



**A STUDY OF READING COMPREHENSION ABILITY IN DZONGKHA  
OF THE TENTH GRADE STUDENTS THROUGH RECIPROCAL  
TEACHING METHOD, BHUTAN**

**BY**

**YESHEY NIDUP**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
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Thesis entitled

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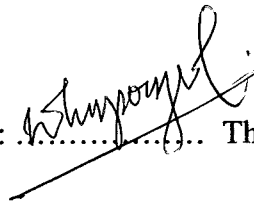

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The purposes of this study were to investigate the reading comprehension ability in Dzongkha of the tenth grade students through Reciprocal Teaching (RT) method and to examine the opinion of the students towards the RT method. This study used 2 groups, pretest-posttest experimental design. The subjects were randomly assigned to the control and experimental groups based on their pre-test ranked scores. There were 32 students in each group. The instruments used in this study were six lesson plans with RT format, learning achievement test questions and opinion questionnaire. Validity and reliability of the research instruments were established prior to the implementation. Descriptive statistics were used to analyze data and independent-samples t-test was used to test the difference. Before the experimentation, independent t-test was applied to confirm the equal ability of the two groups. The results showed no difference of the means at 0.05 levels. The study was carried out for 6 consecutive weeks. Findings showed that the mean gain of the experimental group was higher than that of the control group. And the mean difference of the two groups by independent t-test showed that it was significant at 0.05 level. And analysis of opinions of the experimental group showed positive towards RT method. Therefore, it was concluded that that the use of RT method was effective in teaching Dzongkha.

Student's Signature:  Thesis Advisor's Signature: 

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**LIST OF ABBREVIATIONS**

CELT	Comprehensive English Language Test
DDC	Dzongkha Development Commission
EFL	English as a Foreign Language
IOC	Index of Item- Objective Congruency
MSS	Middle Secondary School
PP	Pre Primary
RT	Reciprocal Teaching
TOEFL	Test of English as a Foreign Language
TOEIC	Test of English as International Communication
ZPD	Zone of Proximal Development

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of the study**

Reading is a complicated process involving word recognition, comprehension, fluency, and motivation. “Moreover reading is the process by which people gain information and ideas from books, newspapers, manuals, contracts, advertisements, and a host of other materials” (Blachowicz and Ogle, 2008, p. 15). People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn’t provide the reader with any information (Yale, 2008). In mid 1980s researchers came up with an instructional method called Reciprocal Teaching to overcome the barriers of reading comprehension.

Reciprocal Teaching is a research-based strategy that teaches students to work in small groups to coordinate the use of four comprehension strategies: prediction, clarification, summarization, and student generated questions (Pilonieta and Medina, 2009). This research based strategy developed by A.S. Palincsar of the University of Michigan and Ann L. Brown of University of Illinois at Urbana-Champaign (1984) has demonstrated improved comprehension for students from first grade to adulthood in both immediate and long term metacognition of comprehension (Hashey and Connors, 2003).

In Bhutan, teaching Dzongkha is aimed at improving four skills such as listening, speaking, reading and writing till their higher studies. Out of four skills, reading is considered very important because reading develops the mind. The mind is a muscle. It needs exercise. Understanding the written words is one way that helps the

mind to grow in its ability. Teaching young children to read helps them develop their language skills (George, 2012).

However, educators are not able to provide enough opportunities for those students in need to develop abilities in comprehending since they are not exposed to new methodologies. In view of the fact that the subject originated from the traditional concept and many teachers had built their foundation from a monastic type education, they deem that conventional way is better method in teaching national language in the schools.

The education system of Bhutan is somewhat traditional in its style. The teacher comes to the class, teaches the students from the text, asks some questions and gives some homework and the students go home and do the work. In the class they are spoon fed and as they go to higher grade they become more passive in thinking rather than becoming inquisitive in thinking.

The revised Dzongkha curriculum from pre primary (PP) to Class XII, which was implemented in three phases from 2006, rates reading skills as a priority among the students.

## **1.2 Research questions**

1.2.1 Is there a difference in students' reading comprehension ability in Dzongkha between the use of traditional and Reciprocal Teaching method?

1.2.2 Does the student have positive opinion towards the Reciprocal Teaching method?

## **1.3 Objectives**

The main objective of this study was to investigate the effects of Reciprocal Teaching on the Dzongkha reading comprehension in Bhutanese classrooms. More specifically, it aimed to:

1.3.1 investigate the differences in reading comprehension ability between the use of conventional and Reciprocal Teaching method.

1.3.2 survey the students' opinion towards the Reciprocal Teaching method.

## **1.4 Hypothesis**

Overall score of the experimental group will show significant difference as compared to control group.

## **1.5 Scope of the study**

### **1.5.1 Population and sample**

The study was conducted at Bartsham MSS, eastern part of Bhutan, with a population of 423. The target population at this high school was all students of grade 10. Total numbers of students presently studying in grade ten was exactly 64. The participants of experimental and control group was done on the basis of the marks obtained in the pre-test. Then a random sampling was carried out to have two groups in this study, the odd numbers in one group and even numbers in another group. This was done in order to assure that equal numbers of high, average and low achievers are distributed in each group. In general there were 32 students in control and 32 in experimental group.

### **1.5.2 Location and duration of the study**

This research was carried out in Bartsham Middle Secondary School under Trashigang Dzongkhag (District), where there was students ranging from grade 7 to 10. The study was carried out for 6 consecutive weeks.

### 1.5.3 Content of the study

Since expository writing is popular in this grade, researcher used expository writings. Expository texts are very useful in communicating step by step, instructional information as well as explaining or describing the difficult subject. Expository writing is used to inform readers about a specific topic. This is done through giving direct information, and proving that the information is correct by showing the reader what is applied to the specific ideal. Following are the expository essays topic that was used during the study:

- 1.5.3.1 The death,
- 1.5.3.2 Life in the villages,
- 1.5.3.3 A way to Bhutan,
- 1.5.3.4 Bhutan and Tobacco,
- 1.5.3.5 Unconditional Rain: Global Warming? and
- 1.5.3.6 The hunters' wife

Above mentioned topic were taught through modeling, guided and most of the time using cooperative learning (following the steps of RT method)

### 1.5.4 Variables

Independent variable

Dependent variable

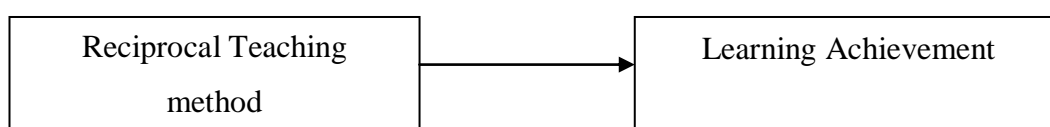


Figure 1.1 Independent and dependent variable

## 1.6 Expected benefits

1.6.1 The result of this research will be useful for Dzongkha teachers in Bhutan to improve their performance in teaching Dzongkha using Reciprocal Teaching method.

1.6.2 This study will provide as a reference for other Bhutanese researchers to research in related fields of studies.

## 1.7 Operational definitions

**Ability:** refers to the possession of the qualities required in understanding the reading materials.

**Comprehension:** refers to the measurement of the understanding.

**Dzongkha:** refers to the national language of Bhutan, one of the subjects taught in Bhutan.

**Opinion:** refers to the beliefs and views of the students towards RT method.

**Reciprocal Teaching (RT):** refers to the reading instruction originally developed by Palincsar and Brown (1984). It consists of four main strategies: prediction, questioning, clarifying, and summarizing. It occurs in the form of dialogues between teachers and students. At first, the students learn the four key strategies and practice them. Secondly, the teacher model the entire process, step by step using structured dialogues. Thirdly, the teacher gives the students' chance to get involved and coaches them how to ask appropriate questions, write adequate summaries, and so on. Gradually, the teacher's role as a leader decreases. Finally, the students take on greater responsibility to carry out the whole process.

## CHAPTER 2

### REVIEW OF LITERATURE

This chapter begins with brief introduction of Dzongkha, RT, its four strategies, four key foundations and stages of RT. This is followed by a theoretical framework that seeks to explain RT. The chapter concludes with a comprehensive review of the empirical literature on RT instruction and its effectiveness in improving the English reading comprehension of students. Individual study findings are presented and synthesized.

#### 2.1 Dzongkha

Dzongkha, the official language of Bhutan, has been derived from the Tibetan language. It has some similarity in speaking, while the alphabets are exactly the same as Tibetan (but uses different scripts). Dzongkha is usually written in Bhutanese forms of the Tibetan script known as *Joyig*. Dzongkha is the native tongue of eight districts of Bhutan (viz. Wangdi Phodrang, Punakha, Thimphu, Gasa, Paro, Ha, Dagana and Chukha). Dzongkha and English are the medium of instruction in schools and are therefore spoken widely in the country. Although Dzongkha is a major subject in schools, English has taken precedence over Dzongkha in terms of student's interest and their literacy since almost all the subjects are taught in English except Dzongkha.

A decade ago, many new ideas and terminologies started to feature in different forms of writings and in spoken language of people. Modern ways of writing substituted some of the traditional writings, which are largely influenced and inspired by English structure and styles (Gyatso, n.b). Therefore, modern Dzongkha texts took a paradigm shift in their presentation and expression. The DDC (Dzongkha

Development Commission) publication however, served as a basis for the consistent writing of Dzongkha in schools and various departments.

In higher secondary schools, students are allocated 6 periods a week to study Dzongkha, whereas students get a minimum of 36 periods to study English. This is because the demand for English literacy is very high in almost all the workplace. Therefore, parents prefer to send their children to school which are known for their good English environment both within and outside the country. That's why majority of the students are unable to write/comprehend without many mistakes despite studying Dzongkha for about twelve to thirteen years, but if we look at the standard test score of Dzongkha by tenth grade students of Bhutan, (pupil's performance 2013), it's a record high of 99.02 percentages who managed to pass the exam. In this case a systematic research needs to be done in order to check the assessment criteria set for the student.

## **2.2 Reciprocal Teaching**

Palincsar and Brown (1984), explain that RT is a technique used to develop comprehension of text in which teacher and students take turns leading a dialogue concerning sections of a text. Effective RT lessons include scaffolding, thinking aloud, using cooperative learning, and facilitating metacognition with each step (Hashey et al, 2003 as cited in Rotoloni and Foster, 2005). Procedures are first modeled by the teacher. Then they are practiced and coached with peer and teacher feedback. Finally, the leadership of the group work strategy is handed over to the students (Allen, 2003). Continual teacher and student modeling of cognitive processes for each of the four strategies - predicting, questioning, clarifying, summarizing - is an integral part of the process.

Palincsar, Brown, and Campione (1989) define RT as a dialogue between teacher and student. This dialogue is described as reciprocal because each learner acts in response to another. This interaction may occur between teacher and student or between students. The dialogue is structured by the use of four strategies, sometimes



known as the Fabulous Four (Oczkus, 2003). The goal of RT is to use discussion to enhance students' reading comprehension, develop self-regulatory and monitoring skills, and achieve overall improvement in motivation (Borkowski, 1992 as cited in Allen, 2003).

### 2.2.1 Four strategies of Reciprocal Teaching

The four strategies of RT comprises of predicting, questioning, clarifying and summarizing. The four strategies are briefly explained below.

Predicting involves finding comprehensive clues by using a reader's own background knowledge and personal experiences. The purpose of this strategy is to link what the reader already knows about the topic with the knowledge she or he is about to acquire through reading. In other words, predicting keeps the readers actively thinking on the text while reading (Duffy, 2002).

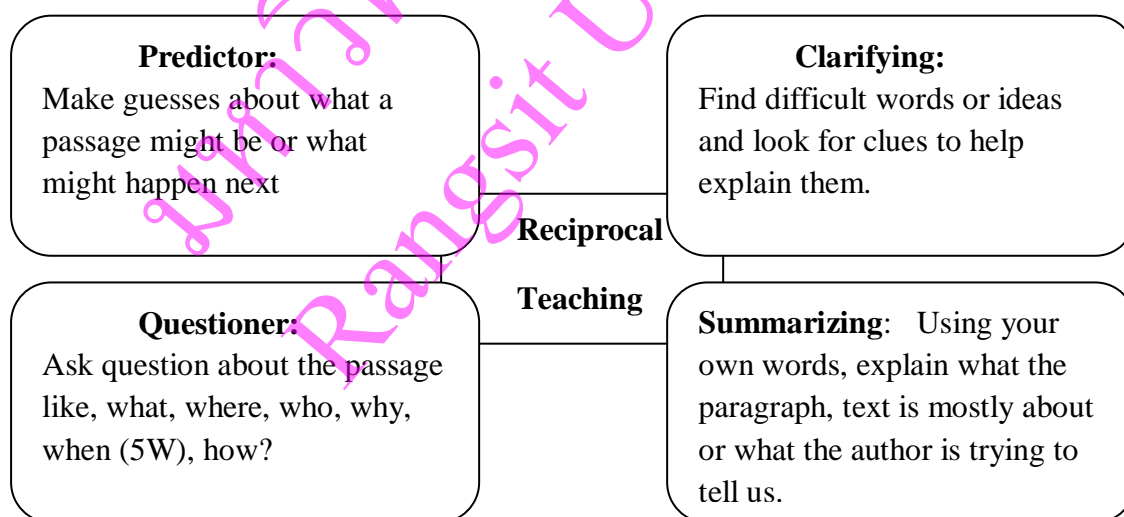


Figure 2.1 Four strategies of Reciprocal Teaching method

Source: [www.worksheetlibrary.com](http://www.worksheetlibrary.com) (1986). Accessed on 12 January 2013

Prediction requires readers to formulate and check their hypotheses about the text. The more readers predict what a particular text is about, the more likely they are to read it with understanding. If the original prediction is incorrect, a new prediction can be made and tested through reading the text. Prediction is an important strategy that helps students to set a goal before reading.

Questioning involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration. The central or important information, themes, or ideas are used to generate questions that are then used as self-tests for the reader. Questioning provides a context for exploring the text more deeply and assuring the construction of meaning (Doolittle, Hicks, Triplett, Nichols, and Young, 2006). According to Reid and Green (2004), teaching students to think is the most important aspect of literacy teachers' work. Students engage in multiple processes when generating questions, requiring deeper interaction with text, building knowledge structures from texts through the conceptual levels of questions (Taboada and Guthrie, 2006). The Questioner will pose questions about the selection: Unclear parts, puzzling information, Connections to other concepts already learned.

Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provides the motivation to remediate confusion through re reading, the use of context in which the text was written and/or read, and the use of external resources (e.g., dictionary or thesaurus) (Doolittle et al., 2006). The Clarifier will address confusing parts and attempt to answer the questions that were just posed.

Summarizing: Summarization requires the reader to perform the task of discriminating between important and less-important information in the text. It must then be organized into a coherent whole (Palincsar and Brown, 1984). In summarizing, readers are required to identify the key idea of each paragraph. A good summary does not include details that are not important. Readers are encouraged to make use of

headings, sub-headings, and main ideas in each paragraph to summarize the text they are reading. Summarizing the main idea in each paragraph of a text helps readers not only to connect what they already know to the present piece of reading, but also to predict what might happen in the next paragraph to check the accuracy of their prediction (Greenway, 2002).

According to Pressley (2001) the benefit of summarizing include that students are active in their reading approach and are self - monitoring their comprehension. Also, by summarizing, students are able to demonstrate how well they have comprehended the text and are able to reinforce what they have learned. In addition, summarizing also helps readers to retain the information they have read more easily.

Through clarifying, the students reread the texts and interact with other class members to gain important information about the text. By asking questions students probe deeper into the content of the text. Students use their experiences and prior knowledge to generate predictions. With summarizing, the student develops critical thinking skills.

### **2.2.2 Four foundations of Reciprocal Teaching**

Oczkus (2003) stated that in order to have a sound outcome by implementing the RT we should also implement scaffolding, think-aloud, collaborative learning and metacognitive inclined with the four foundations.

Scaffolding: is assistance (parameters, corrective feedback, coaching, rules or suggestions) a teacher gives a student in a learning situation. It allows the student to have help with the skills that are new or beyond their ability.

Palincsar and Brown (1986) stated that the teacher must be skillful in assessing the students' zone of proximal development and providing support accordingly, using scaffolding techniques, such as prompts, elaborations,

modifications, praise and feedback. The strategies of predicting, questioning, clarifying, and summarizing are introduced to the students through dialogue and teacher modeling. Gradually, the students learn the strategies; take on the role of being the teacher and leading the discussion.

Think-aloud: Modeling the use of cognitive strategies by pausing to reflect aloud in front of students. RT was designed as a discussion technique in which think-aloud plays an integral part. During a think-aloud, the reader talks aloud as they use each of the four strategies. Both teachers and students should conduct think-aloud each time they are engaged in reciprocal teaching lessons (Oczkus, 2003). Thinking-aloud helps students clearly see the steps to creating understanding while reading and the teacher is able to see the reading processes the students is using.

Metacognition: it is an essential component of reciprocal teaching. It is the awareness of one's own thinking processes. Using the RT method, students learn to consciously think about, monitor, and reflect on their strategy use. Throughout instruction, students should engage in reflective thinking and answer the question, "How did the RT strategies help me comprehend the text?" (Oczkus, 2003)

Collaborative learning: students work together to construct meaning from text. Cooperative learning involves students working together as partners or in small groups on clearly defined tasks. Because RT is intended as a discussion technique, cooperative learning is vital to its use (Oczkus, 2003). RT builds on the cooperative nature of learning that causes one's reading comprehension to be deepened through social interactions.

### 2.2.3 Stages of Reciprocal Teaching method

The teacher hands out a passage of text to each learner in the group. Each learner reads the passage and writes summarizing, clarifying, or predicting questions related to what they've read, Palincsar and Brown (1984).

