Using Reciprocal Teaching in Developing Reflective Thinking Skills for the student teacher of English Department at Alarish Faculty of Education

Dr. Ahmed Elsayed Ahmed

Department of Curriculum and Instruction

Arish Faculty of Education

Arish University

2015

Abstract

Title of the study : **Using Reciprocal Teaching in Developing Reflective Thinking Skills for the student teacher of English Department at Alarish Faculty of Education**

This study aimed at recognizing how far reflective thinking skills English students teachers have ? and a proposed perspective for developing these skills. Students teachers of English department are in need to use reflective thinking skills at Alrish faculty of education. The sample of the study consisted of 30 student of English department. The study instruments consisted of a list of reflective thinking skills, questionnaire and the proposed perspective which is based on reciprocal teaching strategy . Findings revealed that the student teachers of English lack most of the three dimensions items and need to have training to use and apply reflective thinking skills during their study of the English language and through the practical teaching program.

Key words: reflective thinking skills - English students teachers - reciprocal teaching – English language

ملخص الدراسة باللغة العربية:

العنوان : استخدام التدريس التبادلي لتنمية مهارات التفكير التاملي لدي الطلاب المعلمين تخصص اللغة الإنجليزية بكلية التربية بالعريش

هدفت هذه الدراسة إلي التعرف علي مدي توافر مهارات التفكير التاملي لدي الطلاب المعلمين تخصص اللغة الانجليزية و تقديم تصور مقترح قائم علي استراتيجة التدريس التبادلي لتنمية تلك المهارات بكلية التربية بالعريش. تكونت أدوات الدراسة من قائمة بمهارات التفكير التأملي إلي جانب إعداد استبانه مقدمة إلي الطلاب المعلمين بكلية التربية بقسم الغة الإنجليزية للتعرف علي مدي توافر تلك المهارات لديهم و إعداد تصور قائم علي التدريس التبادلي لتنمية تلك المهارات . توصلت نتائج الدراسة الي وجود فروق ذات دلالة احصائية تؤكد إفتقاد الطلاب لمعظم مهارات التفكير التاملي و الحاجة إلي وجود تدريب لإستخدام و تطبيق مهارات التفكير التأملي في دراسة اللغة الإنجليزية وعند تطبيق برنامج التربية العملية ، مما يوضح أن الطالب في حاجة الي إستخدام طريقة تدريسية مناسبة تساعد الطالب المعلم تخصص اللغة الإنجليزية في امتلاك تلك المهارات وتنميتها .

الكلمات المفتاحية : مهارات التفكير التاملي – التدريس التبادلي – الطلاب المعلمين– اللغة الانجليزية

Introduction :

Teacher education is considered an important topic to be discussed because teacher education is concerned with teacher preparation. Scott and Moir (2000, 24) clarify that "current trends in teacher education focus on homogeneity and uniformity, and are framed increasingly within technical-rational, bureaucratic forms of discourse that are removed from more encompassing social, political and moral domains. To the extent that teacher education is aloof from contested issues, ideas and ideals, or adopts an uncritical stance towards conventional social and political understandings, it becomes easier to use critical inquiry into the realities that surround the preparation of professionals"

Van vurren (1999) points out that reflective thinking is a cyclic, hierarchical and interactive construction process. It is initiated, extended and continued because of personal cognitive-affective interaction (individual dimension) as well as interaction with the social environment (social dimension).

Reflective thinking is a part of the critical thinking process referring specifically to the processes of analyzing and making judgments about what has happened. Reflective thinking is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap – during learning situations. Hawaii education center (2000)

Johnson (2015) added that   there are six different sets of skills that are the focus in all learning activities in the Early Level Class. Reflective thinking skills involve the children learning to:

- communicate
- evaluate their learning (How well am I doing?)
- revise their thinking (change their ideas after listening to the group)
- set targets (I know what I want to do next)
- assess (How can I do better?)
- invite praise and positive criticism

Encouraging reflective thinking skills helps the children to understand and improve their learning by planning their next steps and valuing other people's opinions.

Reflective thinking skills may be developed through the use of the reciprocal teaching which is an interactive strategy where students talk their way through a text in order to understand it better. Students practice the art of predicting, questioning, clarifying, and summarizing, all of which contribute greatly to comprehension. Teachers should model this strategy for their students before expecting students to practice them on their own. As students become more proficient at using the strategy, teacher involvement decreases. (West Virginia department of education, 2015).

Wade (1996) conducted a study which indicated that portfolios have often been promoted as a tool for reflective thinking, yet few studies have examined the use of portfolios in reflective teacher education programs. This exploratory study uses interviews, essays, and survey data to examine 212 teacher education students' efforts to think reflectively through the process of constructing portfolios based on their experiences in a community service-learning program. Findings revealed that the portfolio process prompted

reflective thinking in many, but not all, students. Recommendations for using portfolios in teacher education programs include: focusing attention on students' initial understanding of the process and its purpose, encouraging student ownership and individual expression, providing some structured aspects to balance the open-ended nature of portfolios, and evaluating the portfolio process and students' responses.

Hea (2005) conducted this study which reviews the criteria for assessing reflective thinking, and investigates how the process of reflective thinking develops in preservice teachers. Reflections of preservice teachers are assessed from two perspectives: content and depth. The findings include variations in the content, and that the pace at which reflective thinking deepens depends on personal background, field experience contexts, and the mode of communication. The study includes insights into how to measure the quality of reflective thinking and how to enhance reflective thinking and cultivate reflective practitioners, including the kinds of experiences that could be incorporated in a teacher education program.

Carolyn (1997, 64) points out that reciprocal teaching is used of its emphasis on reading comprehension—particularly in the short term. There is a need to provide immediate support to the seniors and other students. Reciprocal Teaching is used for its ease of use and flexibility with various teaching styles and formats. The following summarizes our rationale for using Reciprocal Teaching. Reciprocal Teaching has been heralded as effective in helping students improve their reading ability in pre-post trials or research studies . Further, trials employing reciprocal teaching have consistently indicated that the technique promotes reading comprehension as measured on standardized reading tests.

Context of the Problem   :
   Student teachers of English department are in a need to have the reflective thinking skills at Alrish faculty of education. Using Reciprocal teaching which is one of the most successfully implemented cooperative learning practices which may help in having these skills . Studies of Williams   (2010), Ghorbani, et al (2013) McAllum (2014) and   Huang (2015)   indicated that reciprocal teaching may help in improving   the   student   teacher   performance   during   learning   the reflective thinking skills .

Problem Statement: students of English department are in need to have the reflective thinking skills at Alrish faculty of education.

Questions of the Study:
The present study attempts to find answers to the following questions:
   a. What are the reflective thinking skills that students teachers of English need to recognize ?
   b. How far do the students teachers of English have these skills of reflective thinking ?
   c. What are the components of the proposed reciprocal teaching based perspective to develop reflective thinking skills ?

Study Aims:
1. Preparing a list of the reflective thinking skills for the students teachers of English .
2.Designing a questionnaire to the students of departments of Social Studies.

3.Presenting a perspective to help in developing reflective thinking skills for the students teachers of English .

Study Significance:
The present study is significant for:
1.The student teachers of English to recognize the reflective thinking skills .
2. In-service teachers of English as it draws their attention to the importance of the instructional activities of reciprocal teaching to develop .
3.Textbook designers of faculty staff of English methodology as it draws their attention to the importance of having these skills   .

Delimitations:
     The present research is limited to a sample of third and year students at Alarish faculty of education at Al-Arish city. The participants   N= (30) student . The experimental procedures of the research were conducted through one academic term (second term, year 2014- 2015) .

Study Procedures:
Surveying previous literature including the following :
- Literature review and related studies a bout reflective thinking skills ,   and reciprocal technique in teaching these skills .
- Preparing a list of reflective thinking skills
- Preparing a questionnaire to help in recognizing how far do English student teachers have these skills?
- Preparing a perspective to help in teaching these skills   .
- Judging of the questionnaire and the proposed perspective .
- Data analysis and interpretation .
- Discussion of the findings   .
- Providing a summary on whole research, some recommendations, and suggestions for further research.

