

The Effectiveness of a Suggested Program Based on Reciprocal Teaching in Developing Secondary Stage Students' Reading Comprehension: An Entrepreneurial Perspective.

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Abstract

This study aimed at investigating the effectiveness of implementing Reciprocal Teaching in developing reading comprehension from an entrepreneurial perspective of a group of 60 secondary stage students from one of Cairo language schools. The quasi-experimental design called the non-equivalent group design was employed in the present study where two intact classes were randomly selected to represent both groups. The experimental group received training through the proposed Reciprocal Teaching program for developing reading comprehension, while the control group received regular instruction. A pre/post reading comprehension test was given to the two groups before and after the treatment. The results revealed that the experimental group outperformed the control group in the reading comprehension sub-skills. This proved that Reciprocal Teaching developed participants' reading comprehension.

Keywords : Reciprocal Teaching, entrepreneurship, reading comprehension

Introduction

Addressing the current economic crisis, the world Economic Forum (2009) brought out a report titled Educating the Next Wave of Entrepreneurs: Unlocking Entrepreneurial Capabilities to Meet the Global Challenges of Twenty-First Century, which recommends Entrepreneurship Education as a vehicle for economic growth for fulfilling the aim of achieving the millennium development goals. The report lays emphasis on developing innovative tools, approaches and delivery methods for advancing Entrepreneurship Education by consolidating the scattered educational programs across the globe, The report further envisages entrepreneurship in a broader perspective and that the features like creativity, autonomy, initiative, team spirit, etc. should find the right place in the school curriculum (Volkman & Wuppertal,2009).

The idea of infusing entrepreneurship into education has spurred much enthusiasm in the last few decades. A myriad of effects has been stated to result from this , such as economic growth , job creation and increased societal resilience , but also individual growth , increased school engagement and improved equality. Putting this idea into practice has however posed significant challenges alongside the stated positive effects. Lack of time and resources, teachers' fear of commercialism, impeding educational structures, assessment difficulties and lack of definitional clarity are some of the challenges practitioners have encountered when trying to infuse entrepreneurship into education.

Traditional classrooms and work environments may not be conducive to promote innovative and creative behavior. Classroom instruction needs to be achievement oriented. This involves the use of various teaching methods and approaches that allow students to have control over their learning activities. Classroom activities should be designed in such a manner as to build self-confidence in students by focusing on positive ways to handle obstacles and learn from failures. These characteristics are experienced. A teacher cannot command a student to be creative. But, an atmosphere of the

classroom should be such where creativity and the spirit of innovation are fostered (Vaidy,2014,30).

Research has shown that comprehension is a process of constructing meaning(Kingen,2000). The process of building meaning involves active instruction between the reader and the text by making predictions and organizing information. Readers think as they read, evaluate and compare the new information with prior knowledge about the subject (Weedman,2003).What readers start with is not what they end with. Reading occurs when comprehension takes place and meaning is constructed. Hence, reading which is now viewed as a process in which the reader actively searches for meaning is characterized as: 1) interactive,2) constructive,3) holistic,4) creative (Holden, 2004). In addition ,reading is a complex cognitive activity that is indispensable for adequate functioning in society. To enter the present literate society,ESL/FL students must know how to learn from reading. Successful reading , especially in the higher grades includes critical thinking. Students are required to understand the meaning of text , critically evaluate the message ,remember the content, and apply the new found knowledge flexibility(Al Fassi,2004 ;Abdelgawad,2007,20).

In this context, researches have examined what proficient readers do to construct meaning from text. Evidence suggests that a distinguishing characteristic of good readers is the use of a flexible repertoire of comprehension monitoring and regulating activities, which includes both cognitive and metacognitive strategies while reading(VanKeer & Veheghe, 2005; Takala, 2006;Kawabataa,2007). Accordingly, readers must be equipped with a plethora of reading comprehension strategies in order to aid understanding (Serram,2002;VanKeer & Verhaeghe,2005; and Takala,2006) . More importantly , research indicates that strategy instruction enhances comprehension more than skill-related instruction and also engages readers so that they can construct their meaning of the text (Todd,2006; Vaughn &

Edmond,2006;AntoniouSouvignier,2007;Manning,2007andVandew ghe,2007).

In addition to the importance of reading comprehension strategies instruction, research has revealed that the development of reading competence can be fostered by interaction with peers (Joshon-Glenberg,2000 and Doolittle et al.,2006). In this respect, the traditional teacher-led interaction pattern of teacher question-student response-teacher evaluation seems insufficient to achieve a real increase in comprehension, higher level cognition, and the application of self-regulation strategies(Van Keer& Verhaeghe,2009).Relying on the teacher's interpretive authority causes students to become passive learners. Conversely, to become self-regulated readers,students need to take an active role and to recognize and resolve their own discrepancies with texts (Borgia&Owles,2007). More particularly,it has been shown that discussions and cooperative activities,students implement,evaluate,and modify strategies(Van Dewghe,2007).

Acareful examination of the research results emphasizes reading as a complex, problem-solving skill and an interactive process. Moreover,it stresses that students should be trained to become interactive readers,who monitor their own comprehension, apply, and adopt a set of effective strategies to increase theirunderstanding(Clark&Graves,2005;Takala,2006;Oczkus,2006; Vaughn&Edmond, 2006 ,and Antonion & Souvignier, 2007). In this respect, Reciprocal Teaching is one promising instructional coordinated multiple-strategies, package for improving learning opportunities for ESL/EFL readers(Galloway,2003 andDoolittle et al.2006).

