Faculty of Education
Curriculum & instruction department

A Reciprocal Teaching-Based Strategy to Develop Preparatory School Students' EFL Creative Reading Skills
By
Asmaa Mahmoud Muhammad Ibrahim
A teacher of English

Supervision

Dr. Samah Muhammad Fahim
Professor of Curriculum & EFL Methodology
Faculty of Education
Suez University

Dr. Magda Kamel Muhammad
Lecturer of Curriculum & Methodology
Faculty of Education
Zagazig University

A Reciprocal Teaching-Based Strategy to Develop Preparatory School Students' EFL Creative Reading Skills
By
Asmaa Mahmoud Muhammad Ibrahim
A Teacher of English

Abstract

This study aimed to develop EFL creative reading skills of preparatory school students through a reciprocal teaching-based strategy. To accomplish this purpose, the present study followed the quasi-experimental design that followed the pre/post-test. Accordingly, the researcher used two groups: experimental and control groups, and characteristically managed a pre-and a post-creative reading test to measure participants' creative reading skills before and after the experiment. For conducting the current treatment, forty of EFL second-year students from Al Wady Al Sharky Formal Preparatory School, Abu Hammad Educational Directorate, Sharkia Governorate, Egypt, were intentionally allocated into two groups, twenty students for the experimental group and twenty students for the control group. The participants were pretested at the beginning of the experiment using the creative reading test designed by the researcher during the experiment. The experimental group was taught using the reciprocal teaching-based strategy while the control group was taught using the regular way of teaching. At the end of the study, the two groups were post-tested. The dependent samples t-test yielded a significant difference in the experimental group participants' mean scores between the pre-and post-tests on creative reading skills in favor of the post-test. It was concluded that the reciprocal teaching-based strategy enhanced the participants' creative reading skills.

Keywords: Reciprocal Teaching-Based Strategy, EFL creative reading, EFL preparatory students

الملخص

تهدف الدراسة إلى تطوير مهارات القراءة الإبداعية للطلاب في المرحلة الإعدادية من خلال استراتيجية التدريس التبادلي. لتحقيق هذا الهدف، اتبعت هذه الدراسة المنهج التجريبي ذو تصميم شبه التجريبي، والذي يتضمن اختبارا قبليا وبعديا. استخدمت الباحثة مجموعتين: مجموعة تجريبية ومجموعة ضابطة، وقامت بإجراء اختبار قبلي واختبار بعدي لقياس مهارات القراءة الإبداعية للمشاركين قبل وبعد الدراسة. تم إجراء التجربة على أربعين طالباً من طلاب الصف الثاني الإعدادي في مدرسة الوادي الرسمية للغات بالشرقية، مصر. تم توزيعهم على مجموعتين: مجموعة تجريبية 20 طالباً ومجموعة ضابطة 20 طالباً. تم اختبار المشاركين في بداية التجربة باستخدام اختبار للقراءة الإبداعية، وبعد انتهاء التجربة تم تدريس المجموعة التجريبية باستخدام استراتيجية التدريس التبادلي، بينما تم تدريس المجموعة الضابطة بالطريقة التقليدية. بعد انتهاء التجربة، خضع الطلاب لاختبار بعدي. أظهر اختبار "T" ان هناك فرقًا دالًا احصائيا في متوسط الدرجات بين الاختبار القبلي والاختبار البعدي لصالح الاختبار البعدي فيما يتعلق بمهارات القراءة الإبداعية. أظهرت نتائج الدراسة ان التدريس التبادلي كان له تأثير إيجابي علي تطوير مهارات القراءة الإبداعية لدي عينة الدراسة.

الكلمات المفتاحية: القراءة الإبداعية، استراتيجية قائمه علي التدريس التبادلي ، طلاب المرحله الاعداديه

Introduction

Reading is a substantial language skill because there is a principal basis in teaching and learning procedures. The concept of literacy has been innovative and its determinations and roles have been lengthened to focus on higher-order thinking, which centrals to the arrival of multiple kinds of reading including the creative one. Isiksalan (2018) stated that the process of creative reading involves four stages: creational memory, analogy, unsubstantial analogy, and analysis by arranging. Creational memory includes perceptual-cognitive and intellectual skills (e.g. perceiving, learning, remembering, thinking, contriving, and understanding). The analogy is the connotation of two dissimilar ideas. Unless there is another thought that would ground an analogy, an unsubstantial analogy will happen. Preparation takes place when a question is handled in a new way.

Creative reading captures imagination, invention, uniqueness, and brilliance (Jonassen,2010; Swann et al., 2011). Creative reading is the main way to creative thinking since productive thinking is clarified as a mental action used to construct thoughts (Syahrin et al.,2019). Kremzi and Kasap (2017) defined creative reading as a process of reading that consists of activities that support readers' focus on what they read.

