# The Effects Of Reciprocal Teaching On Reading Comprehension To The Civil Services Asperients As To The Traine IAS, IPS, IFS And Central Services Officers In India

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## Abstract:

Outside the classrooms of higher education, Indian students are the civil services aperients, as like students from Jawaharlal Nehru University, and these graduate students need efficient reading skills to comprehend a mass of reading materials from various sources related to syllabus of civil services prelims, mains and interview. (Piyanukool, 2001). Reading is even more important for civil services asperients since they have to be highly competitive in the Entrance examination (Chandavimol, 1998) and the National Level Tests prelims, mains and interview conducted by union public services commission. Therefore, the ability to read and comprehend texts efficiently is crucial for Indian students.

In addition, because of the demanding expectations for Administration, success in all areas of learning as competitors, they need to be trained a lot in reading-comprehension to succeed in the exams. As future diplomatic officers like IAS, IPS, IFS, they need to administrate, it takes a great deal of reading-comprehension to understand text of codes like constitution, law and order.

To elevate the reading comprehension abilities to a stronger, more advanced level and to reach the target level proficiency reciprocal teaching methods will play main role.

**Keywords:** Effects, Reciprocal Teaching, Reading Comprehension, Civil services asperients, Trainee Civil Servants.

## 1. Introduction

In India, English is also taught as a foreign language, and the purpose of learning English as foreign language is for communicative purpose (Chandavimol, 1998). To communicate efficiently, learners need the four skills of listening, speaking, reading, and writing, but of all these four skills, reading is regarded as the most vital and necessary for Bureaucrats, both, in administrative context and in practical administration in society (Carrell, 1989; Grabe & Stoller, 2002). Outside the classrooms of higher education, Indian students are the civil services aperients, as like students from Jawaharlal Nehru University, and these

graduate students need efficient reading skills to comprehend a mass of reading materials from various sources related to syllabus of civil services prelims, mains and interview. (Piyanukool, 2001). Reading is even more important for civil services asperients since they have to be highly competitive in the Entrance examination (Chandavimol, 1998) and the National Level Tests prelims, mains and interview conducted by union public services commission. Therefore, the ability to read and comprehend texts efficiently is crucial for Indian students.

In addition, because of the demanding expectations for Administration, success in all areas of learning as competitors, they need to be trained a lot in reading-comprehension to succeed in the exams. As future diplomatic officers like IAS, IPS, IFS, they need to administrate, it takes a great deal of reading-comprehension to understand text of codes like constitution, law and order.

To elevate the reading comprehension abilities to a stronger, more advanced level **(Soonthornmanee, 2002)** and to reach the target level proficiency reciprocal teaching methods will play main role.

Reciprocal teaching has been defined in many different ways. According to Rosenshine and Meister (1994), reciprocal teaching is an instructional strategy that directly teaches students to apply metacognitive thinking as they make meaning from a text. Carter (1997) defined reciprocal teaching as the following:

Reciprocal teaching parallels the new definition of reading that describes the process of reading as an interactive one, in which readers interact with the text as their prior experience is activated.

Using prior experience as a channel, readers learn new information, main ideas and arguments.

Most importantly, readers construct meaning from the text by relying on prior experience to parallel, contrast or affirm what the author suggests. All excellent readers do this construction. Otherwise, the content would be meaningless, alphabetic scribbles on the page. Without meaning

Construction, learning does not take place. Reciprocal teaching is a model of constructivist learning.

## Statement of the Research Problem

As mentioned above, most studies on the reciprocal teaching approach have been conducted in a classroom to the civil services asperients. Though some studies have been carried in Jawaharlal Nehru University in India New Delhi, few of them have been conducted on the effects of the reciprocal teaching approach on Indian outside the classroom different level students, various streams.

Moreover, the reciprocal teaching approach showed positive results and might be applied effectively to Indian students at Jawaharlal Nehru University. The researcher was interested in adapting Palincsar and Brown's reciprocal teaching approach to teach civil services aperients of Jawaharlal Nehru University New Delhi, to improve their reading proficiency by using metacognitive reading strategies.