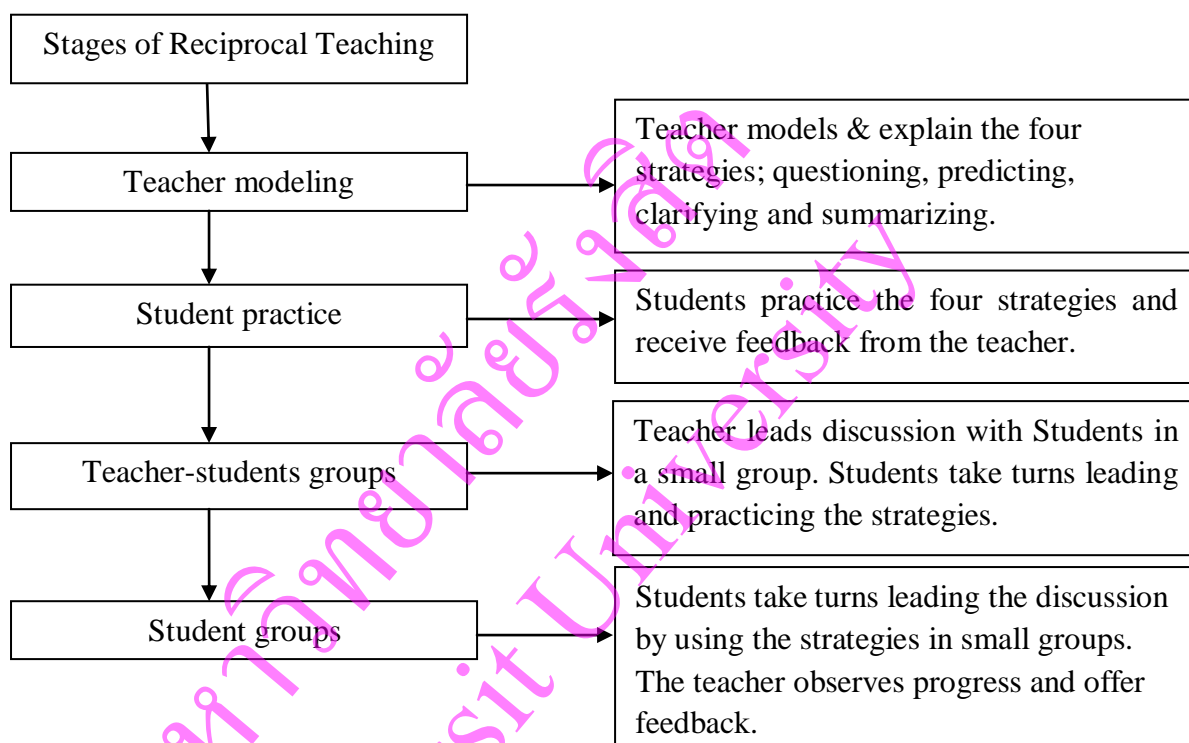


Figure 2.2 Stages of Reciprocal Teaching method

Source: schoolnet.org.za (1984). Accessed on 15 January 2013

## 2.3 Related learning theories

RT practices appear to reflect learning principles that were derived from theories such as constructivism, social constructivism and cognitivism. RT allows students to interact and participate in strategies that promote reading comprehension while monitoring their own learning and thinking with students of differing abilities.

The four strategies that are used in RT to enhance student's reading comprehensive ability are: summarizing, questioning, clarifying, and predicting. Marquez & Sawyer, (1994), stated that this teaching method also incorporates cooperative learning that promotes frequent peer interactions for genuine practice and negotiation of meaning through practice.

### **2.3.1 Constructivism**

Constructivism is a type of philosophical explanation of how humans learn. As Mayer (2008) has observed, constructivist learning is an active learning and the major cognitive processes involved include paying attention to relevant information/environment in which children are actively involved in higher order thinking. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to bring together it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know, where the four strategies of reciprocal teaching support the points.

### **2.3.2 Vygotsky's Social Constructivism**

According to Vygotsky (1978), people create meaning through their interactions with each other and the objects in the environment. As a result, human cognitive structures are, Vygotsky believed, socially constructed. Knowledge is not simply constructed, it is co-constructed. Instructional models that are based on the social constructivist perspective stress the need for collaboration among learners and practitioners. For this reason, social constructivist approaches include reciprocal teaching as one such method.

Vygotsky's theory included three major themes, Social Interaction, More Knowledgeable Other (MKO), and Zone of Proximal Development (ZPD). The

three major themes include elements that can often be observed in today's classrooms. The first theme social interaction was developed based on the zone of proximal development (ZPD) by Vygotsky (1978). Through it, students are able to learn or solve harder problems, or reach a more complete development of their potential through some guidance from an adult (teacher or expert or learning activities such as discussion, brainstorming, and group work). In short they learn how to work in a group; students are put together and help each other learn. Cooperative learning promotes interdependence and connection with other students within the group (Sullivan and Glanz, 2005). In RT, each participant in a group has a chance to be a leader and manages group work by discussion through the four main strategies.

The second major theme guiding student learning is the idea of the More Knowledgeable Other (MKO). The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers. Teacher as coach is an increasingly more common phrase used in education. RT is another application of Vygotsky's theory used to support student reading and their understanding of the text. Teacher and students collaborate in learning and practicing four key skills: summarizing, questioning, clarifying and predicting until the student gains a higher level of proficiency or independence in the task.

The third major theme in Vygotsky's theory is known as the Zone of Proximal Development (ZPD). According to Vygotsky, learning also occurs in the ZPD. Vygotsky distinguished between two levels of learning, the first level is the actual level of development that the learner has already reached and the level at which the learner is capable of solving problems independently. The second level is that of potential development referred to as (ZPD). This is the level of learning which students are capable of reaching under the guidance of teachers or in collaboration with peers. So in RT, teacher selects the suitable materials and assigns activities which is neither too easy nor difficult but can be done with the help.

### 2.3.3 Cognitive Constructivism

It is based on the work on the Swiss developmental psychologist Jean Piaget. Piaget's theory has two major parts "ages and stages" that predicts what children can and cannot understand at different ages, and a theory of development that describe how children develop cognitive abilities. Piaget viewed children as active, constructive thinkers, as they transit from each cognitive level (Vidal, 2000 as cited in Santrock, 2001). Piaget stated that the human cannot be "given" information which they immediately understand and use. Instead, human must "construct" their own knowledge. Jean Piaget believed that in actively constructing their world, children use schemas. A schema is a concept that lives in an individual's mind to organize and make sense of information. Piaget said that two processes, assimilation and accommodation are responsible for how children use and adapt their schemas. Assimilation occurs when children incorporate new knowledge into existing information. Accommodation happens when children adjust to the new information (Santrock, 2011).

Piaget claimed that humans go through four stages (sensorimotor, preoperational, concrete and formal operational). In understanding the world each of the stages is age- related and consists of distinct way of thinking. It was Piaget's view that it is the different way of understanding the world that makes the stage more advances, rather than knowing of more information. Practically speaking, Piaget's theories resulted in current beliefs that a concept does not suddenly emerge. Instead, it develops through a series of small accomplishments that lead to increasingly comprehension understandings (Haith and Bebson, 1998 as cited in Santrock, 2001).

This theory and the RT have many similarities, to point few, teacher perform role of providing experience through several perspectives and involvement of student in activities are encouraged. The reading comprehension framework to be discussed is a process that requires students to internalize a series of gradual steps in order to strengthen and perfect the power of their reading comprehension abilities.



### **2.3.4 Dale's Cone of Learning**

It is said that students can be able to retain what they have learned from RT method for a longer period of time, since they are involved in teaching what they know to their friends after they have master the four strategies Palincsar and Klenk (1991). As per the Dales cone of learning student learn best and retain for a longer period of time when they are involved in learning by teaching. In a study done by Bethel Learning Institute; it was found that the retention rate is 75% for learning by doing. It goes up to 90% when students teach other students what they learned. Compared to lecture at 5%, learning by teaching is far better than any other learning method.

## **2.4 Related research**

Omari (2010) carried out study to see what degree teachers in Jordanian schools use RT. The sample of the study consisted of 578 teachers. The result of the study shared that Jordanian school teachers believe that the RT method is not suitable for teaching math, science or social sciences. Teachers of these subjects believe that the process of reading the questions and rewriting them does not help students understand scientific concept, solve mathematical problems, or understand social terminology. On the other hand language teachers valued the importance of practicing the strategies of RT, but they conceded that much time should be invested in achieving planned instructional objectives. The instrument used in this study was a thirty-item questionnaire which was developed by the researcher to collect the data of the study. Means, standard deviations, T-test and One Way ANOVA were used to analyze data. Based on the findings of the study the researcher recommended to incorporate the RT strategies in pre service teacher programs at Jordanian universities and investigate the effect of using this method in improving student's learning skills.

To study the effect of RT on comprehension Hogewood conducted a study in sub urban school in Washington D.C. with 50 students that were divided into three groups (2004). First group was called traditional group which consist of 15 students,

where he used all four strategies mentioned by Palincsar and Brown. Students were divided in small groups. Whole class group was the second group in the study. In this group there were 17 students and without forming a group four strategies of RT was discussed in whole class. Last group involved in the study was two strategies group in which only two strategies of RT i.e. questioning and summarizing was used. Performance was compared on several measures including pretest, posttest, and during study assessment. Researcher collected data by tape recording of RT session and by taking daily reflection notes at the end of the RT session. To analysis the data the researcher used ANOVA. The session lasted for about eight weeks and concluded that RT can be used both in small groups and in whole class setting but saw effective in small group.

In Thailand also Yoosabai carried out the study to test the effect of RT in teaching English with 66 students (the experimental group consisted of 30 students and 36 students formed the control group) of twelve grade students for 14 weeks (2009). The research instruments used to collect the data consisted of the reading section of the National English Entrance Examination 2004, the Reading Strategies Questionnaire (RSQ), the Reading Think Aloud Sheet, and the interview questions. Audio taping was used to record the interaction between the teachers and the students and between the group leaders and the peers during group work. In this study, interview was also carried out to see the progress of the student in using the four strategies. The researcher found RT effective in teaching English as a Foreign Language (EFL). For the future researchers, researcher recommended that further studies could focus on teacher training on RT since the teachers themselves are one of the main factors in the outcome of teaching.

In Iran Ostovar (2011) conducted study with 70 new university students taking General English were selected as the sample population. Comprehensive English Language Test (CELT); and Test of English as a Foreign Language (TOEFL) were used as an instrument in the study. The first test, i.e. CELT, was used to regulate the subjects and match entry behavior of subjects in the experimental and control groups. The second test i.e. TOEFL, was used for pre-test and post-test. The researcher

found out that the reciprocal teaching had a significant effect on learners' reading proficiency as measured by the TOEFL test. Taking these merits of RT into account, the researcher recommends the use of this method as a substitute for traditional models in EFL contexts.

Yang (2010) carried out the study with a sample of 129 college students who learned English as a Foreign Language (EFL) participated in a remedial reading instruction in a university of science and technology in central Taiwan. Before the remedial reading instruction began, the participants took the Test of English as International Communication (TOEIC) to identify their reading proficiency. The remedial reading instruction lasted for about twelve weeks. First, students' reading proficiency level was identified in the pre-test.

Second, students' employment of the four strategies was examined. Third, a post-test was conducted to investigate students' progress in reading comprehension after remedial reading instruction in the RT system. Finally, a survey using an open-ended questionnaire was conducted to examine students' perceptions toward their problems in employing the four strategies and how they solved these problems. Students reported that they were able to better understand the main ideas in a text after remedial reading instruction with the RT system. They recognized the effectiveness of using multiple strategies in reading and concluded that they could read more fluently after the instruction. This study suggested that there may be benefits for teachers in encouraging students to interact with others in order to clarify and discuss comprehension questions and constantly monitor and regulate their own reading.

Research has also been conducted on the use of reciprocal teaching in primary grades. Pilonieta and Medina conducted a series of procedures to implement their version of RT in elementary school students (2009). The women adopted an age-appropriate model for reciprocal teaching and called it "Reciprocal Teaching for the Primary Grades," or RTPG. Their research shows that even in younger children, reciprocal teaching apparently benefited the students and they showed retention of the RTPG when re-tested 6 months later (2009).

Palincsar and Brown (1984) developed RT to help 7th-grade poor readers to improve the reading comprehension. Two studies were conducted to test the effectiveness of reciprocal teaching. In the first one, RT was compared to a traditional teaching method. The results showed that RT produced greater gains than the traditional method. In the second study, the experimental group interventions were conducted by volunteer teachers (not the experimenters). The results were very similar to the ones in the first study.

Armbrister (2010) carried out research to measure a collaborative reading strategy's effects on language learning students in 3rd, 4th, and 5th grades at a rural county intermediate elementary school. The results of this study demonstrated the positive effects on the reading comprehension of English Language Learners as a result of the introduction, study, and practice of RT. This study acquired data through the use of interviews with the participants, observational notes, video and audio taping, and journaling. Teachers need to be mindful and open to the kind of genre of text and content that the students are exposed to. First and foremost, students must be introduced to all genres including those that may not seem as appealing. If and when students come across pieces of text within other content areas or at higher grade levels, it will not be as daunting or intimidating. Furthermore, with the proper tools to attack the piece the students will find that comprehension of the text is attainable.

Apart from the listed above there are many other Researchers who gave several reasons why teachers should choose RT as an appropriate instructional approach to help students comprehend difficult text. RT allows the students to monitor their progress and assume the ultimate responsibility for their learning from the text regardless of the content covered in a particular class (Slater and Horstman, 2002). This method allows students to take ownership over their reading and learning (Hashey and Connors, 2003). By gaining control of their learning while they read, students also have the potential to become better self regulators of their reading (Hacker and Tenent, 2002). Reciprocal Teaching drastically improves the quality of classroom discussion since all students are able and expected to participate and provide input and thought into the group dialogue (Hashey and Connors, 2003).



**A STUDY OF READING COMPREHENSION ABILITY IN DZONGKHA  
OF THE TENTH GRADE STUDENTS THROUGH RECIPROCAL  
TEACHING METHOD, BHUTAN**

**BY**

**YESHEY NIDUP**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF EDUCATION  
IN CURRICULUM AND INSTRUCTION  
FACULTY OF EDUCATION**

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**KEYWORDS : RECIPROCAL TEACHING METHOD,  
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**YESHEY NIDUP: A STUDY OF READING COMPREHENSION ABILITY  
IN DZONGKHA OF THE TENTH GRADE STUDENTS THROUGH  
RECIPROCAL TEACHING METHOD, BHUTAN. THESIS ADVISOR:  
MANIT BOONPRASERT, Ed. D., 63 p.**

The purposes of this study were to investigate the reading comprehension ability in Dzongkha of the tenth grade students through Reciprocal Teaching (RT) method and to examine the opinion of the students towards the RT method. This study used 2 groups, pretest-posttest experimental design. The subjects were randomly assigned to the control and experimental groups based on their pre-test ranked scores. There were 32 students in each group. The instruments used in this study were six lesson plans with RT format, learning achievement test questions and opinion questionnaire. Validity and reliability of the research instruments were established prior to the implementation. Descriptive statistics were used to analyze data and independent-samples t-test was used to test the difference. Before the experimentation, independent t-test was applied to confirm the equal ability of the two groups. The results showed no difference of the means at 0.05 levels. The study was carried out for 6 consecutive weeks. Findings showed that the mean gain of the experimental group was higher than that of the control group. And the mean difference of the two groups by independent t-test showed that it was significant at 0.05 level. And analysis of opinions of the experimental group showed positive towards RT method. Therefore, it was concluded that the use of RT method was effective in teaching Dzongkha.

Student's Signature: ..... Thesis Advisor's Signature.....

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**LIST OF ABBREVIATIONS**

CELT	Comprehensive English Language Test
DDC	Dzongkha Development Commission
EFL	English as a Foreign Language
IOC	Index of Item- Objective Congruency
MSS	Middle Secondary School
PP	Pre Primary
RT	Reciprocal Teaching
TOEFL	Test of English as a Foreign Language
TOEIC	Test of English as International Communication
ZPD	Zone of Proximal Development

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of the study**

Reading is a complicated process involving word recognition, comprehension, fluency, and motivation. “Moreover reading is the process by which people gain information and ideas from books, newspapers, manuals, contracts, advertisements, and a host of other materials” (Blachowicz and Ogle, 2008, p. 15). People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn’t provide the reader with any information (Yale, 2008). In mid 1980s researchers came up with an instructional method called Reciprocal Teaching to overcome the barriers of reading comprehension.

Reciprocal Teaching is a research-based strategy that teaches students to work in small groups to coordinate the use of four comprehension strategies: prediction, clarification, summarization, and student generated questions (Pilonieta and Medina, 2009). This research based strategy developed by A.S. Palincsar of the University of Michigan and Ann L. Brown of University of Illinois at Urbana-Champaign (1984) has demonstrated improved comprehension for students from first grade to adulthood in both immediate and long term metacognition of comprehension (Hashey and Connors, 2003).

In Bhutan, teaching Dzongkha is aimed at improving four skills such as listening, speaking, reading and writing till their higher studies. Out of four skills, reading is considered very important because reading develops the mind. The mind is a muscle. It needs exercise. Understanding the written words is one way that helps the

mind to grow in its ability. Teaching young children to read helps them develop their language skills (George, 2012).

However, educators are not able to provide enough opportunities for those students in need to develop abilities in comprehending since they are not exposed to new methodologies. In view of the fact that the subject originated from the traditional concept and many teachers had built their foundation from a monastic type education, they deem that conventional way is better method in teaching national language in the schools.

The education system of Bhutan is somewhat traditional in its style. The teacher comes to the class, teaches the students from the text, asks some questions and gives some homework and the students go home and do the work. In the class they are spoon fed and as they go to higher grade they become more passive in thinking rather than becoming inquisitive in thinking.

The revised Dzongkha curriculum from pre primary (PP) to Class XII, which was implemented in three phases from 2006, rates reading skills as a priority among the students.

## **1.2 Research questions**

1.2.1 Is there a difference in students' reading comprehension ability in Dzongkha between the use of traditional and Reciprocal Teaching method?

1.2.2 Does the student have positive opinion towards the Reciprocal Teaching method?

## **1.3 Objectives**

The main objective of this study was to investigate the effects of Reciprocal Teaching on the Dzongkha reading comprehension in Bhutanese classrooms. More specifically, it aimed to:

1.3.1 investigate the differences in reading comprehension ability between the use of conventional and Reciprocal Teaching method.

1.3.2 survey the students' opinion towards the Reciprocal Teaching method.

## **1.4 Hypothesis**

Overall score of the experimental group will show significant difference as compared to control group.