Moreover, Yurdakal (2019) clarified that creative reading is the highest stage of cognitive skills as a combination, application, and increase of thought. It is a method of stimulating the mental activities of the student and reveals itself in all kinds of in-class tasks also, it is the method of creating and producing a new clarification by using the previous experiences and analytical thinking processes of the reader. Sever (2010) clarified that creative reading is the highest level of reading skill and the rebuilding of a text by understanding it constructed on individual experiences and imagination.

Smith (1965) cited in (Yurdakal, 2018) clarified that creative reading consists of divergent and convergent reading. Convergent creative reading is based on meeting the pupil's and writer's thoughts on the same ground. In contrast, divergent reading, which is the core goal of creative reading, is designed to produce unexpected, exclusive, and creative ideas via using the writer's ideas and asking quite unexpected questions is the most significant support to this method. Divergent questions support the pupil to think freely with a broader perspective without concentrating on one truth only (Hizir,2018) since current information societies pay importance to communicate with the chunk by metacognitive skills and rebuilding the text rather than learning or memorizing material (Yurdakal & Susar Kirmizi, 2017).

According to Ada and Campoy (2017), the creative reading process recommends that true reading is a discussion between the reader and the text, whose importance is extended further to the spread of information included in the text. Adams (2012) stated that creative reading skills as the capacity to read for implied and inferred connotations, appreciative reactions in addition to critical assessment. Arts Council (2009) clarified that creative reading must be enjoyable and easy to enter. Therefore, it is not creative when it is obligatory, formal, uninteresting, banned, or irrelevant. Furthermore, creative reading is a satisfying experience since a reader is asked to participate in the work in a dissimilar way rather than passively taking in information.

Yurdakal (2019) stated that creative reading can be featured as reading to have interpretations, imply, give suitable reactions, and have critical judgment. Wang (2012) confirmed that the features that creativity which is easy to use can be advanced by reading or writing tasks like the thinking process, remembering, feeling inquisitive, discovering, and free expression. Reading and writing need critical, analytical, and expressive abilities that we have.

Scaife (2015) mentioned that creative reading inspires readers to question, check, and discuss. Rodirguez (2012) mentioned the

importance of improving creative reading skills in EFL sessions. It was acceptable that creative reading activities affect EFL novices' authorization, engagement, inspiration, independent reflection, and higher-order thinking. Instructors are recommended to consider engaging their scholars in reflective tasks, such as creative reading tasks. That is to enable them to discover text and understand it more deeply.

Creative reading means the capability to increase details of primary methods; to become a deeper or more stimulating scholar with a creative tends to have responsibilities for his comprehension of what they are reading, receive information without partiality, and be flexible in his thinking, and do not use unusual methods to solve problems, and has a high self-confidence and inquisitive (Chang, Anna, & Millett, Sonnia, 2013).

Creative reading is an effective process that advances scholars' attitudes toward reading (Yurdakal,2018), reduces reading anxieties, and advances understanding while the reading method teaches multifaceted thinking, advances imagination, and produces a culture of reading (Yilmaz,2009).

Creative reading captures imagination, invention, uniqueness, and brilliance (Jonassen,2010; Swann et al., 2011). Creative reading is the main way to creative thinking since productive thinking is clarified as a mental action used to construct thoughts (Syahrin et al.,2019). Kremzi and Kasap (2017) defined creative reading as a process of reading that consists of activities that support readers' focus on what they read.

According to Ada and Campoy (2017), the creative reading process recommends that true reading is a discussion between the reader and the text, whose importance is extended further to the spread of information included in the text. Adams (2012) stated that creative reading skills as the capacity to read for implied and inferred connotations, appreciative reactions in addition to critical assessment. Arts Council (2009) clarified that creative reading must be enjoyable and easy to enter. Therefore, it is not creative when it is

obligatory, formal, uninteresting, banned, or irrelevant. Furthermore, creative reading is a satisfying experience since a reader is asked to participate in the work in a dissimilar way rather than passively taking in information.

Mooman (2013) mentioned the following creative reading sub-skills:

1. Thinking while reading.

2. Distinguishing between truths and thoughts.

3. Cooperating with the author through written text.

4. Classifying and choosing significant ideas.

5. Guessing what would occur while reading a text.

6. Understanding deeply to find the solutions to the problems.

The researcher sees that the main skills like fluency let students generate new ideas relevant to the text freely, also as in flexibility allows students to find new solutions to face new situations. As Mooman (2013) mentioned the sub-skills like guessing what would take place while students read a text is considered the main skill (elaboration). Moreover, he mentioned that clarifying and choosing significant ideas as a sub-skill is considered an originality (main skill). If a student gains these skills, he/ she will be a creative reader.

Creative reading has opened up the language to more than learning new vocabulary and how they fit together. Creative reading, whether they are reading newspapers, magazines, or stories has helped students experience the language being used as part of everyday communication, and therefore, they are building the basics of the language in the wider world, outdoor of the classroom and the textbook. Getting students to be involved in the language emotionally by understanding and connecting to written creative text, brings the original language to daily life (Phailoon,2013).