Definition of Terms :
Reflective thinking
     Reflective thinking is a part of the critical thinking process referring specifically to the processes of analyzing and making judgments about what has happened. Reflective thinking is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap – during learning situations. Hawaii education center (2000)

Reciprocal teaching strategy :
Reciprocal teaching is a cooperative learning instructional method in which natural dialogue models and reveals learners' thinking processes about a shared learning experience. Teachers foster reciprocal teaching through their belief that collaborative construction of meaning between themselves and students leads to a higher quality of learning (Orey,

2003)

Review of literature and related studies:

Teacher preparation :

Smith (2015) presented a framework combines ideas from the sociology of knowledge and research as social practice. This framework situates the research on teacher education within salient economic, intellectual, and demographic developments of the past half century and also examines the practices of researchers who are differently positioned from one another, have divergent purposes and audiences, and who work both inside and outside teacher education. Also analyzing the first of three major research programs— research on teacher preparation accountability, effectiveness, and policies, identifying strengths and weaknesses in this body of studies.

Nelsen (2015) added that despite much debate in the literature, accrediting agencies continue to require that teacher education programs demonstrate that candidates possess requisite sets of dispositions deemed necessary for licensure. At least three unresolved and important questions remain unanswered that directly affect programs' abilities to do so. The response to questions about dispositions grounded in Dewey's conception of habits and then uses that conception to address each of the three proceeding questions in turn. Teacher educators should conceptualize dispositions as being comprised of clusters of habits. Regardless of the type of disposition involved, teacher education programs must create contexts that encourage the development of intelligent habits to inform intelligent dispositions.

Caughlan (2014) added that teacher preparation programs commonly use observational instruments to assess the progress and the exit performances of teacher candidates. However, while these instruments have been described and several have been studied for effectiveness, the field lacks a close examination of how they position participants: teacher candidates, K-12 pupils, and teacher educators. This article closely examines three classroom observation instruments used in pre- service programs. We use critical discourse analysis (CDA) and systemic-functional linguistics to examine how the grammar of these instruments assigns agency and positions participants as teachers and learners, and define their larger discourses of professionalism and accountability. We argue that instruments differ in the extent to which they grant participants agency, thus influencing the assumed pedagogical relations among the teacher educator, teacher candidate, and K-12 pupils. Instruments are not neutral, but reflect the values of the programs that use them, inflected by often contradictory discourses of teacher and student learning.

Gargani (2014) clarify Teacher observations have become a national education phenomenon, mandated by federal policies and promoted by philanthropists. They are crucial components of teacher evaluation systems that often have high stakes for teachers and school systems, but have sparked little innovation. Recent calls to make teacher evaluations better, faster, and cheaper have been challenged as sitting outside the research evidence. In response, we present new evidence from experimental studies of the Rapid Assessment of Teacher Effectiveness (RATE) that suggests that innovation of that kind is possible. Using a six-item rubric after 4 hr of training, raters were able to identify effective teachers from just 20 min of one lesson as well or better than raters using popular evidence-based instruments with 10 times the items. We discuss our approach, the potential time and cost savings it may provide, and

how better, faster, cheaper observation instruments may change how school districts choose to implement state and federal policies.

Loughran (2014) pointed out that there is growing interest in the professional development of teacher educators as the demands, expectations, and requirements of teacher education increasingly come under scrutiny. The manner in which teacher educators learn to traverse their world of work in the development of their knowledge, skills, and ability is important. There are some of the crucial shaping factors in that development, including the transition associated with becoming a teacher educator, the nature of teacher education itself, and the importance of researching teacher education practices. Through a careful analysis of these features, a framework for better understanding what it might mean to professionally develop as a teacher educator is proposed. The framework is designed to draw serious attention to the major aspects of teaching and learning about teaching that are central to shaping scholarship in teacher education and offer insights into the ways in which teacher educators' professional development might be better understood and interpreted

Goodwin et al (2014) add that commonsense reasoning says that quality teacher education relies on quality teacher educators. Yet, there is minimal attention to what teacher educators should know and be able to do. Unquestionably, teacher educators cannot teach what they do not know; but what should they know, and should they be prepared? This study of 293 teacher educators investigated the following: What do current teacher educators consider to be the foundation elements of their practice? How do they evaluate their own preparation in these areas? How can their experiences inform the preparation of teacher educators? We use Cochran-Smith and Lytle's theorizing about "relationships of knowledge and practice" to understand knowledge essential to teacher educating (a term we use to differentiate teaching teachers from teaching students). Our findings reveal that practicing teacher educators often feel unprepared to assume their role but can offer helpful insight into how we should think deliberately about quality teacher educator preparation

Forzani (2014) added that in recent years, a small but growing strand of research has investigated ways of focusing teachers' professional education on "core" or "high leverage" practices of teaching. These efforts are easily conflated with other initiatives to develop "practice-focused" teacher education, raising questions about what these terms even mean. This article investigates what can be learned by comparing and contrasting teacher education focused on core practices with other approaches that might also be called "practice-based," including those dating back to the 19th century. It focuses on three important periods in the history of teacher education: the heyday of the normal schools in the late 1800s, the period of scientific efficiency in the 1920s and 1930s, and the era of competency-based teacher education in the 1960s and 1970s.

Teacher Education

Teacher education is considered an important topic to be discussed because teacher education is concerned with teacher preparation. Scott and Moir (2000, 24) clarify that "current trends in teacher education focus on homogeneity and uniformity, and are framed increasingly within technical-rational, bureaucratic forms of discourse that are removed from more encompassing social, political and moral domains. To the extent that teacher education is aloof from contested issues, ideas and ideals, or adopts an uncritical stance towards conventional

social and political understandings, it becomes easier to use critical inquiry into the realities that surround the preparation of professionals".

Also, Reagan et al (1999, p.25) state that" the phrase reflective practice has become ubiquitous in the literature of teacher education, and not surprisingly, a growing number of teacher preparation programs have explicitly committed themselves to preparing teachers who will be "reflective practitioners".

England (1999) declares that pre - service programs prepare teachers with a variety of techniques and strategies for acculturating into their profession. Many pre - service programs even expect teachers to work on conference planning teams locally. Teachers are taught how to be colleagues, to apply their knowledge about language and language teaching to the real world of the classroom. Teachers arrive at their new jobs with the necessary knowledge and professional identity needed to do a good job. Professional development in English language teaching is critical for at least five reasons: 1.The role of English in the world has grown so much that there are reportedly more than four times as many nonnative speakers as native speakers of .The spread of English requires many more instructors.

2. Effective English language teachers are obliged to look carefully at their professional development in order to improve their experiences in classrooms and   to   minimize   burnout.

3. ELT programs benefit from teachers who are current with the field. Program directors need to guide teachers in setting goals for professional improvement and   support   the   teachers   in   meeting   those   goals.

Heine and Emesiochl (2007) also point out that summer teacher training programs are the most important professional development opportunities for teachers. Training for teachers to meet minimum education standards has thus been limited to summer programs and programs offered through distance learning. Many teachers and administrators complete the cohort programs. Three related factors possibly contribute to the need for more highly-qualified teachers and are recommended:

1. Limited supply of new teachers in teacher training programs;

2. Limited availability of teacher training programs geared to meet the needs; and

3. Limited implementation of policies to prepare and certify high quality teachers.

Moore (2004) clarifies that functions to devalue any meaningful attempt to make relevant teacher education, educational theory, and the social process of acknowledging the values and interests one brings to and constructs because of the educational encounter. The discourse not only undermines the discourses of the competent craftsperson and the reflective practitioner, but it also undermines the very project of teacher education and training itself-including the belief that productive teaching cannot be achieved in the absence of genuine understanding.