## **1.5 Scope of the study**

### **1.5.1 Population and sample**

The study was conducted at Bartsham MSS, eastern part of Bhutan, with a population of 423. The target population at this high school was all students of grade 10. Total numbers of students presently studying in grade ten was exactly 64. The participants of experimental and control group was done on the basis of the marks obtained in the pre-test. Then a random sampling was carried out to have two groups in this study, the odd numbers in one group and even numbers in another group. This was done in order to assure that equal numbers of high, average and low achievers are distributed in each group. In general there were 32 students in control and 32 in experimental group.

### **1.5.2 Location and duration of the study**

This research was carried out in Bartsham Middle Secondary School under Trashigang Dzongkhag (District), where there was students ranging from grade 7 to 10. The study was carried out for 6 consecutive weeks.

### 1.5.3 Content of the study

Since expository writing is popular in this grade, researcher used expository writings. Expository texts are very useful in communicating step by step, instructional information as well as explaining or describing the difficult subject. Expository writing is used to inform readers about a specific topic. This is done through giving direct information, and proving that the information is correct by showing the reader what is applied to the specific ideal. Following are the expository essays topic that was used during the study:

- 1.5.3.1 The death,
- 1.5.3.2 Life in the villages,
- 1.5.3.3 A way to Bhutan,
- 1.5.3.4 Bhutan and Tobacco,
- 1.5.3.5 Unconditional Rain: Global Warming? and
- 1.5.3.6 The hunters' wife

Above mentioned topic were taught through modeling, guided and most of the time using cooperative learning (following the steps of RT method)

### 1.5.4 Variables

Independent variable

Dependent variable

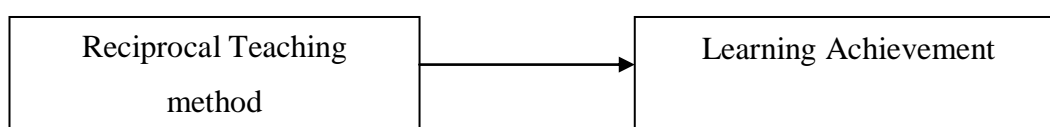


Figure 1.1 Independent and dependent variable



## 1.6 Expected benefits

1.6.1 The result of this research will be useful for Dzongkha teachers in Bhutan to improve their performance in teaching Dzongkha using Reciprocal Teaching method.

1.6.2 This study will provide as a reference for other Bhutanese researchers to research in related fields of studies.

## 1.7 Operational definitions

**Ability:** refers to the possession of the qualities required in understanding the reading materials.

**Comprehension:** refers to the measurement of the understanding.

**Dzongkha:** refers to the national language of Bhutan, one of the subjects taught in Bhutan.

**Opinion:** refers to the beliefs and views of the students towards RT method.

**Reciprocal Teaching (RT):** refers to the reading instruction originally developed by Palincsar and Brown (1984). It consists of four main strategies: prediction, questioning, clarifying, and summarizing. It occurs in the form of dialogues between teachers and students. At first, the students learn the four key strategies and practice them. Secondly, the teacher model the entire process, step by step using structured dialogues. Thirdly, the teacher gives the students' chance to get involved and coaches them how to ask appropriate questions, write adequate summaries, and so on. Gradually, the teacher's role as a leader decreases. Finally, the students take on greater responsibility to carry out the whole process.

## CHAPTER 2

### REVIEW OF LITERATURE

This chapter begins with brief introduction of Dzongkha, RT, its four strategies, four key foundations and stages of RT. This is followed by a theoretical framework that seeks to explain RT. The chapter concludes with a comprehensive review of the empirical literature on RT instruction and its effectiveness in improving the English reading comprehension of students. Individual study findings are presented and synthesized.

#### 2.1 Dzongkha

Dzongkha, the official language of Bhutan, has been derived from the Tibetan language. It has some similarity in speaking, while the alphabets are exactly the same as Tibetan (but uses different scripts). Dzongkha is usually written in Bhutanese forms of the Tibetan script known as *Joyig*. Dzongkha is the native tongue of eight districts of Bhutan (viz. Wangdi Phodrang, Punakha, Thimphu, Gasa, Paro, Ha, Dagana and Chukha). Dzongkha and English are the medium of instruction in schools and are therefore spoken widely in the country. Although Dzongkha is a major subject in schools, English has taken precedence over Dzongkha in terms of student's interest and their literacy since almost all the subjects are taught in English except Dzongkha.

A decade ago, many new ideas and terminologies started to feature in different forms of writings and in spoken language of people. Modern ways of writing substituted some of the traditional writings, which are largely influenced and inspired by English structure and styles (Gyatso, n.b). Therefore, modern Dzongkha texts took a paradigm shift in their presentation and expression. The DDC (Dzongkha

Development Commission) publication however, served as a basis for the consistent writing of Dzongkha in schools and various departments.

In higher secondary schools, students are allocated 6 periods a week to study Dzongkha, whereas students get a minimum of 36 periods to study English. This is because the demand for English literacy is very high in almost all the workplace. Therefore, parents prefer to send their children to school which are known for their good English environment both within and outside the country. That's why majority of the students are unable to write/comprehend without many mistakes despite studying Dzongkha for about twelve to thirteen years, but if we look at the standard test score of Dzongkha by tenth grade students of Bhutan, (pupil's performance 2013), it's a record high of 99.02 percentages who managed to pass the exam. In this case a systematic research needs to be done in order to check the assessment criteria set for the student.

## **2.2 Reciprocal Teaching**

Palincsar and Brown (1984), explain that RT is a technique used to develop comprehension of text in which teacher and students take turns leading a dialogue concerning sections of a text. Effective RT lessons include scaffolding, thinking aloud, using cooperative learning, and facilitating metacognition with each step (Hashey et al, 2003 as cited in Rotoloni and Foster, 2005). Procedures are first modeled by the teacher. Then they are practiced and coached with peer and teacher feedback. Finally, the leadership of the group work strategy is handed over to the students (Allen, 2003). Continual teacher and student modeling of cognitive processes for each of the four strategies - predicting, questioning, clarifying, summarizing - is an integral part of the process.

Palincsar, Brown, and Campione (1989) define RT as a dialogue between teacher and student. This dialogue is described as reciprocal because each learner acts in response to another. This interaction may occur between teacher and student or between students. The dialogue is structured by the use of four strategies, sometimes

known as the Fabulous Four (Oczkus, 2003). The goal of RT is to use discussion to enhance students' reading comprehension, develop self-regulatory and monitoring skills, and achieve overall improvement in motivation (Borkowski, 1992 as cited in Allen, 2003).

### 2.2.1 Four strategies of Reciprocal Teaching

The four strategies of RT comprises of predicting, questioning, clarifying and summarizing. The four strategies are briefly explained below.

Predicting involves finding comprehensive clues by using a reader's own background knowledge and personal experiences. The purpose of this strategy is to link what the reader already knows about the topic with the knowledge she or he is about to acquire through reading. In other words, predicting keeps the readers actively thinking on the text while reading (Duffy, 2002).

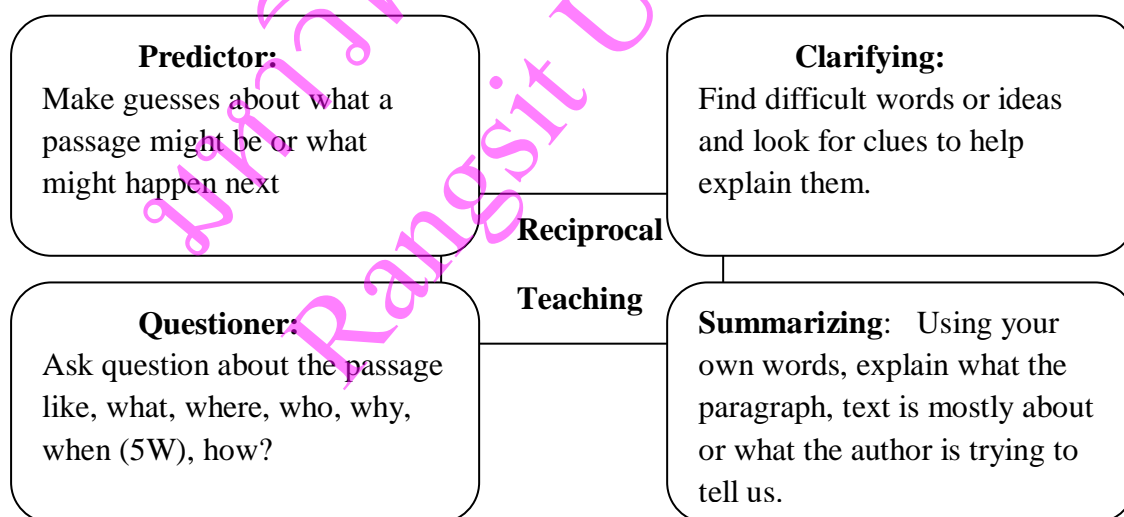


Figure 2.1 Four strategies of Reciprocal Teaching method

Source: [www.worksheetlibrary.com](http://www.worksheetlibrary.com) (1986). Accessed on 12 January 2013

Prediction requires readers to formulate and check their hypotheses about the text. The more readers predict what a particular text is about, the more likely they are to read it with understanding. If the original prediction is incorrect, a new prediction can be made and tested through reading the text. Prediction is an important strategy that helps students to set a goal before reading.

Questioning involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration. The central or important information, themes, or ideas are used to generate questions that are then used as self-tests for the reader. Questioning provides a context for exploring the text more deeply and assuring the construction of meaning (Doolittle, Hicks, Triplett, Nichols, and Young, 2006). According to Reid and Green (2004), teaching students to think is the most important aspect of literacy teachers' work. Students engage in multiple processes when generating questions, requiring deeper interaction with text, building knowledge structures from texts through the conceptual levels of questions (Taboada and Guthrie, 2006). The Questioner will pose questions about the selection: Unclear parts, puzzling information, Connections to other concepts already learned.

Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provides the motivation to remediate confusion through re reading, the use of context in which the text was written and/or read, and the use of external resources (e.g., dictionary or thesaurus) (Doolittle et al., 2006). The Clarifier will address confusing parts and attempt to answer the questions that were just posed.

Summarizing: Summarization requires the reader to perform the task of discriminating between important and less-important information in the text. It must then be organized into a coherent whole (Palincsar and Brown, 1984). In summarizing, readers are required to identify the key idea of each paragraph. A good summary does not include details that are not important. Readers are encouraged to make use of

headings, sub-headings, and main ideas in each paragraph to summarize the text they are reading. Summarizing the main idea in each paragraph of a text helps readers not only to connect what they already know to the present piece of reading, but also to predict what might happen in the next paragraph to check the accuracy of their prediction (Greenway, 2002).

According to Pressley (2001) the benefit of summarizing include that students are active in their reading approach and are self - monitoring their comprehension. Also, by summarizing, students are able to demonstrate how well they have comprehended the text and are able to reinforce what they have learned. In addition, summarizing also helps readers to retain the information they have read more easily.

Through clarifying, the students reread the texts and interact with other class members to gain important information about the text. By asking questions students probe deeper into the content of the text. Students use their experiences and prior knowledge to generate predictions. With summarizing, the student develops critical thinking skills.

### **2.2.2 Four foundations of Reciprocal Teaching**

Oczkus (2003) stated that in order to have a sound outcome by implementing the RT we should also implement scaffolding, think-aloud, collaborative learning and metacognitive inclined with the four foundations.

Scaffolding: is assistance (parameters, corrective feedback, coaching, rules or suggestions) a teacher gives a student in a learning situation. It allows the student to have help with the skills that are new or beyond their ability.

Palincsar and Brown (1986) stated that the teacher must be skillful in assessing the students' zone of proximal development and providing support accordingly, using scaffolding techniques, such as prompts, elaborations,

modifications, praise and feedback. The strategies of predicting, questioning, clarifying, and summarizing are introduced to the students through dialogue and teacher modeling. Gradually, the students learn the strategies; take on the role of being the teacher and leading the discussion.

Think-aloud: Modeling the use of cognitive strategies by pausing to reflect aloud in front of students. RT was designed as a discussion technique in which think-aloud plays an integral part. During a think-aloud, the reader talks aloud as they use each of the four strategies. Both teachers and students should conduct think-aloud each time they are engaged in reciprocal teaching lessons (Oczkus, 2003). Thinking-aloud helps students clearly see the steps to creating understanding while reading and the teacher is able to see the reading processes the students is using.

Metacognition: it is an essential component of reciprocal teaching. It is the awareness of one's own thinking processes. Using the RT method, students learn to consciously think about, monitor, and reflect on their strategy use. Throughout instruction, students should engage in reflective thinking and answer the question, "How did the RT strategies help me comprehend the text?" (Oczkus, 2003)

Collaborative learning: students work together to construct meaning from text. Cooperative learning involves students working together as partners or in small groups on clearly defined tasks. Because RT is intended as a discussion technique, cooperative learning is vital to its use (Oczkus, 2003). RT builds on the cooperative nature of learning that causes one's reading comprehension to be deepened through social interactions.

### 2.2.3 Stages of Reciprocal Teaching method

The teacher hands out a passage of text to each learner in the group. Each learner reads the passage and writes summarizing, clarifying, or predicting questions related to what they've read, Palincsar and Brown (1984).

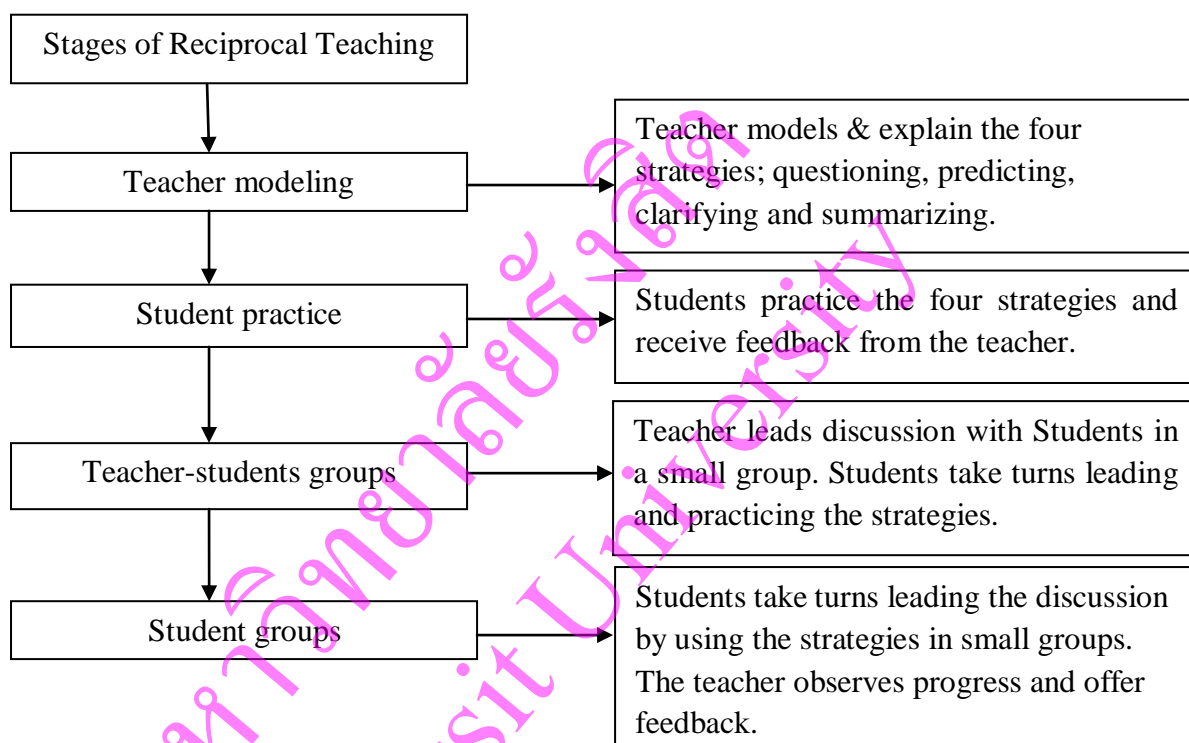


Figure 2.2 Stages of Reciprocal Teaching method

Source: schoolnet.org.za (1984). Accessed on 15 January 2013

## 2.3 Related learning theories

RT practices appear to reflect learning principles that were derived from theories such as constructivism, social constructivism and cognitivism. RT allows students to interact and participate in strategies that promote reading comprehension while monitoring their own learning and thinking with students of differing abilities.



The four strategies that are used in RT to enhance student's reading comprehensive ability are: summarizing, questioning, clarifying, and predicting. Marquez & Sawyer, (1994), stated that this teaching method also incorporates cooperative learning that promotes frequent peer interactions for genuine practice and negotiation of meaning through practice.

### **2.3.1 Constructivism**

Constructivism is a type of philosophical explanation of how humans learn. As Mayer (2008) has observed, constructivist learning is an active learning and the major cognitive processes involved include paying attention to relevant information/environment in which children are actively involved in higher order thinking. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to bring together it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know, where the four strategies of reciprocal teaching support the points.

### **2.3.2 Vygotsky's Social Constructivism**

According to Vygotsky (1978), people create meaning through their interactions with each other and the objects in the environment. As a result, human cognitive structures are, Vygotsky believed, socially constructed. Knowledge is not simply constructed, it is co-constructed. Instructional models that are based on the social constructivist perspective stress the need for collaboration among learners and practitioners. For this reason, social constructivist approaches include reciprocal teaching as one such method.

Vygotsky's theory included three major themes, Social Interaction, More Knowledgeable Other (MKO), and Zone of Proximal Development (ZPD). The

three major themes include elements that can often be observed in today's classrooms. The first theme social interaction was developed based on the zone of proximal development (ZPD) by Vygotsky (1978). Through it, students are able to learn or solve harder problems, or reach a more complete development of their potential through some guidance from an adult (teacher or expert or learning activities such as discussion, brainstorming, and group work). In short they learn how to work in a group; students are put together and help each other learn. Cooperative learning promotes interdependence and connection with other students within the group (Sullivan and Glanz, 2005). In RT, each participant in a group has a chance to be a leader and manages group work by discussion through the four main strategies.