Creative reading makes students able to understand the material and vocabulary correctly, comprehend literary connotations, integrate previous experiences with new ideas, explore covert connotations and connections by signs, improve new ideas, and apply these to new fields (Hizir, 2014 as cited in Witty,1974). Afterward, comprehension, questioning, and familiarization with material and creativity skills are activated (Kasap & Susar Kirmizi,2017; Nardelli, 2013). It is aimed at high-level thinking and comprehension skills (Hizir,2014).

Creative reading means the capability to increase details of primary methods; to become a deeper or more stimulating scholar with a creative tends to have responsibilities for his comprehension of what they are reading, receive information without partiality, and be flexible in his thinking, and do not use unusual methods to solve problems, and has a high self-confidence and inquisitive (Chang, Anna, & Millett, Sonnia, 2013).

To creatively read, learners must be skilled readers in some stages, from knowing the meaning of vocabulary to going beyond the meanings to the active engagement of the text and constructing composite mental worlds to model documented fundamentals. If the teacher's knowledge is enough to comprehend the context, creative understanding is not required. However, it is probably at some point in the reading process, that the reader will be met with ideas that cannot be understood with present knowledge (Moses, 2013).

Masoud (2014) mentioned that a creative reader dedicates his/her energy to actively building associations between thoughts. These connections are not made obviously by the writer. Readers think about how the writer's thoughts might work in another text. When learners start reading and responding to what they are reading in this way, they have turned the action of reading activity into a creative process that helps them to advance new methods of thinking about, responding to, and understanding the world around them. Art Council (2009) considered a creative student-reader as being one who has imagined him/herself the world of a book, imagines a scene,

becomes one of the characters, or generates his/her scene and characters. In creative reading tasks, everyone is read and construes the chunk in his/her way. that means there is no ultimate understanding of the text. Everyone has his/her version of the work in his/her head.

Context of the problem

The problem of the present research is emphasized through the following ways:

1. Working as a TEFL teacher in the preparatory stage, the researcher observed a low level of creative reading skills in preparatory school students.

2. Review the previous studies that tackled creative reading skills (Ebrahim, 2016; Rifaat, 2017; Qudah, Baniabderlrahman, & Sa'di, 2020). These studies revealed that there is a profoundly low level of creative reading skills among EFL students.

3. Conducting interviews with EFL teachers in some preparatory schools. They confirmed that most students have a low level of creative reading skills most students in the preparatory school stage have a low level of creative reading skills.

4. Conducting a pilot study on a group of 20 students of 2nd Grade of Al Wady Al Sharky Formal Language School, Abu Hammad, Ash Sharkia Governorate, Egypt. The pilot study consisted of an EFL creative reading test. Results of the test indicated that the majority of the piloted creative reading skills were poor.

As a result, the researcher suggests using a reciprocal teaching-based strategy to develop preparatory stage students' EFL creative reading skills.

Yvonne et al. (2009) viewed that reciprocal teaching improves students' confidence, and its style persuades them to learn to advance

comprehension and learning achievement. This approach suggests strategic learning as students know their difficult parts and are aware of their reading weaknesses.

Reciprocal teaching is an instructional practice inclined to benefit from such applications. This teaching strategy has evolved from research associated with monitoring and creating meaning from text. The basis of the strategy is the postulation that knowledge and comprehension take place as a result of creative socializing formed through talks as discussions between teachers and students or students and students (Pilten, 2016).

According to Suparna (2014, p. 15), Reciprocal Teaching is a reading strategy that starts as an oral dialogue between teacher, student, and text. In this case, Reciprocal Teaching is a kind of cooperative learning that needs students involved in group discussions guided by the teacher with explicit instruction. Moreover, Doolittle et al. (2006, pp. 106-107), specifically, Reciprocal Teaching consists of three main components,

1. The teaching and learning of specific reading comprehension strategies
2. The dialogue between an instructor and students where the instructor models why, when, and where to use these reading comprehension strategies, and
3. the appropriating of the role of the instructor by the students, that is, students begin to model the reading comprehension strategies for other students.

They stated that the goals of Reciprocal Teaching are for students to learn the reading comprehension strategies, learn how and when to use the strategies, and become self-regulated in the use of these strategies. The four comprehension strategies that traditionally constitute Reciprocal Teaching are predicting, clarifying, questioning, and summarizing (Meyer, 2010, p. 41). Oczkus (2010, p. 6) introduced it as "The Fab Four" strategies to

make it friendlier with the students. "The Fab Four" strategies introduced elements of fun and adventure, as well as costumes and props to accomplish the goal i.e. the students remember "The Fab Four", so they can get the impact and they can use the strategies. Reciprocal teaching is an instructional strategy that directly explains to students to use meta-cognitive thinking as they extract the meaning from the text. It is a process of reading comprehension a collaborative one, in which readers are cooperated with the text as the previous experience is stimulated. Moreover, readers build the meaning of the text by depending on preceding experiences to similar, dissimilarity, or confirm what the writer proposed in the text. Reciprocal teaching strategy lets an instructor model and give the students enough training on those four main strategies (predicting, questioning, clarifying, and summarizing) to contrast the connotation of a text in a social setting (Ahmadi & Hairul, 2012, Stricklin, 2011).