1- The pilot study

The researcher performed a pilot study and interviewed 15 secondary English language teachers and supervisors. The interviews aimed at identifying the methods and techniques currently employed in teaching reading comprehension among secondary students. Moreover, the researcher asked 25 secondary students to answer a reading comprehension test. The results of the

pilot study revealed secondary students' weakness in reading comprehension skill (scanning, drawing conclusion, making predictions ,using contextual clues effectively to determine the meaning of unfamiliar words, making inferences , suggesting an original title for a reading passage, inventing an original course of action in narrative texts/solution to presented problems) , which may be due to the prevailing traditional method of teaching reading comprehension skills in the secondary stage. The dominant model of reading comprehension teaching, particularly for secondary stage students, had been to teach by giving questions and answers, and ask students to memorize the answers, or in case of unseen reading comprehension passages, students read first the questions and look for direct answers in the passage. These results were consistent with the results of several studies which assured that little attention is given to reading comprehension skills (Abou-Hadeed,2000;Torky,2000;Abou-Hadeed,2003; and Abdelgawad2007).Moreover, other studies assured that students while answering the reading comprehension questions,they use words and sentences that were mentioned directly in the text without any attention to the reading comprehension skills(Ahmed,2007; Awad,2009;Abdel Aziz,2013). Furthermore, using Reciprocal Teaching at the secondary stage is vital, as it uses one of the most natural characteristics of this age” the need to socialize” in a positive and productive way. Readers learn by talking about what they read and teaching what they know to others (Babigian,2004).In other words, in the scaffold setting of Reciprocal Teaching , students read together ,talk with each other and in a structured format ‘make meaning’of text ,and teach each other what they know. The process of peer interaction serves to elicit important information that is critical to building individual cognition (Lederer,2000;Borgia& Owles,2007).Based on the above, it can be concluded that there is weakness in the students' mastery of the reading comprehension skills. This might be attributed to the methods of teaching adopted in reading comprehension at the

secondary stage .Therefore, the present study tries to develop the reading comprehension skillsof secondary stage students through the Reciprocal Teaching.Teachers need to be equipped with the right skills, knowledge and attitude to relevant pedagogies and learning environments that will help them to acquire and teach entrepreneurial competencies.

Furthermore, the development of the entrepreneurial competence is not simply a question of knowledge acquisition. Since Entrepreneurship Education is about developing the ability to act in an entrepreneurial manner, attitude and behaviors are perhaps more important than knowledge of how to run a business. Egyptian students should be targeted for acculturation with the levels , attitudes, and reflexes of entrepreneurship as part of the strategy to develop a vibrant entrepreneurial culture in Egypt.

In short, Entrepreneurship education means developing a culture for and about entrepreneurship. Such competencies are difficult to teach through traditional teaching and learning practices in which the learner tends to be more or less a passive recipient. They require active, learner-centered pedagogies and learning opportunities from the real world. Teachers should use innovative methods of teaching to help students to develop entrepreneurial mindsets and skills. Entrepreneurship Education forces students to think “outside the box”, create unique solutions and lead others, and become independent thinkers. Infusing entrepreneurship in education in this study is about making students more creative, opportunity oriented, proactive and innovative , adhering to a wide definition of entrepreneurship relevant to all walks in life. Moreover, students can and should train their ability and willingness to create value for other people,focus more on personal development, mindset, skills and abilities.

2- Statement of the problem

The study problem can be stated in secondary stage students' poor mastery of the reading comprehension .This might be attributed to many factors such as the traditional methods of

teaching reading comprehension still adopted by most EFL secondary stage teachers.

3- Questions of the study

The current study attempted to provide answers to the following main question:

"What is the effectiveness of using Reciprocal Teaching on developing secondary English language students' reading comprehension skills?"

The following sub-questions were derived from this main question:

- 1- What are the reading comprehension skills necessary for secondary English language students?
- 2-What are the activities to be included in the suggested program?
- 3- How far is the proposed program based on Reciprocal Teaching effective in developing the reading comprehension among secondary English language students ?

Significance of the study

The significance of the study lies in the fact that: 1- It is an attempt to overcome the current short-comings in teaching reading comprehension for secondary students. 2-It attempts to investigate the impact of using the Reciprocal Teaching on developing reading comprehension from an entrepreneurial perspective.

Delimitations of the study

This study was confined to:

- 1) Developing reading comprehension sub-skills necessary for secondary students:

a- The reading comprehension skills

-Literal Comprehension:

- 1-Identifying the stated main idea of a reading passage.
- 2-Identifying specific stated information or details.
- 3-Identifying organizational patterns within a text (including explicit cause and effect relationship and the chronological order of events).

-Inferential Comprehension:

- 4-Guessing the meaning of unknown words or phrases in a text using semantic, syntactic and contextual clues.
- 5-Making inferences.
- 6-Determining Pronoun referents.

-Critical Comprehension:

- 7-Drawing conclusions.

-Creative Comprehension:

- 8-Suggesting an original title for a reading passage.
- 9-Inventing an original course of action in narrative texts/solution to presented problems.
- 2)Two intact primary classes in Canal Language School in Cairo governorate.
- 3) A proposed program designed by the researcher and based on Reciprocal Teaching.
- 4- Reciprocal Teaching

Stricklin (2011) defined Reciprocal Teaching as an instructional strategy that directly teaches students to apply meta-cognitive thinking as they make meaning from a text. It is a process of reading comprehension as an interactive one, in which readers interact with the text as their prior experience is activated. Moreover, readers construct meaning from the text by relying on prior experience to parallel, contrast or affirm what the author suggested in the text. Reciprocal Teaching strategy allows a teacher to model and give the students enough practice on those four main strategies(Predicting, Questioning, Clarifying and summarizing) to construct the meaning of a text in a social setting.

Researchers Ann Brown and Ann Palinscar developed the technique in the 1980s in their work with struggling middle school students. Their idea was to pare down the number of reading strategies to just the essential four and then ask students to read a chunk of text and rotate through all four strategies with that bit of text. Readers actually employ multiple strategies in the reading

process (Reutzel et al.,2005).The goal of Reciprocal Teaching is to promote thinking while reading. Hence, the four Reciprocal Teaching strategies are what teachers look to when synthesizing ways to teach students how to comprehend the text they read (Weedman ,2003 and Alfassi,2004).This is because Reciprocal Teaching strategies give students the tools to move beyond simply decoding text they begin to focus on the meaning and ideas within text(Abd ElGawad,2007).This strategic process helps students overcome reading in pediments ,teach them how to cognitively process text, and provide them with different ways of understanding, fixing, and fighting their lack of comprehension through:-Making predictions, then confirming or changing predictions,-Questioning the text before, during and after reading ,then searching for answers, Clarifying unknown/unfamiliar words, phrases, insufficient background knowledge, as well as connections among ideas, using context clues, text aids, and graphics, Rereading unclear passages, Reflecting in writing on whathave been read, visualizing what they are reading ,Retelling what they have read and summarizing chunks of text while reading, connecting text to prior knowledge and previously read sections(Oczkus,2006,3).

Reciprocal Teaching takes place in the form of a dialogue in which students and teacher take turns leading discussions about shared text to construct meaning from it using the four carefully selected comprehension supporting and monitoring strategies (O'Neill,2011).These four strategies, maybe used in any order.Each is first modeled by the teacher, then practiced by the students with one another , and finally individually applied(Oczkus,2010).