According to Tedick (2005) second language teacher education takes place in multiple contexts and with diverse populations, in which language, culture, and identity are intricately bound together. These contexts are often impacted   by actions taken by formal and informal decision-making bodies, which may or may not involve the participation of teacher educators. There are issues related

to this theme. Like the theme of knowledge base, the theme of contexts is a broad one. Contextual factors are fundamental to second language teacher education. Alberts (1998) adds that teacher lore may serve as a basis for professional growth among teachers, engendering genuine and ongoing school reform. Teacher lore has been defined as follows: Teacher lore includes stories about and by teachers. It portrays and interprets ways in which teachers deliberate and reflect and it portrays teachers in action.

Sockett et al (2001) suggest that traditionally, teacher education in universities works only with school teachers and administrators. Families, communities, and local businesses have major interests in public education, and the university could in principle be connected to them. This concept was not merely for teachers. Rather, the impact of technological and other changes was producing people in the modern workplace who needed a sense of themselves as agents, as people with a battery of skills, dispositions, and competencies that could be applied in different contexts. The task of improving children's learning is common both to teachers and to teacher educators.

Aaronsohn (2003,p.1) defines traditional teaching as" teaching in which the focus is on the content, about which the teacher is understood to be an expert, and which must be "covered" in such a way that students will be able to show that they have acquired a certain body of knowledge. Student activity is that of watching and listening to the teacher. Students speak when called on in response to teacher questions".

Ali (2007) points out that classroom observation through Micro – teaching can also be threatening for teachers who have to present a lesson to their students in front of an observer who is considered an "expert." This intimidating situation becomes worse if the observer's evaluation directly affects whether the teacher receives his or her professional qualification or promotion. Trainees should be able to plan reflective lessons; teach lessons using various techniques and methodologies; rationalize a range of teaching procedures and processes they use with their classes; and reflect upon their teaching and make changes if necessary.

Tipka (2005) states that in the world of EFL international conferences offer excellent opportunities to exchange information and to stay informed about the latest ideas and research. However, for many EFL professionals, attending international conferences is not possible for a variety of reasons, including logistical concerns as well as financial considerations. Increasingly, institutions are looking for more cost-effective and localized areas for professional development. The benefits of mini-conferences are:

a. A mini- conference is cost effective for the participants, speakers, and institution.
b. Presenters are speaking from a localized context, .The speakers and participants have a high level of familiarity with each other and the issues they are presenting.
c. Teachers can network and establish professional relationships in the local context.

Sockett et al (2001: 87) point out that the task of improving children's learning is common both to teachers and to teacher educators. Indeed, its achievement perhaps should be the central criterion whereby all programs of professional development are evaluated, especially innovations such as this. For the moment, therefore, it is a matter of gathering together differing

perspectives necessary to identifying the ways forward to this ideal, in this case those of faculty and classroom teachers".

Maggioli (2003) adds that increasingly, the language teaching profession, like all of education, is faced with accountability issues that call for improved teacher development as a means of improving student learning. This renewed interest in the improvement of teaching seems to stem from the long overdue realization that, given good teaching, chances are learners will learn more. The professional development must be significantly different from what it has been in the past if it is to produce high levels of learning for students and staff members.

Reflective thinking

Definition:

Van vurren (1999) points out that reflective thinking is a cyclic, hierarchical and interactive construction process. It is initiated, extended and continued because of personal cognitive-affective interaction (individual dimension) as well as interaction with the social environment (social dimension).

Reflective thinking is a part of the critical thinking process referring specifically to the processes of analyzing and making judgments about what has happened. Reflective thinking is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap – during learning situations. Hawaii education center (2000)

Characteristics of environments and activities that prompt and support reflective thinking:

-Provide enough wait-time for students to reflect when responding to inquiries.

-Provide emotionally supportive environments in the classroom encouraging reevaluation of conclusions.

-Prompt reviews of the learning situation, what is known, what is not yet known, and what has been learned.

-Provide authentic tasks involving ill-structured data to encourage reflective thinking during learning activities.

-Prompt students' reflection by asking questions that seek reasons and evidence.

-Provide some explanations to guide students' thought processes during explorations.

-Provide a less-structured learning environment that prompts students to explore what they think is important.

-Provide social-learning environments such as those inherent in peer-group works and small group activities to allow students to see other points of view.

-Provide reflective journal to write down students' positions, give reasons to support what they think, show awareness of opposing positions and the weaknesses of their own positions. Hawaii education center (2000)

Reflective thinking skills:

Johnson (2015) added that there are six different sets of skills that are the focus in all learning activities in the Early Level Class. Reflective thinking skills involve the children learning to:

- communicate
- evaluate their learning (How well am I doing?)
- revise their thinking (change their ideas after listening to the group)
- set targets (I know what I want to do next)
- assess (How can I do better?)
- invite praise and positive criticism

Encouraging reflective thinking skills helps the children to understand and improve their learning by planning their next steps and valuing other people's opinions.

Enhancing reflective thinking skills :
Journals

Critical thinkers need to understand the thought processes that led them to come to a conclusion. This is an essential skill when faced with a new work environment, and you can encourage students to be reflective by having them write journal entries about their thoughts and decisions. Have them go back later to comment on previous entries. This way, they learn to stop and reflect on their thought processes.

Dialogues

Dialogues offer a different type of reflection because they help students learn that other people's perspectives are important parts of a decision-making process. You can teach this to students by having them break into groups of three. Have one student state what he feels about something or chronicle a recent decision-making process. Then have the second student serve as devil's advocate, questioning the first's reasoning. The third student serves as a moderator and can offer opinions that support either side, thereby offering a broader perspective, one that takes both sides of an issue into account. The group is then asked to reach a consensus on what it discussed.

Role Playing

Role playing is a more specific type of dialogue that allows students to portray another's persona or character. Some students may feel more comfortable with this than with expressing their own views. Like with the dialogue exercise, have students work in groups of three, assigning each a role. For example, they could be father, daughter and family friend or supervisor, employee and mediator. As with dialogues, one student begins and the others respond, but with the use of characters the dynamic changes; students get to learn how it feels to see the world from someone else's perspective. Anthony , (2016).

Related Studies of reflective thinking skills :

Van Vuuren (1999) indicated that reflective thinking could probably accommodate these thinking skills. It seems that the facilitation of reflective thinking skills is essential in nursing education. The purpose of this study is to report on the concept analysis of reflective thinking and in particular on the connotative meaning (critical attributes) thereof. As part of the concept analysis the connotations (critical attributes) are identified, reduced and organized into three categories, namely pre-requisites, processes and outcomes. Reflective thinking is a cyclic, hierarchical and interactive construction process. It is initiated, extended and continued because of personal cognitive-affective

interaction (individual dimension) as well as interaction with the social environment (social dimension). to realize reflective thinking, a level of internalization on the cognitive and affective domain is required. The result of reflective thinking is a integrated framework of knowledge (meaningful learning) and a internalized value system providing a new perspective on and better understanding of a problem. Reflective thinking further leads to more effective decision making- and problem solving skills.

Also, Senay (2013) conducted this study which has been done for the purpose of determining the reflective thinking skills (the aspects of questioning, assessment and reasoning) of primary school students based on the problem solving ability. Descriptive survey model was used for the study. 129 volunteer students at the 7th grade of secondary stage of primary schools filled in the questionnaire. The study showed that female students have higher levels of reflective thinking skills than male students. Reasoning skills of the students who are two siblings are high. There is a positive relation between the educational status of the parents and the students' reflective thinking skills. Reflective thinking skills based on problem solving ability differentiate according to the income levels of the families. The students would like to continue their education at the Anatolian High Schools. It can be said that reasoning skills of the students are higher when the overall students taking part in the research are taken into consideration. Moreover, it is seen that there is a positive relation between the reflective thinking skills of the students and their successes at Maths and the higher students' reflective thinking skills, the higher their successes at Maths lesson.

