

Ahada (2023) examined the effect of implementing the Reciprocal Teaching Strategy on improving students' listening skills. 78 students from Mulawarman University's English Department in Indonesia participated in the study. Tests, interviews and observations were used for data collection. Results showed that Reciprocal Teaching succeeded in overcoming learners' difficulties with listening, keyword detection, identifying grammar and vocabulary, and differentiating remarkable sounds.

Ahmad (2014) investigated the impact of using reciprocal teaching on improving the speaking skill of SMKN 1 Rambah Kab Rokan Hulu students in Indonesia. The participants of the study were 39 students. The data was collected by a speaking test, observation checklist, filed notes, video recording, and an interview. Results showed that students' speaking skills improved using the Reciprocal Teaching Strategy.

Dew, Swanto & Pang (2021) presented a comprehensive review of the research on reading comprehension interventions for EFL learners. The review identified, evaluated and synthesized relevant literature in search of the effect of reciprocal teaching and the features associated with improving reading comprehension skills. After examining 18 articles, it was proved that reciprocal teaching fulfilled the key features of effective intervention. Reciprocal teaching proved to be adaptable to learners of varying backgrounds, ages and levels of education.

Hussein & Dehham (2019) aimed at improving speaking skills by utilizing interactive listening activities depending on the reciprocal teaching four sub-strategies. A random sample was chosen from Al-Taurar Preparatory School for Girls in Iraq. The sample was divided into two groups, experimental and control, each of which included 30 students. A speaking test was administered to the two groups before and after the implementation of the reciprocal listening activities in teaching the experimental group. Results obtained proved that there was an improvement in the experimental group

students' speaking skills, which means that the reciprocal listening activities did have an obvious effect on students' speaking skills.

Lin (2019) presented a peer-interaction listening curriculum integrated with a social network tool, and examined its effect on the participants' listening comprehension skills in Taiwan. A comparison of two instructional treatments was conducted. Two classes of undergraduate university students were randomly assigned to the experimental and control groups. The experimental group was taught an English listening curriculum based on the reciprocal teaching, whereas the control group was taught using the teacher-centered lecture method. Listening comprehension pre- and post-tests, and follow-up tests were applied. The statistical results showed that the reciprocal group achieved significantly higher scores on follow-up tests than the non-reciprocal group.

Mafarja, Mohamed, Zulnaidi & Fadzil (2023) investigated the impact of Reciprocal Teaching on existing literature in the educational field. A literature review was performed between January 2013 and February 2022 using the relevant electronic databases. Twenty-eight researches met the requirements for this review. Results revealed that Reciprocal Teaching improved comprehension of the subject under review, encouraged cooperative learning, increased academic achievement, communication, metacognition, and teaching skills.

Sabzevari, Rad & Tajadini (2022) investigated the impact of reciprocal-scaffolding treatment in virtual EFL learning context on Iranian EFL learners' oral skills. 36 students were randomly classified into two groups: 18 experimental and 18 control. Pretests and posttests in listening and speaking skills were used. The study was conducted in 16 sessions, and the experimental group received reciprocal-scaffolding strategies instruction in their listening and speaking courses. Results reflected that the experimental group outperformed the control group in both oral skills.

Sabzevari, Rad & Tajadini (2022) introduced another study in the same year investigating the impact of reciprocal-scaffolding teaching procedures on learners' self-efficacy and listening and speaking skills. The study also analyzed the EFL learners' attitudes towards the use of reciprocal-scaffolding strategies. 48 pre-intermediate Iranian EFL learners were chosen as the participants. A pre and posttest and an interview were used for data collection. Results indicated that the experimental group achieved higher marks on listening and speaking skills and self-efficacy than the control group. There was

also a significant improvement in the learners' relationship between self-efficacy and the improvement in the learners' listening and speaking performance. Reciprocal-scaffolding strategies had a significant positive impact on the improvement of the oral skills. The results of the interview revealed also the positive and negative attitudes of students towards the use of the strategies in teaching.

Said (2021) aimed at investigating the effect of using the reciprocal teaching strategy on improving secondary students' speaking skills. Sixty secondary stage students at El Qawmya language school, 6 October City, Egypt were assigned to thirty students as an experimental group, and thirty students as a control group during the second semester of the academic year 2019/2020. A speaking pre-post test was applied for data collection. The treatment of the study lasted for six weeks. Results revealed that the experimental students' speaking skills developed after implementing the strategy of the study. They proved that there was a statistically significant difference in favour of the experimental group performance in the overall speaking skill and in every speaking sub-skill.

Taka (2020) aimed at finding out the efficacy of using reciprocal teaching in instructing reading to Indonesian English as EFL students. The sample of the study was 25 tenth grade students at an Indonesian High School. A pre-post reading test was applied for data collection. Results showed that using reciprocal teaching is effective in teaching reading to Indonesian EFL students.

In spite of the fact that the current study benefited from the previously mentioned studies concerning the theoretical framework that tackled the Reciprocal Teaching Strategy, listening comprehension skills and how to increase motivation towards learning and teaching the English language, it still represented, to the best of the researcher's knowledge, a unique and demanded study in the educational field in the Egyptian context, since it examined the effect of using the Reciprocal Teaching Strategy on developing EFL student-teachers' listening comprehension skills and increasing motivation towards practising their teaching profession. The present study concentrated on a certain English language educational course for specialist post-graduate students. Thus, specific objectives, terms, steps, teaching materials and different formative and summative evaluation instruments were needed, designed and administered.

Method

Design

The current study followed the one group pre-post testing quasi-experimental design. The researcher constructed and applied an English language listening comprehension skills test, and a motivation towards practising the teaching profession scale which were applied to EFL student-teachers before and after the implementation of the Reciprocal Teaching Strategy as an intervention in teaching the study group a certain prescribed educational English language course.

Participants

The participants of the current study were forty-three students who were enrolled in the online General Diploma in Education, at the Faculty of Graduate Studies for Education at Cairo University, during the second semester of the academic year 2024/2025. Students attended the course for three months, 3 hours per week. The students graduated at faculties of Arts and Al-Asun, English Department. Their ages ranged between twenty-three and twenty-five years old. It was expected that they would become EFL teachers in the preparatory and secondary stages after they finish successfully their General Diploma in Education at the end of the academic year 2024/2025.