## 2. Review of Literature

## International, national and state level studies:

Moore, and Wilkinson (2003) investigating the effect of using reciprocal teaching on reading comprehension for a group of students who face difficulties in this skill. The results indicated the effectiveness of reciprocal teaching in developing students' comprehension and their self-confidence in their abilities to read. The result of this study is consistent with the results of the studies conducted by Kelly, Moore and Tuck (1994).

Plinscar and Brown (1985) and Todd (2006) conducted studies that aimed at investigating the effect of reciprocal teaching on acquiring vocabulary and reading comprehension for low-achievers in elementary

grades in Basic level. The results showed that 75% of the students who took part in those studies developed their vocabulary and skills.

Kwangok Song (2020) the dramatic increase of learners reading in English-as-an-additional language (EAL) across the world has urged educators to develop ways to provide rigorous support for these learners' academic engagement and achievement. Despite continuous scholarly efforts to support linguistically diverse students' academic achievement, however, it has been reported that many linguistically diverse students continue to fall behind and experience unequal opportunities in schools at least in the United States. JUMRAH. (2019) the research was found out the implemention of reciprocal teaching method effective in improving students' competence in reading skill. The method in this research was quasi experimental research. The quasi experimental research designed was used two classes which were taught using two different methods.

According to Leila Ashegh Navaie (2018) f the Reciprocal Teaching Procedure (RTP) on reading comprehension of intermediate Iranian EFL learners in Iran. Two intact groups were chosen non-randomly, one as the control group and the other as the experimental group. Then an IELTS reading test was administered to both groups as pretest. After analyzing the collected scores by independent t-test it was known that there was no meaningful difference between control and experimental groups before the treatment. Both groups were offered 15 sessions of reading, the experimental group received treatment, they were taught reading by applying RTP as an instructional strategy, but the control group was taught reading through the conventional method. The results showed that reciprocal teaching can improve reading comprehension of Iranian EFL learners. Pedagogical implications are discussed.

Gulhiz Pilten(2017)Reciprocal teaching is a research-based approach that teachers utilize to model the four comprehension strategies while leading a dialogue (IES WWC, 2013; Vaca, et al., 2011). The purpose of this study is to investigate whether the use of the reciprocal teaching will improve students with specific learning disabilities' scores on reading comprehension assessments. As a result, more and more teachers are encountering students with reading difficulties (Hagaman, et al., 2010). Hagaman et al. found that a great emphasis is placed on early intervention programs, such as Response to Intervention, in an attempt to improve students' reading difficulties; however, these programs mainly focus on foundational skills and sometimes "overlook reading comprehension"

Gulhiz Pilten (2016) The effects of reciprocal teaching in comprehending expository texts. The research was designed with mixed method. The quantitative dimension of the present research was designed in accordance with pre-test-post-test control group experiment model. At the end of 11-week teaching process, expository text comprehension skills of experiment group students, on who reciprocal teaching strategy was implemented, developed more than control group students, on who teaching process projected in the curriculum was implemented, at a statistically significant level

### 3. Research Gap
In the previous studies role of cognitive process in acquiring the reading comprehension, was not analyses in previous studies.
Second one is the influence of reciprocal teaching on English language and cognitive process, teaching this also not analyzed.

The last one is synchronism of foreign language acquisition and cognitive process was not analyzed, research happened on reciprocal teaching but not specifically done research on the above points.

## 4. Significance of the Study

**Purpose of the Study:**

The main purpose of this experimental study was to investigate the effects of reciprocal teaching on reading comprehension and reading strategies of students in Jawaharlal Nehru university civil services asperients in New Delhi. More specifically, it aimed to:

1. Investigate the effects of reciprocal teaching on the reading comprehension of civil services asperients Jawaharlal Nehru University New Delhi.

2. Investigate whether reciprocal teaching enhances the reading comprehension ability of both proficient and less proficient students.

3. Investigate whether the increase in English reading ability of the experimental group is significantly higher than the increase of the students in the control group.

4. Examine the metacognitive reading strategies the civil services aperients in the experimental group employed prior to and after reciprocal teaching.

## 6. Objectives of the Study

➢ The first objective was for the student to make predictions using information from what they read to guess what would happen next or what the author would tell them next.