Maiearz (2014) declared that observation, communication, team working, judgment, and decision making are important teaches reflective thinking skills that are required for teachers if they want to be reflective thinker. This paper proposes two instruments which are Reflective Thinking Open-Ended Questionnaire and Interview Questionnaire to measure teachers' reflective thinking skills. The Reflective Thinking Open-Ended Questionnaire allows teachers to answer the questions in their own words in explaining the meaning of reflective thinking and understanding the gaps if there are between teachers' reflective thinking skills and the reflective thinking skills that they need in their teaching. The Interview Questionnaire is used to support depth understanding the skills that teachers use in their teaching. Measuring teachers' reflective thinking skills by these instrument help to identify teachers' reflective thinking weakness and strength and find the ways for improving their reflecting thinking.

Biongan (2015) added that learners find ways to succeed along with all of their teachers in educational journey. It is a dream that good teaching would address the learners' challenges to acquire ideas and skills needed to deal with the rapid demands of expanding life in the twenty first century. This study aimed in contributing to the literature regarding a potential indirect mediating variable for the relationship between the reflective thinking skills of teachers and students' motivational preferences. Teachers' creativity was investigated as a potential mediating construct to explain the way in which reflective thinking skills of teachers affect the students' motivational preferences. The respondents of this study were four hundred Public Secondary Schools Grade Nine Students chosen from the ten school divisions of Davao Region, Philippines using the Slovin's formula. Three sets of questionnaires using five point rating scale were prepared. The data gathered were tabulated and interpreted using

descriptive correlational method with mean, Pearson r and linear regression. There were three steps to be met for the third variable to be acting as a mediator thus; med graph was utilized involving the Sobel test. Subsequently, significant differences and mediating effect among variables in this study were evident.

According to Ellianawati and Sabandar (2015) reflective thinking skills were very important to prospective physics teachers, especially in solving of physics problems. To be a reflective thinker meant they had to have the ability to perform self-assessment by carefully considering all possibilities so as to make a valid decision in solving of physics problems. One of the subjects that characterized by its reflective thinking skills was Mathematical Physics lecture. This research had revealed pattern of reflective thinking skills of prospective physics teachers based on a qualitative study of 6th semester students who have taken Mathematical Physics and other advanced physics courses. Collecting data in this study include distributed questionnaires to 39 students and interviewed with 12 students. Based on findings from field study, it can be informed that the prospective physics teachers still adopted conventional procedures in solving of physics problems. There were 6 patterns of solving physics problems arise and approximately 15% of the students applied the process of reflective thinking as expected. Based on the finding it can be concluded that the students were tend to perform the application of concepts to new situations through a process of adaptation patterns of problems and to apply it to the case they faced.

Reciprocal Teaching:
The reciprocal teaching is an interactive strategy where students talk their way through a text in order to understand it better. Students practice the art of predicting, questioning, clarifying, and summarizing, all of which contribute greatly to comprehension. Teachers should model this strategy for their students before expecting students to practice them on their own. As students become more proficient at using the strategy, teacher involvement decreases. (West Virginia department of education, 2015).

Carolyn (1997, 64) points out that reciprocal teaching is used of its emphasis on reading comprehension—particularly in the short term. There is a need to provide immediate support to the seniors and other students. Reciprocal Teaching is used for its ease of use and flexibility with various teaching styles and formats. The following summarizes our rationale for using Reciprocal Teaching. Reciprocal Teaching has been heralded as effective in helping students improve their reading ability in pre-post trials or research studies . Further, trials employing reciprocal teaching have consistently indicated that the technique promotes reading comprehension as measured on standardized reading tests.

William (2010) indicated that the use of reciprocal teaching as a support for guiding ELs into the self-assured role of questioner during the reading of expository text. The ability of these students is used effectively to enhance questioning to facilitate the comprehension of what they read.

Reciprocal teaching components:
Approaching the problem from the perspective of Cognitive Strategy Instruction, reciprocal teaching attempts to train students in specific and discrete strategies to prevent cognitive failure during reading. There are four

basic strategies that may help students recognize and react to signs of comprehension breakdown: Questioning, Clarifying, Summarizing, and Predicting. These strategies serve dual purposes of being both comprehension-fostering and comprehension-monitoring. (Wikipedia , 2016) .

There are four components or comprehension strategies that reciprocal teaching uses. These four strategies are clarifying, predicting, questioning, and summarizing.

Clarifying is when students check their own understanding of what they are about to read, what they are reading, and what they just read.

- Summarizing is a strategy used to condense the passage that is being read or has been read, into the most important details
- Questioning is a strategy that is about asking questions; specifically about the text that is being read
- In reciprocal teaching predicting is when students make a hypothesis about what the author is going to clarify next. (Mackov , 2016)

Related studies of using reciprocal teaching in the process of teaching different courses:

Williams study (2010) indicated that English learners (ELs) often struggle with asking questions in the classroom. Learners frequently need support to become confident questioners when confusion arises during reading. This skill becomes even more significant when such learners transition into mainstream classrooms. One possible framework for helping ELs make this transition includes the reciprocal teaching strategies of predicting, questioning, clarifying, and summarizing. Two of the strategies, questioning and clarifying, provide support for all students, but are of particular note for facilitating the skill of confident questioning by ELs. The study provides a detailed description of the use of reciprocal teaching as a support for guiding ELs into the self-assured role of questioner during the reading of expository text. Examples from transcripts demonstrate the ability of these students to effectively use questioning to facilitate the comprehension of what they read.

Choo et al (2011) indicated that reading Comprehension is one of the four components tested by the "MUET" (Malaysian University English Test) for Sixth-Form students in Malaysia, and school teachers are charged with the task of helping these students improve. "reciprocal teaching strategies" could help low-proficiency Sixth-Form students improve their reading comprehension. A study using a quasi-experimental design was conducted among 68 low-proficiency students from four Sixth-Form, intact classes. An intervention of nine reading lessons using reciprocal teaching strategies was administered over a period of one month. Tools for data collection were a pretest, a posttest and five open-ended questions given after the treatment. The findings from the independent t-test and paired-sample t-tests showed a significant difference, revealing the effectiveness of the strategies, and the respondents from the Experimental Group gave positive feedback regarding the use and effects of these strategies

Ghorbani, et al study (2013) examined the effect of reciprocal teaching which focuses on four reading comprehension strategies, namely summarizing, questioning, clarifying, and predicting-on improving EFL students' writing ability. Assessment was made based

on an evaluation sheet including five criteria (content, macro structure, micro structure, language range and complexity, and language errors) for evaluating the compositions. In this study, true-experimental design was used to study two classes of 104 randomly selected intermediate learners. The pre-test inter-rater reliability for the two raters who rated the students' compositions was 0.95 and the post-test inter-rater reliability was 0.97. The results of the independent samples t-test supported the effectiveness of reciprocal teaching of comprehension strategies in improving the learners' writing ability. Since teaching comprehension strategies seems to have facilitated the process of writing, its application can be suggested to reinforce EFL students' writing ability. The findings of this study imply that students will get motivated to read more if they realize the importance of reading in improving their writing performance

McAllum study (2014) highlights reciprocal teaching as an inclusive instructional strategy that has been shown to improve reading comprehension and metacognitive skills. It provides a conceptual background to reciprocal teaching and examines its purpose, strengths and weaknesses. The notion of reciprocal teaching as an evidence-based practice is also examined with recommendations for practice.

Huang study (2015) examined the effects of two types of online remedial reading interventions on the reading strategy and comprehension, motivational beliefs, and self-efficacy of 36 low-achieving students (explicit teaching before reciprocal teaching [ET-RT] vs. direct instruction [DI]). The study investigates the patterns of teacher modeling in both groups and interactive dialogue in the ET-RT group. Students' experiences and perceptions of reading interventions are also explored. The study reveals that implementing ET-RT significantly improved student reading comprehension and strategies and self-efficacy compared with DI. Triangulation with a survey indicated that ET-RT instruction reduced learners' anxiety about learning English and increased interest in reading. These findings indicate that both ET-RT and DI instruction have value. However, the finding that ET-RT outperformed DI suggests the need to reconsider the design and implementation of remedial English reading instruction

Tarchi (2016) conducted this study to analyze whether reciprocal teaching activates diversity in discourse moves, communicative functions, and interaction sequences; and to determine whether reciprocal teaching needs to be based on prior work on student collaboration and cooperation skills in order to be effective (context dependency vs. context independency). Two groups with a different instructional background were compared: one with a teacher-centered and one with a student-centered approach. Forty-three third-grade students were led through a reciprocal teaching reading activity. Video recordings of each group were transcribed and analyzed at the micro level. Frequencies for each category were described and interpreted. The two groups did not differ significantly in the processes followed, indicating that reciprocal teaching is context independent and able to create interaction-rich and diverse environment.