Reciprocal teaching is an interactive learning strategy. It necessitates teamwork and group thinking which is concentrated on students giving instructional support to each other. The result of reciprocal teaching appears obviously when students feel cared about and valued (Oczkus, 2010). Reciprocal teaching is carried out through a series of dialogues between teacher and students regarding sections of each paragraph of a text (Sahab, R, 2014).

Since reciprocal teaching is considered a multiple-strategy approach that integrates all four strategies in every gathering to produce the best outcome, it can accomplish strong readers' requirements who practice more than one strategy at a time as they read. According to Ocskuz (2010), Gonzalez (2014), and Delaney-Beane, 2017), the four strategies can be executed as follows:

1. Predicting is a strategy that is connected to reading beyond lines. A guessing task of a text, a picture, or a word. It includes activating previous experience and previewing the text to suppose what may take place next. The students

anticipate the author's purpose. They typically use indications from the text such as text characteristics, titles, and any visual clues together with their previous knowledge to get logical anticipations before and during reading. Prediction supports confirming or disconfirming self-generated hypotheses.

2. Questioning is a strategy that supports in advancement of deeper stages of thinking skills for learning and comprehending by providing a context for discovering the text more deeply and assuring the building of connotation. The students ask and answer questions that usually spin about blurred chunks, puzzling information, or connections to other previous meanings that learned before. The questions also contain evidence for the teacher with the student's aptitude to construct denotation through building their questions.

3. Clarification is what students typically do to observe their comprehension as they recognize difficulties, mistakes, confusion points, words, or phrases and answer the questions proposed. Clarification gives the motivation to eradicate misunderstanding by applying phonics and word investigation skills, analysing the relation between chunks of the text, using extra resources (e.g., dictionaries), or rereading to decode new and unfamiliar words.

4. Summarizing is a form of built denotation that is produced by the students. It necessitates the students' consciousness of what is significant to be paraphrased or summarized. The students attempted to regulate themes, settings, characters, difficulties, events, and determination to summarize texts. They also participate and evaluate the information provided and find text evidence for their requirements. They typically

recognize core points and details, compare and contrast the construction of the text, and incorporate these into brief statements that link the important connotation of the text.

Besides, Reciprocal Teaching has proved to be effective in enhancing the students' comprehension through many pieces of research that have been expanded (Todd & Tracey, 2006; Bess, 2007; Sarasti, 2007: Yoosabai, 2009; University of Western Illinois, 2010; Freihat & Al-Makhzoomi, 2012; Salehi & Vafakhah, 2013; Hou, 2015; Oczkus, 2010). Reciprocal Teaching not only helps the students to comprehend a text but it can also be used in solving mathematics problems (Quirk, 2010; Meyer, 2014) and musical understanding (Abrahams & Abrahams, 2010). It means that Reciprocal Teaching has developed as a strategy that can help the students with a wide coverage of understanding. In short, this strategy can be considered a good strategy to enhance students' comprehension because it can be applied to any school subject.

Questions of the research

The present research attempts to answer the following main question:

What is the effect of a reciprocal teaching-based strategy on " developing formal preparatory students' EFL creative reading "skills?

This main question branches out into the following sub-questions:

1. What are the EFL creative reading skills required for preparatory school students?

2. To what extent do second-grade preparatory school students successfully read with creativity?

3. How can a reciprocal teaching strategy be designed to develop creative reading skills?

Hypotheses of the research

The following research has 3 hypotheses as follows:

1. There will be a statistically significant difference between the mean scores of the experimental and control groups in the post-administration of the EFL creative reading skills test results in favor of the experimental group.

2. There will be a statistically significant difference between the mean scores of the experimental group in the pre/post-administrations of the EFL creative reading skills test results, in favor of the post-administration ones.

3. Reciprocal teaching strategy will have a positive effect on developing EFL creative reading skills.

Delimitations of the research

The present research was delimited to the following:

1. Forty students enrolled in the second-grade preparatory stage from Al Wady Al Sharky Formal Language School in Sharkia governorate, Egypt.

2. Some creative reading skills such as fluency, flexibility, elaboration, and originality approved by the jury members and suitable for students.

3. The second semester of the academic year 2023/2024.

Instruments

The following instruments were used in the current study:

1) An EFL creative reading skills checklist as a pre-requisite to decide the targeted skills.

2) An EFL creative reading skills test as a real instrument. (As mentioned in appendix A)

3) Rubric.

Aim of the research

Fundamentally, the research aimed at developing preparatory students' EFL creative reading skills via a reciprocal teaching strategy.