➢ Intervention was for the student to be able to generate and answer literal and inferential questions about the text.

➢ I had students reflect about how asking questions helped them understand the text and how it was helpful to them as a reader the students to clarify words and sentences by reading, thinking about word chunks they do know, trying to sound out the words, asking themselves if it made sense, and, finally, asking an adult or friend for help if they need it.

➢ The fourth objective was for students to use their own words to summarize the main ideas in order by retelling the big events that happened in a story or by sharing the main ideas and facts from a non-fiction text.

## 7. Hypothesis

The reciprocal teaching cognitive approach, psychological perspective is confined to reading comprehension and understands the text and its implementation on cognitive process. These approaches may success in reading and comprehend the exams and succeed in prelims and mains text and trainees also implement law and order by understanding the text and implementing the reciprocal teaching.

## 8. Research Questions

This study addressed the following research questions:

1. Do the civil services aspirant Graduate students at Jawaharlal Nehru University New Delhi improve their reading comprehension after reciprocal teaching?

2. Does reciprocal teaching enhance the reading ability of proficient and less proficient students?

3. Is the increase in reading ability of the students in the experimental group significantly higher than the increase in reading ability of the students in the control group?

4. Do students in the experimental group increase their use of meta-cognitive reading strategies after reciprocal teaching?

## 9. Approaches to the Study

Reciprocal teaching is the main source for language comprehend  and its interdependence on cognitive process is an interdisciplinary concept. Cognitive approaches take into account the mental processes that explain the acquisition of language learners on the basis of the more general cognitive science. Cognitive factors comprise intelligence, language aptitude, and language learning strategies. Linguistic approaches to second language acquisition research view language as a separate part of knowledge which is dsitinct and unique from any other forms, and relies on the outcomes of linguistic studies to analyze this acquisition.

There are two crucial strands of research belonging to this group: universal grammar, and typological approaches. Second language acquisition can also be approached by the sociocultural perspectives, which emphasizes the importance of social context in understanding how learners acquire languages.

## 10. Methodology

The receiprocal strategies individuals apply for their learning bear noticeable associations with their cognition. Apparently, learners who come up with more effective and personally appropriate strategies end up with higher levels of motivation and faster achievements. Their preferred learning styles, how they believe a language should be acquired, and the types of learners they want to be are among many factors that determine one's choice of strategies. As these factors belong to the mental awareness of themselves and of the target language, the mentioned relation between chosen strategies and learners' cognition is proven. This viewpoint is also supported by the assumption of Gardner and McIntyer (1993), who assert that situational variables, individual characteristics, and learning strategy used are the indicators of success in  English text comprehending. They argue that these three aspects interplay in a complex way and all produce certain changes to the proficiency and advanced level of languages understanding.

## 11. Source or Types of Data

For understanding the awareness, questions relating to the institutions, primary and secondary sources will be used. Qualitative and quantitative data will be used in the research.

## 12. Methods of Data Collection

The strategies individuals apply for their learning bear noticeable associations with their cognition. Apparently, learners who come up with more effective and personally appropriate strategies end up with higher levels of motivation and faster achievements. Their preferred learning styles, how they believe a language should be acquired, and the type of learners they want to be are among many factors that determine one's choice of strategies. As these factors belong to the mental awareness of themselves and of the target language, the mentioned relation between chosen strategies and learners' cognition is proven. This viewpoint is also supported by the assumption of Gardner and McIntyer (1993), who assert that situational variables, individual characteristics, and learning strategy used are the indicators of success reading and comprehending the text. They argue that these three aspects interplay in a complex way and all produce

certain changes to the proficiency of languages. To give more information about learning strategy, some researchers also refer to it as cognitive style. It is the specific and certain method of doing something with effort. Needless to say, each  Foreign language learner has their own technique to deal with language problems, but whether that technique corresponds with their cognitive styles which would certainly allow them to reach their best achievements is another question. In fact, different scholars have suggested different ways of categorization for learning styles. Reid (1987) categorizes everyone's general learning styles according to several modalities, including audio (hearing), kinesthetic (touching), visual (seeing), and tactile (touching). The first type is used to describe those who require verbal explanations or thorough instructions for grammatical rules, tackle problems by using dialogues or discussions, as well as create rhythms and sounds to learn things by heart. The second refers to the ones that are capable of memorizing well by writing down words, phrases, and sentences, with preference for activities or movement.