The second major theme guiding student learning is the idea of the More Knowledgeable Other (MKO). The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers. Teacher as coach is an increasingly more common phrase used in education. RT is another application of Vygotsky's theory used to support student reading and their understanding of the text. Teacher and students collaborate in learning and practicing four key skills: summarizing, questioning, clarifying and predicting until the student gains a higher level of proficiency or independence in the task.

The third major theme in Vygotsky's theory is known as the Zone of Proximal Development (ZPD). According to Vygotsky, learning also occurs in the ZPD. Vygotsky distinguished between two levels of learning, the first level is the actual level of development that the learner has already reached and the level at which the learner is capable of solving problems independently. The second level is that of potential development referred to as (ZPD). This is the level of learning which students are capable of reaching under the guidance of teachers or in collaboration with peers. So in RT, teacher selects the suitable materials and assigns activities which is neither too easy nor difficult but can be done with the help.

### 2.3.3 Cognitive Constructivism

It is based on the work on the Swiss developmental psychologist Jean Piaget. Piaget's theory has two major parts "ages and stages" that predicts what children can and cannot understand at different ages, and a theory of development that describe how children develop cognitive abilities. Piaget viewed children as active, constructive thinkers, as they transit from each cognitive level (Vidal, 2000 as cited in Santrock, 2001). Piaget stated that the human cannot be "given" information which they immediately understand and use. Instead, human must "construct" their own knowledge. Jean Piaget believed that in actively constructing their world, children use schemas. A schema is a concept that lives in an individual's mind to organize and make sense of information. Piaget said that two processes, assimilation and accommodation are responsible for how children use and adapt their schemas. Assimilation occurs when children incorporate new knowledge into existing information. Accommodation happens when children adjust to the new information (Santrock, 2011).

Piaget claimed that humans go through four stages (sensorimotor, preoperational, concrete and formal operational). In understanding the world each of the stages is age- related and consists of distinct way of thinking. It was Piaget's view that it is the different way of understanding the world that makes the stage more advances, rather than knowing of more information. Practically speaking, Piaget's theories resulted in current beliefs that a concept does not suddenly emerge. Instead, it develops through a series of small accomplishments that lead to increasingly comprehension understandings (Haith and Bebson, 1998 as cited in Santrock, 2001).

This theory and the RT have many similarities, to point few, teacher perform role of providing experience through several perspectives and involvement of student in activities are encouraged. The reading comprehension framework to be discussed is a process that requires students to internalize a series of gradual steps in order to strengthen and perfect the power of their reading comprehension abilities.

### **2.3.4 Dale's Cone of Learning**

It is said that students can be able to retain what they have learned from RT method for a longer period of time, since they are involved in teaching what they know to their friends after they have master the four strategies Palincsar and Klenk (1991). As per the Dales cone of learning student learn best and retain for a longer period of time when they are involved in learning by teaching. In a study done by Bethel Learning Institute; it was found that the retention rate is 75% for learning by doing. It goes up to 90% when students teach other students what they learned. Compared to lecture at 5%, learning by teaching is far better than any other learning method.

## **2.4 Related research**

Omari (2010) carried out study to see what degree teachers in Jordanian schools use RT. The sample of the study consisted of 578 teachers. The result of the study shared that Jordanian school teachers believe that the RT method is not suitable for teaching math, science or social sciences. Teachers of these subjects believe that the process of reading the questions and rewriting them does not help students understand scientific concept, solve mathematical problems, or understand social terminology. On the other hand language teachers valued the importance of practicing the strategies of RT, but they conceded that much time should be invested in achieving planned instructional objectives. The instrument used in this study was a thirty-item questionnaire which was developed by the researcher to collect the data of the study. Means, standard deviations, T-test and One Way ANOVA were used to analyze data. Based on the findings of the study the researcher recommended to incorporate the RT strategies in pre service teacher programs at Jordanian universities and investigate the effect of using this method in improving student's learning skills.

To study the effect of RT on comprehension Hogewood conducted a study in sub urban school in Washington D.C. with 50 students that were divided into three groups (2004). First group was called traditional group which consist of 15 students,

where he used all four strategies mentioned by Palincsar and Brown. Students were divided in small groups. Whole class group was the second group in the study. In this group there were 17 students and without forming a group four strategies of RT was discussed in whole class. Last group involved in the study was two strategies group in which only two strategies of RT i.e. questioning and summarizing was used. Performance was compared on several measures including pretest, posttest, and during study assessment. Researcher collected data by tape recording of RT session and by taking daily reflection notes at the end of the RT session. To analysis the data the researcher used ANOVA. The session lasted for about eight weeks and concluded that RT can be used both in small groups and in whole class setting but saw effective in small group.

In Thailand also Yoosabai carried out the study to test the effect of RT in teaching English with 66 students (the experimental group consisted of 30 students and 36 students formed the control group) of twelve grade students for 14 weeks (2009). The research instruments used to collect the data consisted of the reading section of the National English Entrance Examination 2004, the Reading Strategies Questionnaire (RSQ), the Reading Think Aloud Sheet, and the interview questions. Audio taping was used to record the interaction between the teachers and the students and between the group leaders and the peers during group work. In this study, interview was also carried out to see the progress of the student in using the four strategies. The researcher found RT effective in teaching English as a Foreign Language (EFL). For the future researchers, researcher recommended that further studies could focus on teacher training on RT since the teachers themselves are one of the main factors in the outcome of teaching.

In Iran Ostovar (2011) conducted study with 70 new university students taking General English were selected as the sample population. Comprehensive English Language Test (CELT); and Test of English as a Foreign Language (TOEFL) were used as an instrument in the study. The first test, i.e. CELT, was used to regulate the subjects and match entry behavior of subjects in the experimental and control groups. The second test i.e. TOEFL, was used for pre-test and post-test. The researcher

found out that the reciprocal teaching had a significant effect on learners' reading proficiency as measured by the TOEFL test. Taking these merits of RT into account, the researcher recommends the use of this method as a substitute for traditional models in EFL contexts.

Yang (2010) carried out the study with a sample of 129 college students who learned English as a Foreign Language (EFL) participated in a remedial reading instruction in a university of science and technology in central Taiwan. Before the remedial reading instruction began, the participants took the Test of English as International Communication (TOEIC) to identify their reading proficiency. The remedial reading instruction lasted for about twelve weeks. First, students' reading proficiency level was identified in the pre-test.

Second, students' employment of the four strategies was examined. Third, a post-test was conducted to investigate students' progress in reading comprehension after remedial reading instruction in the RT system. Finally, a survey using an open-ended questionnaire was conducted to examine students' perceptions toward their problems in employing the four strategies and how they solved these problems. Students reported that they were able to better understand the main ideas in a text after remedial reading instruction with the RT system. They recognized the effectiveness of using multiple strategies in reading and concluded that they could read more fluently after the instruction. This study suggested that there may be benefits for teachers in encouraging students to interact with others in order to clarify and discuss comprehension questions and constantly monitor and regulate their own reading.

Research has also been conducted on the use of reciprocal teaching in primary grades. Pilonieta and Medina conducted a series of procedures to implement their version of RT in elementary school students (2009). The women adopted an age-appropriate model for reciprocal teaching and called it "Reciprocal Teaching for the Primary Grades," or RTPG. Their research shows that even in younger children, reciprocal teaching apparently benefited the students and they showed retention of the RTPG when re-tested 6 months later (2009).

Palincsar and Brown (1984) developed RT to help 7th-grade poor readers to improve the reading comprehension. Two studies were conducted to test the effectiveness of reciprocal teaching. In the first one, RT was compared to a traditional teaching method. The results showed that RT produced greater gains than the traditional method. In the second study, the experimental group interventions were conducted by volunteer teachers (not the experimenters). The results were very similar to the ones in the first study.

Armbrister (2010) carried out research to measure a collaborative reading strategy's effects on language learning students in 3rd, 4th, and 5th grades at a rural county intermediate elementary school. The results of this study demonstrated the positive effects on the reading comprehension of English Language Learners as a result of the introduction, study, and practice of RT. This study acquired data through the use of interviews with the participants, observational notes, video and audio taping, and journaling. Teachers need to be mindful and open to the kind of genre of text and content that the students are exposed to. First and foremost, students must be introduced to all genres including those that may not seem as appealing. If and when students come across pieces of text within other content areas or at higher grade levels, it will not be as daunting or intimidating. Furthermore, with the proper tools to attack the piece the students will find that comprehension of the text is attainable.

Apart from the listed above there are many other Researchers who gave several reasons why teachers should choose RT as an appropriate instructional approach to help students comprehend difficult text. RT allows the students to monitor their progress and assume the ultimate responsibility for their learning from the text regardless of the content covered in a particular class (Slater and Horstman, 2002). This method allows students to take ownership over their reading and learning (Hashey and Connors, 2003). By gaining control of their learning while they read, students also have the potential to become better self regulators of their reading (Hacker and Tenent, 2002). Reciprocal Teaching drastically improves the quality of classroom discussion since all students are able and expected to participate and provide input and thought into the group dialogue (Hashey and Connors, 2003).

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter presents research design, research instruments, data collection, validity and reliability and data analysis techniques that were used to answer the research questions of this study. The study attempted to determine how RT method impacts the tenth grade students in learning Dzongkha in Bartsham Middle Secondary School.

#### 3.1 Research design

This study was experimental involving two groups, experimental and control group (figure 3.1). The control group were taught using skill based teaching, where teacher reads the text, explain with meaning, ask questions and assign homework. On the other hand experimental group were taught using a RT method, implementing strategies involving predicting, questioning, clarifying and summarizing while working with the teacher researcher in small groups as well as in individual. (Appendix L)

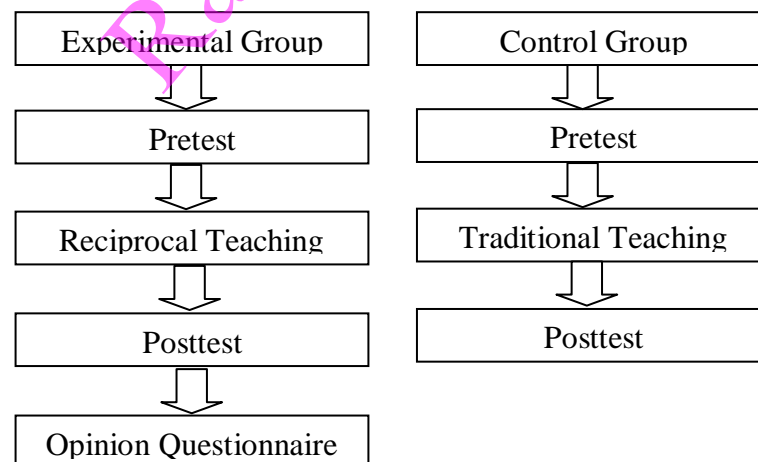


Figure 3.1 Experimental process



## **3.2 Population and sampling**

### **3.2.1 Population**

The study was conducted at Bartsham MSS, eastern part of Bhutan, with a population of 423. The target population at this high school was all students of grade 10. Total numbers of students presently studying in grade 10 was exactly 64.

### **3.2.2 Sample**

The participants of experimental and control group was selected on the basis of the marks obtained in the pretest. The marks obtained were ranked from high to low. Then a random sampling was carried out to have two groups in this study, the odd numbers in one group and even numbers in another group. This was done in order to assure that equal numbers of high, average and low achievers are distributed in each group. In general there were 32 students in control and 32 in experimental group.

## **3.3 Research instruments for data collection**

Following are the materials that were used in the study:

- 3.3.1 Achievement test,
- 3.3.2 Opinion questionnaire,
- 3.3.3 RT book mark,
- 3.3.4 RT worksheet, and
- 3.3.5 RT assessment form.

### 3.2.1 Achievement test

Twelve objective questions and six subjective questions with regards to comprehension were set for pretest and posttest. Pretest was carried out to examine the level of understanding regarding the reading comprehension and to investigate that both group consist of same ability students. Posttest was conducted to examine the effect of RT method. The score of the two groups were then compared within the group as well as between the groups.

### 3.2.2 Opinion survey questionnaire

A questionnaire that identifies the opinion of students towards the RT method was distributed to the experimental group at the end of the study. The questions were all related to the strategies of RT method. Five point Likert scale was used in identifying the level of opinion of the respondents as shown in table below.

Based on the Likert scale, a scale for the mean was developed as shown in the table 3.2 below. This scale was used as guidance for analyzing the data collected using the questionnaire in chapter 4.

Table 3.1 Likert point scale

Level of opinion	Scores
Strongly agree/Highest satisfaction	5
Agree/High satisfaction	4
Neutral/ Moderate satisfaction	3
Disagree/Low satisfaction	2
Strongly disagree/ least satisfaction	1

Source: <http://www.simplypsychology.org/likert-scale.html>. Accessed on 12 February 2013

Table 3.2 Level of opinion on items based on the mean

Scale for Mean	Level of opinion on each items in the questionnaire	Level of opinion on the overall evaluation in the questionnaire
1.00 - 1.50	Strongly Disagree (SD) / Lowest Satisfaction	Very low
1.51 – 2.50	Disagree (D) / Low Satisfaction	Low
2.51 – 3.50	Not Sure (NS) / Moderate Satisfaction	Average
3.51 – 4.50	Agree(A) / High Satisfaction	High
4.51 – 5.00	Strongly Agree (SA) / Highest Satisfaction	Very High

### 3.2.3 Book mark

It depicts what one have to do while following the four strategies of RT method. Students were able to work independently, as well as they were able to follow the four strategies. It was distributed to experimental group at the beginning of the study. Translated version of bookmark was used. (Appendix D)

### 3.2.4 RT worksheet

In every lesson a translated version of work sheet (English-Dzongkha) was distributed, the work sheet was completed after reading the text and discussing in group. At the end of lesson the worksheet was collected. Translated version was used. (Appendix D)

### 3.2.5 RT assessment form

This assessment form was used by the teacher to make sure every individual gets chance to take a role of four strategies and to see how they work as a team and make understanding of the text they read. Translated version of assessment form was used. (Appendix D)

### 3.3 Data collection procedure

Data collection composed of following steps:

3.3.1 Got prior approval from the Ministry of Education for conducting research.

3.3.2 Contacted the District Education Officer for the purpose of the study and approval.

3.3.3 Contacted school principal for permission to conduct the study.

3.3.4 Contacted the subject teacher for experimenting and adjustment of the class.

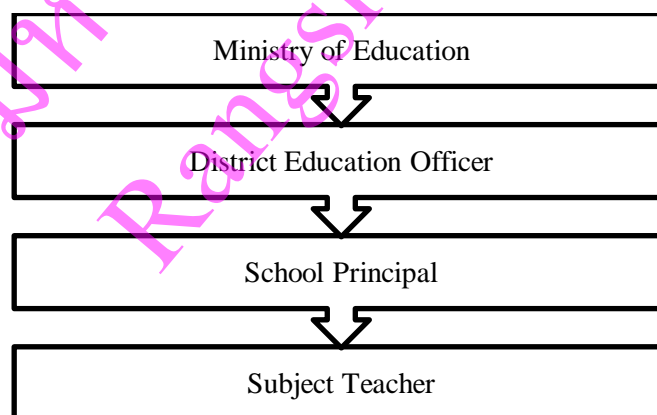


Figure 3.2 Data collection procedures

### **3.4 Validity and reliability**

Two of the primary criteria of evaluation in any measurement or observation are: whether we are measuring what we intend to measure and another is whether the same measurement process yields the same results.

#### **3.4.1 Validity**

Validity is defined as the extent to which a test measures what it is intended to measure. Validity of the instrument was checked by the experts from Bhutan using Item Objective Congruency Index (IOC). As most of the materials were used by previous researchers in their study, so it was considered that the materials were valid and can be used in this study. Lesson plans, achievement test and opinion questionnaire were checked and found appropriate at accepted value between 0.5 - 1.0. Achievement test IOC value was found 0.87 (Appendix C), for lesson plans the validity value was 1 (Appendix A) and the students opinion questionnaire was found at the value of 0.93 (Appendix B)

#### **3.4.2 Reliability**

Reliability is define as the degree to which a test produces similar scores each time it's used; stability or consistency of the scores produced by an instrument.

The test instrument was adapted in accordance to the comments and suggestion given by the senior teachers. The revised version of the test instrument was tried out in two schools as a test- re-test. To check the reliability inferential statistical were performed by using SPSS. The result indicated that the instrument was reliable. Their scores were computed and revealed that ChronBach's alpha coefficient for internal consistency reliability for the achievement test was .515.

### **3.5 Data analysis**

To study the reading comprehension ability of the students test score were analyzed, and to investigate the opinion of the learners towards RT method opinion questioner were analyzed.

#### **3.5.1 Test score analyzes**

The score of the pretest and posttest were taken into account and their mean and SD was computed. The mean were first compared 'between the groups' using independent sample t-test and then 'within the groups' using dependent sample t-test. The value of the 2 – tailed significance (p-value) was referred to determine the significance between the means.

#### **3.5.2 Analysis of students' opinion**

Opinion of the students towards RT method was analyzed based on 10 item questioners, composed of four strategies of RT method. Control group were exempted since they were not treated with RT method. The experimental group used this questionnaire at the end of the experiment.

## CHAPTER 4

### RESULTS OF DATA ANALYSIS

This group comparison study, using a pretest posttest design, has examined the effects of students' progress in reading comprehension particularly in Dzongkha subject. The results yielded were compared to a control group of students that did not use RT method. Students' comprehension ability was analyzed using achievement scores. Students' opinion towards RT method while teaching Dzongkha was assessed using opinion questionnaire.

#### 4.1 Demographic profile of the subjects

The subjects of the study consisted of 64 students of Bartsham Middle Secondary School. They were divided into 32 each in experimental and control group.

The first part of the questionnaire (Appendix E) consisted of demographic information about the students including genders and range of their age.

Table 3.1 Demographic information of the subjects

	Gender		Total	Age group			Total
	Male	Female		12-15	16 - 18	Above 18	
Control group	18	14	32	5	27	0	32
Experimental group	19	13	32	4	26	2	32

Out of 32 students in the control group 18 were male and 14 were female. Most of the students were in the age range of 16-18. The experimental group consisted of 19 male and 13 female. As like in control group maximum of them ranges between the ages of 16-18.