Significance of the research

The results of the research were expected to be useful to:

1. **EFL preparatory students as it:**
   a) improved their EFL creative reading skills.
   b) provided them with a suitable environment void of stress or anxiety to practice EFL creative reading skills.

2. **EFL teachers and supervisors as it:**
   a) provided them with guidelines for using reciprocal teaching-based strategy to enhance students' creative reading skills.
   b) used a reciprocal teaching-based strategy to set training courses for EFL teachers.

3. **EFL curriculum designers as it:**

They consider reciprocal teaching-based strategy in designing and preparing EFL textbooks,

4. **EFL researchers as it:**

guided another researcher to conduct further studies on developing EFL skills through reciprocal teaching-based strategy activities.

Definitions of the research

1. Reciprocal Teaching

It is a dialogue between the students and the teacher. It is based on four selected comprehension-supporting strategies, like questioning, clarifying, summarizing, and predicting

which all are required for communication performance. (Hashy&Connors,2003).

Operationally, Reciprocal Teaching is a strategy that helps students improve their creative reading skills through its sub-strategies. The researcher divided students into groups every group consisted of 4 students each student has a role in the educational process as follows:

- Predictors should predict what the text will be about.
- Questioners should make a list of questions they will find the answers in the text.
- Summarizers should summarize the text in simple and clear sentences so everyone reading it will know what the text about
  - and clarifier should make the terms clearer and guide them if they have any misunderstandings.

2. Creative Reading Skills

Creative reading is a high-level reading skill and the reconstruction of a text through interpreting it based on individual experiences and imagination (Sever, 2010). Creative Reading can be operationally defined as the ability of the EFL 2nd year preparatory school students to understand the text and predict more events or conclusions.

Review of literature

Although the characteristics of the creative readers, to creatively read, learners must be skilled readers in some stages, from knowing the meaning of vocabulary to going beyond the meanings to the active engagement of the text and constructing composite mental worlds to model documented fundamentals. If the teacher's knowledge is enough to

comprehend the context, creative understanding is not required. However, it is probably at some point in the reading process, that the reader will be met with ideas that cannot be understood with present knowledge (Moses, 2013).

Masoud (2014) mentioned that a creative reader dedicates his/her energy to actively building associations between thoughts. These connections are not made obviously by the writer. Readers think about how the writer's thoughts might work in another text. When learners start reading and responding to what they are reading in this way, they have turned the action of reading activity into a creative process that helps them to advance new methods of thinking about, responding to, and understanding the world around them. Art Council (2009) considered a creative student-reader as being one who has imagined him/herself the world of a book, imagines a scene, becomes one of the characters, or generates his/her scene and characters. In creative reading tasks, everyone is read and construes the chunk in his/her way. That means there is no ultimate understanding of the text. Everyone has his/her version of the work in his/her head.

Through the multicomponent approach which takes place in the form of discussions between teachers and learners, teachers can scaffold learning to assist students get more cognitive about their reading, thinking, and learning. As well as that, the students are encouraged to advance self-regulatory skills, attain overall development in motivation (Ismail et al., 2012), and become more dynamic, reflective, and strategic readers (Baker & Emerson, 2014).

By this instructional activity, the students have the role of the teacher in small team reading lessons. Teachers have

typically begun the sessions modeling, guided discussions, provided feedback, and then regularly released the obligation of predicting, clarifying, questioning, and summarizing to the students' teams. Student's support and cooperation can be effective scaffolds for assuming the teacher's role in leading a discussion about what has been read (Oczkus, 2010).

Method of the research

A) Design

The current research adopted the quasi-experimental design using two groups: experimental, control, and a pre/post measure of creative reading skills.

B) Participants

Participants of the research were 40 EFL students enrolled in the second-grade preparatory, Al Wady Al Sharky Formal Language School, Sharkia Governorate, Egypt. They were assigned randomly into two groups: experimental and control with 20 participants in each group. The experimental group was taught using the reciprocal teaching-based strategy, whereas the control one was instructed traditionally.

To prove the homogeneity between the two groups in the creative reading skills before experimentation, the creative reading skills test was pre-administered to both groups in the second semester of the academic year (2024). They were equivalent before experimenting as shown in table (1).

Table (1) comparing Both Groups Pre-Results in The EFL Creative Reading Skills Test

Skills	Test	N.	Mean	S.D	S.D	DF	T.	Sig.
Fluency	pre-test	40	2.43	2.154	2.555	40	27.661	0.000
	post-test	40	13.37	1.262				
Flexibility	Pre-test	40	1.43	1.516	2.448	40	25.848	0.000
	Post-test	40	11.19	1.700				
Elaboration	Pre-test	40	1.57	1.252	1.561	40	28.864	0.000
	Post-test	40	8.52	0.740				
Originality	Pre-test	40	0.57	0.991	1.779	40	20.412	0.000
	Post-test	40	6.14	1.336				
Skills as a whole	Pre-post	40	6.00	5.764	6.787	40	31.694	0.000
	Post-test	40	39.19	3.022				

Non-significant

Results of the research

1. The experimental group outperformed the control group on the creative reading post-test as a whole and its sub-skills. Hence, the significant differences are due to exposing this group to the reciprocal teaching-based strategy.