Both qualitative and quantitative methods are used to gather data as the research is expected to be a perfect combination of collection methods, with an aim to generate a comprehensive view towards the research topic. This was specifically accomplished by conducting surveys, questionnaires, interviews, and observations. After that, relevant theoretical perspectives are utilized in assisting the statistical and thematic techniques for data analysis. The ultimate purpose is not only to help students of the English Language Faculty overcome their difficulties in learning a second language, but also to maximize the teaching quality of the teaching staff in this faculty with more effective pedagogic strategies.

## 13. Universe of the Study

The research is to locate problems of acquiring second language especially for students from rural background and to locate or design a solution by perceiving the problem through psychological perspective so that it will be of great help to students who are facing the problem. The psychological perspective is confined to the second language acquisition and its interdependence on cognitive process. The research is carried forward on three facets:

First one is role of cognitive process in acquiring the second language. Second one is the influence of second language acquisition on cognitive process. The last one is reciprocal teaching reading comprehension the text  and cognitive process.

## 14. Research Methodology and Materials:

1. This study confined itself to investigating the graduation students at Jawaharlal Nehru University New Delhi , India. In total, it counted 66 participants: 30 students forming the experimental group and 36 students in the control group. At the time  of the investigation, they were all in the civil services preparation, some of the students got selection in 2018 batch IAS.

2. The reading materials were selected from five reading textbooks. Both groups of participants studied the same materials and the researcher himself instructed both groups. In order to control threats of internal validity, the researcher used the same reading materials, activities, length of time, environment in the classrooms, and mid of the teaching class and final post test examinations.

**Tools:**

Reciprocal teaching has been defined in many different ways. According to Rosenshine and Meister (1994), reciprocal teaching is an instructional strategy that directly teaches students to apply metacognitive thinking as they make meaning from a text.

**Subjects:**

The subjects of this study consisted of Jawaharlal Nehru University New Delhi's Indian students Indian subjects are from various streams in Graduation. All of them are civil services asperients.

**Strategies and Techniques**

1.Always read the first and last sentence more carefully no matter what passages are usually structured and the first sentence will always contain the main idea and set the tone.

2. watch for the trigger words such as "but, however,still,regardless,nevertheless,although" and others.

3.Always ask yourself why the author put this example here.

4.Pretend that you are very interested in the reading.

5.Always know what the main idea of the passage is, even if the questions are not asking for it.

6.It helps to know the vocabulary but you can make it –as long as you know all of the tone and general words, you will be able to tell author's direction.

7.Read the questions before you read the passage. You will gain a slight advantage by reading the first question before you read the passage for the first time.This will give you a better idea of what you should be focusing on as you read, in order to answer the questions.

8.Practice,again and again Practice ,several times more Reading comprehensions: you can't expect to become an expert at reading comprehension questions just by reading some tips and advice. You also need to work through many practice questions and learn to put tips and strategies like the ones we have presented to use.

**15. Data Analysis**

**Examples:**

Reading comprehension Passages, questions and answers.

**Passage - 1 The** Himalayan ecosystem is highly vulnerable to damage, both due to geological reasons and on account of the stress caused by increased pressure of population, exploitation of natural resources and other related challenges. These aspects may be exacerbated due to the impact of climate change. It is possible that climate change may adversely impact the Himalayan ecosystem through increased temperature altered precipitation patterns, episodes of drought and biotic influences. This would not only impact the very sustenance of the indigenous communities in uplands but also the life of downstream dwellers across the country and beyond. Therefore, there is an urgent need for giving special attention to sustain the Himalayan ecosystem. This would require conscious efforts for conserving all the representative systems. Further, it needs to be emphasized that the endemics with restricted distribution, and most often with specialized habitat requirements, are among the most vulnerable elements. In this respect the Himalayan biodiversity hotspot, with rich endemic diversity, is vulnerable to climate change. The Threats include possible loss of genetic resources and species, habitats and concomitantly a decrease in ecosystem services.