The four Reciprocal Teaching strategies and classroom techniques:

1-**Predicting** : Through predictions students recall what they already know about a topic and hypothesize about what might happen next. They read to confirm, disprove or revise their hypothesis (Hashey& Connors,2003). Predicting activities or a

combination of them: Predicting T-chart/Hypothesis-Proof T-Chart, Prep-the Pre-Reading Plan;DRTA(Directed Reading Thinking Activity).

2-**Questioning:** Students' questioning helps engage them, guide and challenge them to think at deeper and higher levels, and check their comprehension (Palinscar& Herrkohl,2002).The following are some questioning techniques and activities for building reading comprehension skills: On-the- surface questions(who, what, where, when);Under-the-surface Questions(why, how, should, could, would);Question Stick Tree; T-chart of Text/Questions; Question log T-chart of On/Under; K-W-L (Know, Want to know, Learn);QAR (Question-Answer relationship). (Honig,2001;Raymond,2003).

3-**Clarifying:** Clarification focuses on comprehension monitoring at the levels of the word, the sentence, and relationships between sentences. Students are taught techniques that will help them solve comprehension problems they encounter (Lublner,2001; Hashey& Coors,2003). The following are some clarification techniques and activities for building reading comprehension skills; Semantic Mapping; Comparison-Contrast Diagram, Problem/solution Chart; Bridging Snap shots, Cause and effect/Fishbone Map; Story Map/ story-picture sequence ; The Jig-saw puzzle .

4- **Summarizing:**Summarizing is used to identify the most important information or the gist of what has been read and discussed and to prepare the group to proceed to the next segment of text (Hashy& Connors,2003).In addition , paraphrasing the gist of the text in their own words enables readers not only to comprehend the text better but also to process the material more deeply. The following are some summarizing techniques and activities for building reading comprehension skills (Palinscar& Herrenkohl,2002;Hasy & Connors,2003): Leave In/Leave Out T-Chart, Key Lines, Selective Underlining/Highlighting, and Guidelines (Raymond,2003).

The acquisition of the strategies which are used as a vehicle for organizing and coordinating dialogues about text is a joint responsibility that is shared by the teacher and students. The teacher initially assumes the major responsibility for the instruction and modeling of strategies, then, responsibility is gradually transferred to the students. Moreover, the teacher enables all students to participate in the discussion by providing scaffolds in the form of supporting statements and prompts or altering the demands on students (AbdElgawad,2007,50).

In Reciprocal Teaching , the teacher becomes a mediator who helps students construct understanding about :a) the content of the text itself; b) strategies that aid in interpreting the text; c) the nature of the reading process itself (Dole et al.1991). The process promotes the exchange of roles between the teacher and the student as a means of better comprehension. At first, the teacher serves as the leader of the group, explaining the strategies,modeling them, monitoring students'learning and understanding, scaffolding their efforts, providing them with feedback, and tailoring the session to the students' existing level of competence. As soon as possible, the teacher steps out of the leadership role, and each student in the group takes his turn as a group leader. Overtime, active teaching is reduced to coaching (Greenway, 2002; Slater & Horstman,2002). This can be clarified by the following figure:

Teaching .Reciprocal Teaching uses prediction, clarifying, and summarizing as schema building and activating strategies to help readers apply what they already know to the task of reading, to interpret what they read in terms of what they already know, and integrate what they already know with the content of what they are reading.

5- Entrepreneurship Education

Entrepreneurship is a multidimensional concept, subject to a variety of meaning and interpretations. Entrepreneurship is most commonly thought of in term of business. However, entrepreneurship may be related to all dimensions of life . In the broadest sense of the term entrepreneurship can be the means to stimulate the creativity and innovation necessary to create a better community, a better nation and a better world. To achieve this goal, government policies should focus on the educational aspects of the vast, human potential for entrepreneurship which exists in every society(Yusuf,2013,193). A definition of entrepreneurial education has been proposed by Danish Foundation for Entrepreneurship (Moberg et al.,2012,14) : “Content, methods and activities supporting the creation of knowledge , competencies and experiences that make it possible for students to initiate and participate in entrepreneurial value creating processes”. This definition of entrepreneurial education leans on the following underlying definition of entrepreneurship : “Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural ,or social”.

It is important to acknowledge the need for the incorporation of Entrepreneurship Education into the secondary education curriculum. Entrepreneurship Education seeks to prepare students to be responsible , enterprising individuals who become entrepreneurial thinkers by immersing them in real life learning

experiences where they can take risks, manage the results, and learn from the outcomes (Oduwaiye, 2005; Kirby, 2004; Kyro, 2003). Entrepreneurship Education should assist students on establishing an entrepreneurship mindset through developing entrepreneurial skills, behaviors and attitudes, and train them with entrepreneurial abilities to support them to start their own business venture or engage in entrepreneurship activities (Islam, 2014).

Through Entrepreneurship Education, students learn organizational skills, including time management, leadership development. Yusuf (2013) conducted a study to infuse entrepreneurship skills into the reading curriculum for basic education by providing reading tasks and activities that will encourage , stimulate and get students interested in business. The entrepreneurial skills included : vision, goal setting , determination, motivation and focus ,devotion, passion, display self-awareness, creative thinking, recognizing opportunity , financial literacy, effective communication, marketing skills, such as selling products and services to customers).Results revealed increase in students' leadership behavior, occupational aspirations , independent reading and belief that attaining one's goal is within one's control. Sousa and Almeida (2014,137) present a range of characteristics that are associated to the entrepreneur profiles: which can be acquired/learned throughout life:-Ability to achieve goals, particularly planning and autonomy to achieve results,-Self-confidence to achieve defined goals and overcome obstacles,-Sense of responsibility for the success or failure of business,-Ability to learn using failure as a learning experience in a positiveway,-Ability to develop and maintain a successful business through hard work and effort, Ability to develop innovative new approaches to the market, new concepts , new products and services-Capacity of initiative identifying and implementing new business opportunities-Ambition to achieve goals,-Persistence to

face obstacles and reset strategies,-Ability to establish a network of contacts ,to develop and maintain business relationships,-Social and relational skills in order to establish interpersonal relationships.