2. The obtained results proved significant differences between the pre- the post-test administrations of the

creative reading skills test to the experimental group favoring the post results.

3. The reciprocal teaching-based strategy proved to be statistically and educationally significant in developing participants' creative reading skills.

Discussion of the research:

The main rationale of the current study was to investigate the effectiveness of using a reciprocal teaching strategy in developing the students' creative reading skills. The previously stated results indicated that the students' creative reading skills were consistently enhanced. The students' group's scores in the post-test of creative reading skills were higher than their pre-testing. The researcher attributed their results to the implementation of the reciprocal teaching strategy in training the student group which was found to be effective valuable and useful.

The notion of using reciprocal teaching strategy as a tool in both teaching practice and methodology class helped students to have a deeper insight into their performance. It assisted them in acquiring certain abilities such as collecting, selecting, reflecting, presenting, and evaluating throughout the training period which are considered the key steps. The results of the study revealed that the students were able to deal with all types of texts-genres

This may be due to the notion that the reciprocal teaching strategy training focused on broad categories of creative reading, each domain involves sub-skills as follows:

- Skills related to general knowledge, Verbal intelligence, making memory, topic knowledge, knowledge was the learning process itself, cognitive flexibility, being able to integrate a synthesize the existent knowledge into a

coherent answer to the questions, observation, and visual isolation.

- Skills related to creative cognition; originality or the ability to generate unique ideas, selective combination of the elements of the problem to creatively solve, associative thinking to associate ideas with each other divergent thinking to produce a wide range of ideas and creative thinking.

- Skills related to creative functions: planning and organizing ideas; the ability to sequence ideas and concentration to manage the way of answering questions related to the text and to deal with its constraints.

- Skills related to motivation: extrinsic motivation to help students get through difficult reading assignments, intended to monitor and direct actions, setting intended outcomes and risk-taking to deal with ambiguous situations.

- Linguistic and literacy skills: the ability to build sentence structure and construct meaning using context elaboration, the aim is to describe in order to arouse readers' visualization and imagination as well as use vocabulary knowledge or organize the structure of language that supports meaningful text, effective introduction of the problem and reading of the problems and reading comprehension.

- Psychological and psychomotor skills which include generating ideas, mastery of word use, and mastery of spelling.

The result is consistent with Everest (2005), Anae (2014), Hondr (2011), and Sternberg (2009) the present study showed that student improvement in all creative reading aspects at the same level this progress can be attributed to the ideas that the reciprocal teaching strategy focused on the creative reading which is composed of the following steps:

- Establishing the open question: creative reading via reciprocal teaching strategy with something new that will overcome an open question. It has a target.
- Identifying the semantic context: the student as a creative reader wanted to know what the overall position and question are, since for some individuals, the question might be open, but trivial while for others, it might be a big challenge. Also, the students are creative readers who stressed that the context is a semantic one which means that the context must have something, thoughts, and signs.
- Concentrating on a specific location in the context to guess the meaning of the main ideas.
- Identifying the concept wells of the text metaphor for preparation, characteristics, and specification of the concept which circumscribe the concept in a more or a less explicit form.
- Explaining the extended wells this result is consistent with Mazzola (2022), and Gunium (2013).

The students' responses to creative questions during and after the training were distinguishable because the teaching sessions for reciprocal teaching and creative reading were directed toward the following aspects:
First: posing question skills which include:

1. Ask questions about the points that the text doesn't include.
2. Use appropriate questions related to the text topic.
3. Add new ideas to the context of the text through questions.

Second: prediction skills which include:
1. Predicting events from the assigned text.
2. Mentoring possible reasons for events
3. Presenting various conclusions for incomplete stories.

Third: transformation skills which include:
1. Creating/ inventing new ideas for the topic.
2. Presenting various solutions for specific problems.
3. Transforming the passage into story.
4. Transforming the passage into new text.

This result goes on with Wang (2012) and Suzama (2015).
The reciprocal teaching training with all its strategies
helped the students to get definitive benefits in many aspects
as follows:
1. It helped them investigate and grasp the function and value of the reading process learning to an improvement in their skills in writing, speaking, and so on.
2. It helped them learn how to approach life creatively.
3. It helped them boost future imaginative thinking and enrich their learning environment.
4. It helped them boost positive, self-esteem, and self-confidence and promote their personal linguistic growth.

5. It paved the way for students' innovation, allowing them to say something new, unique original these results are on time with Maley (2012).