Therefore, conservation of endemic elements in representative ecosystems/habitats assumes a great significance while drawing conservation plans for the region. Towards achieving the above, we will have to shift towards contemporary conservation approaches, which include a paradigm of landscape level interconnectivity between protected area systems. The concept advocates a shift from the species-habitat focus to an inclusive focus on expanding the biogeographic range so that natural adjustments to climate change can proceed without being restrictive.

1. Consider the following statements: According to the passage, the adverse impact of climate change on an ecosystem can be a

1. Permanent disappearance of some of its flora and fauna.

2. Permanent disappearance of ecosystem itself.

Which of the statements given above is/are correct?

(a) 1 only

(b) 2 only

(c) Both 1 and 2

(d) Neither 1 nor 2 Solution: a)

UPSC will always try to trick you giving options that will relate to the passage text, but will be an extreme version of it. For e.g. in statement 2: it says "disappearance of the ecosystem itself". First statement too is extreme, but you can find its mention in the passage.

Be careful of extreme and emphasizing words like ONLY, NECESSARILY, PERMANENT, TOTALLY, COMPLETELY etc.


2. Which one of the following statements best implies the need to shift toward contemporary conservation approach?

(a) Exploitation of natural resources causes a stress on the Himalayan ecosystem.

(b) Climate change alters precipitation patterns, causes episodes of drought and biotic interference.

(c) The rich biodiversity, including endemic diversity, makes the Himalayan region a biodiversity hotspot.

(d) The Himalayan biogeographic region should be enabled to adapt to climate change smoothly.


Solution: d) On first look, it seems that all options except (d) are correct. But the reverse is the case.


Read the question carefully. It asks for the 'need' to shift, not the 'cause' of shifting to contemporary conservation practices. If cause was asked then all except (d) would be correct.

So, If you are confused in picking up the right option, you have not read the question carefully. Even a single word can make all the difference.


3. What is the most important message conveyed by the passage?

(a) Endemism is a characteristic feature of Himalayan region.

(b) Conservation efforts should emphasize on biogeographic ranges rather than on some species or habitats.

(c) Climate change has adverse impact on the Himalayan ecosystem.

(d) Without Himalayan ecosystem, the life of the communities of uplands and downstream will have no sustenance.

Solution: b) Even though all the options mentioned in the question have been conveyed by the passage, it asks specifically for the 'important message' – not 'concern', or 'fact' etc. Look at the 'keyword' here.

If it was 'most important concern' in the question, then the answers should have been (c) or (d). If it was 'most important fact', answer would have been (a).

4. With reference to the passage, the following assumptions have been made:

1. To maintain natural ecosystems, exploitation of natural resources should be completely avoided.

2. Not only anthropogenic but also natural reasons can adversely affect ecosystems.

3. Loss of endemic diversity leads to the extinction of ecosystems.

Which of the above assumptions is/are correct?

(a) 1 and 2

(b) 2 only

(c) 2 and 3

(d) 3 only

Solution: b)

That's a cakewalk. 1 and 3 cannot be correct. So the answer has to be (b). Simple elimination will save you a lot of time and makes your job easy.

**Passage - 2 It** is often forgotten that globalization, is not only about policies on international economic relationships and transactions, but has equally to do with domestic policies of a nation. Policy changes necessitated by meeting the internationally set conditions (by WTO etc.) of free trade and investment flows obviously affect domestic producers and investors. But the basic philosophy underlying globalization emphasizes absolute freedom to markets to determine prices and production and distribution patterns, and view government interventions as processes that create distortions and bring in inefficiency. Thus, public enterprises have to be privatized through disinvestments and sales; sectors and activities hitherto reserved for the public sector have to be opened to the private sector. This logic extends to the social services like education and health. Any restrictions on the adjustments in workforce by way of retrenchment of workers should also be removed and exit should be made easier by removing any restrictions on closures. Employment and wages should be governed by free play of market forces, as any measure to regulate them can discourage investment and also create inefficiency in production. Above all, in line with the overall philosophy of reduction in the role of the state, fiscal reforms should be undertaken to have generally low levels of taxation and government expenditure should be kept to the minimum to abide by the principle of fiscal prudence. All these are policy actions on the domestic front and are not directly related to the core items of the globalization agenda, namely free international flow of goods and finance.