Instruments of the Study

The English language listening comprehension skills checklist

Aim of the checklist

The checklist aimed at identifying the English language listening comprehension skills suitable for the student-teachers and the English language educational course they study, in the light of using the Reciprocal Teaching Strategy in teaching.

Description of the checklist

The checklist was designed in the light of the English Language Teaching Strategies Course specifications of the second semester, and the previous studies mentioned. It included in its final form – six essential listening comprehension skills; namely identifying the speaker's purpose, identifying specific points in the speaker's speech, indicating understanding of the meaning of unfamiliar vocabulary words, recognizing different grammatical and structural functions, classifying spoken

information, and proposing inferences from known facts, previous experiences and contextual clues (see Appendix (A)).

Validity of the checklist

The checklist was revised in its initial form by specialized jury members in the field of curriculum and EFL instruction, and modified in the light of their recommendations.

The English language listening comprehension test

Aim of the test

The test aimed at measuring student-teachers' English language listening comprehension skills agreed upon by the specialized jury members, before and after the implementation of the Reciprocal Teaching Strategy in teaching the students the assigned listening comprehension skills.

Description of the test

The test consisted of two unseen auditory texts. One of them was about Communicative Language Teaching and the second was about Reid's Classification of the Learners' Learning Styles. Students listened to each text two times. Each text was followed by six questions. The questions were divided into two objective types: multiple-choice and true or false. Each assigned listening sub-skill selected in the listening comprehension skills checklist was measured twice, using the two types of objective questions.

Test validity

In order to ensure the content validity of the test, it was examined by specialized jury members in the field of curriculum and EFL instruction to evaluate it in terms of the consistency of its questions to its aims, and the English language listening comprehension skills agreed upon, and the clarity of its instructions and items. Consequently, the test was modified in the light of their recommendations.

Test reliability

In order to ensure the test reliability, the researcher applied the test-retest method before the implementation of the Reciprocal Teaching Strategy on thirty student-teachers other than the study group, with an interval of two weeks. The reliability coefficient was (0.89) which was considered relatively high.

Test scoring

As mentioned before, the test consisted of two texts. Students listened to each text two times. The six questions that followed listening to each text were objective. They were three multiple-choice and three true or false items. Each assigned English language listening comprehension sub-skill was measured twice: one by a multiple-choice item, and the other by a true or false item. Each item was given three marks for the correct answer, and zero for the incorrect or unanswered one. Thus, each sub-skill was given six marks and the total mark of the test was thirty-six marks. The test specifications were presented in Appendix (B), and the texts of the test, the instructions, the items, and the marks given for each sub-skill were shown in Appendix (C).

Test duration

Test duration was calculated by counting the times taken by thirty student-teachers on which the test was piloted, divided by their number. Consequently, the time allotted for the test was 65 minutes.

The motivation scale towards practising the teaching profession**Aim of the scale**

The scale aimed at revealing English language student-teachers' motivation towards practising teaching profession before and after the implementation of the Reciprocal Teaching Strategy in teaching students the assigned listening comprehension skills.

Description of the scale

The scale was designed in accordance with the literature review, and the Micro-Teaching classes and Schools Practical sessions that were attended weekly by the student-teachers. It contained, in its final form, twenty positive items and twenty negative items, taking into account covering the essential teaching practices related to planning, carrying out and evaluating in an EFL class. The researcher ensured using clear and unambiguous language in formulating all the scale items (See Appendix (D)).

Scale validity

The scale was examined by specialized jury members in order to ensure its validity. They evaluated the scale in terms of the relevance of the items and the clarity of the instructions and statements. Correspondingly, the scale items were modified in the light of their recommendations.

Scale reliability

The scale was examined in order to ensure its reliability. The reliability coefficient was calculated using Cronbach Alpha Formula. The calculated value was (0.88) which was considered relatively high.

Scale scoring

The scale was a five-point Likert scale. The study group were required to express how much they agree with each item of the scale before and after the intervention. It ranged from strongly agree (five marks), to agree (four marks), to uncertain (three marks), to disagree (two marks), to strongly disagree (one mark) for positive items; and from strongly agree (one mark), to agree (two marks), to uncertain (three marks), to disagree (four marks), to strongly disagree (five marks) for negative items. Consequently, the maximum mark for the scale was two hundred marks, and the minimum mark was forty marks, unless the student did not respond to the written item.

Scale duration

The scale duration was calculated by counting the times taken by thirty students on which the scale was piloted, divided by their number. Accordingly, the time devoted for the scale was forty-five minutes (See Appendix (D)).

The proposed strategy

The procedures of the current study that were used in teaching the listening comprehension texts according to the Reciprocal Teaching Strategy steps were as follows:

A - Student-teachers were introduced to the Reciprocal Teaching Strategy schedule, the researcher's role and their role during the implementation of the strategy.

B - In each session, a small part of the text was spoken aloud. Then, the researcher divided the student-teachers into groups of four or five, and helped the groups comprehend what was said by verbally engaging in four sub reciprocal listening strategies: predicting, clarifying, questioning and summarizing.

C - In each reciprocal teaching session, the researcher was the first learning leader. After the researcher modelled expert strategy use, each learner in turn was given the responsibility of being the learning leader. The researcher and other students in each group were constantly helping the learning leader to accomplish the four phases or sub-strategies mentioned. The dialogue evoked among all the contributors during the use of

the strategy, fostered and enhanced comprehension because it signalled to every student what he/she needed to listen again to in order to comprehend the main points, rather than continue listening to the text without understanding.

D - As the session continued, students in the group progressively took on more responsibility for carrying out the dialogue, and listening to another part of the text. So, the researcher supplied students with scaffolding until they could lead and complete the discussion about the rest of the text in a good order.

E - Moreover, worksheets were used by students to familiarize them with the four specific cognitive sub-strategies mentioned: predict, clarify, question and summarize. These worksheets encouraged the groups also to use note-taking strategies that helped them better prepare for their roles in the discussion while accomplishing the four stages.

F - One participant or student of each group was asked to be the tutor or leader reporting his/her written responses in front of the whole class, based on the mutual discussion with his/her group members. On the other hand, the other members in each group wrote comments on the leader's demonstration. It should be mentioned again that students exchanged the role of the leader among them.