## 4.2 Analysis of achievement test scores

To investigate the reading comprehension ability of the students, comparative statistical analysis was computed using independent sample t-test. The comparison was first done within the group by comparing the pretest and posttest of each group and then between the groups by comparing pretest and pretest; and posttest and posttest of the two groups. The findings were calculated in terms of mean, standard deviation and significant value.

### 4.2.1 Comparison of pretest- posttest score within group

The pretest and posttest of both the group were compared. Table 4.2 below showed the result of independent t-test of the pretest-posttest comparison.

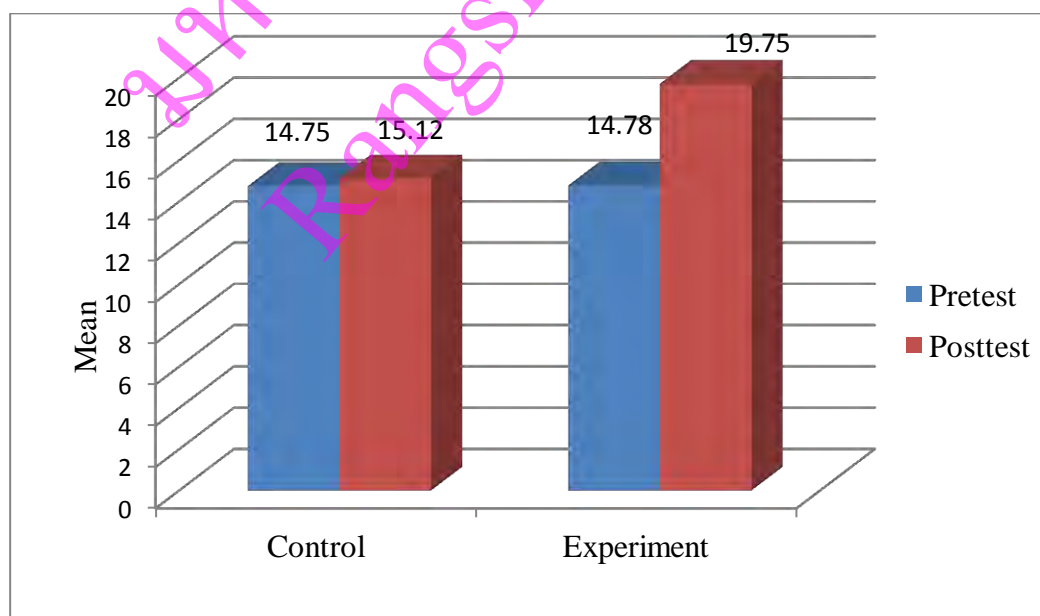


Figure 4.1 Pretest and posttest comparison of the two groups



Table 4.2 Pretest- posttest comparison (within the group)

	Control group		Experimental group	
	Pretest	Posttest	Pretest	Posttest
Mean	14.75	15.12	14.78	19.75
SD	3.88	4.41	4.07	4.32
Mean Difference	15.12- 14.75 = 0.375		19.75-14.78 = 4.96	

The result showed that the mean in the pretest of the control group was 14.75 and the standard deviation was 3.88. In the posttest the mean was 15.12, increased by 0.375 and the standard deviation was 4.41.

In the experimental group the pretest mean was 14.78 and the standard deviation was 4.07. While in the posttest the mean had increased to 19.75 and the standard deviation was 4.32. The mean increased by 4.96.

As a result it was clear from the table above that there was an increased in the mean of posttest in both groups. It was also apparent that the mean difference in the experimental group was significantly higher than the control group.

#### 4.2.2 Comparison of Pretest- pretest, posttest- posttest

The gain score of the experimental group was 14.78 and the gain score of control group was 14.75 during the pretest. It was obvious that they were almost equal and the p value was 0.975 which indicated that there was no significance between the pretest means of the two groups. Moreover, it also indicated that the two groups had equal learning abilities in the instigation of the experiment.

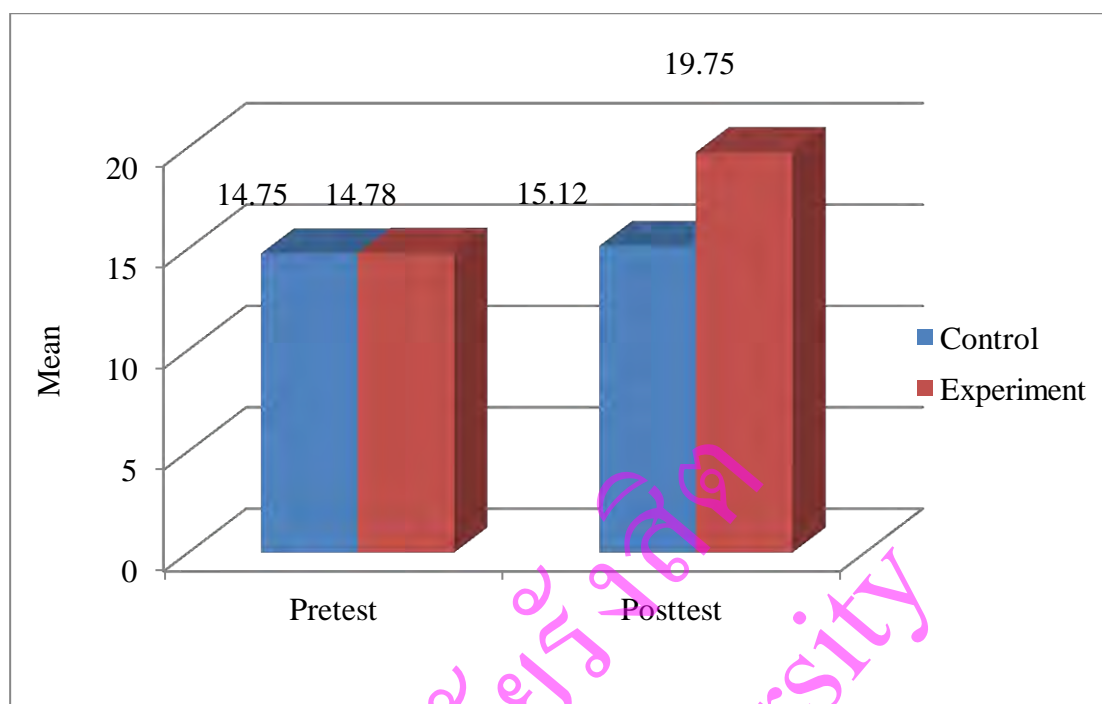


Figure 4.2 Pretest-pretest, posttest-posttest comparison (between groups)

Table 4.3 Pretest- pretest, posttest-posttest comparison (between groups)

Test	Group	Mean ( $\bar{X}$ )	SD	N	Mean difference	t- value	Df	p- value
Pretest	Experimental	14.78	4.07	32	0.031	0.031	62	0.975
	Control	14.75	3.88					
Posttest	Experimental	19.75	4.32	32	4.62	4.231	62	0.000
	Control	15.12	4.42					

The outcome showed that the mean in the posttest of the control group was 15.12 and the mean of experimental group was 19.75. The mean difference between the two groups was 4.62; indicating significant difference in the means of posttest and the standard deviation was 4.07.

Table 4.4 Independent-samples t-test

Group	Pretest	Posttest	Gain score	t-value	df	p-value
Experimental	14.78	19.75	4.96	7.85	31	.000
Control	14.75	15.12	0.37	.655	31	.518
t-value	.031	4.23				
df	62	62				
p-value	.975	.000				

### 4.3 Analysis of students' opinion

The second objective of this study was to determine the opinion of the students' towards the RT method. Ten items questioner that represented the four strategies of RT method were used by the experimental group, since the study was intended to learn the opinion of student towards the RT method, the control group were not included. It was administered at the end of the experiment.

Five point Likert scale was used to evaluate the opinion of students towards the teaching of Dzongkha. Table 3.1 provides a summary of the tabulations for the five response categories (strongly agree, agree, agree, not sure, disagree, and strongly disagree) and their converted means. To facilitate the interpretation of the results for this scale, the categories of strongly agree, agree, not sure, disagree, and strongly disagree were converted to Likert-type scores of 5,4,3,2, and 1 respectively. This enabled the calculations of means for each question.

Table 4.5 Opinion of the students towards Reciprocal Teaching method

Sl. No	Classroom activities and teaching styles in Dzongkha	Mean	SD	Opinion
1	I like to read and frame questions for better understanding	4.625	.4918	SA
2	I like to read and summaries each paragraph	4.000	.9837	A
3	I like to refer other books and ask someone for clarification	4.343	.9370	A
4	I like to predict what is going to happen in upcoming lesson	4.500	.7184	SA
5	I like lesson when we have a group or class discussion	4.468	.8025	A
6	I enjoy learning lessons with my friends in group than with a strict teacher	4.093	.8929	A
7	I like lessons when important notes are given by the teacher	4.781	.4200	SA
8	I like when we are assign reading and writing activities	4.312	.7803	A
9	I like listening and speaking as a class activity	4.718	.6342	SA
10	I enjoy when we are provide opportunities to present after discussing	4.687	.5922	SA

*Note: Level of opinion: 4.50-5.00: strongly agree; 3.51-4.50: agree; 2.51-3.50: not sure; disagree: 1.51 - 2.50; strongly disagree 1.00 -1.50.*

## **CHAPTER 5**

### **DISCUSSION AND CONCLUSION**

This chapter provides a summary of the results for each research question addressed in this study. A discussion of RT method as a reading comprehension intervention is presented with emphasis on the research design and the effectiveness of the intervention in relation to previous research. In addition the opinion of the students towards RT method while implemented into Dzongkha subject will also be discussed. Finally, possible future directions for research are presented.

#### **5.1 Conclusion**

RT can very easily be incorporated into an existing unit of study because it requires no additional materials. The content area textbook and existing supplemental reading materials are adequate for instruction. The four RT strategies can be introduced at any time during the year, and revisited in the course of any unit. The skills of RT provide at-risk students with strategies that can be transferred to narrative and expository reading, therefore, making it effective for use in any classroom setting where students are required to read. This process works fairly well, but it is time consuming and a little chaotic. One must consider how to address these issues when pursuing RT in a small group setting.

The small group setting, used in the treatment group, was an effective way to get all students engaged in the RT process. The small group provides an opportunity for all students to participate in a discussion about the reading. It was also noted that students tend to be more comfortable asking and attempting to answer questions in the small group setting. Teenagers, of middle school, enjoy working with their peers and often will respond better to prodding and coaching from their classmates than they will from the teacher. The small group setting does have several drawbacks. Small groups

can be very difficult to manage. This effort can meet with varying degrees of success depending mostly on the students' willingness to get involved into the process.

## **5.2 Discussion**

The purpose of this study was to investigate the comprehension ability in Dzongkha of the tenth grade student of Bartsham Middle Secondary School through RT method. The achievement test was used to assess reading comprehension test and questionnaire was used to survey the opinions of the subjects towards the instruction using RT method in Dzongkha.

It was hypothesized that implementation of RT method in teaching expository texts would increase the reading comprehension ability of students in Dzongkha and students would have positive opinion towards RT method. These objectives and the corresponding conclusion are presented below.

### **5.1.1 Objective 1**

Regarding the first hypothesis, the result was positive as shown in Table 4.4 that the pretest mean difference between the two groups was not significantly different, but the mean difference in the posttest between the two groups showed the gain score of the experimental group was significantly higher than that of the control in after the teaching using RT method.

The fact that gain score of the experimental group in posttest was significantly higher than that of control group might be because of the nature of teaching method. The RT method focuses on a comprehending process through its four strategies. Moreover, the language and the content were used in daily life and learners were also provided opportunity to practice almost every day in the school. Galloway (1993) has asserted that contents and the learning activities for communication should be related to daily life and provides students with a communicative purpose.

Overall, the analysis of the data suggested RT method was an effective intervention in increasing reading comprehension of the subjects as shown in the gain mean of the experimental group (Figure 4.2). The pretest means in pretest were almost equal in both groups, representing ability of students before the treatment. When posttest and posttest scores of the two groups were compared (table 4.3), the mean of the experimental group was significantly higher than that of the control group as 2-tailed significant value of 0.00 showed. So it could be said that the RT method enhanced the reading comprehension ability even in teaching Bhutanese national language, Dzongkha.

The first finding that RT method promotes reading comprehension ability was supported by the finding of researchers like Carter, (1997); Slater and Horstman (2002), Oczkus (2003), Hogewood (2004), Meyers (2006), and Omari (2010). As a result of using RT method, the researcher had observed students obtained growth in their reading comprehension ability. It was also observed that the student had become more confident readers and the class room was full of interaction. The findings were consistent with the findings of Yang (2010), who found similar result in a study that included college students who learned English as a Foreign Language (EFL). Yang (2010), also examine the perceptions of students towards RT method using open ended questionnaire and found same result as this study did. Armbrister (2010) conducted study using RT method on learning language in 3<sup>rd</sup> 4<sup>th</sup> and 5<sup>th</sup> grade. The result demonstrated the positive effects on the reading comprehension even for the lower grade students.

The success of RT method in this case may be due to students' positive opinion towards the teaching method. It had also helped them to enhance their motivation to read because students enjoyed interacting with their peers and working together with the teacher. RT encompasses several techniques involving who, what and where, of learning (Mayer, 2008). Overall, the result imply that ongoing instructional social interactions as outlined by Vygotsky's Social Development Theory (1962) served as avenue for learning of RT strategies by participants that lead to increase in Dzongkha reading comprehension. RT method focuses on how to learn

rather than what to learn, learning takes place in an order, rather than learning everything separately and students learn through themselves and through others in their group.

### 5.1.2 Objective 2

Opinions of the subjects towards RT method in teaching Dzongkha were investigated using the ten items questionnaire. The opinion questionnaire was related to the strategies of RT method. The questionnaire was used only with the experimental group since a conventional teaching method was used in control group. The result from Table 2 clearly showed that the students who were subjects enjoyed learning Dzongkha using RT method. It could be also concluded that every student could increase their reading comprehension if the lesson was designed to focus on students' learning strategies.

The result of the opinions of students toward RT method was found positive as suggested by the rating scale. Opinion was computed using the mean and SD (table 4.5). The scale ranges from 5 (strongly agree) to 1 (strongly disagree). The finding such as Item 1 which falls under questioning strategy, item 4 which fall under predicting strategy, item 7 which fall under direct instruction, item 9 which falls under listening and speaking skills and item 10 which falls under guided learning were rated 4.5 and above, suggesting high acceptability and positive opinion towards it. Remaining items such as item 2 which falls under summarizing strategy, item 3 clarification strategy, item 5 and 6 group discussion and item 8 reading and writing were rated between the mean of 3.51- 4.50 signifying positive opinion by the students of experimental group. Among the four strategies of RT method (questioning, summarizing, predicting and clarifying) it was clear that student had strong acceptability and positive opinion towards questioning and predicting as compared to clarifying and summarizing.

The degree of the opinions towards reading comprehension ability in Dzongkha through RT method was positive. The result may be caused by the



meaningful learning activities. The activities have been designed based on the principles of learner-centered approach, and the learning activities were arranged sequentially and systematically. Nunan (1992) has asserted that good language teacher should consider background knowledge, learning styles and strategies and attitude of learners before designing learning task or activities.

Six students from experimental group were interviewed and most of them said “among the four strategies of RT, clarifying is particularly empowering since it demands more of metacognition”. One of them pointed out that, “instead of working in groups it will be better to work individually”. It has also been learnt that students of different grade wish to study about this method. Students’ reflections about this method also pointed out that the students were able to retain the previous learning for a longer period since the method involves multi-strategies and cooperative learning.

### **5.3 Recommendations**

Based on the findings of this study, some recommendations in the area of RT as a reading comprehension method for Dzongkha emerged.

#### **5.3.1 Recommendations for future researchers**

The first recommendation for future researcher is to give more practice time for each strategy in order to provide the students with the opportunities to further explore and engage each strategy individually important.

Secondly, each strategy should be practiced and applied to variety of texts so that student become familiar the four strategy of RT method. Students must be made aware of their strengths and weakness in order to improve and build them respectively.

A study on the teachers’ perceptions toward RT method and how this method may or may not affect their students’ reading comprehension ability.. Future

researcher can also study the comprehension ability in lower and higher grade; the effects on communication skills of the students. Variables such as student's grade, makeup of the classes (gender, race, demographics, socioeconomic status, etc) should also need to consider. Within a study such as this, the need for an extended period of minimum of a year will be necessary to see the effects through the eyes of the teachers implementing the strategy.

### **5.3.2 Recommendations for curriculum developers**

Teachers need to be mindful and open to the kind of genre of text and content that the students are exposed to. First and foremost, students must be introduced to all genres including those that may not seem as appealing. If and when students come across pieces of text within other content areas or at higher grade levels, it will not be daunting.

This study demonstrated that RT method can improve the reading comprehension ability of the tenth grade in Dzongkha. Recommendation for the concern authority would be investigate the effect of RT in Dzongkha in depth. Provide opportunities for instructors to study about this method and encourage them to use the method in reading comprehension.

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## APPENDICES

มหาวิทยาลัยรังสิต  
Rangsit University

## Appendix A

### IOC of lesson plan

LESSON PLAN	Expert 1	Expert 2	Expert 3	IOC
1	1	1	1	1
2	1	1	1	1
3	1	1	1	1
4	1	1	1	1
5	1	1	1	1
6	1	1	1	1

## Appendix B

### IOC of opinion questionnaire

Questions	Expert 1	Expert 2	Expert 3	IOC
1	1	1	1	1
2	1	1	1	1
3	1	1	1	1
4	1	1	1	1
5	1	1	1	1
6	1	0	1	0.67
7	0	1	1	0.67
8	1	1	1	1
9	1	1	1	1
10	1	1	1	1

### Appendix C

#### IOC of achievement test question

Question	Expert 1	Expert 2	Expert 3	IOC
1	1	1	1	1
2	1	0	1	0.67
3	1	1	1	1
4	1	1	0	0.67
5	0	1	1	0.67
6	1	1	1	1
7	1	1	1	1
8	1	0	1	0.67
9	1	1	1	1
10	1	1	1	1
11	1	1	1	1
12	0	1	1	0.67
13	1	0	1	0.67
14	1	1	1	1
15	1	1	1	1
16	1	1	0	0.67
17	1	1	1	1
18	1	1	1	1

## Appendix D

Lesson plan no: 01

TOPIC: THE LAST BREATH

### Content:

Reading comprehension skills like predicting, questioning, clarifying, summarizing, connecting with real life will be encouraged to discuss during the lesson.