Al-Harby (2016) investigated the effectiveness of the reciprocal-teaching strategy in learning outcomes and attitudes of Qassim-University students in Islamic culture. The study was conducted in Oqlat Al-Soqour Faculty of

Sciences and Arts for paucity of research conducted in such a faculty, as well as for being the researcher's workplace which can offer him needed facilities. Statistical analyses of the data revealed that there were statistically significant differences between the mean scores of the experimental and control groups in the post administration of the learning-outcomes test as well as in the attitude scale in favour of the experimental. The magnitude effect was big which proved the effectiveness of the reciprocal-teaching strategy.

Instrument and material :

The list of reflective thinking skills:

This list was mainly prepared to answer the research question :

- What are the reflective thinking skills that students teachers of English need to recognize ?

In the light of literature review , related studies of reflective thinking skills and conducting an open interview of English language supervisors at Arish educational directorate , the list of reflective thinking skills is conducted .

The questionnaire :

This questionnaire is used to recognize if the student teachers of English department have reflective thinking skills .

Constructing the questionnaire items :

This questionnaire was mainly prepared to answer the research question :

a. What are the reflective thinking skills that students teachers of English need to recognize ?

b. How far do the students teachers of English have these skills of reflective thinking ?

In the light of the different resources of literature review and related studies of reflective thinking skills , the questionnaire items were constructed .

Description of the questionnaire:

The questionnaire mainly consisted of three maim dimensions which are

-communication

-Awareness of how individual learns

-lifelong learning

Piloting the questionnaire :

The was administered to a pilot sample of (20) student teacher of English department of Arish faculty of education ,third year 2014-2015 . The questionnaire was piloted to define its statistical features as well as to determine the appropriate time.

Time of the questionnaire :

The questionnaire lasted 60 minutes according to the following equation :

$$\frac{\text{The time taken by the the fastest student} + \text{the time taken by the slowest student}}{2}$$

$$40 + 80 \div 2 = 60 \min utes$$

Questionnaire Instructions :

The instructions of the questionnaire are explained clearly and orally during the experimentation for the experimental group to make sure that the students teachers understood what is required in each dimension of the questionnaire .

The Final Form of the questionnaire :

The questionnaire is constructed and its form is appropriate for administration .The questionnaire consisted of three main dimension to recognize the reflective thinking skills the students may have.

The Validity of the questionnaire   :

The validity of the questionnaire is done by submitting the questionnaire to a jury members . Some of them are specialists in the field of language teaching, while others are specialists in the academic field of the English language. The jury members are asked to give their suggestions and comments for the items. According to the suggestions, and comments, some modifications were done to the final version of the questionnaire.

The Reliability :

Reliability of the questionnaire is statistically carried out by using spilt-half method. The questionnaire was divided into parts, thus the reliability co-efficient was based on administrating of the questionnaire to 20 student teachers . The reliability of the test is measured by half spilt equation. The reliability was (0.80) .

The proposed perspective :

In the light of the review of literature and related studies ,the proposed perspective is presented .The perspective is prepared to answer this question: What are the components of the proposed reciprocal teaching based perspective? This perspective is based on using reciprocal teaching in developing reflective thinking skills for the student teachers of English department .

Teaching Aids of the perspective :

The different activities of reciprocal teaching can be promoted and presented by different aids. These aids included pictures, cards, cassette, and wall-charts besides using related web- sites .

The Experimentation

The experimentation of the study continued for a month including presenting the questionnaire and the proposed perspective which is based on reciprocal teaching. The study sample consisted of (27) student teachers of English department. The sessions helped the student teachers to recognize the definition of reciprocal teaching and its components .Also, the student teachers of English may recognize the definition of reflective thinking skills and its role in processes of learning English language skills.

Findings of the study:

The questionnaire statistics is conducted through following these procedures:

-If the percent of the response average of sample members the maximum point of trust which is (0.95) and more, the study is considered to have that there a positive attitude to judge that the item is done in fact.

-If the percent of the response average of sample members the minimum point of trust which is (0.65) and less , the study is considered to have that there is an attitude to judge that the item is not done in fact. If the percent of as trust the response average of sample members is between (.65 and .95) points which are

the item is neutral .

1-The first dimension   : communication

Items order and its achievement

No	Item	Being achieved	order	Percentage of response average	Weight average
1	I always think of what I have done in lessons to improve my level	neutral	first	0.92	4.59
2	I follow orders than being creative till not to have problems	Not achieved	fourth	0.53	2.63
3	I think of what i teach to my students	Not achieved	eighth	0.24	1.22
4	I feel worry about my students feed back	Not achieved	third	0.57	2.85
5	I think feed back is important in helping to understand students well	Not achieved	sixth	0.27	1.33
6	Feed back is an indicator for points of weakness and strength	Not achieved	fifth	0,33	1.63
7	I feel of what I do and how I to do it is an indicator of my competency	Not achieved	fifth	0,33	1.67
8	Looking for areas of communication of what i teach and how to teach through my experience	Not achieved	fifth	0,33	1.67
9	I'm learning from my errors	Not achieved	seventh	0.25	1.26
10	As a teacher I know that my errors are affecting my students	Not achieved	fifth	0.33	1.63
11	I know my errors but sometimes I feel I can not do any thing about that	neutral	second	0.66	3.3

Second dimension : Awareness of how individual learns

Items order and its achievement

No	Item	Being achieved	order	Percentage of response average	Weight average
1	When my students give me feedback , I do not care	Not achieved	tenth	0.23	1.15
2	It is important using	Not	seventh	0.3	1.48

No	Item	Being achieved	order	Percentage of response average	Weight average
	feedback to improve my work in future	achieved			
3	There should be an integration of my performance in the past and my performance in the future	Not achieved	ninth	0.26	1.3
4	I just care for improving the tasks of my class that I do not have time to talk about their aims	Not achieved	second	0.49	2.44
5	I like to recognize my through my evaluation supervisors	Not achieved	fifth	0.33	1.67
6	My students learn differently than my times at school	Not achieved	first	0.51	2.56
7	I need to search for new teaching strategies to improve my performance	Not achieved	eighth	0.28	1.41
8	I have a specific method to clarify my lesson	Not achieved	third	0.47	2.33
9	I try to have reflection of what I'm doing in my lesson	Not achieved	sixth	0.31	1.56
10	I always try to have self - assessment to apply knowledge well	Not achieved	fourth	0.39	1.96

1-The third dimension : lifelong learning
   Items order and its achievement

No	Item	Being achieved	order	Percentage of response average	Weight average
1	feedback i get is sometimes confusing	Not achieved	first	0.61	3.07
2	I know that I'm still learning to be a good teacher	Not achieved	fifth	0.22	1.11
3	good i always have comments from my students	Not achieved	fourth	0.36	1.81
4	I know that feedback is just opinions about me	Not achieved	second	0.53	2.63
5	There is a truth about my performance	Not achieved	third	0.44	2.22

The dimensions Achieved of the questionnaire:

Dimension	Percentage		
	achieved	Neutral	Not achieved
first	% 81.82	% 18.18	% 0

Dimension	Percentage		
	achieved	Neutral	Not achieved
Second	% 100	% 0	% 0
third	% 100	% 0	% 0

Results of first dimension :
The higher ranking items are according to the statistical analysis :
-I always think of what I have done in lessons to improve my level = .92
I know my errors but sometimes I feel I can not do any thing about that. =0.66
-
-I feel worry about my students feedback = 0.57
         This indicates that student teachers lack the dimension of communication and need training to use the skills of that dimension except that point of 'I always think of what I have done in lessons to improve my level .92"which is neutral according to the statistical analysis of the questionnaire .