Doucet and Hiatt-Michael (2011) focused in their study on a post-evaluation of graduates of Network for Teaching Entrepreneurship (NFTE), national program in high schools to promote entrepreneurship knowledge and skills. The study focused on graduates of the NFTE curriculum in an inner-city high school in Los Angeles County, California. By focusing exclusively on graduates of the NFTE program, this study sought to determine to what extent the entrepreneurship program has had an impact on their lives. Impact included high school completion, college attendance, starting a business, acquiring personal skills and values, and self-assessment of behavior change, NFTE graduates stated that their self-esteem increased because the classes were purposeful, interactive and rewarded their efforts.

Traditional classrooms and work environments may not be conducive to promote innovative and creative behavior. Classroom instruction needs to be achievement oriented. This involves the use of various teaching methods and approaches that allow students to have control over their learning activities. Classroom activities should be designed in such a manner as to build self-confidence in students by focusing on positive ways to handle obstacles and learn from failures. These characteristics are experienced. A teacher cannot command a student to be creative. But, an atmosphere of the classroom should be such where creativity and the spirit of innovation are fostered(Vaidy,2014,30).

6- Rationale for using the Reciprocal Teaching

According to Takala (2006) Reciprocal Teaching strategies provide a dual function ; that they can be both comprehension fostering and comprehension monitoring .Hence they incorporate cognitive and

metacognitive strategies. It has become obvious that skilled reading involves the coordinate application of multiple strategies. Therefore, it was necessary to make a careful selection for a coherent and workable sequential combination of strategies that have already been shown , through a significant body of empirical research , evidence that they improve comprehension and enable the reader to monitor whether comprehension is occurring (Slater & Horstman,2002; Clark,2003;and Abd ElGawad,2007).

A major assumption underlying Reciprocal Teaching is that by participating, the students will eventually internalize the use of the four supporting strategies practiced in the group. This notion is consistent with the Vygotskian perspective that individual cognitive development is constructed from participation in social groups(Greenway,2002;Clark,2003).

Students practice four basic reading strategies and test their ideas against those of their peers. At the same time, they are listening and speaking in English in an authentic academic setting. They employ interactive techniques that are linguistically appropriate (question information, opinion statements, agreement/disagreement phrases) interrupting gambits) and socially appropriate (taking turns, interrupting body language, and sharing responsibility). Also, the reader's independence from the classroom teacher encourages autonomy in the reading process. Reciprocal Teaching provides students with the opportunity to reveal their independently- generated coping strategies, thus ensuring internalization of these strategies, as well as sharing those strategies with other readers. Furthermore, Reciprocal Teaching parallels the new definition of reading that describes the process of reading as interactive one, in which readers interact with the text to reconstruct meaning (Pressly,1999;Todd,2006).

Ahmadi and Ismail(2012) aimed in their study to investigate the effects of Reciprocal Teaching on reading comprehension. The

findings indicated that the Reciprocal Teaching had a significantly positive effect on the reading comprehension and usage of the four meta-cognitive reading strategies. Based on the results of this study, Reciprocal Teaching improves students' reading proficiency of both the proficient and less proficient readers. Readers use sub-sections of Reciprocal Teaching strategies (Prediction, questioning, Clarifying and Summarizing) and know how to use (why, when and how) each of the four main strategies. Students learn to make prediction, to make questions, to find the main point of the text, to find the meaning of unclear words, and to summarize the text by their own sentences. The four main strategies of Reciprocal Comprehension facilitate readers to overcome problems while reading texts, as they plan and monitor their reading; evaluate reading and comprehension.

Hacker and Tenet (2002) used the whole class instead of using small groups when Reciprocal Teaching was in progress, while one student read aloud, the remainder of the class listened and created questions. When clarifying, students circled the words or sentences that seemed confusing to them. The class created a whole class summary rather than an individual summary. By providing more highly scaffold instruction, the teachers found that the students maintained their discussion of the text longer and more seriously, were more active in their reading, and more provided with good models for summarizing, clarifying, predicting and questioning. Thus, the teacher had more control of the group, monitored the activities more closely and kept everyone on task. Writing was another modification made in Reciprocal Teaching, students wrote their own summaries were evaluated by other students. Results indicated that the modifications made enhanced dialogue amongst students.

Moreover, Barret (2003) investigated how twenty-one secondary FL. Students in Spanish IV classes could implement modified

Reciprocal Teaching strategies as a platform for meaningful communicative activities in the language classroom to strengthen their reading and listening comprehension, and specially their communication skills in the target language. Student groups read, answered questions over the readings, practiced summarizing material, and then recombined into listener groups in which each member had prepared a different story. Through narration, peer scaffolding and collaboration, students implemented the new strategies. Results of the study indicated that Reciprocal Teaching can be an effective procedure in the secondary foreign language classroom. Students improved their fluency and oral sentence structure over the course of the research, and demonstrated evidence of strong vocabulary recall when assessed after the study. Also, Reciprocal Teaching strategies improved students' reading and listening comprehension, and specially their communication skills in the target language.

Al Fassi (2004) examined whether incorporating combined strategy instruction (Reciprocal Teaching and direct explanation) into a language arts classroom , which was delivered by a language arts teacher , is more effective than the use of literacy instruction only in fostering the reading comprehension of high school students. In one classroom the combined strategy program was incorporated within the language arts curriculum, where as in the other classroom the students were exposed only to literacy instruction. Findings indicated that students exposed to the combined strategy instruction show greater improvement than students exposed to literacy learning only. Moreover, Hess(2004) investigated the implementation and evaluation of clarification and summarization. Direct instruction, modeling, cooperative learning, and Reciprocal Teaching were used. Students were observed using clarification and summarization. Findings of the study revealed that students improved during ten week study in the quality of their discussions

of expository text, used more questions at a higher critical level of thinking, based on Bloom's taxonomy, and achieved higher comprehension test scores on reading.

Some studies did not adopt Reciprocal Teaching in its multi-strategies integrated sense; rather they investigated Reciprocal Teaching strategies one at a time. Santiago(1991) sought to determine which one of two instructional treatment strategies self-questioning , and summarizing , is more effective in enhancing the Spanish reading comprehension performance of ninth grad students. Both treatments used Reciprocal Teaching approach which employs a system of modeling while reading , the teacher asks self-questions orally or summarizes and verbalizes the cognitive processes used. Results showed that significant gains were reached by students in both treatments on literal comprehension, inference making and main idea skills .There was no significant difference between both groups on posttest scores on these skills indicating that self-questioning and summarizing are effective metacognitive strategies in enhancing the reading comprehension performance of students. Furthermore, the results suggested that Reciprocal Teaching in metacognitive strategies can function effectively in the real context of the classroom.