G - During the prediction stage, learners anticipated what would happen next. Their prediction was based on their relevant background and prior knowledge regarding the topic, the structure of the text, headings, subheadings, content, illustrations and questions imbedded in the text. The prediction stage provided learners with a motivation to continue interacting, and to confirm or disprove if their initial prediction was correct.

H - As part of the clarification stage, learners were encouraged to identify areas of difficulty, such as new vocabulary, unclear text structure or difficult concepts. These difficulties made learners lose track of the meaning of the text and suffer from comprehension difficulty. Thus, during this stage learners were encouraged to fix areas of deficit and listen again to the text to restore the intended meaning.

I - Then, the questioning stage took place. During the questioning stage learners were encouraged to identify the key components of the text and generate questions. Learners first found the relevant information within the text, then they became more actively involved in forming and answering questions. The questioning stage helped the learners monitor their own comprehension. It also reinforced the next summarizing stage.

J – After that, learners moved to the summarizing stage. This stage provided the opportunity to identify and integrate the most important information in the text. Summarizing happened over sentences, a paragraph or the whole text. Learners first began focusing at the sentences level, and as they became more proficient, they moved to the paragraph and text levels. This stage was very important because the process of attentive listening and reflecting back what was said provided feedback to the speaker about how he/she was perceived. It helped the speaker think and express more clearly, and the listener to see the bigger picture about the topic and the text.

Lastly, it should be mentioned that during reciprocal teaching, the researcher and students took turn assuming the role of instructor in leading the dialogue, and that lead to an interesting group learning experience. In addition, each of the four stages aided students to construct meaning from text as well as to monitor their listening skills to ensure that they were understanding what they listened to.

Topics that were presented and discussed using the Reciprocal Teaching Strategy included: Testing and Assessment, Project-Based Learning, Communicative Language Teaching, Task-Based Language Teaching, and The Role of Artificial Intelligence in Modern Education. Each topic was taught in two lectures.

Instructional aids and materials used

The following instructional aids and materials were used during the implementation of the Reciprocal Teaching Strategy:

- Microsoft Teams Programme and its applications.
- Students' worksheets.
- The lectures plan prepared according to the Reciprocal Teaching Strategy.

Assessment

Assessment in the current study was both formative and summative. Formative assessment was presented in the researcher's and peers' immediate feedback on the student-teacher's listening comprehension skills performance using the Reciprocal Teaching Strategy, while summative assessment was presented in the application of the pre-post English language listening comprehension test and the application of the pre-post motivation scale towards practising the teaching profession.

Statistical Analysis and Results

The main aim of the current study was to investigate the effect of using the Reciprocal Teaching Strategy on developing English language listening comprehension skills and motivation towards practising teaching profession among student-teachers. The strategy was experimented with students who were enrolled in the online General Diploma in Education during the second semester of the academic year 2024/2025. The study group was submitted to pre-post administration of an English language listening comprehension test and to pre-post administration of a motivation scale towards practising the teaching profession. The statistical analysis of the data and the results were interpreted in terms of the study hypotheses using the latest SPSS package for Social Sciences. To test the first hypothesis which stated: "There is statistically significant difference between the pre-testing and post-testing of the study group in terms of developing the overall English language listening comprehension skill in favour of the post-testing", a t-test was conducted to compare the total performance of the study group on the pre-administration versus the post-administration of the English language listening comprehension test. Paired sample t-test was utilized. Table (1) shows the study group's means, standard deviations, and t-value on the pre and post administration of the overall English language listening comprehension test.

Table (1): The t-test Results of the Pre- and Post- Administration of the Overall English Language Listening Comprehension Test on the Study Group
(*N* = 43 , *DF* = 42)

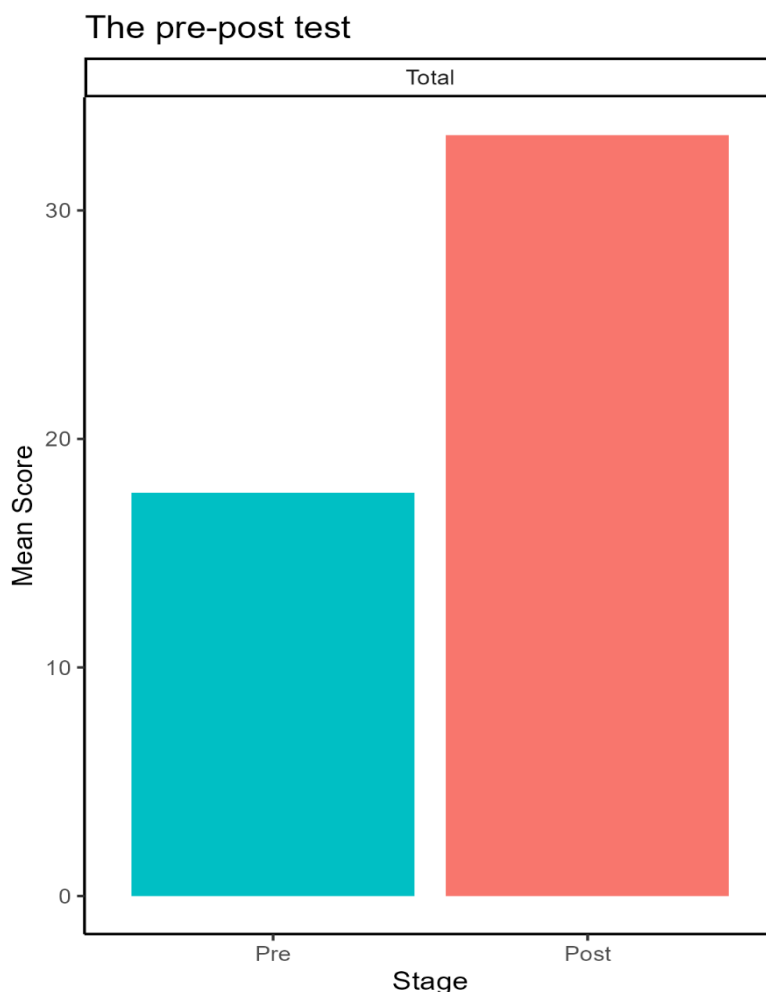
Administration	Mean	Std. Deviation	Std. Error Mean	t-Value	Sig. Level	Eta Squared (η^2)
Pre	17.65	10.230	1.560	11.165*	0.000	0.75
Post	33.28	4.574	0.698			

*Significant at 0.05**

T-test administration proved that there was a statistically significant difference between the mean scores of the study group performance on the pre-administration versus the post-administration of the overall English language listening comprehension test in favour of the post-administration of the test. The estimated t-value was (11.165), and η^2 equalled (0.75). Thus, the measured effect size indicated that the Reciprocal Teaching Strategy had an evident effect on the study group's overall post-performance.