Results of second dimension :
The higher ranking items are according to the statistical analysis :
-My students learn differently than my times at school = .51
-I just care for improving the tasks of my class that I do not have time to talk about their aims =.49
I have a specific method to clarify my lesson =.47
This indicates that student teachers lack the dimension of communication and need training to use the skills of that dimension

Results of third dimension :
The higher ranking items are according to the statistical analysis :
-feedback i get is confusing = .61
-I know that feedback is just opinions about me = .53
-There is a truth about my performance = .44
This indicates that student teachers lack the dimension of communication and need training to use the skills of that dimension.

Discussion of the study results:
         Study results indicated that the student teachers of English lack reflective thinking skills . There is a need to use different teaching techniques in developing reflective thinking skills in English language According to the structure of reciprocal teaching, this strategy may help the student teachers of English department to recognize the importance of having these skills. These results are related to studies findings like Van Vuuren (1999) which indicated that reflective thinking could probably accommodate these thinking skills. It seems that the facilitation of reflective thinking skills is essential in nursing education. The purpose of this study is to report on the concept analysis of reflective thinking and in particular on the connotative meaning (critical attributes).
         Also, Senay (2013) who conducted this study which has been done for the purpose of determining the reflective thinking skills (the aspects of questioning, assessment and reasoning) of primary school students based on the problem solving ability.
         Maiearz (2014) declared that observation, communication, team working, judgment, and decision making are important teaches reflective

thinking skills that are required for teachers if they want to be reflective thinker.

Biongan (2015) added that learners find ways to succeed along with all of their teachers in educational journey. It is a dream that good teaching would address the learners' challenges to acquire ideas and skills needed to deal with the rapid demands of expanding life in the twenty first century.

According to Ellianawati and Sabandar (2015) reflective thinking skills were very important to prospective physics teachers, especially in solving of physics problems. To be a reflective thinker meant they had to have the ability to perform self-assessment by carefully considering all possibilities so as to make a valid decision in solving of physics problems.

Study Suggestions:
-Using new trends in developing reflective thinking skills for non - specialists of the English language in education faculties.
-Recognizing the different reasons of student teacher weakness in obtaining reflective thinking skills.
-Using the English language integration in developing reflective thinking skills for the student teachers of English department .
-Using different tools of educational technology in developing the reflective thinking skills.

Study Recommendations:
-Presenting a training program based on multimedia tools in developing the reflective thinking skills for secondary school students.
-Presenting a training program based on educational scaffolding in developing the reflective thinking skills for the student teachers of English department.
- The effectiveness of using active learning strategies in developing the reflective thinking skills for the student teachers of English department.
-The effectiveness of using brain storming strategy in developing reflective thinking skills for the student teachers of English department.

References :
-Aaronsohn, E. (2003). *The Exceptional Teacher: Transforming Traditional Teaching through Thoughtful Practice.* San Francisco. Jossey-Bass.
-Alberts, J. (1998). *Teacher Lore and Professional Development for School Reform.* Westport, CT . Joye Bergin & Garvey .
- Al-Harby , J . (2016) The Effect of Reciprocal-Teaching Strategy on Learning Outcomes and Attitudes of Qassim-University Students in "Islamic Culture: *Journal of Education and Practice*, 7 ,6 , 213-231
-Ali, S. (2007). Reflective Teacher Observation Model for In -Service Teacher Trainees. *English Teaching Forum* , 1 , 16 - 25 .
-Anthony , F. (2016). How to Enhance Reflective & Critical Thinking Skills. http://classroom.synonym.com/enhance-reflective-critical-thinking-skills-3832.html
-Biongan , A. (2015). Reflective Thinking Skills of Teachers and Students' Motivational Preferences: The Mediating Role of Teachers' Creativity on Their Relationship. *International Journal of Novel Research in Education and Learning*. 2, 5, 13-25. September-October

-Carolyn , C . (1997). Why reciprocal teaching ? *educational leadership* , 54 ,6, 64-69.

- Caughlan , S (2014) Observation and Teacher Quality. Critical Analysis of Observational Instruments in Preservice Teacher Performance Assessment. *Journal of Teacher Education* ,November/December, 65. 5, 375-388.

- Choo , T et al .(2011). Effects of Reciprocal Teaching Strategies on Reading Comprehension. *Reading Matrix: An International Online Journal*, ,11 ,2 140-149 .

-Ellianawati, D & Sabandar J.(2015). Reflective Thinking Skills in Prospective Physics Teachers . *Conference: International Seminar of Mathematics, Science, and Computer Science Education (*MSCEIS), At Bandung, West Java, Indonesia,

- England, L. (1998). Promoting Effective Professional Development in English Language Teaching (ELT). *English Teaching Forum*, 2, 18-23.

-Forzani, F .(2014). Understanding "Core Practices" and "Practice-Based" Teacher Education Learning From the Past *Journal of Teacher Education* September/October. 65, 4, 357-368.

-Gargani , J (2014) Can We Identify a Successful Teacher Better, Faster, and Cheaper? Evidence for Innovating Teacher Observation Systems Journal of Teacher Education . November/December . 65, 5 389-401.

- Ghorbani, M   et al . (2013) . Reciprocal Teaching of Comprehension Strategies Improves EFL Learners' Writing Ability. *Current Issues in Education*, 16 , 1. Jan.

-Goodwin , A et al .(2014). What Should Teacher Educators Know and Be Able to Do? Perspectives From Practicing Teacher Educators, *Journal of Teacher Education* September/October 2014,. 65. 4, 284-302.

Hawaii education center . (2000) . Reflective Thinking: Available on line at : http://www.hawaii.edu/intlrel/pols382/ReflectiveThinking

-Heine , H & Emesiochl, M. (2007). Preparing and Licensing High Quality Teachers in Pacific Region Jurisdictions. ERIC Document Reproduction Service No. ED498456.

-Johnson , F . (2015). Reflective Thinking Skills.
https://blogs.glowscotland.org.uk/ab/KilmartinPrimary-EarlyLevelClass/early-literacy/

Hea, L. (2005). Understanding and assessing preservice teachers' reflective thinking. *Teaching and teacher education*, 21, 6 , 699-715.

-Huang   , C . (2015) .Effects of Online Reciprocal Teaching on Reading Strategies, Comprehension, Self-Efficacy, and Motivation. Journal of *Educational Computing Research*, 52 ,3 ,381-407 .

-Loughran , J .(2014) .Professionally Developing as a Teacher Educator *Journal of Teacher Education* September/October ,. 65. 4. 271-283 .

-   Mackov,   S. (2016).   Reciprocal   teaching .http://msmcavoysclassroom.weebly.com/

-Maggioli , G. (2003).Options for Teacher Professional Development. *English Teaching Forum*, 2, 6-9.

-McAllum , R . (2014) Reciprocal Teaching: Critical Reflection on Practice. *Kairaranga*, 15, 1 , 26-35.

-Mizaiea, F . (2014)   Measuring Teachers Reflective Thinking Skills. *Procedia - Social and Behavioral Sciences*. 141:640-647 · August .

-Moore , A. (2004) . *The Good Teacher: Dominant Discourses in Teaching and Teacher Education* . New York. Routledge Falmer.

-Nelsen ,P (2015) . Intelligent Dispositions: Dewey, Habits and Inquiry in Teacher Education *Journal of Teacher Education , January/ February , 66. 1 , 86-97,*http://jte.sagepub.com/content/66/1/7.abstract

-Reagan , T et al .(1999) . *The Professional Teacher: The Preparation and Nurturance of the Reflective Practitioner*. San Francisco, Jossey-Bass.

-Scott, A &   Moir , J. (2000) .Tomorrow's Teachers International and Critical Perspectives on Teacher Education .Canterbury University Press in association with Christchurch College of Education.   Available at: www.questia.com.

-Senay , S . (2013) . The reflective thinking skills of primary school students based on the problem solving ability . *International Journal of Academic Research*. 5 , 5, 41.