7- Hypotheses of the Study

Hypothesis one: There will be statistically significant differences between the mean score of the experimental group and the control group in the post-test in the reading comprehension skills (Literal comprehension , Inferential comprehension , Critical comprehension , and Creative comprehension) in favor of the experimental group.

Hypothesis two: There will be statistically significant differences between the mean score of the experimental group on the reading comprehension skills in the pre-and -post tests in favor of the post test of the experimental group.

Method

8- Participants

A group of (60) secondary students were selected from one of Cairo language schools, namely Canal Language school, in the year 2017 - 2018 (30 students in the experimental group and 30 students in the control group). Students' age in both groups ranged from fifteen to 16-17 years old. All students in the sample of the current study had been learning English as a foreign language since kindergarten.

9- Research Design

The quasi-experimental design called the non-equivalent group design was employed in the present study. This design is identical to the pre-posttest control/experimental group design in all aspects except that intact groups rather than randomly assigned ones are used, creating a control problem in terms of selection bias. This makes the use of a pre-test necessary for this particular design. In this study, two intact classes were randomly selected to represent the experimental and the control groups. The experimental group received training throughout the proposed Reciprocal Teaching for developing the reading comprehension sub- skills.

On the other hand, students in the control group received regular instruction. A pre/post reading comprehension test was given to the two groups before and after the treatment. The independent variable was the suggested program based on the Reciprocal Teaching, and the dependent variables were the pre-post test, and the reading comprehension sub-skills.

10- Measures:

The present study made use of three main tools:

- A reading comprehension skills checklist.
- A pre-post reading comprehension test.
- A proposed program based on Reciprocal Teaching.

11- a- The reading comprehensionsub-skills checklist

The checklist was meant to determine the most important reading comprehension skills necessary for the secondary stage. It was designed in light of the objectives included in the Ministry of Education document and the previous literature and related studies concerned with developing reading comprehension skills at the secondary stage for ESL/EFL students, the checklist was submitted to a panel of jury in the field of EFL methods of teaching to determine the degree of importance of each skill , appropriateness of the skills suggested to Egyptian EFL secondary school students, as well as the relationship of each skill to either literal, inferential , critical or creative comprehension levels. Some of the modifications suggested by the panel of jury were: Combining the two closely related creative skills “inventing an original course of action in narrative text”, and “suggesting an original solution to a presented problem” into one skill, namely, “Inventing an original course of action in narrative texts/solution to a presented problem”. Also, combining the two closely related inferential skills “inferring specific details” and “inferring implicit cause-effect relationships” into one skill, namely, “making inferences”, and confining the study to 9 skills to make it more manageable and applicable.

The reading comprehension skills selected by the study according to their high percentages were as follows :

a- The reading comprehension skills

-Literal Comprehension:

- 1-Identifying the stated main idea of a reading passage.
- 2-Identifying specific stated information or details.
- 3-Identifying organizational patterns within a text (including explicit cause and effect relationship and the chronological order of events).

-Inferential Comprehension:

- 4-Guessing the meaning of unknown words or phrases in a text using semantic, syntactic and contextual clues.

5-Making inferences.

6-Determining Pronoun referents.

-Critical Comprehension:

7-Drawing conclusions.

-Creative Comprehension:

8-Suggesting an original title for a reading passage.

9-Inventing an original course of action in narrative texts/solution to presented problems.

12- b-The reading comprehension test

Objectives of the test

A pre/post reading comprehension test was constructed and administered by the researcher. It was used prior to the program implementation to make sure that students of both groups were at the same level before starting the experiment, and thus, the progress achieved by the experimental group would be attributed to the suggested program based on the Reciprocal Teaching they had been exposed to. As a post-test, it was used to investigate the effectiveness of the proposed Reciprocal Teaching program, on developing the selected reading comprehension skills.

The equivalency of both the control and experimental groups was established through analyzing their pre-test results. The following table shows that there were no statistically significant differences between the control and the experimental groups on the pre-test in reading comprehension.

Table (1)

T-test results of the pre-test of both the control and experimental groups

Skills	Sub Skills	Group	N	M	S.D	D.F	T - value	Level of sig.
1-Literal Comprehension:	Identifying the stated main idea of a reading passage	Exp.	30	1.80	0.925	58	0.972	Not sig. at 0.05
		Control	30	1.57	0.935			
	Identifying specific stated information or details	Exp.	30	0.93	0.640	58	0.628	Not sig. at 0.05
		Control	30	0.83	0.592			
	Identifying organizational	Exp.	30	2.13	1.961	58	0.274	Not sig. at
		Control	30	2.27	1.799			

Skills	Sub Skills	Group	N	M	S.D	D.F	T - value	Level of sig.
	patterns within a text							0.05
	Total	Exp.	30	4.87	2.886	58	0.299	Not sig. at 0.05
		Control	30	4.67	2.249			
2-Inferential Comprehension :	Guessing the meaning of unknown words or phrases in a text	Exp.	30	0.60	0.675	58	0.543	Not sig. at 0.05
		Control	30	0.70	0.750			
	Making inferences	Exp.	30	0.43	0.504	58	0.787	Not sig. at 0.05
		Control	30	0.33	0.479			
	Determining pronoun referents	Exp.	30	0.43	0.504	58	0.519	Not sig. at 0.05
		Control	30	0.37	0.490			
	Total	Exp.	30	1.47	1.196	58	0.216	Not sig. at 0.05
		Control	30	1.40	1.192			
3- Critical Comprehension :	Drawing conclusions	Exp.	30	0.53	0.507	58	0.766	Not sig. at 0.05
		Control	30	0.43	0.504			
4-Creative reading :	Suggesting an original title for a reading passage	Exp.	30	0.57	0.728	58	0.379	Not sig. at 0.05
		Control	30	0.50	0.630			
	Inventing an original course of action in narrative texts/solution to presented problems	Exp.	30	0.70	1.088	58	0.122	Not sig. at 0.05
		Control	30	0.67	1.028			
	Total	Exp.	30	1.27	1.285	58	0.307	Not sig. at 0.05
		Control	30	1.17	1.234			
Total sum:		Exp.	30	8.13	3.711	58	0.571	Not sig. at 0.05
		Control	30	7.67	2.496			

As shown in table (1), t-values are (0.299) for literal comprehension, (0.216) for inferential comprehension, (0.766) for critical comprehension, and (0.307) for creative comprehension, which are not statistically significant at 0.05 level. Thus, it can be concluded that the two groups were almost at the same level of performance in reading comprehension sub- skills.