### Learning Objective(s):

- ✓ Tell what the author is going to share after reading the introduction of the passage.
- ✓ Create one question from each paragraph and answer it.
- ✓ List at least five new words and find meaning.
- ✓ Identify main idea of each paragraph and explain using own words.
- ✓ Work in a group cooperatively to make a meaning of the passages they read in a group.

Grade level: X

**Previous knowledge:** different types of expository essays.

**Teaching learning materials:** hand outs, RT work sheet, RT book mark, Projector, speaker, computer.

Learning activity

Stages(www.teach-nology.com)	Teacher activities	Students' activities
Teacher modeling	Distribute copy of passage to students and read some paragraph aloud to the students. Teacher models and explain coordinated use of the four reading strategies.	Observe and clarify the doubt.

Student practice	Students practice the four strategies and receive feedback from the instructor.	Same work sheet will be used by the students. They try to construct their own meaning from the text using four strategies.
Teacher- students groups	<p>Teacher leads discussion in a small group. Students take turns leading and practicing the strategies while discussing.</p> <p>In a group using of the strategies will be assessed and further feedback will be provided.</p>	Student in a small group of four led by the teacher will discuss about the remaining paragraph. Each one of them takes responsibility of one strategy. After reading and discussion leader use the work sheet and ask each about their understanding of the assigned work.
Student group	<p>Students take turns leading the discussion by using the strategies in small groups. The teacher observes and offer feedback.</p>	Students seat in a group of four and carry on the activity. Within themselves they divide their role and take turn of the four strategies. Their final discussion will be presented to the class.
<b>Closure:</b>	<p>What is this lesson about?</p> <p>Summarize the passage in your own words?</p> <p>What did you learn today?</p>	Student verbally answers the questions in the class and also writes in their note book

## Lesson plan in Dzongkha

དོན་ཚན་.....རྒྱུ་གསལ་པའི་རེ་བ།

ནང་དོན་ཤེས་དགོས་པ་.....ལྷན་དུ་གཉེན་པོ་གསལ་ཤེས་ སྤྱོད་ཤེས། སྤྱི་བོད། གསལ་བཟོ་དང་ བཅུད་བསྐྱེད་ཆུ་ལག་ལེན་ཐབས་ཏེ་  
གནས་སྐབས་ཀྱི་འཕྲུང་རིམ་དངོས་འབྱུང་ཆུ་དང་ཅིག་ཁར་ འབྲེལ་བ་བཟོ་ནི་ཆུ་ གོས་བསྐྱེད་འབད་ནི།

ལས་དོན་.....

- དོན་མཚན་པའི་རྒྱུ་གསལ་དང་ དོན་མཚན་པའི་ལྷན་པོ་གསལ་ ག་ཅི་ར་ཐོན་ནི་ཡིན་ན་ སྤྱོད་ཤེས་འབད་ཚུ་གསལ་ནི།
- དོན་མཚན་པའི་ལུ་ ལག་ཆེ་བའི་དྲི་བ་རེ་ བཟོ་ཚུ་གསལ་ནི།
- མིང་ཆིག་གསལ་དཔ་ ཉུང་ཤོས་ལཱ་དམ་ དཔེར་བཞུག་བཅས་འབྲི་ཚུ་གསལ་ནི།
- འབྲི་ཚུ་ཀྱི་གནད་དོན་དོ་མ་ ག་ཅི་ཡིན་མ་མས་ག་ རང་གི་མིང་ཆིག་ལག་ལེན་འཐབ་སྟེ་འབྲི་ཚུ་གསལ་ནི།
- སྤྱི་ཚན་ནང་ལུ་ ལཱ་འགན་ལེགས་ཤོམ་འབད་འབག་སྟེ་ དོན་མཚན་པའི་ག་ར་གི་དོན་ ཉ་གོ་སྟེ་གོས་བསྐྱེད་འབད་ནི།

སློབ་རིམ་.....བཅུ་པ།

སློབ་མའི་ཤེས་ཚད་.....རྒྱུ་གསལ་འབྲི་ཚུ་གི་དབྱེ་བ་ཆུ་ཤེས།

སློབ་སྟོན་ཅ་ཆས་.....འབྲི་ཚུ་མ་རེ། བན་ཆུན་གཉིས་པན་སློབ་སྟོན་གི་སློབ་སྟེ་བ་ དཔེ་སྟེ་བ་ སློག་རིག་ རྒྱ་སེང་འཕུལ་ཆས་ཆུ།

སློབ་སྟོན་གི་རིམ་ པ།	སློབ་དཔོན་གི་སློབ་ལྟ།	སློབ་ཕྲུག་སློབ་ལྟ།
སློབ་དཔོན་ལམ་ སྟོན། Teacher modeling	འབྲི་ཚུ་མ་རེ་རེ་བཟུམ་སྟེ་ དོན་མཚན་པའི་དང་དང་གཉིས་པ་ ལྷན་སྟེ་ ཐབས་ལམ་བཞི་ ལག་ལེན་འཐབ་ཆུ་ལུ་ཆུ་སྟོན་ནི།	ཐབས་ཤེས་ཆུ་ག་དེ་འབད་ལག་ལེན་འཐབ་མས་ག་དབྱེ་དཔྱད་འབད་དེ་དྲི་ བོད་འབད་ནི།
སློབ་ཕྲུག་སློབ་པ། Student practice	སློབ་ཕྲུག་ཆུ་ ཐབས་ལམ་བཞི་ལག་ལེན་འཐབ་སྟེ་ ལྷན་ནི་སློབ་པ་འབད་བའི་བསྐྱར་ སློབ་དཔོན་གི་སློབ་ལེན་ཏེ་ ལ་བོད་ཕྱིན་ནི།	སློབ་ཕྲུག་ཆུ་ ཐབས་ལམ་བཞི་ལག་ལེན་འཐབ་སྟེ་ ལྷན་ནི་ དེ་ལས་ འབྲི་ཚུ་ཀྱི་དོན་ཆུ་རང་གི་འབད་ དོན་དང་དོན་མ་ཅིག་བཟོ་ནི།

<p>སློབ་དཔོན་ སློབ་ཕྲུག་གི་ཚོན་ Teacher- students groups</p>	<p>སློབ་དཔོན་གྱིས་འཁྲིད་དེ་ སློབ་ཕྲུག་གི་ཚོན་ཉུང་སུ་འབད་བཟོ་སྟེ་གྲོས་བསྟུན་ འབད་ནི་དང་ སློབ་ཕྲུག་གི་ལྷ་འགན་ཚུ་བཟོ་རྟོགས་འབད་ནི་ ད་རུང་བརྟུལ་མ་བརྟུལ་གྱི་ སློབ་ཚུ་བཤད་ནི།</p>	<p>སློབ་ཕྲུག་གི་ཚོན་ནང་ལུ་འབད་ཏེ་སློབ་ཚོ་ལུ་མི་ངོ་མ་ ༄ ། རྟོགས་མ་ལུང་ མི་ དོན་མཚམས་ཚུ་གྲོས་བསྟུན་འབད་ནི་ མི་ངོ་མ་ལུ་གིས་ ཕན་ཚུན་ ༄ ། ཕན་གྱི་ཐབས་ལམ་ཆ་ཆང་ ལག་ལེན་འཐབ་སྟེ་འབྲི་ཤོག་བཀའ་ནི།</p>
<p>སློབ་ཕྲུག་གི་ཚོན་ Student group</p>	<p>སློབ་ཚོན་ཚུ་ནང་བཟོ་རྟོགས་འབད་དེ་ ལེགས་ཉེས་གྱི་ཆ་ཚུ་བཤད་དེ་ གྲོགས་རམ་འབད་ནི་དང་ སློབ་འབྲུལ་གྱི་སྐབས་ བརྟུལ་མ་བརྟུལ་ཚུ་སློབ་སྟེ་ སློབ་ཚོན་གཞན་ལས་ཡང་བསམ་འཆར་ལེན་ནི།</p>	<p>སློབ་ཕྲུག་གི་ཚོན་ནང་ལུ་སློབ་དེ་ སློབ་ལྷ་འདི་འབད་ནི། སློབ་ཚོན་ནང་འཁོད་བསྟུན་གྲོས་འབད་དེ་ ལྷ་འགན་བཟོ་ནི་དང་ སློབ་འབྲུལ་གྱི་དོན་ལུ་ སློབ་ཚོན་གྱི་མི་ངོ་མ་གེར་ བཤད་ཚུགས་པ་འབད་སྟོན་ནི།</p>
<p><b>Closure:</b> མཇུག་བསྟུ།</p>	<p>དོན་ཚོན་འདི་ག་ཅི་གིས་སྟོར་ལས་ཡིན་མས་? དོན་ཚོན་གྱི་ ཁྱེད་ལུ་རིག་པ་གསར་པ་ག་ཅི་ར་འབྲིན་ཡི་? ད་རིས་ག་ཅི་ར་ལྟ་བུ་ཅི་?</p>	<p>དེ་བཞི་ལན་ཚུ་སློབ་སྟེ་ འབྲི་སྟེ་བཟོ་ནང་ལུ་ཡང་བྲིས་བཞག་ནི།</p>



### Reciprocal Teaching Worksheet

<p><b>Prediction:</b> Before you begin to read the selection, look at the title cover, scan the pages to read the major headings, and look at any illustrations, write down your prediction(s). Your prediction should be supported by the reasons.</p>	
<p><b>Main ideas:</b> As you finish reading each paragraph or key section of text, identify the main ideas of that paragraph or section.</p>	<p><b>Questions:</b> For each main idea listed, write down at least one question.</p>
Main idea 1:	Question 1:
Main idea 2:	Question 2:
Main idea 3:	Question 3:
Main idea 4:	Question 4:
Main idea 5:	Question 5:
<p><b>Summarize:</b> write a brief summary of what you read.</p>	
<p><b>Clarify:</b> copy down word, phrases, or sentences in the passage that are unclear. Then explain how you clarified your understanding.</p>	
Word or Phrase:	Clarify:

Source: <http://teacherworksheets.co.uk/?w=Reciprocal>. Assessed on 11 January 2013

**Activity 1: Teacher models/ Paragraph: 1**

Teacher read the first two paragraph of the text and uses board to show the use of four strategies for e.g.

Prediction: In the next paragraph the author is going to explain the cause of death since the current passage talks about the unbearable pain while he was admitted in the hospital.

Questioning: what message do you think that the author is trying to say from this paragraph?

Summarizing: need to refrain from drugs

Clarifying: meaning of the word is.....etc...

มหาวิทยาลัยรังสิต  
Rangsit University

### Worksheet for activity 2 – 4

Name:	Role:
1.	
2.	
3.	
4.	

Prediction	
Questions	
Summary	
Clarifying	

## RT Assessment form for activity 2- 4

[illegible]

Source: <http://goo.gl/yi8eT2>. Accessed on 15 December 2012

## Activity 4 group activity rubric

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.

Source: [http://www.iphigen.com/files/Group\\_Presentation\\_Rubric.doc](http://www.iphigen.com/files/Group_Presentation_Rubric.doc), Assessed on 12 December 2012

## Appendix E

### Questionnaire for student

This questionnaire is developed with the intention to check the opinion of students towards the learning of Dzongkha as a subject by implementing reciprocal teaching method. This paper is neither an examination nor related to your academic. This paper filled by you will never be shown to the teachers; parents etc. so, please answer all the questions sincerely.

#### Part A: Demographic Information

Please answer each question by ticking in the box

1. Gender    male ☐        female ☐  
 2. Age        12-15 ☐    16-18 ☐    above 19 ☐

#### Part B: student's opinion

Please tick [✓] the level of your opinion (from strongly agree to strongly disagree) towards each statement.

Scale
5: strongly agree; 4: agree; 3: not sure; 2: disagree; 1: strongly disagree

Si. No	Dzongkha subject	5	4	3	2	1
1	I like to read and frame questions for better understanding					
2	I like to read and summarize each paragraph					
3	I like to refer other books and ask someone for clarification					
4	I like to predict what is going to happen/learn in upcoming lesson					
5	I like lesson when we have group or class discussion					
6	I enjoy learning lessons with my friends in a group than with a teacher					
7	I like lessons when important notes are given by the teacher					
8	I like when we are assign reading and writing activities					
9	I like listening and speaking as a class activity					
10	I enjoy when we are provided opportunities to present after discussing					

Comments:.....

## Appendix F

### RT book mark

<p><b>Predict:</b></p> <p>Based on what you've read and what you know, what do you think will happen next?</p> <p>What clues helped you to think about what will happen next?</p> <p>Is your prediction logical?</p>	<p><b>Clarify:</b></p> <p>Was there a word you weren't sure about? What is it? What page is it on? What can we predict it means? How can we check it? Were there any ideas that were confusing to you or that you don't understand? What strategies can we use to figure this out?</p>
<p><b>Question :</b></p> <p>Is there anything that you did not understand? Is there anything that did not make sense? What were you thinking about as you were reading? Has anything like this ever happened to you? Have you ever known anyone like this character? What are you curious about?</p>	<p><b>Summarize:</b></p> <p>What are the most important ideas or events? What does the author want you to remember or learn from this? What is the most important information in this passage? What was this passage mostly about? In your own words...</p>

Source: <http://teacherworksheets.co.uk/?w=Reciprocal>. Accessed on 20 December 2012

## Appendix G

### Lesson plan components

RECIPROCAL TEACHING	CONVENTIONAL TEACHING
<p><b>1 Pre-reading</b> A leader asks the group members to predict the text from the title, subtitles, and pictures.</p> <p><b>2 While-reading</b> The leader then asks the group to read a paragraph, asks questions or encourages friends to ask questions on the content, to clarify the difficult words, references, and structures, to predict the next paragraph, and to check the accuracy of their predictions.</p> <p><b>3 Post-reading</b> The participants summarize the text and do the exercises in groups.</p> <p><b>4 Teacher's role</b> Guidance, assistance, and facilitation</p>	<p><b>1 Pre-reading</b> The teacher explains the background information, key words, and grammar points of the text.</p> <p><b>2 While-reading</b> The students are encouraged to find the main idea; to find and infer details and facts; and to draw inferences on the text.</p> <p><b>3 Post-reading</b> The students do the activities or exercises accompanying the text.</p> <p><b>4 Teacher's role</b> Lecture</p>



## Appendix H

### Approval, MOE, Bhutan

FROM : SHSS TRONGSA

FAX NO. : 03521285

5 Jun. 2013 12:43PM P1



དཔལ་ལྷན་འབྲུག་གཞུང་། བེས་རིག་ལྷན་ཁག་།

Royal Government of Bhutan  
Ministry of Education  
Human Resource Division

Educating for

GNH



MoE/HRD-HRDs/INSET/22/2013/ 4355

3rd May 2013

#### To Whom It May Concern

This is to certify that following five teachers are currently pursuing M.Ed. in Curriculum and Instruction at Rangsit University, Thailand under Trongsa Poenlop Scholarship starting June 2012 for duration of 23 months.

1. Yangzom( EID#201001565), Sherubling HSS, Trongsa
2. Yeshi Dema( EID#200801407), Trongsa PS, Trongsa
3. Ugyen Namgay( EID#200801581), Langthel LSS, Trongsa
4. Yeshey Nidup ( EID#200901686), Bartsham MSS, Trashigang
5. Prem Kumar Ghalley( EID#201001216), Mendrelgang MSS, Tsirang

The Royal Civil Service Commission (RCSC) has approved above teachers to carry out their Research Study in Bhutan based on the University's recommendation letter and the Ministry's request made on the Research Study. In addition the Ministry has also noted that the research topics are very relevant to their current job responsibilities.

In view of above, the Ministry of Education would like to request all authority concerned to kindly render necessary support while they collect research information and data to enable them to have a reliable research analysis and conclusion. For any clarification please contact HRD, MoE at 02-335402 during office hours.

The Ministry of Education wishes them best of luck in their endeavor.

(Tshesum Dawa)

Offtg. Chief HRO

HUMAN RESOURCE OFFICER  
Ministry of Education  
Thimphu : Bhutan



## Appendix I

### Sample of achievement test questions

Since the passage and questions were in Dzongkha it's not included here, but to examine whether the questions were set accordingly to the level of thinking (Blooms Taxonomy) it was translated and presented below:

Category	Questions
Remembering	Which one of the following best defines 'the benevolent servant'?
Understanding	Third paragraph of this passage can be summarized as
Applying	What would happen to the old man if the main character (Sonam) do not introduce to his owner?
Analyzing	What kind of person do you think the author is?
Evaluating	Explain why people are becoming so self centered?
Creating	If you were given a chance to talk to the lower grade students what final message will you focus regarding this topic. Why?

**Vitae**

**NAME** : Yeshey Nidup

**DATE OF BIRTH** : 17<sup>th</sup> October, 1984

**HOMETOWN** : Thimphu, Bhutan

**INSTITUTION ATTENDED** : Sherubtse College, 2006  
B.A (Hons), Dzongkha  
Paro College of Education, 2008  
PGDE, Dzongkha  
Rangsit University, Thailand, 2013  
M.Ed. (Curriculum and Instruction)

**SCHOLARSHIP** : Trongsa Poenlop Scholarship, 2012

**POSITION AND OFFICE** : Middle Secondary School Teacher  
Bartsham Middle Secondary School  
Trashigang, Bhutan  
[Yesheyniduponline123@gmail.com](mailto:Yesheyniduponline123@gmail.com)

## CHAPTER 4

### RESULTS OF DATA ANALYSIS

This group comparison study, using a pretest posttest design, has examined the effects of students' progress in reading comprehension particularly in Dzongkha subject. The results yielded were compared to a control group of students that did not use RT method. Students' comprehension ability was analyzed using achievement scores. Students' opinion towards RT method while teaching Dzongkha was assessed using opinion questionnaire.

#### 4.1 Demographic profile of the subjects

The subjects of the study consisted of 64 students of Bartsham Middle Secondary School. They were divided into 32 each in experimental and control group.

