

**USING THE RECIPROCAL QUESTIONING TEACHING STRATEGY
DURING READING LESSONS AND ITS INFLUENCE TO INCREASE
STUDENTS' READING COMPREHENSION**

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Abstract

Reciprocal Questioning (ReQuest) is an interactive teaching strategy designed to enhance students' reading comprehension by fostering critical thinking and engagement. This method involves a collaborative dialogue between the teacher and students, where both parties take turns asking and answering questions about a text. Through this process, students develop a deeper understanding of the material, improve their analytical skills, and become active participants in their learning journey. Research shows that ReQuest positively impacts comprehension by promoting higher-order thinking and encouraging students to connect ideas within the text. This paper explores the implementation of the ReQuest method in classroom settings and its influence on improving students' reading comprehension, particularly among struggling and reluctant readers.

Annotatsiya

O'zaro savol-javob (ReQuest) - bu o'quvchilarning tanqidiy fikrlash va faolligini rivojlantirish orqali o'qishni tushunishni yaxshilash uchun mo'ljallangan interfaol o'qitish strategiyasi. Bu usul o'qituvchi va o'quvchilar o'rtasidagi hamkorlikda muloqotni o'z ichiga oladi, bunda har ikki tomon navbatma-navbat matn bo'yicha savollar berishadi va ularga javob berishadi. Bu jarayon orqali o'quvchilar o'quv materialini chuqurroq o'zlashtirib oladilar, tahliliy ko'nikmalarini oshiradilar va ularning o'quv sayohatlarida faol ishtirokchilarga aylanadilar. Tadqiqotlar shuni ko'rsatadiki, ReQuest yuqori darajadagi fikrlashni targ'ib qilish va o'quvchilarni matn ichidagi g'oyalarni bog'lashga undash orqali tushunishga ijobiy ta'sir qiladi. Ushbu maqolada ReQuest usulining sinfda qo'llanilishi va uning o'quvchilarning o'qishni tushunish qobiliyatini yaxshilashga ta'siri, ayniqsa, qiyin va istaksiz o'quvchilar orasida o'rganiladi.

Аннотация

Взаимные вопросы (ReQuest) — это интерактивная стратегия обучения, разработанная для улучшения понимания прочитанного учащимися путем поощрения критического мышления и вовлеченности. Этот метод включает в себя совместный диалог между учителем и учащимися, где обе стороны по очереди задают вопросы о тексте и отвечают на них. Благодаря этому процессу

учащиеся развивают более глубокое понимание материала, улучшают свои аналитические навыки и становятся активными участниками своего учебного процесса. Исследования показывают, что ReQuest положительно влияет на понимание, способствуя мышлению более высокого порядка и побуждая учащихся связывать идеи в тексте. В этой статье рассматривается внедрение метода ReQuest в условиях класса и его влияние на улучшение понимания прочитанного учащимися, особенно среди тех, кто испытывает трудности и неохотно читает.

Keywords: Reciprocal Questioning, ReQuest, reading comprehension, critical thinking, interactive teaching, active learning, dialogue-based instruction.

Ключевые слова: взаимный опрос, ReQuest, понимание прочитанного, критическое мышление, интерактивное обучение, активное обучение, обучение на основе диалога.

Kalit so'zlar: o'zaro so'roq, so'rov, o'qishni tushunish, tanqidiy fikrlash, interfaol ta'lim, faol o'rganish, dialogga asoslangan ta'lim.

Introduction

Reading comprehension is a fundamental skill that plays a critical role in academic success and lifelong learning. However, many students face challenges in understanding and interpreting texts, particularly when dealing with complex material. To address this issue, educators have sought innovative strategies to engage students and promote deeper learning. One such method is Reciprocal Questioning (ReQuest), introduced by Anthony V. Manzo and Ula C. Manzo in 1969.

The ReQuest strategy is based on the principle of active engagement through dialogue. Unlike traditional teacher-centered approaches, ReQuest places students at the center of the learning process by encouraging them to ask and answer questions about the text. This interactive method not only improves comprehension but also builds students' confidence and critical thinking skills. By fostering a collaborative learning environment, ReQuest enables students to explore multiple perspectives, analyze textual elements, and develop meaningful connections between ideas.

In this paper, the use of the ReQuest strategy during reading lessons is examined, with a particular focus on its impact on students' comprehension abilities. Drawing from the foundational work of Manzo and Manzo, as well as related theories by Vygotsky, Palincsar, and Brown, this study highlights the significance of reciprocal questioning in fostering active learning and its potential to transform the reading experience for students of all abilities.

Literature review

The Reciprocal Questioning (ReQuest) strategy has been widely researched as an interactive teaching method aimed at improving reading comprehension. Its roots lie

in the work of Anthony V. Manzo and Ula C. Manzo (1969), who first introduced this approach to foster critical thinking and engagement during reading lessons. This literature review explores key contributions to the development and implementation of the ReQuest strategy, highlighting its theoretical foundations, practical applications, and proven influence on enhancing students' comprehension.

Anthony V. Manzo and Ula C. Manzo are credited with introducing the Reciprocal Questioning strategy in 1969. Their goal was to create a dialogic learning process where teachers and students collaboratively engage with texts through questions. The strategy emphasizes role reversal, where students take an active role as questioners, aiding their critical analysis and comprehension. Their research demonstrated that this method improves students' ability to understand and interpret texts beyond surface-level reading.

The theoretical foundation of Reciprocal Questioning is closely aligned with Lev Vygotsky's Zone of Proximal Development (ZPD). Vygotsky (1978) argued that students learn best when scaffolded by a more knowledgeable individual, such as a teacher or peer. ReQuest implements this theory by enabling guided dialogue, where the teacher initially models questioning techniques and gradually transfers responsibility to students. Additionally, the Gradual Release of Responsibility model, introduced by Pearson and Gallagher (1983), supports this transition from teacher-led to student-led questioning, ensuring students develop autonomy.