-Smith, M , (2015) Framing Teacher Preparation Research,. *Journal of Teacher Education* January/   February , 66. 1, 7-   20   . http://jte.sagepub.com/content/66/1/7.abstract

-Sockett, H et al. (2001). *Transforming Teacher Education: Lessons in Professional Development.* Westportamela . Bergin and Garvey.

-Tarchi , C (2016). Reciprocal Teaching: Analyzing Interactive Dynamics in the Co- Construction of a Text's Meaning. *Journal of Educational Research*, 109 ,5 , 518-530.

-Tedick , D. (2005). *Second Language Teacher Education: International Perspectives. Mahwa*h, NJ. Lawrence Erlbaum Associates .

-Tipka , B. (2005). The Mini Conference: Creating Localized Opportunities for Professional Development. *English Teaching Forum* , 4, 34-37.

-Van Vuuren, M . (1999)   . Concept analysis of reflective thinking. Curationis. Sep; 22(3):25-35. http://www.ncbi.nlm.nih.gov/pubmed/11040626.

- Wade, R. (1996). Portfolios: A tool for reflective thinking in teacher education? *Teaching and teacher education*, 12, 1, 63-79.

-West Virginia Department of Education. (2015) . *Reciprocal Teaching*. Virginia, department of education .

-Wikipedia . (2016). Reciprocal Teaching . https://en.wikipedia.org/

-Williams , J . (2010) **.**Taking on the Role of Questioner: Revisiting Reciprocal Teaching. *Reading Teacher*, 64 ,4 ,278-281**.**

Appendix (1)

List of reflective thinking skills:
-observation,
-communication,
- team working,
-lifelong learning
- awareness of how individual learns
-judgment, and
decision making

Appendix (2)
The questionnaire
The first dimension : communication

No	Item	Being achieved	order	Percentage of response average	Weight average
1	I always think of what I have done in lessons to improve my level	neutral	first	0.92	4.59
2	I follow orders than being creative till not to have problems	disagree	fourth	0.53	2.63
3	I think of what I teach to my students	disagree	eighth	0.24	1.22
4	I feel worry about my students feed back	disagree	third	0.57	2.85
5	I think feedback is important in helping to understand them well	disagree	sixth	0.27	1.33
6	Feedback is an indicator for points of weakness and strength	disagree	fifth	0,33	1.63
7	I feel of what I do and how to do it is an indicator of my competency	disagree	fifth	0,33	1.67
8	Looking for areas of communication of what I teach and how to teach through my experience	disagree	fifth	0,33	1.67
9	I'm learning from my errors	disagree	seventh	0.25	1.26
10	As a teacher I know that my errors are affecting my students	disagree	fifth	0.33	1.63
11	I know my errors but sometimes I feel I can not do any thing about that	neutral	second	0.66	3.3

2-Second dimension: Awareness of how individual learns
  Items order and its achievement

No	Item	Being achieved	order	Percentage of	Weight average

				response average	
1	When my students give me feedback , I do not care	disagree	tenth	0.23	1.15
2	It is important using feedback to improve my work in future	disagree	seventh	0.3	1.48
3	There should be an integration of my performance in the past and my performance in the future	disagree	ninth	0.26	1.3
4	I just care for improving the tasks of my class that I do not have time to talk about their aims	disagree	second	0.49	2.44
5	I like to recognize my through my evaluation supervisors	disagree	fifth	0.33	1.67
6	My students learn differently than my times at school	disagree	first	0.51	2.56
7	I need to search for new teaching strategies to improve my performance	disagree	eighth	0.28	1.41
8	I have a specific method to clarify my lesson	disagree	third	0.47	2.33
9	I try to have reflection of what I'm doing in my lesson	disagree	sixth	0.31	1.56
10	I always try to have self - assessment to apply knowledge well	disagree	fourth	0.39	1.96

3-The third dimension : lifelong learning
Items order and its achievement

No	Item	Being achieved	order	Percentage of response average	Weight average
1	feedback i get is sometimes confusing	disagree	first	0.61	3.07
2	I know that I'm still learning to be a good teacher	disagree	fifth	0.22	1.11
3	I always have good from my students comments	disagree	fourth	0.36	1.81
4	I know that feedback is just opinions about me	disagree	second	0.53	2.63

[Type text]   [Type text]   [Type text]

5	there is truth about my performance	disagree	third	0.44	2.22

Appendix (3)
A reciprocal teaching based prospective for developing reflective thinking skills for the students teachers of English Department at Alrish faculty of education

Introduction

Reciprocal Teaching is in some ways a compilation of four comprehension strategies:

- summarizing
- questioning
- clarifying
- predicting

Please understand that some think the choice of "reciprocal" in the name of this strategy is slightly misleading. It conjures up the image of a student in front of the class, or of students taking turns telling each other important ideas in the text. Instead, the strategy is best at seeking to promote comprehension by tackling the ideas in a text on several fronts.

How Does It Work?

The order in which the four stages occur is not crucial; teacher 'll want to try out different versions of the strategy to see if a particular protocol suits your teaching style, and your students' learning styles, better. You will also want to choose text selections carefully to be certain that they lend themselves to all four stages of reciprocal teaching.

How to Implement Reciprocal Teaching in Classroom?

Before teacher can expect reciprocal teaching to be used successfully by your students, they need to have been taught and had time to practice the four strategies that are used in reciprocal teaching. Doesn't it make sense that they should already have learned and become comfortable with summarizing before attempting to use it in a reciprocal teaching situation? Or questioning? Or predicting? Or clarifying?

One approach to teaching reciprocal teaching might be to have students work from a four-column chart, with each column headed by the different comprehension activity involved.

Suggestions to use reciprocal teaching :

1. Put students in groups of four.
2. Distribute one note card to each member of the group identifying each person's unique role.
    a. summarizer
    b. questioner
    c. clarifier
    d. predictor
3. Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
4. At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.

5. The Questioner will then pose questions about the selection:
- o unclear parts
- o puzzling information
- o connections to other concepts already learned
- o motivations of the agents or actors or characters

The Clarifier will address confusing parts and attempt to answer the questions that were just posed.

The Predictor can offer guesses about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.

The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read.

Approaching the problem from the perspective of Cognitive Strategy Instruction, reciprocal teaching attempts to train students in specific and discrete strategies to prevent cognitive failure during reading. There are four basic strategies that may help students recognize and react to signs of comprehension breakdown: Questioning, Clarifying, Summarizing, and Predicting. These strategies serve dual purposes of being both comprehension-fostering and comprehension-monitoring.

There are four components or comprehension strategies that reciprocal teaching uses. These four strategies are clarifying, predicting, questioning, and summarizing.

Clarifying is when students check their own understanding of what they are about to read, what they are reading, and what they just read.

- Summarizing is a strategy used to condense the passage that is being read or has been read, into the most important details
- Questioning is a strategy that is about asking questions; specifically about the text that is being read

In reciprocal teaching predicting is when students make a hypothesis about what the author is going to clarify next.

Lesson plan model

Materials	The following materials will be needed for this lesson: • story or passage • copies of selected story or passage • Student Scripts for Teacher/Leaders • Student Task Cards • Reciprocal Teaching bookmarks
Procedures	1. Distribute copies of selected story or passage to students and read the first part aloud to the students. 2. Pause and ask students the following questions that illustrate the Reciprocal Teaching strategies: **Clarifying**: What does _____ mean? What is a _____? Visualizing: What image comes to your mind as you hear this passage being read? (Note: You may want to have the students read and highlight the first time, and then close their eyes

and try to visualize as you read to them the second time.) Ask the students to tell which words or phrases helped them "see" the passage.

Questioning:
Who or what is this lesson about?
What do we know about _____?
What are the clues that tell us _____?