13- Description of the test

The pre-posttest consisted of four reading comprehension passages and 29 questions about them, and the passages included in the test were unseen by the students, because the reading comprehension

passages are a performance test and which aimed at assessing students' reading comprehension ability rather than their achievement with respect to a certain content.

Test validity and reliability

To measure the test content validity, the first version of the test was given to 5 EFL supervisors and teachers to evaluate it in terms of content appropriateness, and suitability of the test to the students' level.

In order to establish the test reliability, the test-retest method was employed with an interval of two weeks on a sample of 20 secondary students of the pilot study. The Pearson's correlation coefficient was used to calculate the reliability coefficient which was (0.94), and which was relatively high.

Piloting the test

The test was piloted on a group of 13 students to determine item difficulty, the suitable time for the reading comprehension test, and the suitability of the task selected to extract the expected skills. Results revealed that the majority of students obtained low scores. Moreover, students reported that the story was difficult. This may be due to the fact that they were accustomed to memorizing certain answers to a given and seen reading comprehension passage. In addition, it was estimated that a period of 90 minutes would provide ample time to complete the test. This time was estimated in the following way :

Time taken by the fastest student + time of the slowest student

$$\frac{60 + 120}{2} = 90 \text{ minutes}$$

The pre-test was administered to both groups in normal classroom conditions three days prior to the experiment. The post-test was administered four days after the experiment ended..

14- Scoring

Students' answers to the pre/post -reading comprehension test were hand-scored by the researcher. Test scoring did not require another rater because all test items whether multiple choice or open- ended questions were controlled. For multiple choice questions, one score was given for each correct answer, while zero was given for double, wrong or left answers.

As for open-ended items, they were allocated two scores as they required students to provide two pieces of information, with one score assigned to each required piece of information. Zero was given for completely wrong or left question. Students' errors in grammar, vocabulary, spelling and punctuation were disregarded.

15- Suggested program based on Reciprocal Teaching

16- Learning objectives

Students were expected to master the identified reading comprehension skills by the end of the treatment.

17- Duration of the program

The activities based on the Reciprocal Teaching were taught in six weeks. The first classroom period was an introductory one aiming at introducing students to the aims of the program and activities they were going to do based on the Reciprocal Teaching and its four strategies. The second session was introducing the idea behind Entrepreneurship Culture and Education.

18- The program's validity

Sample activities from the program were given to EFL specialists who approved them, and suggested some modifications. The panel of jury suggested shortening and simplifying some reading texts included in the program in terms of their vocabulary and structure. Also, allocating more time to teaching the reading comprehension activities.

19- Piloting the program

A small pilot study was carried out, 20 students were selected from the secondary stage and were asked to perform three activities, the pilot study aimed at determining the time taken by the students to do the activities and to what extent they enjoyed the activities and were enthusiastic about the reading comprehension and Reciprocal Teaching activities. There was an indication that the activities were suitable to students' linguistic proficiency level, interesting and motivating.

20- Description of the Reciprocal Teaching program:

The researcher followed a proposed teaching strategy throughout the program implementation. Assumptions of this strategy were as follows:

- (a) Reading comprehension is a highly complex, interactive, constructive process in which learners reconstruct the original intentions of the writer by making use of reading comprehension strategies, and by drawing on what they already know to make use of the new knowledge presented in the reading text.
- (b) Reading comprehension strategies are used as a vehicle for organizing and coordinating dialogues about text, constructing the meaning, and monitoring comprehension. The acquisition of the strategies is a joint responsibility that is shared by the teacher and the students.
- (c) Accordingly, the teacher's role changes to that of a facilitator, a guide who uses Reciprocal Teaching as an interactive temporary scaffolded instruction forum to help students become strategic and interactive readers who monitor their own comprehension and apply and adapt a set of effective strategies to increase their understanding.
- (d) Reciprocal Teaching is a recursive rather than a linear step-by-step process. Effective readers are going back and forth, checking their understanding. This process integrates the four strategies

(predicting, questioning, clarifying, and summarizing) that overlap and intertwine.

According to the proposed teaching strategy, each reading comprehension lesson was divided to three phases including the four Reciprocal Teaching strategies that overlapped and intertwined. **These phases were as follows:**

1- Pre-reading phase (Questioning & Predicting)

2- During reading phase (Predicting, Questioning, Clarifying)

3- post-reading phase (Questioning & Summarizing)

The teacher divided the class randomly into small groups (Predictor, questioner, clarifier, and the summarizer). Group members took turns exchanging the four strategy roles in each reading passage. The teacher played the role of the maestro who facilitated group dialogue.

21- 1- Pre-reading phase (Questioning & Predicting):

Pre-reading (Questioning & Predicting) activities focus on preparing learners for the reading task by helping them identify the purpose of reading beforehand ,build and activate the background knowledge learners might need to actively engage in the reading task and successfully make meaning of the reading passage.

The following techniques & activities are used by students: Predicting T-Chart, Brainstorming, Graphic Organizers (including completing relevant semantic/story map or the first two columns of the K-W-L Chart). The teacher draws students' attention to the fact that they were going to extend their graphic organizers or complete the third column of the KWL charts in the post-reading phase based on the information they would obtain during reading the text. It helps students identify specific stated information or details.

The teacher chooses any or a combination of the previously mentioned techniques. Such choice depends on the nature of the

reading passage, the purpose of the reading task and the time available for the pre-reading phase.

22- 2-During reading phase(Predicting, Questioning, Clarifying):
During-reading (predicting, Questioning, Clarifying) activities are carefully and appropriately selected to help learners actively make meaning of the written language by relating the new knowledge to the existing schemata, using their guessing abilities, whatever contextual, syntactic, or/and semantic clues within the written discourse in addition to their use of reading and monitoring strategies according to the nature and purpose of the reading task.

- The predicting activities and techniques for (identifying specific stated information or details in a reading passage) are as follows:-DRTA(Directed Reading Thinking Activity):The predictors asked questions that encouraged students to make predictions about upcoming text. Predictors help group members to (a) extract evidence from the reading texts confirming their sound predictions made prior to reading, and /or (b) complete the Story Incidents Predictions/Confirmation charts. Active Comprehension: While reading, the predictor asks students about what they wanted to know.Students respond with their own questions.
- The questioning activities and techniques are as follows: -T-Chart of Text-Questions/Play Question Ping Pong,Story Map, Problem/solution Chart, Students generated and answered true/false questions, multiple choice questions.
- The Clarifying activities and techniques are as follows:-Cause-effect chart, Fishbone Map, Problem/Solution,Fill in Series of events chart or Bridging Snapshots ,Word attack techniques and Definition Map.