Consequently, the first hypothesis was verified. For more illustration of the mentioned result, figure (1) was designed:

Figure (1): The Pre-Post English Language Listening Comprehension Test Overall Result of the Study Group



To test the second hypothesis which stated: "There are statistically significant differences between the pre-testing and post-testing of the study group in terms of developing each assigned English language listening comprehension sub-skill in favour of the post-testing", a t-test was conducted to compare the study group's performance on the pre-administration versus the post-administration of the English language listening comprehension test in each assigned sub-skill. Paired sample t-test was utilized. Table (2)

shows the study group's means, standard deviations, and t-value on the pre and post administration of the English language listening comprehension test.

Table (2)

**The t-test Results of the Pre- and Post- Administration of the English Language
Listening Comprehension Test on the Study Group in Each Assigned Listening
Comprehension Sub-Skill**

(N = 43 , DF = 42)

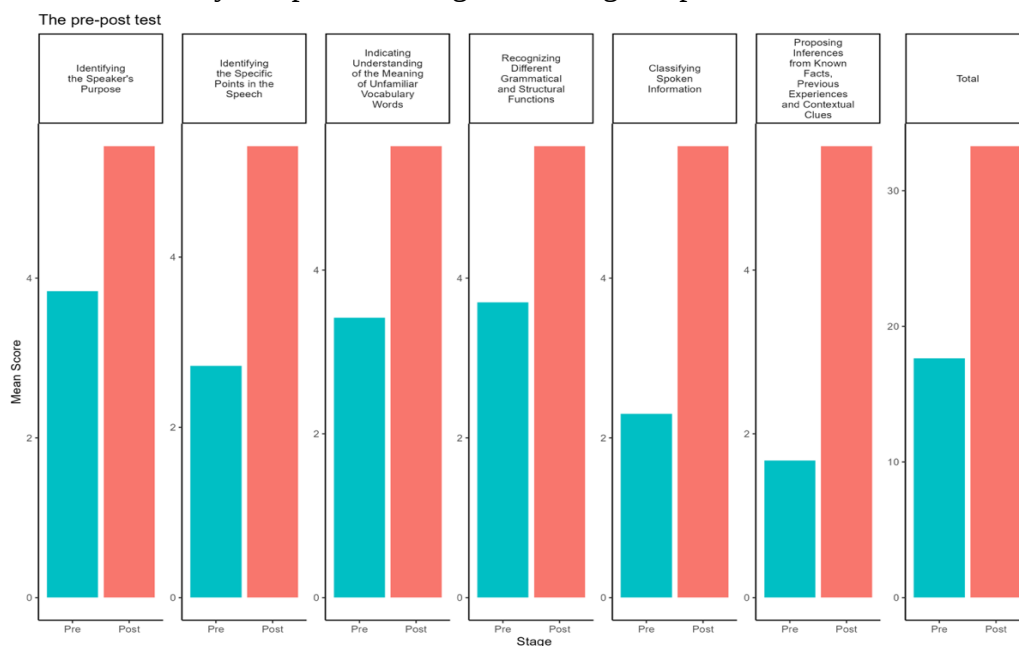
Skills	Administration	Mean	Std. Deviation	Std. Error Mean	t-value	Sig. Level	Eta Squared (η^2)
1. Identifying the speaker's purpose	Pre	3.84	1.647	0.251	6.800*	0.000	0.52
	Post	5.65	0.973	0.148			
2. Identifying specific points in the speaker's speech	Pre	2.72	2.250	0.343	7.016*	0.000	0.54
	Post	5.30	1.440	0.220			
3. Indicating understanding of the meaning of unfamiliar vocabulary words	Pre	3.42	1.918	0.292	7.176*	0.000	0.55
	Post	5.51	1.121	0.171			
4. Recognizing different grammatical and structural functions	Pre	3.70	2.053	0.313	6.969*	0.000	0.54
	Post	5.65	0.973	0.148			
5. Classifying spoken information	Pre	2.30	2.252	0.343	9.229*	0.000	0.67
	Post	5.65	1.173	0.179			
6. Proposing inferences from known facts, previous experiences and contextual clues	Pre	1.67	2.101	0.320	12.586*	0.000	0.79
	Post	5.51	1.121	0.171			

*Significant at 0.05**

The t-test administration proved that there were statistically significant differences between the mean scores of the study group's performance on the pre-administration versus the post-administration of the English language listening comprehension test in favour of the post-administration of the test in each assigned listening comprehension sub-skill. First, the estimated t-value for proposing inferences from known facts, previous experiences and contextual clues was (12.586), η^2 equalled (0.79). Second, the calculated t-value for classifying spoken information was (9.229), η^2 measured (0.67). Third, the evaluated t-value for indicating understanding of the meaning of unfamiliar vocabulary words was (7.176), η^2 valued (0.55). Fourth, the estimated t-value for identifying specific points in the speaker's speech was (7.016), η^2 equalled (0.54). Fifth, the calculated t-value for recognizing different grammatical and structural functions was (6.969), η^2 measured (0.54). Six, the evaluated t-value for identifying the speaker's purpose was (6.800), η^2 valued (0.52),

Thus, the largest effect size was for proposing inferences from known facts, previous experiences and contextual clues, then classifying spoken information, then indicating understanding of the meaning of unfamiliar vocabulary words, then identifying specific points in the speaker's speech, then recognizing different grammatical and structural functions, and lastly identifying the speaker's purpose which had the smallest effect size. Accordingly, the mentioned effect size values revealed that the Reciprocal Teaching Strategy had an obvious significant effect on the students' performance in each assigned listening comprehension sub-skill. Therefore, the second hypothesis was confirmed. For more elaboration of these results, figure (2) was outlined:

Figure (2): The Pre - Post English Language Listening Comprehension Test Result of the Study Group in Each Assigned Listening Comprehension Sub-Skill



To test the third hypothesis which stated: "There is a statistically significant difference between the pre-testing and post-testing of the study group in terms of increasing motivation towards practising teaching profession in favour of the post-testing", a t-test was conducted to compare the total study group's performance on the pre-administration versus the post-administration of the motivation scale towards practising the teaching profession. Paired sample t-test was utilized. Table (3) displays the study group's means, standard deviations and t-value on the pre and post administration of the motivation scale.