Recommendations

Based on the abovementioned findings of the study, the following recommendations may be useful:

- The teacher should create a pleasant environment for the students.
- The teacher should remote the development of group cohesiveness.
- The teacher should increase the students' expectancy of success in particular tasks.
- The teacher should make learning more stimulating and enjoyable.
- The teacher should increase the attractiveness of creative reading tasks.
- The teacher should present and administer tasks in a motivating way.
- The teacher should build learners' confidence by providing regular encouragement.
- The teacher should increase the student's motivation, autonomy, and cooperation with others.
- The teacher should offer feedback in a motivational manner.
- The Ministry of Education books planners should urge EFL teachers to develop creative reading of their students by using varied texts such as novels, poetry, and short stories collection.

- Reciprocal Teaching should be used in combination with one there learning strategies to foster learners' independent readers.
- The EFL teachers can make use of the proposed framework of reciprocal teaching-based creative reading to help students interact with all types of text in a more memorable way that facilitates their comprehension and deepens their understanding.

Suggestions for further research

Based on the conclusion and the recommendations, the following areas can be suggested for further research:
1. Studying the impact of using reciprocal teaching strategy in developing oral language skills.

2. Studying the effectiveness of reciprocal teaching reading on vocabulary learning.

3. Conduct studies on using reciprocal teaching-based augmented reality or drama in the students' majors at the faculty of arts and education.

4. Conduct studies on using reciprocal teaching to improve grammar learning for learners in different grade levels at schools.

5. Studying the effect of using the reciprocal teaching strategy for developing writing proficiency.

6. Studying the effectiveness of using reciprocal teaching for promoting students' attitudes and self-autonomy.

7. Studying the effectiveness of using reciprocal teaching for developing students' critical thinking skills and self-regulation skills.

References

Ada, A. F., & Campoy, F. I. (2017). Critical Creative Literacy for

Bilingual Teachers in the 21st Century. *Issues in Teacher*

Education, 26(2), 115-128.

Adams, P. (2012). Creative Reading. London. Longman.

Ahmadi, M. R., & Hairul, N. I. (2012). Reciprocal teaching as an

important factor in improving reading comprehension.

Journal of studies in education, 2(4), 153-173.

Ahmadi, M. (2016). *The Effects of Reciprocal Teaching Strategy*

on Reading Comprehension, Motivation and Metacognition

Among Iranian EFL University Learners. (Doctoral

dissertation, University Sains Malaysia).

Arts Council (2009), The future of reading: A public value

project. Creative research. Broadway. London, England.

Baker, J & Emerson, L. (2014). Reciprocal Teaching: Seeing is

Believing. Retrieved from

https://education.wm.edu/centers/ttac/resources/articles/teachtechniq

ue/reciprocalteaching/index.php

Delaney-Beane, M. (2017). How does reciprocal teaching scaffold reading comprehension of non-fiction text? *Theses and Dissertations.* Retrieved from https://rdw.rowan.edu/etd/2353/

Gonzalez, J. (2014). How to use the reciprocal learning strategy. Retrieved from https://www.cultofpedagogy.com/reciprocal-learning

Hashey, J. M. & Connors, D. J. (2003). *Learn from journey Reciprocal teaching action research*. Reading Teacher, 57(3), 224-233.

Isiksalan, S. N. (2018). Effects of Intertextual Reading on Creative Reading Skills, *International Online Journal of Educational Sciences, 10*(4), 273- 288.

Ismail, H., Ahmadi, M. & Gilakjani, A. (2012). The role of reciprocal teaching strategy as an important factor in improving reading motivation. *Elixir Educational Technology, 53* (3), 11836-11841.

Jonassen, D. H. (2010). Learning to solve problems: A handbook for designing problem-solving learning environments. Routledge.

Kirmizi, F. S., & Kasap, D. (2017). The Effect of Creative Reading and Creative Writing Activities on Creative Writing Achievement. *The Journal of Limitless Education and Research, 2*(1), 48-62.

Masoud, E. (2014). The effectiveness of higher-order questioning techniques in developing EFL creative reading skills among secondary school students. Unpublished master thesis, Menoufia University.

Moses, A., (2013): "Creative Writing for Creative Reading", London, Bob Pope Routledge.

Oczkus, L (2010). Reciprocal teaching at work: Powerful strategies and lessons for improving reading comprehension (2nd ed.). *Newark, DE: International Reading Association.*

Oczkus, L.D. (2010). Reciprocal teaching at work: Strategies for improving reading comprehension (2nd ed) retrieved from www.lorioczkus.com

Pilten, G. (2016). The Evaluation of Effectiveness of Reciprocal Teaching Strategies on Comprehension of Expository Texts. *Journal of Education and Training Studies, 4*(10), 232-247.

Ramita, Y. (2015). The effect of reciprocal teaching and reading interest toward students' reading comprehension of third-semester stain Kerinci. *English language teaching (ELT), 1*(1).

Saettler, L. P. (1990). *The evolution of American educational technology. Libraries Unlimited.*

Sahab, R. M. (2014). The use of reciprocal teaching procedures in teaching narrative texts to improve students' reading comprehension. *Journal of English and Education, 2*(2), 81-90.