23- 3-Post-reading Phase(Questioning& Summarizing):
Post –reading (Questioning & Summarizing) activities should aim at making sure that learners have fully comprehended the reading passages, reinforcing the newly acquired knowledge and reflecting

on why some students have failed to understand or missed parts of the reading passages. They also expand on the topic or language of the reading text, thus transferring newly acquired knowledge to another context.-The teacher encouraged students' deeper comprehension and processing of the reading texts, raised their awareness of the necessary inferential, critical and creative reading comprehension sub-skills and fostered their active practice in context through these activities and techniques: Leave In/Leave Out T- Chart, Summary writing,Generate Under-the surface questions: (Why, how, should, could, would), Generate correct/incorrect inferences ,ask and answer open-ended and multiple choice questions , Suggesting other titles for a given text, and another solution to solve problem in the text.

Results

Results of the study are presented in terms of the study hypotheses.

24- Hypothesis one:

There are statistically significant differences between the mean scores of the experimental group exposed to the suggested the Reciprocal Teaching program and the control group receiving regular instruction on the posttest in reading comprehension in favor of the experimental group.

T-tests for independent samples were conducted in order to compare the post-test scores of the experimental and control groups in reading comprehension skills (Literal, Inferential, Critical, and Creative).The results of the T-test proved to be statistically consistent with the above stated hypothesis. Therefore, the first hypothesis was supported. Table (3) shows this statistical significance. To investigate the differences between both the experimental and control groups with respect to each determined reading comprehension sub-skills, t-tests for

independent samples were used and they revealed statistically significant differences at 0.05 level.

Table (2)

T-test results of the post-test of both the control and experimental groups in reading comprehension sub-skills.

Skills	Sub Skills	Group	N	M	S.D	D.F	T - value	Level of sig.	Effect size
1-Literal Comprehension:	Identifying the stated main idea of a reading passage	Exp.	30	3.77	0.430	58	12.847	sig. at 0.05	3.37
		Control	30	2.07	0.583				
	Identifying specific stated information or details	Exp.	30	2.73	0.459	58	12.629	sig. at 0.05	3.32
		Control	30	1.27	0.450				
	Identifying organizational patterns within a text	Exp.	30	7.33	0.959	58	13.320	sig. at 0.05	3.50
		Control	30	3.40	1.303				
Total	Exp.	30	13.83	1.416	58	16.874	sig. at 0.05	4.43	
	Control	30	6.73	1.818					
2-Inferential Comprehension :	Guessing the meaning of unknown words or phrases in a text	Exp.	30	2.33	0.661	58	7.881	sig. at 0.05	2.07
		Control	30	0.87	0.776				
	Making inferences	Exp.	30	1.50	0.630	58	6.547	sig. at 0.05	1.72
		Control	30	0.53	0.507				
	Determining pronoun referents	Exp.	30	1.67	0.479	58	8.449	sig. at 0.05	2.22
		Control	30	0.60	0.498				
Total	Exp.	30	5.50	1.106	58	11.165	sig. at 0.05	2.93	
	Control	30	2.00	1.313					
3- Critical Comprehension :	Drawing conclusions	Exp.	30	3.33	0.844	58	15.045	sig. at 0.05	3.95
		Control	30	0.67	0.479				
4-Creative reading :	Suggesting an original title for a reading passage	Exp.	30	4.30	1.179	58	14.294	sig. at 0.05	3.75
		Control	30	0.73	0.691				
	Inventing an original course of action in narrative texts/solution to presented problems	Exp.	30	5.97	1.351	58	14.676	sig. at 0.05	3.85
		Control	30	1.10	1.213				
Total	Exp.	30	10.27	1.081	58	28.527	sig.	7.49	

Skills	Sub Skills	Group	N	M	S.D	D.F	T - value	Level of sig. at 0.05	Effect size
		Control	30	1.83	1.206				
Total sum:		Exp.	30	32.93	2.477	58	34.548	sig. at 0.05	9.07
		Control	30	11.23	2.388				

The above table shows that there were statistically significant differences at 0.05 level between the mean scores of the control and experimental groups on the post - test in each reading comprehension sub- skill in favor of the experimental group, since the estimated t-values were (16.874) for Literal comprehension, and (11.165) for Inferential comprehension, and (15.045) for Critical comprehension, and (28.527) for Creative comprehension. Moreover, the effects size values, (4.43), (2.93), (3.95), and (7.49), for the first, second, third, and fourth reading comprehension sub- skills respectively reveal that the proposed program based on the Reciprocal Teaching had a large effect on the experimental group students' reading comprehension sub- skills on the post-test as compared to those of the control group receiving regular instruction.

25- Hypothesis two:

There are statistically significant differences between the mean scores of the experimental group on the reading comprehension pre-post- tests in reading comprehension sub- skills in favor of the post-test scores.

In order to verify the validity of this hypothesis, t-tests for paired samples were used. The t-test results proved that there were statistically significant differences between the pre-post tests mean scores of the experimental group in reading comprehension sub- skills (Literal, Inferential, Critical ,and Creative). In other words, the results of the t-tests proved to be statistically consistent with the above stated hypothesis. Hence, the second hypothesis was accepted.

To investigate the differences between the experimental group students' reading comprehension sub-skills before and after being exposed to the program based on Reciprocal Teaching, t-tests for paired samples were used for each determined reading comprehension skill. The following table show the existence of statistically significant differences at 0.05 level in this respect.

Table (3)
T-test results comparing the pre-test vs. post-test means for the experimental group reading comprehension sub-skills.