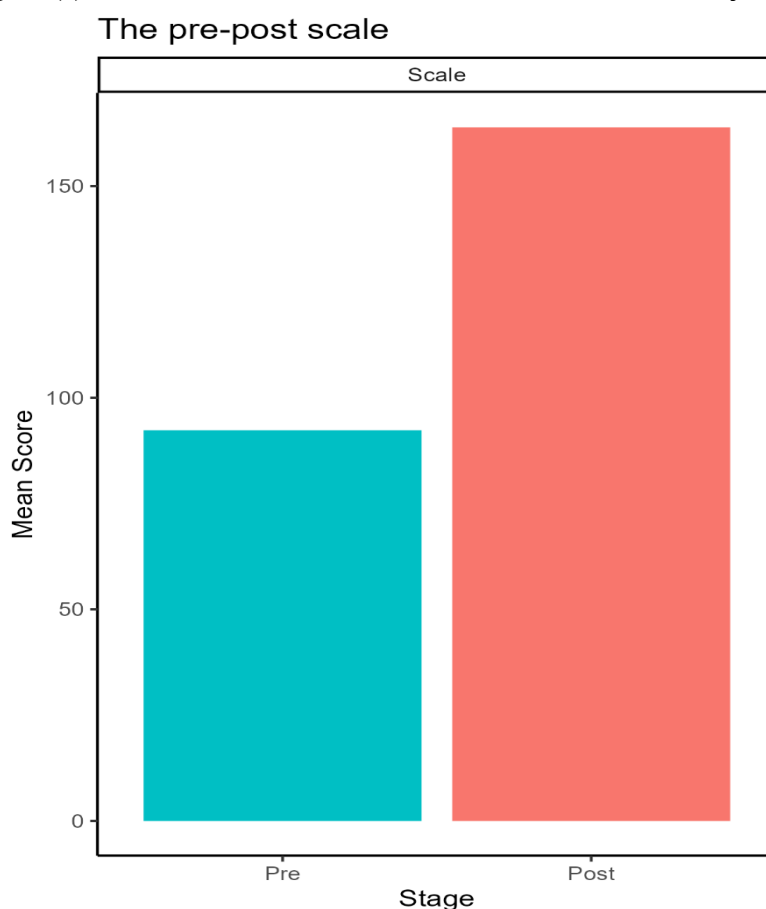
Table (3)
The t-test Results of the Pre- and Post-Administration
of the Motivation Scale towards Practising
the Teaching Profession
(N = 43 , DF = 42)

Administration	Mean	Std. Deviation	Std. Error Mean	t-Value	Sig. Level	Eta Squared (=η ²)
Pre	92.26	40.888	6.235	11.318*	0.000	0.75
Post	163.81	26.264	4.005			

*Significant at 0.05

T-test administration confirmed that there was a statistically significant difference between the mean scores of the study group's performance on the pre-administration versus the post-administration of the motivation scale towards practising the teaching profession in favour of the post-administration of the scale. The calculated t-value was (11.318), and η^2 equalled (0.75). Consequently, the measured effect size reflected that the Reciprocal Teaching Strategy had an obvious significant effect on the study group's overall motivation post-performance. Accordingly, the third hypothesis was proved. For more clarification of the mentioned result, figure (3) was shaped:

Figure (3): The Pre-Post Motivation Scale Overall Result of the Study Group



Discussion of Results

According to the attained results, the present study answered all the research questions raised. It identified the English language listening comprehension skills needed for EFL student-teachers enrolled in the online General Diploma in Education, the steps

of the Reciprocal Teaching Strategy that should be followed in teaching student-teachers the listening comprehension skills, and the effect of using the strategy on developing these skills and increasing the student-teachers' motivation towards practising their teaching profession.

Results of the study proved that the study group's post-performance significantly outperformed its own pre-performance on the overall English language listening comprehension skill, as well as on each assigned listening comprehension sub-skill. The results also proved that the study group's post-performance significantly outperformed its own pre-performance on the overall motivation towards practising the teaching profession.

These results are in alignment with the results of other researchers: Ahada (2023), Lin (2019), Sabzevari et al (2022), and Sabzevari et al (2002). The mentioned studies asserted the positive effect of implementing the Reciprocal Teaching Strategy on developing students' listening comprehension skills, language comprehension and understanding in general, encouraging co-operative learning, improving academic achievement, interaction and communication in class. Some of these studies focused also on how reciprocal teaching increased students' self-confidence, intrinsic motivation and positive attitudes towards English language learning and teaching.

The success of the Reciprocal Teaching Strategy in achieving the results of the current study was due to a number of factors:

First, using the four stages of the Reciprocal Teaching Strategy (*prediction, clarification, questioning and summarizing*) helped students increase their knowledge, understanding, vocabulary and grammar, and made learning more active and effective. In this way, students were trained to predict what they would listen to, clarify what they understood or what kind of difficulties they would confront, generate questions and summarize what they listened to. The mentioned sequence for learning the listening texts provided students with opportunities to learn listening in a meaningful and comprehensive way.

Second, the idea of, at some point, giving explicit instruction and scaffolding to small groups of students, and of gradually transferring the responsibility of learning to students after modelling and guidance, and giving students the opportunity to be independent ensured the positive characteristics of student-centered English language classes. The lecturer became an organizer, a facilitator and a counsellor, overemphasizing the role that was given to students themselves. Therefore, students gradually became active

learners rather than passive recipients of knowledge. They could rely on both their own and their classmates abilities and skills during the teaching–learning processes.

