The Effect of Reciprocal-Teaching Strategy on Learning Outcomes and Attitudes of Qassim-University Students in "Islamic Culture"

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Abstract:
The main intent of the current study was to investigate the effectiveness of the reciprocal-teaching strategy in learning outcomes and attitudes of Qassim-University students in Islamic culture. The study was conducted in Oqlat Al-Soqour Faculty of Sciences and Arts for paucity of research conducted in such a faculty, as well as for being the researcher's workplace which can offer him needed facilities. Statistical analyses of the data revealed that there were statistically significant differences between the mean scores of the experimental and control groups in the post administration of the learning-outcomes test as well as in the attitude scale in favour of the experimental. The magnitude effect was big which proved the effectiveness of the reciprocal-teaching strategy.
Keywords: Reciprocal-Teaching Strategy, Learning Outcomes, Attitudes, Islamic Culture

Introduction

 Amidst the status quo of the current trends of overlapping developments overwhelming the globe by leaps and bounds, the world has come to such a stage of tremendous scientific progress and such a gigantic knowledge revolution that resulted in such radical changes in all life sectors; social, economic, political and cultural. The case is so, man can never adapt with such changes unless he is able to take grip of the basics of his life, scientifically and pragmatically. Education, in this juncture, has to bear the brunt in developing the human mind in order to be able to cope up with the use of available data, and to invest it in order to accommodate with such rapid changes impacting the world. This makes it a must for education at large to adopt change all through educational stages. Change should also be adopted as per teaching methods, activities and strategies. Those interested in education have attempted so strenuously to make use of brand-new methods and strategies that are apt to such a scientific expansion as well as such a technical revolution in search for a better way of educating a new generation. Since juridical sciences take such a prestige in our society, and based on the aforementioned backdrop, it looms so large that such sciences are the only way for fulfilling Islamic norms. They derive wholly from Islam since such a religion is the basis for education in Islamic societies. These sciences can suffice prohibit evil desires in the human. They can protect people from deviating whims. They upgrade the way of righteousness for youths. Moreover, they prepare a workforce that is so strong. Such sciences laid the educational foundations that rendered a stable Arab nation that put an end to Caesars. In so doing, great attention has to be paid to promulgate such an Islamic culture, and to develop methods of teaching its inherent principles. This can be rendered via making use of research conducted within such an area and benefitting from modern technological advances. It should be well known that keeping juridical sciences away from modern changes is never acceptable since this case will never create a Muslim person who is well qualified to deal with such an age with all of its tremendous changes.

The researcher reached such a problem as proposed in the current study via a pilot study launched using a check card in order to observe the status quo of teaching courses of Islamic culture in Qassim University. The researcher got to find out that the majority of staff members make use of traditional teaching methods that concentrate on memory and retention paying no attention to comprehension, dialogic skills, or deduction. Moreover, the researcher noticed that the methods used are not able to raise students' interests. This finding is in line with that reached by Frances and Ekhar, 1992, Bottomly and Osborn, 1993, Abd Al-Wahab, 2005, Abou Hadid,2006, Al-Kilany, 2006. Furthermore, the researcher noticed via interviews with staff members teaching such courses that the majority do not have a full grasp of modern methodologies. In addition, the researcher detected the low level in achievement in juridical concepts. Related studies affirmed this point. They attributed it to the methods used.

Many studies did prove the effectiveness of reciprocal teaching in developing various skills (Lemlech and Hertzog, 1999, Al-Shue'iby, 2001, Weedman, 2003, Al-Adgham, 2004). Via browsing pertinent literature, the researcher found no single pertinent study, to the best knowledge of the researcher. The studies conducted by Isa (2007), Al-Muntashry (2008), Al-Osail (2010), Al-Khawalida (2012)   pinpoint reasons for the low level of students' achievement among which is shortage in teaching methods, which are so tough that they are unable to

cope up with developing students' skills. Many studies, such as (Al-Sha'bi, 2001, Rizq, 2001, Ahmad, 2001, Hasan, 2006, Hussein, 2007, Al-Harthy, 2008) recommended that changes in teaching methodology in a way that matches the topic as well as individual differences in the students can participate in a good acquisition of juridical skills as well as in students' social interaction.