5. According to the passage, under the globalization, government interventions are viewed as processes leading to

(a) distortions and inefficiency in the economy.

(b) optimum use of resources.

(c) more profitability to industries.

(d) free play of market forces with regard to the industries. Solution: a) Pretty simple. Direct mention has been made in the passage.

6. According to the passage, the basic philosophy of globalization is to (a) give absolute freedom to producers to determine prices and production.

(b) give freedom to producers to evolve distribution patterns.

(c) give absolute freedom to markets to determine prices, production and employment.

(d) give freedom to producers to import and export.

Solution: c)

Although direct mention has not been made, its there in the passage in bits and pieces. So while reading the passage, you should be able to grasp the essence of it. Confusion reduces.

While reading try to get the essence (central core/idea/message/view) of the passage.

7. According to the passage, which of the following is/are necessary for ensuring globalization?

1. Privatization of public enterprises

2. Expansionary policy of public expenditure

3. Free play of market forces to determine wages and employment

4. Privatization of social services like education and health.

Select the correct answer using the code given below:

(a) 1 only

(b) 2 and 3 only

(c) 1, 3 and 4

(d) 2, 3 and

4 Solution: c)

Again apply elimination to save time. Statement 2 is ofcourse incorrect. So (b) and (d) are out. Statement 3 is ofcourse correct (you know from the previous answer). So, answer has to be (c).

8. According to the passage, in the process globalization the State should have

(a) Expanding role

(b) Reducing role

(c) Statutory role

(d) none of the above roles.

**Passage -3.** In recent times, India has grown fast not only compared to its own past but also in comparison with other nations. But there cannot be any room for complacency because it is possible for the Indian economy to develop even faster and also to spread the benefits of this growth more widely than has been

done thus far. Before going into details of the kinds of micro-structural changes that we need to conceptualize and then proceed to implement, it is worthwhile elaborating on the idea of inclusive growth that constitutes the defining concept behind this Government's various economic policies and decisions. A nation interested in inclusive growth views the same growth differently depending on whether the gains of the growth are heaped primarily on a small segment or shared widely by the population. The latter is cause for celebration but not the former. In other words, growth must not be treated as an end in itself but as an instrument for spreading prosperity to all. India's own past experience and the experience of other nations suggests that growth is necessary for eradicating poverty but it is not a sufficient condition. In other words, policies for promoting growth need to be complemented with policies to ensure that more and more people join' in the growth process and, further,· that there are mechanisms in place to redistribute some of the gains to those who are unable to partake in the market process and, hence, get left behind. A simple way of giving this idea of inclusive growth a sharper form is to measure a nation's progress in terms of the progress of its poorest segment, for instance the bottom 20 per cent of the' population. One could measure the per capita income of the bottom quintile of the population and also calculate the growth rate of income; and evaluate our economic success in terms of these measures that pertain to the poorest segment. This approach is attractive because it does not ignore growth like some of the older heterodox criteria did. It simply looks at the growth of income of the poorest sections of the population. It also ensures that those who are outside of the bottom quintile do not get ignored. If that were done, then those people would in all likelihood drop down into the bottom quintile and so would automatically become a direct target of our policies. Hence the criterion being suggested here is a statistical summing up of the idea of inclusive growth, which, in turn, leads to two corollaries: to wish that India must strive to achieve high growth and that we must work to ensure that the weakest segments benefit from the growth.

1. The author's central focus is on

(a) applauding India's economic growth not only against its own past performance, but against other nations.

(b) emphasizing the-need for economic growth which is the sole determinant of a country's prosperity. (c) emphasizing inclusive growth where gains of growth are shared widely by the population.

(d) emphasizing high growth.

Solution: c)

Just focus on getting the essence and overview of the passage while reading. Such questions will be a cakewalk for you.

2. The author supports policies which will help

(a) develop economic growth.

(b) better distribution of incomes irrespective of rate of growth.

(c) develop economic growth and redistribute economic gains to those getting left behind.

(d) put an emphasis on the development of the poorest segments of society.