Skills	Sub Skills	measure	N	M	S.D	Paired differences		D.F	T – value	Level of sig.	Effect size
						M	S				
1-Literal Comprehension:	Identifying the stated main idea of a reading passage	post	30	3.77	0.430	1.967	1.189	29	9.063	sig. at 0.05	3.37
		pre	30	1.80	0.925						
	Identifying specific stated information or details	post	30	2.73	0.459	1.800	0.847	29	11.641	sig. at 0.05	4.32
		pre	30	0.93	0.640						
	Identifying organizational patterns within a text	post	30	7.33	0.959	5.200	2.325	29	12.249	sig. at 0.05	4.55
		pre	30	2.13	1.961						
Total	post	30	13.83	1.416	8.967	3.567	29	13.769	sig. at 0.05	5.11	
	pre	30	4.87	2.886							
2- Inferential Comprehension :	Guessing the meaning of unknown words or phrases in a text	post	30	2.33	0.661	1.733	1.048	29	9.057	sig. at 0.05	3.36
		pre	30	0.60	0.675						
	Making inferences	post	30	1.50	0.630	1.067	0.907	29	6.440	sig. at 0.05	2.39
		pre	30	0.43	0.504						
	Determining pronoun referents	post	30	1.67	0.479	1.233	0.774	29	8.729	sig. at 0.05	3.24
		pre	30	0.43	0.504						
Total	post	30	5.50	1.106	4.033	1.752	29	12.613	sig. at 0.05	4.68	
	pre	30	1.47	1.196							
3- Critical Comprehension :	Drawing conclusions	post	30	3.33	0.844	2.800	1.064	29	14.421	sig. at 0.05	5.36
	pre	30	0.53	0.507							
4-Creative reading :	Suggesting an original title for a reading passage	post	30	4.30	1.179	3.733	1.484	29	13.779	sig. at 0.05	5.12
		pre	30	0.57	0.728						
	Inventing an original course of action in narrative texts/solution to presented problems	post	30	5.97	1.351	5.267	1.893	29	15.243	sig. at 0.05	5.66
		pre	30	0.70	1.088						
	Total	post	30	10.27	1.081	9.000	1.894	29	26.031	sig. at 0.05	9.67
		pre	30	1.27	1.285						
Total sum:	post	30	32.93	2.477	24.800	4.708	29	28.852	sig. at 0.05	10.72	
	pre	30	8.13	3.711							

above table shows that there were statistically significant differences at 0.05 level between the mean scores of the

experimental group on the pre-post tests in favor of the post-test in the four reading comprehension sub- skills, since the estimated t-values were (13.769) for Literal comprehension,(12.613) for Inferential comprehension, (14.421) for Critical comprehension, and (26.031) for Creative comprehension. Moreover, the calculated effect size values (5.11),(4.68), (5.36), and (9.67)for the first, second, third, and fourth reading The comprehension sub- skills respectively reveal that the proposed program had a large effect on the experimental group students' reading comprehension sub-skills on the post-test as compared to the pre-test.

Discussion

Reciprocal Teaching strategy is one of the key factors that enhances students' meta-cognitive awareness on reading comprehension. It helps readers to think and plan about their reading process, improve activities, monitor and evaluate their reading while reading a text in order to understand the message of the author. Reciprocal Teaching strategy improves learners' reading comprehension, facilitates foreign language learning and helps them to improve the ability to work co-operatively with their classmates. Students improved the quality of their discussions of expository text , and also used more questions at a higher critical level of thinking. This is consistent with (Hess,2004).

Reading comprehension is improved by Reciprocal Teaching which activates background knowledge in ways of pre-reading, while reading and after reading,in instructing secondary students to get information and in monitoring their reading during their reading time It is noteworthy to stress the crucial role of teacher modeling in facilitating learners' reading comprehension. Teachers explicitly provide declarative knowledge (what the strategies are),conditional knowledge (when to use them) and procedural knowledge (how to use them).Scaffolding in instruction and teachers' feedback is reduced when students become more

independent in the application of reading strategy of what have been read, visualizing what they are reading ,Retelling what they have read and summarizing chunks of text while reading, connecting text to prior knowledge and previously read sections These results are consistent with the results of(Oczkus,2006, and AbdelGawad,2007).

It is noteworthy that such strategies provide opportunities for students to be engaged and not bored. Hence, by involving students in such performances and creativity, as well as in the reading comprehension activities, teachers can support the multiple goal of reading comprehension skills(literal , inferential , critical and creative)reading comprehension skills. There are numerous advantages and positive outcomes to Reciprocal Teaching ,among them are increased problem-solving and decision-making abilities,teamwork .In addition to that , students took an active role through the reading tasks and activities of the proposed program that developed and focused on the entrepreneurial skills such as: goal setting , determination , motivation, persistence to face obstacles, vision, passion, devotion, self-confidence ,sense of responsibility . This is consistent with the results of (Yusuf,2013,Sousa&Almeida,2014).

Reciprocal Teaching had a significantly positive effect on the reading comprehension and usage of the four meta-cognitive reading strategies. Students learned to make prediction, to make questions , to find the main point of the text, to find the meaning of unclear words, and to summarize the text by their own sentences. These results are consistent with (Ahmadi& Ismail,2012,and Hacker& Tenent,2002).

It is noteworthy that teachers should inform students that there is no magical formula to be an entrepreneur and there are no quick steps to succeed. Students considering being entrepreneurs, should realize that being entrepreneurs mean that they are

responsible for making decisions, solving problems, resolving conflicts, developing opportunities and motivating others to share their vision.

26- Recommendations and suggestions for further research :

- Choosing appropriate reading comprehension passages from an entrepreneurial perspective along with suitable implementation approaches is a key point in achieving its educational aims.
- EFL teachers should pay more attention to developing inferential, critical and creative reading comprehension skills among their students in addition to their usual concern about literal reading comprehension skills.
- EFL teachers are recommended to make use of the Reciprocal Teaching format to foster EFL students' reading comprehension skills. They should adopt strategy instruction which is based on modelling, scaffolding and guided practice, and apply the strategy of students' generated questions.
- Reading comprehension instruction should be integrated with other language skills throughout the learning process using varied pre-.during and post – reading activities that require students to read, write, listen and talk about the written discourses.
- Further research is needed to explore the effectiveness of other programs based on Reciprocal Teaching in developing students' writing and listening skills .
- Since creativity is increasingly gaining recognition as a human characteristic that can be (and should be) developed through education, there is the need to make conscious efforts to develop students' creativity and learning through Reciprocal Teaching. Hence, teachers do not necessarily produce students who wouldby all means become entrepreneurs but rather creative students who can transfer the skills they have learnt through Entrepreneurship education, and reading

comprehension to other subject areas and in effect to all other facets of their lives.

- More studies are needed to investigate the effectiveness of similar programs in developing students' entrepreneurial skills.
- Other programs are needed to prove and compare the effectiveness of other Reciprocal Teaching formats such as student-led Reciprocal Teaching and group versus whole class work.
- Further research is needed to explore the effectiveness of other programs in developing students' writing ,speaking and listening from an entrepreneurial perspective.
- Students should be given more opportunities to practice reading comprehension skills in a supportive, cooperative, anxiety-free learning environment.

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