In spite of the fact that teaching juridical sciences should keep up with modern teaching methodologies, available research pinpoint that there is a remarkable shortage in teaching strategies. The researcher launched a pilot study surveying the teaching procedures of Islamic culture in some Saudi universities. He got to notice that the majority of staff members hinge primarily on lecture as a basic strategy. Hence, the researcher reached a conclusion that teaching such a course faces a crop of problems among which is the weak interaction between the students and the content material. The staff member proved to be the sole source of knowledge. The learner was left as a mere recipient. This is in contrast with current educational trends that call for a positive learner as well as for enforcing self-learning. The case is so, there was a dire need for conducting the present study.In spite of the fact that reciprocal teaching proved to be so fruitful in teaching different courses, the researcher found no single study conducted to prove the effectiveness of such a strategy in teaching Islamic culture in Saudi universities.

Problem of the Study

The problem of the current study can be posed as follows:-

"What is the effectiveness of the reciprocal-teaching strategy in learning outcomes and attitudes of Qassim-University students in Islamic culture?

Hypotheses of the Study

1-There are no statistically significant differences at .05 level between the mean scores of the experimental and control groups in the post administration of the learning-outcomes test.

2-There are no statistically significant differences at .05 level between the mean scores of the experimental and control groups in the post administration of the attitudes scale towards Islamic culture.

Significance of the Study

The significance of the current study stems from the fact that:-

1-Such a study is a new addition in the area. It contributes to enlighten the educationist as per the importance of using the reciprocal-teaching strategy in teaching juridical sciences in general, as well as in Islamic-culture courses in particular. There is a dire need for research in this area, to the best knowledge of the researcher.

2-Such a study helps staff members in teaching juridical sciences in Saudi universities as for the importance of using the reciprocal-teaching strategy in teaching Islamic-culture courses.

3-Such a study helps more researchers conduct research about the use of the reciprocal-teaching strategy in teaching juridical sciences in general as well as juridical courses in particular in Saudi universities.

Objectives of the Study

The present study aims at:-

1-Identifying the effectiveness of using the reciprocal-teaching strategy in learning outcomes of Qassim-University students.

2-Detecting the development of attitudes towards Islamic culture in Qassim-university students.

Limitations of the Study

1-Objective Limitations

a-The current study was limited to the investigation of the effectiveness of the reciprocal-teaching strategy in learning outcomes and attitudes towards the course of Islamic culture in Qassim-University students.

b-The study was limited to the first chapter, "an introduction to Islamic culture (concept, importance, resources, challenges, Muslim's attitudes towards other cultures, dialogue among civilizations).

c-The study was conducted on the content material of the course of Islamic culture authored by a group of staff members in King Saud University. It is taught also in the majority of other Saudi universities.

2-Time Limitations

The researcher conducted the present study during the first semester of the academic year 1435H.

3-Spatial Limitations

The present study was conducted in Oqlat Al-Soqour Faculty of Sciences and Arts for paucity of research conducted in such a faculty, as well as for being the researcher's workplace which can offer him needed facilities.

Terminology of the Study

The study acts as per the operational definitions of the following terms:-

1-*Effectiveness*

Working to the utmost level in order to render an objective via fulfilling desired outcomes and evaluating them according to certain standards.

Learning Outcomes

All that is expected from the learner as for knowledge, skills, attitudes, and values according to certain normative standards, in addition to what the institution as well as the teacher plans for the students to acquire and be able to perform by the end of the course or the programme.

Operationally, the researcher defines learning outcomes as being declarative statements that describe what a student should be able to know and do by the end of studying units of the course of Islamic culture.

3-Reciprocal Teaching

An instructional activity based on students' positive cooperation with other students as well as with the teacher via four steps starting with students predicting the concepts to be discussed, then raising pertinent questions. This is followed by detecting obstacles that represent a hurdle for getting such concepts. Finally, important opinions reached are culled and summarized reaching a conceptualization of the concept under discussion.

Theoretical Background and Review of Literature

The reciprocal-teaching strategy is one of the best methods for developing students' achievement. The idea of reciprocal teaching has developed as a result of Vygotsky's efforts that illuminated social interaction during the classroom dialogues as being effective in learning/teaching. This impelled Plaincsar and Anne Brown to develop reciprocal-teaching techniques which hinge upon cooperation, effective participation among students, good management of discussions, and the teacher's role in supporting students in order to engage in a self-reliant pursuit of fulfilling their objectives.