Solution: d

Options (a) and (b) can be eliminated right away. (b) talks about "irrespective of rate of growth". Option (c) says, "redistribute to those left behind". But that is not what the author is trying to say. In the whole passage, he keeps talking about the growth of the poorest segments first. So, (d) has to be the answer.

Evaluate the options in the light of the essence of the passage.

3. Consider the following statements:
According to the author, India's economy his grown but there is no room for complacency as
1. growth eradicates poverty. 2. growth has resulted in prosperity all. Which of the statements given above is/a correct?
(a) 1 only
(b) 2 only
(c) Both 1 and 2
(d) Neither 1 nor 2
Solution: d

The author does not mention any of these. He mentions the opposite that growth has not been able to life large number of people from poverty; and distribution needs to be looked at.

**Passage -4.** It is easy for the government to control State-owned companies through nods and winks. So what really needs to be done as first step is to put petrol pricing on a transparent formula - if the price of crude is x and the exchange rate y, then every month or fortnight, the government announces a maximum price of petrol, which anybody can work out from the x and Y. The rule has to be worked out to make sure that the oil-marketing can, in general, cover their costs. This will mean that if one company can innovate and cut costs, it will make greater profits. Hence, firms will be more prone to innovate and be efficient under this system. Once the rule is announced, there should be no interference by the government. If this is done for a while, private companies will re-enter this market. And once a sufficient number of them are in the fray, we can remove the rule-based pricing and leave it truly to the market (subject to, of course, the usual relations of anti-trust and other competition laws).

1. Consider the following statements: According to the passage, an oil company can make greater profits, if a transparent formula for petrol pricing is announced every fortnight or month, by
1. promoting its sales.
2. undertaking innovation.
3. cutting costs.
4. selling its equity shares at higher prices.

Which of the statements given above is/are correct?
(a) 1 only
(b) 2 and 3
(c) 3 and 4

(d) 1, 2 and 4

Solution: b) Explicitly mentioned in the passage.


2. Consider the following statements:


According to the passage, private oil companies re-enter the oil producing market if

1. a transparent rule-based petrol pricing exists.

2. There is no government interference in the oil producing market.

3. subsidies are given by the government.

4. regulations of anti-trust are removed .

Which of the statements given above are correct?

(a) 1 and 2

(b) 2 and 3

(c) 3 and 4

(d) 2 and 4

Solution: a)

Again explicit in passage


Table 1. Independent samples t-test, pretest of scores

| | N | Mean | SD | MD | T | df | Si |
|---|---|---|---|---|---|---|---|
| Experimental | 38 | 21.71 | 3.56 | -0.105 | 0.14 | 74 | 0.887 |
| Control | 38 | 21.81 | 2.85 | | | | |

P<.05


Table 2. Independent samples t-test; posttest of reading

| | N | Mean | SD | MD | T | df | Si |
|---|---|---|---|---|---|---|---|
| Experimental | 38 | 23.21 | 3.87 | 2.79 | 2.04 | 74 | 0.001 |
| Control | 38 | 20.42 | 3.73 | | | | |

p<.05


## 16. Conclusion:

I believe that with achievements in reciprocal teaching great evolution would happen in education especially in EFL or ESL learning environment because in reciprocal teaching teachers and students are held mutually responsible and accountable for teaching and learning in the setting. With regard to teaching, the findings may be useful for teachers, teacher trainers, and students at any level in universities, schools or private foreign language institutes. Teachers can apply a very different method in teaching reading; teachers of university can also utilize this method in teaching, especially in teaching reading text to students

whose major is English, they can provide students with necessary supplementary and remedial tasks and programs to improve their reading ability. Additionally, they should go far beyond that and make the learners familiar with varieties of techniques with which they can read a text comprehensively. The findings may encourage teachers who still believe in teacher-centeredness in language teaching to change their viewpoints in favor of more learner-centered approaches; teachers implementing this method should pay close attention to students' participation levels. With applying reciprocal teaching, students can use an interesting and active method which is combined of different strategies instead of confining themselves to use separate strategies one by one. Teacher trainers should train teachers to implement this strategy appropriately and to consider all requirements for applying it.

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