Third, related to the previous factor, all students engaged in group discussions. Accordingly, reciprocal teaching significantly raised students' level of exchanging communication and interaction, developing a deeper understanding and retention of the selected topics, understanding different perspectives and opinions, and accomplishing together their mutual and shared learning goals and objectives.

Fourth, reciprocal teaching helped to eliminate some comprehension difficulties that might have existed and represented challenges in the learning environment. Active involvement, anxiety reduction, idea sharing and collaborative learning obviously contributed to the success of the intervention, leading to clear understanding of ideas, concepts and feelings. Thus, overcoming those difficulties and problems.

Based on the above mentioned factors, the study group achieved progress on its post-performance than its own pre-performance on the overall English Language Listening Comprehension Test, and all the assigned listening comprehension sub-skills. Moreover, it was noticeable that the largest effect size values reached were in the inferential sub-skills that demanded utilizing higher order thinking skills as: proposing inferences from known facts, previous experiences and contextual clues; classifying spoken information; indicating understanding of the meaning of unfamiliar vocabulary words and identifying specific points in the speaker's speech rather than the effect size values reached in the other direct sub-skills that demanded utilizing lower order thinking skills as: recognizing different grammatical and structural functions and identifying the speaker's general purpose.

The study group also achieved significant progress on its post-performance than its own pre-performance on the overall Motivation Scale towards practising teaching profession. Thus, the study hypotheses were verified, and the positive effect of the Reciprocal Teaching Strategy on the performance of the prospective English language teachers' listening comprehension skill, sub-skills and motivation towards practising their teaching profession were confirmed.

Conclusions

According to the reached results of the current study, the Reciprocal Teaching Strategy proved to be an interactive strategy, in which EFL student-teachers interacted with the teaching contexts, activating their prior experience, developing their English language listening comprehension and increasing their motivation and interest in the subject and in their teaching profession. Using the Reciprocal Teaching Strategy allowed the researcher to model and give student-teachers enough practice to interact and construct a dialogue through four successive stages (making prediction, clarifying, generating questions and summarizing) throughout the class time periods. It represented a guided teaching strategy that helped to improve a deeper understanding of the assigned aural texts. The use of the collaborative procedures of the strategy and the scaffolding offered by the researcher helped the student-teachers improve their overall English language listening comprehension skill, and each English language listening comprehension sub-skill; namely: proposing inferences from known facts, previous experiences and contextual clues, classifying spoken information, indicating understanding of the meaning of unfamiliar vocabulary words, identifying specific points in the speaker's speech, recognizing different grammatical and structural function, and identifying the speaker's purpose. They also helped student-teachers improve positive motivation towards practising their teaching profession. Thus, the findings of the current study demonstrated that using the Reciprocal Teaching Strategy could increase students' engagement, and foster their cognitive and social growth.

Limitations

The current study has certain limitations related to the sample of the study. Having other samples from other faculties of education all over the Egyptian universities may lead to a generalized view of the effect of utilizing the strategy. Therefore, future research should thoroughly consider implementing the Reciprocal Teaching Strategy in teaching in other faculties of education. Another limitation is related to the inclusion of the strategy in different levels of education, such as the primary, preparatory, secondary stages, and other specialties in higher education, which can also result in a generalized view of the effect of integrating the Reciprocal Teaching Strategy in language instruction.

Recommendations:

Based on the results reached in the current study, the following recommendations are presented:

1. Reciprocal teaching is recommended to lectures in colleges for teaching English language courses to improve student-teachers' interaction, language skills and motivation towards English language learning and teaching.
2. Lecturers should encourage pre-service teachers to become knowledgeable about reciprocal teaching so that it will be convenient and easy for them to use when practising as teachers.
3. Lecturers and supervisors should encourage pre-service teachers to use the Reciprocal Teaching Strategy to improve their learners' comprehension and achievement.
4. The Ministry of Education & Technical Education should organize in-service and training programmes for teachers to learn how to use the Reciprocal Teaching Strategy and other effective student-centered strategies that promote active learning.
5. Curriculum designers should add more collaborative teaching approaches and strategies in English language courses including the Reciprocal Teaching Strategy.
6. Learners should always be permitted and encouraged to participate freely and actively in class with their classmates and teachers.
7. Higher thinking, meta-cognitive and social skills should be developed as an essential part of the twenty-first century skills demanded for learners at different school and university stages and levels.
8. Lecturers and teachers should evaluate their learners' needs, and implement learning strategies that are in line with their linguistic and psychological demands.
9. They are also in need to look for other strategies that help learners in the process of making themselves able to comprehend, communicate and be more participative in their English language classes.
10. Lecturers and teachers must operate as organizers, facilitators of knowledge and counsellors rather than being dominant content experts.

11. Integration of the use of the Reciprocal Strategy and guided scaffolding can lead to the required quality teaching, self-directed learning, and the promotion of both language and communication skills.

Suggestions for Further Research:

Based on the previously mentioned recommendations, the following suggestions for further research are presented:

1. Future studies are required to investigate the effect of using the Reciprocal Teaching Strategy on developing learners' speaking skills in the Egyptian context.
2. Further studies are demanded to investigate the effect of using the Reciprocal Teaching Strategy on developing learners' writing skills in the Egyptian context.
3. Other studies are needed to investigate the effect of using the Reciprocal Teaching Strategy on developing the listening comprehension skill in different school stages and levels.
4. More investigation should be made about the effect of using the Reciprocal Teaching Strategy on developing learners' higher thinking skills, meta-cognitive skills, and social communication skills.
5. More investigation should be made about using reciprocal teaching with technology, because most of the educational fields nowadays use virtual learning environments.
6. Investigation should be made about the effect of using the Reciprocal Teaching Strategy on differentiated instruction and its effect on achieving the different needs of individual learners.

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Appendix (A)**The English Language Listening Comprehension Skills Checklist
(The Final Form)**

No.	The Listening Comprehension Skills
1	Identifying the speaker's purpose.
2	Identifying specific points in the speech.
3	Indicating understanding of meaning of unfamiliar vocabulary words.
4	Recognizing different grammatical and structural functions.
5	Classifying spoken information.
6	Proposing inferences from known facts, previous experiences and contextual clues.