The first part of the questionnaire (Appendix E) consisted of demographic information about the students including genders and range of their age.

Table 3.1 Demographic information of the subjects

	Gender		Total	Age group			Total
	Male	Female		12-15	16 - 18	Above 18	
Control group	18	14	32	5	27	0	32
Experimental group	19	13	32	4	26	2	32

Out of 32 students in the control group 18 were male and 14 were female. Most of the students were in the age range of 16-18. The experimental group consisted of 19 male and 13 female. As like in control group maximum of them ranges between the ages of 16-18.

## 4.2 Analysis of achievement test scores

To investigate the reading comprehension ability of the students, comparative statistical analysis was computed using independent sample t-test. The comparison was first done within the group by comparing the pretest and posttest of each group and then between the groups by comparing pretest and pretest; and posttest and posttest of the two groups. The findings were calculated in terms of mean, standard deviation and significant value.

### 4.2.1 Comparison of pretest- posttest score within group

The pretest and posttest of both the group were compared. Table 4.2 below showed the result of independent t-test of the pretest-posttest comparison.

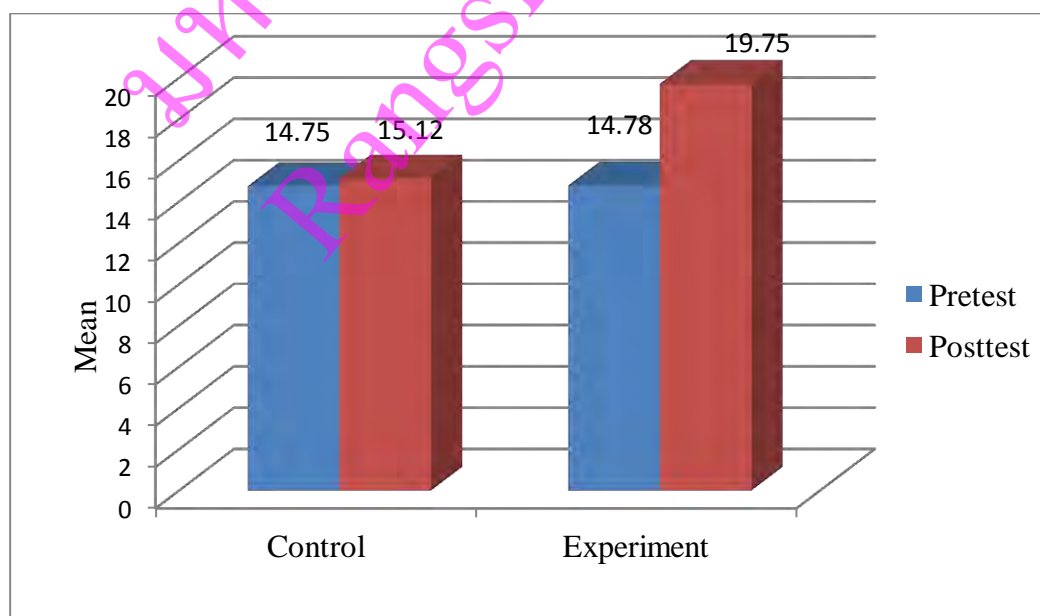


Figure 4.1 Pretest and posttest comparison of the two groups

Table 4.2 Pretest- posttest comparison (within the group)

	Control group		Experimental group	
	Pretest	Posttest	Pretest	Posttest
Mean	14.75	15.12	14.78	19.75
SD	3.88	4.41	4.07	4.32
Mean Difference	15.12- 14.75 = 0.375		19.75-14.78 = 4.96	

The result showed that the mean in the pretest of the control group was 14.75 and the standard deviation was 3.88. In the posttest the mean was 15.12, increased by 0.375 and the standard deviation was 4.41.

In the experimental group the pretest mean was 14.78 and the standard deviation was 4.07. While in the posttest the mean had increased to 19.75 and the standard deviation was 4.32. The mean increased by 4.96.

As a result it was clear from the table above that there was an increased in the mean of posttest in both groups. It was also apparent that the mean difference in the experimental group was significantly higher than the control group.

#### 4.2.2 Comparison of Pretest- pretest, posttest- posttest

The gain score of the experimental group was 14.78 and the gain score of control group was 14.75 during the pretest. It was obvious that they were almost equal and the p value was 0.975 which indicated that there was no significance between the pretest means of the two groups. Moreover, it also indicated that the two groups had equal learning abilities in the instigation of the experiment.

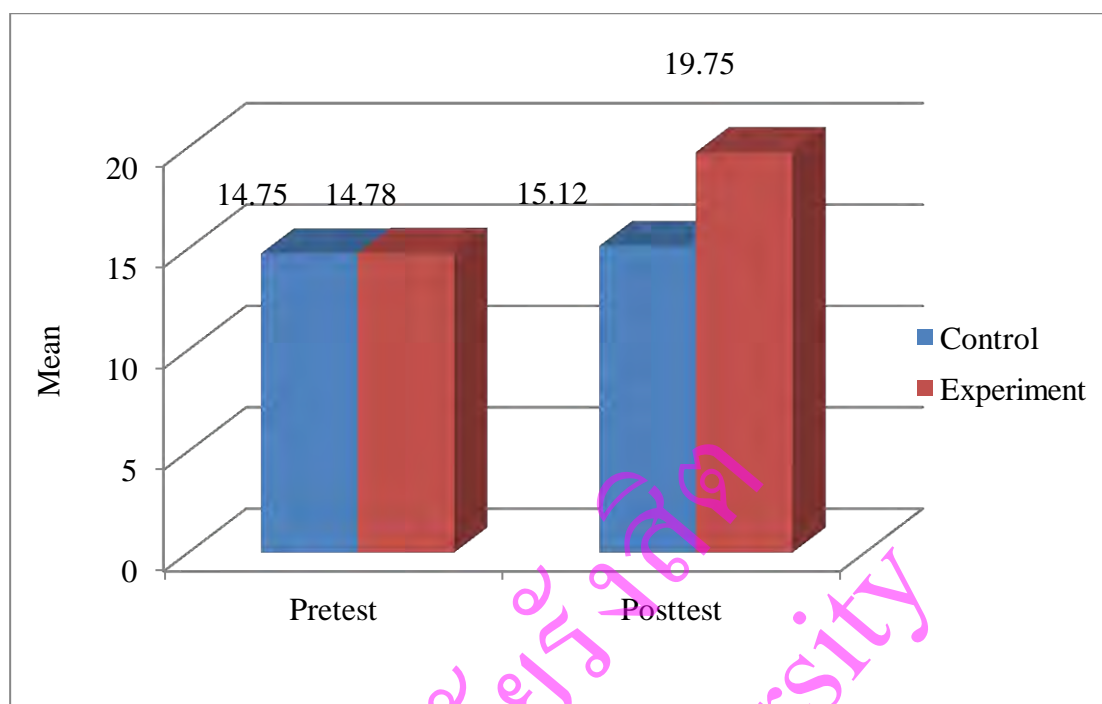


Figure 4.2 Pretest-pretest, posttest-posttest comparison (between groups)

Table 4.3 Pretest- pretest, posttest-posttest comparison (between groups)

Test	Group	Mean ( $\bar{X}$ )	SD	N	Mean difference	t- value	Df	p- value
Pretest	Experimental	14.78	4.07	32	0.031	0.031	62	0.975
	Control	14.75	3.88					
Posttest	Experimental	19.75	4.32	32	4.62	4.231	62	0.000
	Control	15.12	4.42					

The outcome showed that the mean in the posttest of the control group was 15.12 and the mean of experimental group was 19.75. The mean difference between the two groups was 4.62; indicating significant difference in the means of posttest and the standard deviation was 4.07.

Table 4.4 Independent-samples t-test

Group	Pretest	Posttest	Gain score	t-value	df	p-value
Experimental	14.78	19.75	4.96	7.85	31	.000
Control	14.75	15.12	0.37	.655	31	.518
t-value	.031	4.23				
df	62	62				
p-value	.975	.000				

### 4.3 Analysis of students' opinion

The second objective of this study was to determine the opinion of the students' towards the RT method. Ten items questioner that represented the four strategies of RT method were used by the experimental group, since the study was intended to learn the opinion of student towards the RT method, the control group were not included. It was administered at the end of the experiment.

Five point Likert scale was used to evaluate the opinion of students towards the teaching of Dzongkha. Table 3.1 provides a summary of the tabulations for the five response categories (strongly agree, agree, agree, not sure, disagree, and strongly disagree) and their converted means. To facilitate the interpretation of the results for this scale, the categories of strongly agree, agree, not sure, disagree, and strongly disagree were converted to Likert-type scores of 5,4,3,2, and 1 respectively. This enabled the calculations of means for each question.



Table 4.5 Opinion of the students towards Reciprocal Teaching method

Sl. No	Classroom activities and teaching styles in Dzongkha	Mean	SD	Opinion
1	I like to read and frame questions for better understanding	4.625	.4918	SA
2	I like to read and summaries each paragraph	4.000	.9837	A
3	I like to refer other books and ask someone for clarification	4.343	.9370	A
4	I like to predict what is going to happen in upcoming lesson	4.500	.7184	SA
5	I like lesson when we have a group or class discussion	4.468	.8025	A
6	I enjoy learning lessons with my friends in group than with a strict teacher	4.093	.8929	A
7	I like lessons when important notes are given by the teacher	4.781	.4200	SA
8	I like when we are assign reading and writing activities	4.312	.7803	A
9	I like listening and speaking as a class activity	4.718	.6342	SA
10	I enjoy when we are provide opportunities to present after discussing	4.687	.5922	SA

*Note: Level of opinion: 4.50-5.00: strongly agree; 3.51-4.50: agree; 2.51-3.50: not sure; disagree: 1.51 - 2.50; strongly disagree 1.00 -1.50.*

## **CHAPTER 5**

### **DISCUSSION AND CONCLUSION**

This chapter provides a summary of the results for each research question addressed in this study. A discussion of RT method as a reading comprehension intervention is presented with emphasis on the research design and the effectiveness of the intervention in relation to previous research. In addition the opinion of the students towards RT method while implemented into Dzongkha subject will also be discussed. Finally, possible future directions for research are presented.

#### **5.1 Conclusion**

RT can very easily be incorporated into an existing unit of study because it requires no additional materials. The content area textbook and existing supplemental reading materials are adequate for instruction. The four RT strategies can be introduced at any time during the year, and revisited in the course of any unit. The skills of RT provide at-risk students with strategies that can be transferred to narrative and expository reading, therefore, making it effective for use in any classroom setting where students are required to read. This process works fairly well, but it is time consuming and a little chaotic. One must consider how to address these issues when pursuing RT in a small group setting.

The small group setting, used in the treatment group, was an effective way to get all students engaged in the RT process. The small group provides an opportunity for all students to participate in a discussion about the reading. It was also noted that students tend to be more comfortable asking and attempting to answer questions in the small group setting. Teenagers, of middle school, enjoy working with their peers and often will respond better to prodding and coaching from their classmates than they will from the teacher. The small group setting does have several drawbacks. Small groups

can be very difficult to manage. This effort can meet with varying degrees of success depending mostly on the students' willingness to get involved into the process.

## 5.2 Discussion

The purpose of this study was to investigate the comprehension ability in Dzongkha of the tenth grade student of Bartsham Middle Secondary School through RT method. The achievement test was used to assess reading comprehension test and questionnaire was used to survey the opinions of the subjects towards the instruction using RT method in Dzongkha.

It was hypothesized that implementation of RT method in teaching expository texts would increase the reading comprehension ability of students in Dzongkha and students would have positive opinion towards RT method. These objectives and the corresponding conclusion are presented below.

### 5.1.1 Objective 1

Regarding the first hypothesis, the result was positive as shown in Table 4.4 that the pretest mean difference between the two groups was not significantly different, but the mean difference in the posttest between the two groups showed the gain score of the experimental group was significantly higher than that of the control in after the teaching using RT method.

The fact that gain score of the experimental group in posttest was significantly higher than that of control group might be because of the nature of teaching method. The RT method focuses on a comprehending process through its four strategies. Moreover, the language and the content were used in daily life and learners were also provided opportunity to practice almost every day in the school. Galloway (1993) has asserted that contents and the learning activities for communication should be related to daily life and provides students with a communicative purpose.

Overall, the analysis of the data suggested RT method was an effective intervention in increasing reading comprehension of the subjects as shown in the gain mean of the experimental group (Figure 4.2). The pretest means in pretest were almost equal in both groups, representing ability of students before the treatment. When posttest and posttest scores of the two groups were compared (table 4.3), the mean of the experimental group was significantly higher than that of the control group as 2-tailed significant value of 0.00 showed. So it could be said that the RT method enhanced the reading comprehension ability even in teaching Bhutanese national language, Dzongkha.

The first finding that RT method promotes reading comprehension ability was supported by the finding of researchers like Carter, (1997); Slater and Horstman (2002), Oczkus (2003), Hogewood (2004), Meyers (2006), and Omari (2010). As a result of using RT method, the researcher had observed students obtained growth in their reading comprehension ability. It was also observed that the student had become more confident readers and the class room was full of interaction. The findings were consistent with the findings of Yang (2010), who found similar result in a study that included college students who learned English as a Foreign Language (EFL). Yang (2010), also examine the perceptions of students towards RT method using open ended questionnaire and found same result as this study did. Armbrister (2010) conducted study using RT method on learning language in 3<sup>rd</sup> 4<sup>th</sup> and 5<sup>th</sup> grade. The result demonstrated the positive effects on the reading comprehension even for the lower grade students.

The success of RT method in this case may be due to students' positive opinion towards the teaching method. It had also helped them to enhance their motivation to read because students enjoyed interacting with their peers and working together with the teacher. RT encompasses several techniques involving who, what and where, of learning (Mayer, 2008). Overall, the result imply that ongoing instructional social interactions as outlined by Vygotsky's Social Development Theory (1962) served as avenue for learning of RT strategies by participants that lead to increase in Dzongkha reading comprehension. RT method focuses on how to learn

rather than what to learn, learning takes place in an order, rather than learning everything separately and students learn through themselves and through others in their group.

### 5.1.2 Objective 2

Opinions of the subjects towards RT method in teaching Dzongkha were investigated using the ten items questionnaire. The opinion questionnaire was related to the strategies of RT method. The questionnaire was used only with the experimental group since a conventional teaching method was used in control group. The result from Table 2 clearly showed that the students who were subjects enjoyed learning Dzongkha using RT method. It could be also concluded that every student could increase their reading comprehension if the lesson was designed to focus on students' learning strategies.

The result of the opinions of students toward RT method was found positive as suggested by the rating scale. Opinion was computed using the mean and SD (table 4.5). The scale ranges from 5 (strongly agree) to 1 (strongly disagree). The finding such as Item 1 which falls under questioning strategy, item 4 which fall under predicting strategy, item 7 which fall under direct instruction, item 9 which falls under listening and speaking skills and item 10 which falls under guided learning were rated 4.5 and above, suggesting high acceptability and positive opinion towards it. Remaining items such as item 2 which falls under summarizing strategy, item 3 clarification strategy, item 5 and 6 group discussion and item 8 reading and writing were rated between the mean of 3.51- 4.50 signifying positive opinion by the students of experimental group. Among the four strategies of RT method (questioning, summarizing, predicting and clarifying) it was clear that student had strong acceptability and positive opinion towards questioning and predicting as compared to clarifying and summarizing.

The degree of the opinions towards reading comprehension ability in Dzongkha through RT method was positive. The result may be caused by the

meaningful learning activities. The activities have been designed based on the principles of learner-centered approach, and the learning activities were arranged sequentially and systematically. Nunan (1992) has asserted that good language teacher should consider background knowledge, learning styles and strategies and attitude of learners before designing learning task or activities.

Six students from experimental group were interviewed and most of them said “among the four strategies of RT, clarifying is particularly empowering since it demands more of metacognition”. One of them pointed out that, “instead of working in groups it will be better to work individually”. It has also been learnt that students of different grade wish to study about this method. Students’ reflections about this method also pointed out that the students were able to retain the previous learning for a longer period since the method involves multi-strategies and cooperative learning.

### **5.3 Recommendations**

Based on the findings of this study, some recommendations in the area of RT as a reading comprehension method for Dzongkha emerged.

#### **5.3.1 Recommendations for future researchers**

The first recommendation for future researcher is to give more practice time for each strategy in order to provide the students with the opportunities to further explore and engage each strategy individually important.

Secondly, each strategy should be practiced and applied to variety of texts so that student become familiar the four strategy of RT method. Students must be made aware of their strengths and weakness in order to improve and build them respectively.

A study on the teachers’ perceptions toward RT method and how this method may or may not affect their students’ reading comprehension ability.. Future

researcher can also study the comprehension ability in lower and higher grade; the effects on communication skills of the students. Variables such as student's grade, makeup of the classes (gender, race, demographics, socioeconomic status, etc) should also need to consider. Within a study such as this, the need for an extended period of minimum of a year will be necessary to see the effects through the eyes of the teachers implementing the strategy.

### **5.3.2 Recommendations for curriculum developers**

Teachers need to be mindful and open to the kind of genre of text and content that the students are exposed to. First and foremost, students must be introduced to all genres including those that may not seem as appealing. If and when students come across pieces of text within other content areas or at higher grade levels, it will not be daunting.

This study demonstrated that RT method can improve the reading comprehension ability of the tenth grade in Dzongkha. Recommendation for the concern authority would be investigate the effect of RT in Dzongkha in depth. Provide opportunities for instructors to study about this method and encourage them to use the method in reading comprehension.