Summarizing:
What is the main idea of this passage?
What is it mostly about?
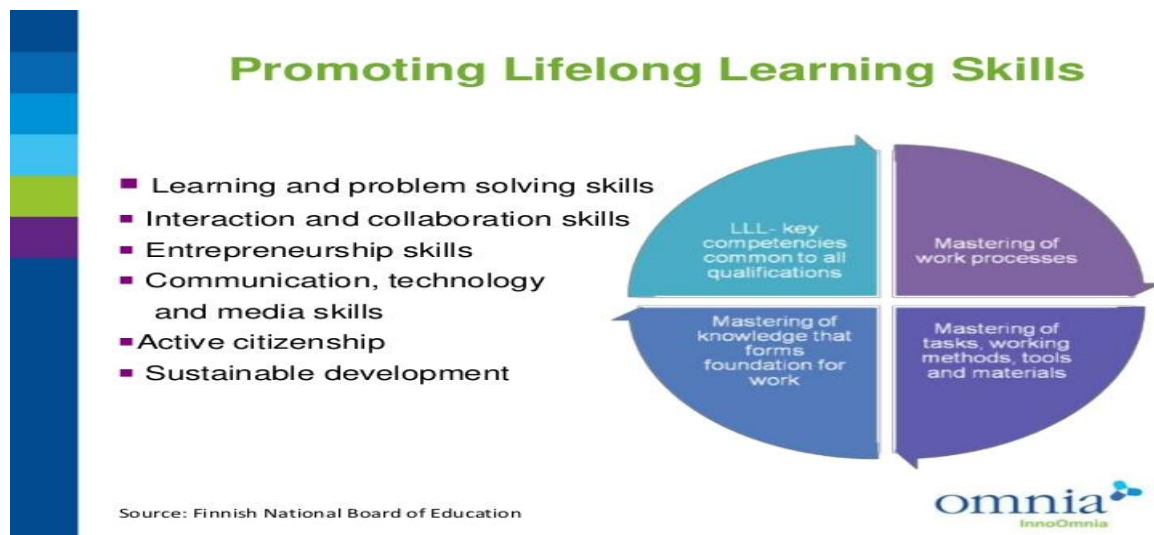What information in this passage tells you that?

Predicting:
What do you think the next part will be about?

3. Read the next part of the story or passage aloud . Pause and repeat the above procedure. Continue until the students understand the Reciprocal Teaching process.

4. After reading several passages, move the process of Reciprocal Teaching from teacher-directed to student-directed.

5. Choose five students to be the Teacher/Leaders for the next level of Reciprocal Teaching. Divide the remaining story or passage into five logical parts. Give each Teacher/Leader a script and let each read over his/her part of the lesson before beginning to "teach" the class.

6. Pass out the Student Task Cards to the others in the class. Make sure that every student receives one. Number each task card to correspond to the teacher-leader numbers. Students may be partners if there are not enough cards. If there are too many cards, give some students more than one card.

7. Remind the students that they may consult their bookmarks at any time for the Reciprocal Teaching strategies or question stems.

8. Read the title of the passage to the students. Ask the student with Predicting Card #1 to predict what the passage will be about.

9. Call on Teacher/Leader #1 to begin the lesson following Student Script for Teacher/Leader #1. Each Teacher/Leader will read his/her part of the text and the students with the corresponding cards will respond to the questions.

Example of lifelong learning skills

The Seven Cs — 21st Century Lifelong Skills

Seven Cs	Component Skills
Critical Thinking-and-Doing	Problem-solving, Research, Analysis, Project Management, etc.
Creativity	New Knowledge Creation, "Best Fit" Design Solutions, Artful Storytelling, etc.
Collaboration	Cooperation, Compromise, Consensus, Community-building, etc.
Cross-cultural Understanding	Across Diverse Ethnic, Knowledge and Organizational Cultures
Communication	Crafting Messages and Using Media Effectively
Computing	Effective Use of Electronic Information and Knowledge Tools
Career & Learning Self-reliance	Managing Change, Lifelong Learning and Career Redefinition

Promoting Lifelong Learning Skills

- Learning and problem solving skills
- Interaction and collaboration skills
- Entrepreneurship skills
- Communication, technology and media skills
- Active citizenship
- Sustainable development

LLL- key competencies common to all qualifications

Mastering of work processes

Mastering of knowledge that forms foundation for work

Mastering of tasks, working methods, tools and materials

Source: Finnish National Board of Education

omnia
InnoOmnia

The set of skills students need to focus on to successfully develop lifelong learning skills are many and varied, but could include any or all of the following:

- **Search strategy skills**: Learning how to define a problem and then setting about locating, selecting, organizing, presenting and finally evaluation information gleaned, discovered or learned is an essential strategy.

- **Critical thinking skills:** Learning not to take information, particularly that which is located online, as gospel is very important. Students need to be shown how to check and verify the authenticity of information.

- **Problem solving skills:** Learning how to go about solving problems will depend on the nature of the issue being explored. By providing students with opportunities to brainstorm together and use different paths

to follow to get to the end solution are important learning skills to incorporate into our everyday teaching. The value of collaboration cannot be over emphasized!

- **Lateral thinking skills:** Being able to think outside of the box lends itself to self directed learning and exploring. Students can gain much by completing exercises that force them to think beyond the obvious.

- **Presentation skills:** Being able to present information in a clear and coherent way so that others can interpret it is an essential life skill. Learning to interpret both visual and written presentations is equally of value.

- **Communication skills:** Learning to use social networking as a learning tool among our students is vital. While there is much discussion about responsible use of social media, are we teaching our students how to use these tools to expand their own learning?

- **Interpersonal skills:** Appropriate verbal and non verbal communication plus listening and questioning skills, being responsible and accountable for actions, awareness of social etiquette and expectations alongside self management skills are essential for working as a member of a team.   Learning from and with others is what it is all about!

- **Confidence building skills:** Developing an 'I can' attitude and assertiveness is so very important. Education must aim to instil confidence in our students so that they know they can learn, explore and achieve successfully on their own. Providing opportunities to do this is essential.

- **Self-directed learning skills:** By giving our students the opportunity to determine what and how they will learn is a valuable way for them to determine the path of their own learning. If educators constantly set the agenda for students, there is little scope for them to discover the joy of learning on their own. They need opportunities – many of them – to become active learners who direct their own learning path. Self directed learning can be very powerful.

- **Project planning skills:** Being able to set parameters for the scope of a project as well as setting and sticking to a time line for the completion of a project is an imperative skill to ensure learning continues throughout a lifetime. Being able to self manage and set achievable tasks is something that follows us throughout life.

Step 1: Set aside at least four successive instructional days to introduce students to each of the following comprehension strategies: teachers of English prepare a passage for each category of skills including :

Day 1: Prediction,

Day 2: Summarization ("list main ideas"),

Day 3: Question Generation,

Day 4: Clarifying.

As teacher introduces each strategy, "think aloud" as teacher applies the technique to a sample passage, write down responses on the Reciprocal Teaching Strategies Worksheet, and check for student understanding of key

concepts. (NOTE: See the student handout, Be a Careful Reader!: Four Strategies to Better Understand What You Are Reading (see attachment at the bottom of this page), for a review of the core concepts of Reciprocal Teaching.)

Step 2: After students have been introduced to the key strategies, the group is now ready to apply all four strategies from the Reciprocal Teaching package to a sample reading passage. For each strategy (prediction, summarization, question generation, clarifying), briefly review the technique. Then randomly select a student "instructor" to guide the group to apply the strategy and complete the relevant section of the Reciprocal Teaching Strategies Worksheet. (Be prepared to offer assistance to the student "instructor" as needed.) Give specific praise to students for appropriately using comprehension strategies.

Step 3: As the group shows an increased mastery of the strategies, assign students to read text segments silently. Then take the students as a group through the four strategies, calling on different students to discuss how they applied the strategies to the passage.

Step 4: Give students copies of the Reciprocal Teaching Strategies Worksheet and instruct them to read a passage silently without interruption. Prior to their starting, remind students to take time occasionally during reading to make predictions about the text, note main ideas, formulate key questions, and clarify unclear material.

Sites :

https://novanews19.wordpress.com/2014/10/26/developing-students-as-lifelong-learners-10-essential-skills/

http://www.interventioncentral.org/academic-interventions/reading-comprehension/reciprocal-teaching-reading-comprehension-package