Appendix (B)**Tue English Language Listening Comprehension Test Specifications**

No.	The Listening Comprehension Skill	Text	Question Type		Number of items for each skill	Marks assigned to each skill	Relative Weight %
			Multiple Choice	True or False			
1.	Identifying the speaker's purpose	Text 1	1		2	6	16.6%
		Text 2		1			
2.	Identifying specific points in the speech	Text 1	1		2	6	16.6%
		Text 2		1			
3.	Indicating understanding of the meaning of unfamiliar vocabulary words.	Text 1	1		2	6	16.6%
		Text 2		1			
4.	Recognizing different grammatical and structural functions.	Text 1		1	2	6	16.6%
		Text 2	1				
5.	Classifying spoken information.	Text 1		1	2	6	16.6%
		Text 2	1				
6.	Proposing inferences from known facts, previous experiences and contextual clues.	Text 1		1	2	6	16.6%
		Text 2	1				
	Total		6	6	12	36	100%

Appendix (C)**The English Language Listening Comprehension Test****Name:****Total:** 36 marks**Diploma:**.....**Time:** 65 minutes

Dear student-teacher,

Listen to the tape, then answer the following questions:**Text One**

At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language follow:

- 1. Language is a system for the expression of meaning.*
- 2. The primary function of language is to allow interaction and communication.*
- 3. The structure of language reflects its functional and communicative uses.*
- 4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.*
- 5. Communicative competence entails knowing how to use language for a range of different purposes and functions as well as the following dimensions of language knowledge:*

First: Knowing how to vary use of language according to the setting and the participants; for example, knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication.

Second: Knowing how to produce and understand different types of texts; for example: narratives, reports, interviews and conversations.

Third: Knowing how to maintain communication despite having limitations in one's language knowledge; for example: through using different kinds of communication strategies and other means of communication.

***Approaches and Methods of Language Teaching (3rd edition),
by Richards & Rodgers***

Cambridge: Cambridge University Press (2014), pp. 87–90.

1] Choose the correct answer: (9 marks)

1. The main objective of Communicative Language Teaching is to
 - a) use accurate grammar and pronunciation
 - b) allow meaningful interaction and communication
 - c) distinguish grammatical and structural features
 - d) use language appropriately for spoken communication as opposed to written language
2. A student can maintain communication despite having limitations in one's language knowledge through
 - a) knowing when to use formal and informal speech
 - b) knowing when to use language appropriately for written and spoken communication
 - c) using different kinds of communication strategies and means of communication
 - d) knowing how to understand and produce different types of texts.
3. In the text, "eclectic" means
 - a) active
 - b) positive
 - c) similar
 - d) varied

2] Write (✓) for correct answers, and (X) for incorrect ones: (9 marks)

1. Nowadays, the primary function of language is to reflect grammatical and structural features. ()
2. Communicative competence entails knowing how to vary understanding and use of language according to the difference of settings and the kind of participants addressed. ()
3. Knowing how to maintain communication despite having limitations in one's language knowledge can include using body language, facial expressions and eye contact. ()

Listen to the tape, then answer the following questions:**Text Two**

In 1995, Reid defined learning styles as an individual's natural, habitual and preferred ways of absorbing, processing, and retaining new information and skills. Learning styles are stable attributes that may influence a learner's preference for particular ways of approaching learning.

The following learning styles have often been referred to when discussing learning styles, and may also lead to different styles of classroom participation. Reid mentioned them as follows:

1. **Visual learners:** Visual learners, as the name implies, respond to new information in a visual fashion and prefer visual, pictorial and graphic representation of experience.
2. **Auditory learners:** Auditory learners learn best from oral explanation and from learning words spoken.
3. **Kinesthetic learners:** Learners of this type learn best when they are physically involved in the experience.
4. **Tactile learners:** These learners learn best when engaged in "hands on" activities.
5. **Group learners:** These learners prefer group interaction and classwork with other students and learn best when working with others.
6. **Individual learners:** Learners of this type prefer to work on their own.

These introduced styles, however, are not rigid categories, and several may combine in any one learner. As such, Dornyei in 2005 emphasizes that these different learning styles are not to be understood as fixed categories since any one learner may reflect a combination of styles. He argues that the styles are tools which enable the creation of a profile of how a learner approaches learning in general, of how he or she understands, reacts to and manages a learning situation.

**Key Issues in Language Teaching,
by Richards**

Cambridge: Cambridge University Press (2015), pp. 141–142.

1] Write (✓) for correct answers, and (X) for incorrect ones: (9 marks)

1. The main topic of the text is Reid's classification of the learners' learning styles. ()
2. Auditory learners learn best when they are engaged in 'hands on' activities and manipulating materials. ()
3. In the text, "kinaesthetic" means related to body movement. ()

2] Choose the correct answer: (9 marks)

1. After years, Reid's classification of the learning style is still one of the considerable learning styles referred to when discussing how a learner approaches learning.
a) ten b) twenty c) thirty d) forty
2. Reid introduced different learning styles that may influence the learner's preference for particular ways of approaching learning.
a) four b) five c) six d) seven
3. Reid's learning styles are not to be understood as rigid or fixed categories, since the learner may reflect a combination of styles; except being learner at the same time.
a) visual and auditory
b) auditory and kinaesthetic
c) kinaesthetic and tactile
d) individual and group

End of Questions.

Thank you for your co-operation.

Appendix (D)**The Motivation Scale Towards Practising the Teaching Profession****Time:** 45 minutes**Diploma:****Total:** 200 marks

Dear student-teacher,

Read the following items, then write (v) under your selected response:		Response				
No	The Items	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	The teaching profession is an interesting job.					
2	I consider myself an unsuccessful teacher.					
3	I feel stressed from the idea of being a teacher of English language.					
4	I usually prepare a well-organized lesson plan before entering my class.					
5	I can formulate observable and measurable behavioral objectives for my lesson plan.					
6	As a teacher, I take care of my appearance.					
7	I enter my class on time.					
8	I respect the school rules and regulations.					
9	I can not deal with some discipline problems.					
10	When I begin teaching a new lesson, I feel confused.					
11	I answer my students' questions immediately.					
12	I vary my questions to my students.					
13	I miss my self-confidence when asked about an unclear point while explaining the lesson.					
14	I usually use one favorable unchangeable strategy in my teaching.					

