

THE EFFECT OF RECIPROCAL TEACHING STRATEGY IN IMPROVING READING COMPREHENSION SKILL AMONG PUPILS WITH HEARING IMPEDIMENT

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ABSTRACT_ This current study aims to recognize the effectiveness of reciprocal teaching in improving reading comprehension skills among pupils with Hearing impediment. Study sample contains (7) pupils, they were chosen intentionally in Taif city during the second academic term of: 2015-2016AG. They are divided into two groups: experimental group (4) and trial control group (3) randomly. To achieve study targets, a training program was prepared by using reciprocal teaching strategy and a test was prepared to measure reading comprehension skills (literal level, inferential level). They are applied on pupils of the two groups, before and after. Results of Mann-Whitney test showed that there is a difference with a statistically significant between average scores of pupils of the two groups in the literal level, the inferential level to the experimental group which received training by using reciprocal teaching strategy. Based on the results of the study, many recommendations have been provided: to take care of reading comprehension skills, improve them, train the teachers on applying reciprocal teaching strategy, get benefit from teacher's guide which was prepared by the researcher and conduct similar studies in different subjects with different strategies.

KEY WORDS: Hearing impediment, Reading Comprehension, Reciprocal Teaching.