Further developments in reciprocal learning strategies include the work of Palincsar and Brown (1984), who introduced Reciprocal Teaching. This approach, while similar to ReQuest, incorporates summarizing, predicting, clarifying, and questioning to improve comprehension. Studies by Rosenshine and Meister (1994) provided meta-analyses on such strategies, confirming their effectiveness in fostering deeper comprehension. Durkin's (1978-79) research also highlighted the importance of explicit instruction in questioning, revealing that methods like ReQuest enable students to engage more meaningfully with texts.

Research consistently demonstrates the benefits of the Reciprocal Questioning strategy. It enhances critical thinking by encouraging students to ask open-ended, analytical questions, thus fostering higher-order thinking skills. Additionally, it builds students' confidence by placing them in active roles during lessons. Studies also show that this strategy is particularly effective for struggling readers, as it creates a safe and collaborative environment for learning. By promoting dialogue-based instruction, ReQuest not only improves comprehension but also nurtures communication and teamwork among students.

While the ReQuest strategy has proven benefits, its implementation is not without challenges. Teachers may face difficulties in training students to ask meaningful questions, particularly in settings where students are accustomed to passive learning.

Additionally, the strategy requires careful scaffolding and sufficient classroom time, which can be a limitation in fast-paced curricula. Future research could explore the long-term effects of ReQuest on student achievement and its adaptability to diverse learning contexts.

Methodology

This study examines the effectiveness of the Reciprocal Questioning (ReQuest) strategy in enhancing students' reading comprehension. The methodology outlines the research design, participants, instructional procedures, and data collection methods used to evaluate the impact of this teaching strategy. Drawing from previous research by Manzo and Manzo (1969), Vygotsky (1978), and Palincsar and Brown (1984), the study integrates theoretical and practical approaches to assess the effectiveness of ReQuest in a classroom setting.

A qualitative and quantitative mixed-method approach was employed to evaluate the ReQuest strategy. The qualitative component involved classroom observations and interviews with teachers and students to explore their experiences and perceptions of the strategy. The quantitative component included pre- and post-tests to measure improvements in students' reading comprehension. This design allows for a comprehensive analysis of both the measurable outcomes and the contextual factors influencing the strategy's effectiveness. The study involved 60 students from two middle school classrooms, aged 11 to 14 years, with varying levels of reading proficiency. One group of 30 students served as the experimental group, where the ReQuest strategy was implemented, while the other 30 students formed the control group, receiving traditional teacher-led reading instruction. Additionally, 4 teachers with prior training in interactive teaching methods participated in the study, ensuring consistency in the application of the strategy.

The experimental group was introduced to the Reciprocal Questioning strategy during a 6-week intervention. The process was divided into three key phases:

1. **Modeling:** Teachers began by modeling how to ask meaningful, open-ended questions about the text. They demonstrated critical thinking by discussing questions such as *Why do you think this character made this choice?* or *What might happen next?*
2. **Guided Practice:** Students worked in small groups, with teachers guiding them to ask and answer questions. During this phase, students practiced generating questions based on specific sections of the text, progressively increasing the complexity of their queries.
3. **Independent Application:** In the final weeks, students were encouraged to lead the questioning process independently. The teacher's role shifted to a facilitator, providing feedback on the quality and depth of students' questions.

The control group received traditional reading lessons, where teachers focused on summarizing the text and asking comprehension questions without involving

students in the questioning process.

1. Pre- and Post-Tests: Standardized reading comprehension tests were administered to both groups before and after the intervention. The tests measured students' ability to analyze, interpret, and draw inferences from the text.

2. Observations: Classroom interactions during ReQuest sessions were recorded and analyzed to identify patterns in student engagement, questioning techniques, and collaborative learning.

3. Student Surveys and Interviews: Participants from the experimental group completed surveys and participated in semi-structured interviews to share their experiences with the ReQuest strategy. These qualitative data provided insights into their perceptions of the strategy's impact on their confidence and comprehension skills.

4. Teacher Feedback: Teachers kept reflective journals documenting their observations of student progress and challenges encountered during the implementation process.

Quantitative data from pre- and post-tests were analyzed using statistical methods to determine the significance of improvements in reading comprehension. Qualitative data from observations, surveys, and interviews were coded and thematically analyzed to identify trends and patterns in student engagement and learning outcomes. This combination of data provided a holistic view of the effectiveness of the ReQuest strategy.

The methodology adopted for this study provides a structured approach to evaluating the impact of Reciprocal Questioning on reading comprehension. By integrating both quantitative and qualitative data, the study aims to offer a nuanced understanding of how the ReQuest strategy can transform students' engagement with texts and foster deeper comprehension.

Conclusion

The Reciprocal Questioning (ReQuest) strategy has proven to be a valuable tool for improving students' reading comprehension by fostering critical thinking, active engagement, and collaborative dialogue. Introduced by Anthony V. Manzo and Ula C. Manzo in 1969, this strategy shifts the focus from teacher-led instruction to a more interactive and student-centered approach. Drawing on foundational theories such as Vygotsky's Zone of Proximal Development and Pearson and Gallagher's Gradual Release of Responsibility, ReQuest scaffolds learning by encouraging students to ask and answer questions about texts, thereby deepening their understanding.

The methodology employed in research studies, which includes both quantitative and qualitative data collection, highlights the measurable improvements in comprehension as well as the practical challenges of implementation. While the strategy requires careful planning and training, its benefits—enhanced critical thinking, student confidence, and teamwork—underscore its potential for transforming reading

lessons. Future studies may explore its adaptability to diverse educational settings and its long-term effects on student learning outcomes.

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