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## APPENDICES

มหาวิทยาลัยรังสิต  
Rangsit University

## Appendix A

### IOC of lesson plan

LESSON PLAN	Expert 1	Expert 2	Expert 3	IOC
1	1	1	1	1
2	1	1	1	1
3	1	1	1	1
4	1	1	1	1
5	1	1	1	1
6	1	1	1	1

## Appendix B

### IOC of opinion questionnaire

Questions	Expert 1	Expert 2	Expert 3	IOC
1	1	1	1	1
2	1	1	1	1
3	1	1	1	1
4	1	1	1	1
5	1	1	1	1
6	1	0	1	0.67
7	0	1	1	0.67
8	1	1	1	1
9	1	1	1	1
10	1	1	1	1



### Appendix C

#### IOC of achievement test question

Question	Expert 1	Expert 2	Expert 3	IOC
1	1	1	1	1
2	1	0	1	0.67
3	1	1	1	1
4	1	1	0	0.67
5	0	1	1	0.67
6	1	1	1	1
7	1	1	1	1
8	1	0	1	0.67
9	1	1	1	1
10	1	1	1	1
11	1	1	1	1
12	0	1	1	0.67
13	1	0	1	0.67
14	1	1	1	1
15	1	1	1	1
16	1	1	0	0.67
17	1	1	1	1
18	1	1	1	1

## Appendix D

Lesson plan no: 01

TOPIC: THE LAST BREATH

### Content:

Reading comprehension skills like predicting, questioning, clarifying, summarizing, connecting with real life will be encouraged to discuss during the lesson.

### Learning Objective(s):

- ✓ Tell what the author is going to share after reading the introduction of the passage.
- ✓ Create one question from each paragraph and answer it.
- ✓ List at least five new words and find meaning.
- ✓ Identify main idea of each paragraph and explain using own words.
- ✓ Work in a group cooperatively to make a meaning of the passages they read in a group.

Grade level: X

**Previous knowledge:** different types of expository essays.

**Teaching learning materials:** hand outs, RT work sheet, RT book mark, Projector, speaker, computer.

Learning activity

Stages(www.teach-nology.com)	Teacher activities	Students' activities
Teacher modeling	Distribute copy of passage to students and read some paragraph aloud to the students. Teacher models and explain coordinated use of the four reading strategies.	Observe and clarify the doubt.

Student practice	Students practice the four strategies and receive feedback from the instructor.	Same work sheet will be used by the students. They try to construct their own meaning from the text using four strategies.
Teacher- students groups	<p>Teacher leads discussion in a small group. Students take turns leading and practicing the strategies while discussing.</p> <p>In a group using of the strategies will be assessed and further feedback will be provided.</p>	Student in a small group of four led by the teacher will discuss about the remaining paragraph. Each one of them takes responsibility of one strategy. After reading and discussion leader use the work sheet and ask each about their understanding of the assigned work.
Student group	<p>Students take turns leading the discussion by using the strategies in small groups. The teacher observes and offer feedback.</p>	Students seat in a group of four and carry on the activity. Within themselves they divide their role and take turn of the four strategies. Their final discussion will be presented to the class.
<b>Closure:</b>	<p>What is this lesson about?</p> <p>Summarize the passage in your own words?</p> <p>What did you learn today?</p>	Student verbally answers the questions in the class and also writes in their note book

## Lesson plan in Dzongkha

དོན་ཚན་.....རྒྱུ་གསལ་པའི་རེ་བ།

ནང་དོན་ཤེས་དགོས་པ་.....ལྷན་དུ་གྱུ་གཉིས་པ་ཤེས་ སྤྱོད་ཤེས། སྤྱི་བོད། གསལ་བཟོ་དང་ བཅུད་བསྐྱེ་ཆུ་ལག་ལེན་ཐབས་ཏེ་  
གནས་སྐབས་ཀྱི་འཕྲུང་རིམ་དངོས་འབྱུང་ཆུ་དང་ཅིག་ཁར་ འབྲེལ་བ་བཟོ་ནི་ཆུ་ གོས་བསྐྱེ་འབད་ནི།

ལས་དོན་.....

- དོན་མཚན་པའི་རྒྱུ་གསལ་དང་ དོན་མཚན་ལྟུང་མཐུན་ ག་ཅི་ར་ཐོན་ནི་ཡིན་ན་ སྤྱོད་ཤེས་འབད་ཚུགས་ནི།
- དོན་མཚན་པའི་ལུ་ ལག་ཆེ་བའི་དྲི་བ་རེ་ བཟོ་ཚུགས་ནི།
- མིང་ཆིག་གསར་པ་ ཉུང་ཤོས་ལྷན་དུ་ དཔེར་བཅོམ་བཅུ་འབྲེལ་ཚུགས་ནི།
- འབྲི་ཚུམ་གྱི་གནད་དོན་དོ་མ་ ག་ཅི་ཡིན་མཐུན་ག་ རང་གི་མིང་ཆིག་ལག་ལེན་འཐབ་སྟེ་འབྲི་ཚུགས་ནི།
- སྤྱི་ཚན་ནང་ལུ་ ལཱ་འགན་ལེགས་ཤོམ་འབད་འབག་སྟེ་ དོན་མཚན་གཏེ་ག་དོན་ ཉ་གོ་སྟེ་གོས་བསྐྱེ་འབད་ནི།

སློབ་རིམ་.....བཅུ་པ།

སློབ་མའི་ཤེས་ཚད་.....རྒྱུ་གསལ་འབྲི་ཚུམ་གྱི་དབྱེ་བ་ཆུ་ཤེས།

སློབ་སྟོན་ཅ་ཆས་.....འབྲི་ཚུམ་རེ། བན་ཆུན་གཉིས་པན་སློབ་སྟོན་གྱི་སྤྱོད་སྟེ་བ་ དཔེ་སྟེ་བ་ སློག་རིག་ རྒྱ་སེང་འཕྲུལ་ཆས་ཆུ།

སློབ་སྟོན་གྱི་རིམ་ པ།	སློབ་དཔོན་གྱི་སྤྱོད་སྟེ་བ་	སློབ་ཕྲུག་སྤྱོད་སྟེ་བ་
སློབ་དཔོན་ལམ་ སྟོན། Teacher modeling	འབྲི་ཚུམ་རེ་རེ་བཟུམ་སྟེ་ དོན་མཚན་དང་པ་དང་གཉིས་པ་ ལྷན་སྟེ་ ཐབས་ལམ་བཞི་ ལག་ལེན་འཐབ་ཆུལ་ཆུ་སྟོན་ནི།	ཐབས་ཤེས་ཆུ་ག་དེ་འབད་ལག་ལེན་འཐབ་མཐུན་ག་དབྱེ་དཔྱད་འབད་དེ་དྲི་ བོད་འབད་ནི།
སློབ་ཕྲུག་སྤྱོད་སྟེ་བ་ Student practice	སློབ་ཕྲུག་ཆུ་ ཐབས་ལམ་བཞི་ལག་ལེན་འཐབ་སྟེ་ ལྷན་ནི་སྤྱོད་སྟེ་བ་འབད་བའི་བསྐྱེ་བ་ སློབ་དཔོན་གྱི་སྤྱོད་སྟེ་བ་ལེན་ཏེ་ ལ་བོད་ཕྱིན་ནི།	སློབ་ཕྲུག་ཆུ་ ཐབས་ལམ་བཞི་ལག་ལེན་འཐབ་སྟེ་ ལྷན་ནི་ དེ་ལས་ འབྲི་ཚུམ་གྱི་དོན་ཆུ་རང་གི་འབད་ དོན་དང་དོན་མཐུན་ཅིག་བཟོ་ནི།

<p>སློབ་དཔོན་ སློབ་ཕྲུག་སྡེ་ཚན། Teacher- students groups</p>	<p>སློབ་དཔོན་གྱིས་འཁྲིད་དེ་ སློབ་ཕྲུག་སྡེ་ཚན་ཉུང་སྟེ་འབད་བཞེས་སློབ་ཕྲུག་ འབད་ནི་དང་ སློབ་ཕྲུག་གི་ལྟ་འགན་ཚུ་བཟོ་རྟེན་ལའབད་ནི་ ད་རུང་བརྟུམ་མ་བརྟུམ་གྱི་ སློབ་ཕྲུག་ཚུ་བཞད་ནི།</p>	<p>སློབ་ཕྲུག་སྡེ་ཚན་ནང་ལུ་འབད་ཏེ་སློབ་ཕྲུག་ཚུ་མེ་མོ་མ་ལུ་ཉེ་ཁྱེད་མ་ལུ་ མི་ དོན་མཚམས་ཚུ་སློབ་ཕྲུག་འབད་ནི་ མེ་མོ་མ་ལུ་ ཕན་ཚུན་ཨ་ཕ་གྱི་ཐབས་ལམ་ཆ་ཆང་ ལག་ལེན་འཐབ་སྟེ་འབྲི་ཤོག་བཀའ་ནི།</p>
<p>སློབ་ཕྲུག་སྡེ་ཚན། Student group</p>	<p>སློབ་ཕྲུག་སྡེ་ཚན་ནང་བཟོ་རྟེན་ལའབད་དེ་ ལེགས་ཤེས་གྱི་ཆ་ཚུ་བཞད་དེ་ སློབ་ཕྲུག་རམ་འབད་ནི་དང་ སློབ་ཕྲུག་གི་སློབ་ཕྲུག་ བརྟུམ་མ་བརྟུམ་ཚུ་སློབ་སྟེ་ སློབ་ཕྲུག་གི་ལས་ལང་བཟོ་འཆར་ལེན་ནི།</p>	<p>སློབ་ཕྲུག་སྡེ་ཚན་ནང་ལུ་སློབ་ཕྲུག་ཚུ་འདི་འབད་ནི། སློབ་ཕྲུག་སྡེ་ཚན་ནང་བཟོ་རྟེན་ལའབད་དེ་ ལྟ་འགན་བཞོན་ནི་དང་ སློབ་ཕྲུག་གི་དོན་ལུ་ སློབ་ཕྲུག་གི་མེ་མོ་མ་གཤེད་ བཞད་ཚུ་གསལ་འབད་སྟེ་དེ་ནི།</p>
<p><b>Closure:</b> མཇུག་བསྟུ།</p>	<p>དོན་ཚན་འདི་ག་ཅི་གིས་སློབ་ཕྲུག་ལས་ལེན་མས་? དོན་ཚན་གྱི་ ཁྱེད་ལུ་རིག་པ་གསལ་པ་ག་ཅི་ར་འབྲིན་ཡི་? ད་རིས་ག་ཅི་ར་ལྟ་བུ་ཅི་?</p>	<p>དེ་བཞི་ལན་ཚུ་སློབ་སྟེ་ འབྲི་སྟེ་བཟོ་རྟེན་ལུ་ཡང་བྲིས་བཞག་ནི།</p>

### Reciprocal Teaching Worksheet

<b>Prediction:</b> Before you begin to read the selection, look at the title cover, scan the pages to read the major headings, and look at any illustrations, write down your prediction(s). Your prediction should be supported by the reasons.	
<b>Main ideas:</b> As you finish reading each paragraph or key section of text, identify the main ideas of that paragraph or section.	<b>Questions:</b> For each main idea listed, write down at least one question.
Main idea 1:	Question 1:
Main idea 2:	Question 2:
Main idea 3:	Question 3:
Main idea 4:	Question 4:
Main idea 5:	Question 5:
<b>Summarize:</b> write a brief summary of what you read.	
<b>Clarify:</b> copy down word, phrases, or sentences in the passage that are unclear. Then explain how you clarified your understanding.	
Word or Phrase:	Clarify:

Source: <http://teacherworksheets.co.uk/?w=Reciprocal>. Assessed on 11 January 2013

**Activity 1: Teacher models/ Paragraph: 1**

Teacher read the first two paragraph of the text and uses board to show the use of four strategies for e.g.

Prediction: In the next paragraph the author is going to explain the cause of death since the current passage talks about the unbearable pain while he was admitted in the hospital.

Questioning: what message do you think that the author is trying to say from this paragraph?

Summarizing: need to refrain from drugs

Clarifying: meaning of the word is.....etc...

มหาวิทยาลัยรังสิต  
Rangsit University

### Worksheet for activity 2 – 4

Name:	Role:
1.	
2.	
3.	
4.	

Prediction	
Questions	
Summary	
Clarifying	



## RT Assessment form for activity 2- 4

[illegible]

Source: <http://goo.gl/yi8eT2>. Accessed on 15 December 2012

## Activity 4 group activity rubric

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.

Source: [http://www.iphigen.com/files/Group\\_Presentation\\_Rubric.doc](http://www.iphigen.com/files/Group_Presentation_Rubric.doc), Assessed on 12 December 2012

## Appendix E

### Questionnaire for student

This questionnaire is developed with the intention to check the opinion of students towards the learning of Dzongkha as a subject by implementing reciprocal teaching method. This paper is neither an examination nor related to your academic. This paper filled by you will never be shown to the teachers; parents etc. so, please answer all the questions sincerely.

#### Part A: Demographic Information

Please answer each question by ticking in the box

1. Gender      male ☐      female ☐  
 2. Age      12-15 ☐      16-18 ☐      above 19 ☐

#### Part B: student's opinion

Please tick [✓] the level of your opinion (from strongly agree to strongly disagree) towards each statement.

Scale	
5: strongly agree; 4: agree; 3: not sure; 2: disagree; 1: strongly disagree	

Si. No	Dzongkha subject	5	4	3	2	1
1	I like to read and frame questions for better understanding					
2	I like to read and summarize each paragraph					
3	I like to refer other books and ask someone for clarification					
4	I like to predict what is going to happen/learn in upcoming lesson					
5	I like lesson when we have group or class discussion					
6	I enjoy learning lessons with my friends in a group than with a teacher					
7	I like lessons when important notes are given by the teacher					
8	I like when we are assign reading and writing activities					
9	I like listening and speaking as a class activity					
10	I enjoy when we are provided opportunities to present after discussing					

Comments:.....

## Appendix F

### RT book mark

<p><b>Predict:</b></p> <p>Based on what you've read and what you know, what do you think will happen next?</p> <p>What clues helped you to think about what will happen next?</p> <p>Is your prediction logical?</p>	<p><b>Clarify:</b></p> <p>Was there a word you weren't sure about? What is it? What page is it on? What can we predict it means? How can we check it? Were there any ideas that were confusing to you or that you don't understand? What strategies can we use to figure this out?</p>
<p><b>Question :</b></p> <p>Is there anything that you did not understand? Is there anything that did not make sense? What were you thinking about as you were reading? Has anything like this ever happened to you? Have you ever known anyone like this character? What are you curious about?</p>	<p><b>Summarize:</b></p> <p>What are the most important ideas or events? What does the author want you to remember or learn from this? What is the most important information in this passage? What was this passage mostly about? In your own words...</p>

Source: <http://teacherworksheets.co.uk/?w=Reciprocal>. Accessed on 20 December 2012

## Appendix G

### Lesson plan components

RECIPROCAL TEACHING	CONVENTIONAL TEACHING
<p><b>1 Pre-reading</b> A leader asks the group members to predict the text from the title, subtitles, and pictures.</p> <p><b>2 While-reading</b> The leader then asks the group to read a paragraph, asks questions or encourages friends to ask questions on the content, to clarify the difficult words, references, and structures, to predict the next paragraph, and to check the accuracy of their predictions.</p> <p><b>3 Post-reading</b> The participants summarize the text and do the exercises in groups.</p> <p><b>4 Teacher's role</b> Guidance, assistance, and facilitation</p>	<p><b>1 Pre-reading</b> The teacher explains the background information, key words, and grammar points of the text.</p> <p><b>2 While-reading</b> The students are encouraged to find the main idea; to find and infer details and facts; and to draw inferences on the text.</p> <p><b>3 Post-reading</b> The students do the activities or exercises accompanying the text.</p> <p><b>4 Teacher's role</b> Lecture</p>

## Appendix H

### Approval, MOE, Bhutan

FROM : SHSS TRONGSA

FAX NO. : 03521285

5 Jun. 2013 12:43PM P1



དཔལ་ལྷན་འབྲུག་གཞུང་། བེས་རིག་ལྷན་ཁག་།

Royal Government of Bhutan  
Ministry of Education  
Human Resource Division

Educating for

GNH



MoE/HRD-HRDs/INSET/22/2013/ 4355

3rd May 2013

#### To Whom It May Concern

This is to certify that following five teachers are currently pursuing M.Ed. in Curriculum and Instruction at Rangsit University, Thailand under Trongsa Poenlop Scholarship starting June 2012 for duration of 23 months.

1. Yangzom( EID#201001565), Sherubling HSS, Trongsa
2. Yeshi Dema( EID#200801407), Trongsa PS, Trongsa
3. Ugyen Namgay( EID#200801581), Langthel LSS, Trongsa
4. Yeshey Nidup ( EID#200901686), Bartsham MSS, Trashigang
5. Prem Kumar Ghalley( EID#201001216), Mendrelgang MSS, Tsirang

The Royal Civil Service Commission (RCSC) has approved above teachers to carry out their Research Study in Bhutan based on the University's recommendation letter and the Ministry's request made on the Research Study. In addition the Ministry has also noted that the research topics are very relevant to their current job responsibilities.

In view of above, the Ministry of Education would like to request all authority concerned to kindly render necessary support while they collect research information and data to enable them to have a reliable research analysis and conclusion. For any clarification please contact HRD, MoE at 02-335402 during office hours.

The Ministry of Education wishes them best of luck in their endeavor.

(Tshesum Dawa)

Offtg. Chief HRO

HUMAN RESOURCE OFFICER  
Ministry of Education  
Thimphu : Bhutan



## Appendix I

### Sample of achievement test questions

Since the passage and questions were in Dzongkha it's not included here, but to examine whether the questions were set accordingly to the level of thinking (Blooms Taxonomy) it was translated and presented below:

Category	Questions
Remembering	Which one of the following best defines 'the benevolent servant'?
Understanding	Third paragraph of this passage can be summarized as
Applying	What would happen to the old man if the main character (Sonam) do not introduce to his owner?
Analyzing	What kind of person do you think the author is?
Evaluating	Explain why people are becoming so self centered?
Creating	If you were given a chance to talk to the lower grade students what final message will you focus regarding this topic. Why?

**Vitae**

**NAME** : Yeshey Nidup

**DATE OF BIRTH** : 17<sup>th</sup> October, 1984

**HOMETOWN** : Thimphu, Bhutan

**INSTITUTION ATTENDED** : Sherubtse College, 2006  
B.A (Hons), Dzongkha  
Paro College of Education, 2008  
PGDE, Dzongkha  
Rangsit University, Thailand, 2013  
M.Ed. (Curriculum and Instruction)

**SCHOLARSHIP** : Trongsa Poenlop Scholarship, 2012

**POSITION AND OFFICE** : Middle Secondary School Teacher  
Bartsham Middle Secondary School  
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