Scaife, T. (2015) Alma Flor Ada: A North American Voice in Transformative Education. URL: http://www.prezi.com/30maliodiuac/alma-flor-ada-a-north-american-voice-in-transformative-education/

Sever, S. (2010). *Cocuk ve edebiyat*. Izmir: Tudem Yayıncılık.

Stricklin, K. (2011). Hands-on reciprocal teaching: A comprehension technique. *Reading Teacher, 64*(8), 620-625.

Swann, J., Pope, R., & Carter, R. (Eds.). (2011). Creativity in language: The state of the art. Palgrave Macmillan.

Syahrin, A., Suwignyo, H., & Priyatni, E. T. (2019). Creative Thinking Patterns in student's scientific works. *Eurasian Journal of Educational Research, 19*(81), 21-36

Tierney, R. J., Readence, J. E., & Dishner, E. K. (1995). *Reading strategies and practices: A compendium* (4th ed.). Allyn & Bacon.

Wang, A. Y. (2012). Exploring the relationship of creative

thinking to reading and writing. *Thinking skills and*

creativity, 38-47

Yurdakal, I. H. (2019). Examination of correlation between

attitude towards reading and perception of creative reading,

European *Journal of Educational Research, 8*(2), 443-452.

Doi: 10.1293/eu-jer.8.2.443

Yvonne, R., Jodie, P., & Elizabeth, B. (2009). *Reciprocal*

teaching in mathematics.

https://ww.mav.vic.edu.au/files/conferences/2009/13Reilly.pdf

Appendix (A)

EFL Creative Reading Test

Read the following story then answer the following questions

{In King Lear's Palace}

> (DUKE OF) GLOUCESTER: Ah, the Duke of Kent!
> Hello, my friend. Have you met my son, Edmund?

(DUKE OF) KENT: I haven't, Kent. He is a fine young man.
You must be proud of him.

GLOUCESTER: I am very proud of him. EDMUND: I'm pleased to meet you, sir.

GLOUCESTER: Edmund is my second child. I also have another son, Edger, who is about a year older than Edmund.

EDMUND: listen, everyone. I want to tell you all about my plan. I've decided to give an answer to the King of France and the Duke of Burgundy. They have asked to marry my youngest daughter, Cordelia.

First, look at this map of my kingdom. I have divided it into three. I want to give the largest part to the daughter who loves me the most. So, tell me, my daughters, which of you loves me the most? Goneril, you are the oldest, so you can speak first.

GONERIL: Father, I love you more than anything. No child can love a father more than I love you. I love you more than health, beauty, and riches.

CORDELIA: {To herself.} I love my father, but I don't know what to say!

KING LEAR: {point to the map.} Goneril, you can have all this land, with its green forests and beautiful countryside. Now, Regan, wife of Cornwall. What does my second daughter want to say?

REGAN: Father Goneril has described her love for you very well. But I have more to say. Your love is the only thing that makes me happy. I love nobody as much as you.

CORDELIA: {To herself.} What can I say? I don't have the words to say how much I love my father.

KING LEAR: thank you, Regan. I will give you a third of our beautiful kingdom to you and your children. {To Cordelia.} Now, Cordelia, my youngest daughter. What can you say to make me give you more than I gave to your sister?

CORDELIA: I can say nothing, father.

KING LEAR: nothing? Cordelia, if you say nothing, I will give you nothing………………

Answer the following questions:

1. Suggest as many titles as possible for the story. (Fluency)

2. Give new words closest to foolish, majesty, inheritance, and income. (Fluency)

3. Give as many antonyms as possible to honest, sudden, cruel, truth, and loyalty. (Fluency)

4. Imagine yourself in Cordelia's trouble, what will you do? (Elaboration)

5. Come out with new names for each character reflecting his/her personal traits. (Originality)

6. What do you think what will happen with Cordelia? (Originality)

7. Do you think Cordelia made the right decision? Why? Why not? (Flexibility)

8. If you were King Lear, would you be unkind to Cordelia because she didn't say how much she loved you? Why? Why not? (Elaboration)

9. In your opinion, actions are more important than words, or words are more important than actions? Why? (Flexibility)

10. Predict what will happen at the end of the story. (Flexibility)

11. What are the characteristics of the King's Lear daughters? (Fluency)

12. Predict how life will be if people say the truth, and be loyal. (Flexibility)

13. Suggest new details or ideas to this story. (Elaboration)

14. Summarize the ideas of this story. (Flexibility)

15. Suggest some different conclusions for the story. (flexibility)

16. Suggest a new story (characters, events, place, and time) using vocabulary mentioned in a text. (Originality)

17. In brief, write a summary of the events. (Flexibility)

18. Guess what will happen to the three sisters Goneril, Regan, and Cordelia at the end? (Originality)

19. In your opinion, which of them loved him the most? (Flexibility)

20. Come up with unusual solutions that help Cordelia in his trouble. (Originality)