Read the following items, then write (✓) under your selected response:		Response				
15	The strategies I use in teaching the lessons are recent and student-centered ones.					
16	The activities I use in class enhance the students to interact, communicate and collaborate with each other.					
17	I give the chance for all students to contribute in the class activities.					
18	I attempt to select effective teaching materials for my lesson beforehand.					
19	I use technological equipment in teaching.					
20	I deliver immediate feedback to my students about their performance in class.					
21	I focus on assessing the students' cognitive, affective and psychomotor domains.					
22	I use only one or two types of questions for assessing my students' performance.					
23	I do not have enough time to make use of the assessment results for improving my students' performance and modifying their behavior.					
24	I motivate my students to learn English as an important foreign language nowadays.					
25	It is uneasy for me to make social relationships with my colleagues, other teachers, supervisors or school administration.					
26	It is not essential for me to develop my students' twenty-first century skills.					
27	I am not interested in making warm-up at the beginning of the lesson.					
28	I am not interested in making a closure at the end of my lesson.					
29	I sometimes forget to give assignment to my students before leaving the class.					

Read the following items, then write (v) under your selected response:		Response				
30	As a kind of punishment, I sometimes threaten or make fun of some students.					
31	I can not avoid expressing anger to face individual situations of disruption.					
32	I am not interested in field trips and extracurricular activities.					
33	I use both verbal and non-verbal communication techniques with my students.					
34	I do not respond to my supervisors' and colleagues' opinions and suggestions.					
35	After finishing the lesson, I do not have enough time to follow up my students' progress.					
36	I write plans to treat problems and challenges faced while teaching my students.					
37	I attempt to be fair and objective with all students.					
38	I allow students to use Arabic language, instead of English, most of the time.					
39	I enjoy practising teaching as a profession.					
40	I am not quite satisfied with my level of financial compensation for the effort in practising the teaching profession.					

Appendix (E)
A Model of a Lecture Plan (of Two Sessions)
According to the Reciprocal Teaching Strategy
The Title: Project-Based Learning

Objectives:

At the end of the lecture, student-teachers should be able to:

1. Define Project-Based Learning.
2. Identify the characteristics that distinguish Project-Based Learning from other recent student-centered strategies used in the field of teaching EFL.
3. Understand the meaning of unfamiliar vocabulary words.
4. Recognize different grammatical and structural functions in the text.
5. Define the advantages and disadvantages of using Project-Based Learning in TEFL.
6. Propose inferences from known facts, previous experiences and contextual clues about how to deal with the different challenges faced when Project-Based Learning is used in TEFL.

Steps of Teaching Using the Reciprocal Teaching Strategy:

1. The researcher spoke aloud a small part of the auditory text.
2. She divided the student-teachers into small groups.
3. She, as the leader, helped the groups comprehend what was said by verbally engaging in four sub-reciprocal listening strategies: predicting, clarifying, questioning and summarizing.
4. She helped each group individually, then discussed the spoken part of the text with all the groups (the whole class).
5. The researcher spoke aloud another small part of the auditory text, giving each learner in the groups in turn the responsibility of being the learning leader.
6. The researcher and other students in each group helped the learning leader to accomplish the four stages mentioned.
7. The researcher discussed the second part of the aural text with each group individually, then with all the groups.

8. If some students needed to listen again to the same part of the aural text, the researcher repeated it again to give the chance for them to comprehend the main points.
9. The researcher's scaffolding decreased gradually until students could lead and became able to complete their group discussion for the rest of the text in a good order. Then, all groups discussed the assigned part of the text with the researcher.
10. Students used worksheets in each session to familiarize and remind them with the four specific cognitive stages of the Reciprocal Teaching Strategy: Predicting, Clarifying, Questioning and Summarizing. The worksheets helped the members of the groups also to take notes about the spoken part of the aural text in accordance with the four cognitive stages.
11. Students exchanged the role of the leader with the researcher's assistance.
12. During the prediction stage, students anticipated what would happen next.
13. In the clarification stage, they were encouraged to identify areas of difficulty, such as new vocabulary, unclear structure or difficult concepts.
14. During the third stage, namely the questioning stage, they were encouraged to generate questions about the key components of the text. They were asked to contribute in forming and answering questions.
15. Lastly, in the summarizing stage, students moved gradually from summarizing few sentences, to a paragraph, to the whole text. This fourth stage provided the opportunity for the students to identify and integrate the most important information in the text.

Teaching Aids Used:

1. Microsoft Teams Programme and its applications.
2. Students' Worksheets.
3. The lecture plan according to the Reciprocal Teaching Strategy.

Evaluation:

The researcher constructed the following questions to be answered by the student-teachers individually at home, then she discussed them collaboratively with the students in the following lecture.

1. Choose the correct answer:

A) Project-Based Learning has been popular for the recent year and represents another approach to _____ learning based on constructivist principles.

- a) student-centered b) teacher-centered c) dependent
d) decision-makers'

B) One of the _____ of utilizing Project-Based Learning is that some students give the impression of productive involvement in the work, but may in fact be learning and contributing very little.

- a) advantages b) solutions c) merits d) challenges

C) Projects have _____ world orientation and promote meaningful learning by connecting new information to students' past experiences and prior knowledge.

- a) an artificial b) a real c) a virtual d) a simulated

D) One of the difficulties with Project-Based Learning is that some students lack skills for _____ and collecting information.

- a) speaking b) reading c) researching d) writing

2. Write (✓) for correct sentences and (X) for incorrect ones:

A) Nowadays, learning that arises from project work is seen as being more flexible and adaptable to new situations than didactic teaching methods. ()

B) One of the advantages of integrating Information and Communication Technology into project work is that students can learn both ICT skills and specific content knowledge simultaneously. ()

C) The project strategy can not be applied in almost all areas of the curriculum. ()

D) Project-Based Learning decreases team-working and co-operative learning skills. ()

3. Answer the following questions:

A) Define Project-Based Learning.

B) Mention the main characteristics of Project-Based Learning, specially the ones that distinguish it from the other student-centered strategies.

C) What are the advantages and disadvantages of using Project-Based Learning in TEFL?

D) How to deal with the different challenges faced when Project-Based Learning is used in TEFL?