It is a strategy that is based on the dialogue exchanged between the teacher and the students, among students and their peers in such a manner that allows for dividing the text into sections the teaching of which proceeds through four stages starting with summarizing such a section, asking questions, elucidating difficult concepts, and finally predicting what may come next.

Therein, Zaitoun (2003) defines reciprocal teaching as an instructional activity that takes the form of a dialogue exchanged between the teacher and the student (or among the students themselves) about a certain activity, topic, or text.

Al-Gamal (2005:325) defines reciprocal teaching as an instructional activity based on dialogues between the teacher and the learner, or among learners themselves in which the text is divided into sections for the sake of understanding it well. This is rendered via summarizing each section after reading it, posing questions about it, asking about difficulties students got throughout the text, and finally predicting ideas that may be presented afterwards.

Te'ima and Al-Naqa (2006) define reciprocal translation as being an instructional activity taking the form of a dialogue among learners as well as the teacher as for a certain text. In such an activity, both the teacher and the learners play their roles in the discussion.

The reciprocal-teaching strategy includes a series of steps: summarizing, posing questions, clarifying and predicting. This is rendered via small cooperative groups led by the teacher. Students get involved with the teacher in dialogues about the content of the text. The teacher only intervenes when necessary. The main procedures are as follows:-

1-Summarizing

This is an intellectual process which involves the ability to get the gist of the topic as well as the main ideas and presenting them in a proper way. This requires selecting words as well as ideas, sorting what is essential away from what is not so, and dealing with concepts and ideas in the student's own words. This is done after going through a training session in summarizing conducted by the teacher in order to determine basic points in the text read and to find links among them in a way that gives an integrated summary of the text or the section. (Grawan, 1999:217)

The reciprocal-teaching strategy helps students understand the content material via helping the reader focus on more important information and developing recall of information from the text while summarizing it (Aladdin, 2001:38).

From the above, it is evident that summarizing makes available for the reader to determine the main ideas of the text read in order to make some kind of integration among elements of information in the text via realizing relations within. Summarizing requires recalling what has been read as well as activating previous knowledge in order to get integrated in the text.

During the summarization stage, students are asked to read the assigned section so well and to get the main idea as well as important details. Students then get to put these ideas together in order to reach a succinct summary of the section.

The summarizing stage, in this way, impacts students' abilities as for discrimination, criticism and analysis. Students are in a bad need for such skills because of the large amount of texts they come across.

They have to be so analytical in order to sieve the text, and to get rid of irrelevant data in a way that does not disfigure the text.

2-Generating Questions

In this stage, students are to form questions pertinent to the text they read and analyzed. They pose such questions both for themselves and for their peers. Answers are culled afterwards in groups (Abd Al-Hamid, 1999: 341).

When the reader generates questions about the text, he judges the value of the data therein. He also comes to attain the skill of formulating high-standard-thinking questions (Aladdin, 2001, 40).

Generating questions is not limited to teachers. Learners are also in a bad need for this stage. They can make good use of such a stage in order to improve students' achievement, especially those who are quite hyperactive and those who have some kinds of activity disorder. This can be rendered via using question-answer cards, drilling in the use of question words, and posing questions to the teacher as well as to other peers (Al-Adgham et al. 1999:21).

The case is so, the teacher can help his students generate a number of questions about the material included in the text. Attempts are exerted afterwards in search for answers. This can help the reader analyze the reading material, and consequently help develop the skill of distinguishing between what is important and what is not. Students have to get grasp of a number of question words that are frequently used in order to formulate questions. Some of these may ask about surface information in the text, such as "who, where, what, when?" Others may relate to inherent relations or latent meaning in the text, such as "why, how, should, will, did?" The teacher, hereafter, formulates questions based on the section being read. He draws students' attention to thinking aloud. He elucidates how to select information, how to formulate it, and how to follow answers. (Kawthar, 2006: 9).

3-Clarifying Stage

During such a stage, students inquire about difficult or unfamiliar concepts and terminology in the text. This is rendered via clarifying the bases, observations, classification, comparison, and discussion with the teacher.

In this manner, such a stage encompasses a crop of procedures followed in order to detect obstacles of comprehension, whether they be lexis, idioms, ideas, etc. in a way that enables the reader discover the writer's ability to make use of lexis and idioms in order to give vent to meaning. This also helps the reader make use of other aids, maybe from the text, in order to surmount such hurdles. Such aids may include:-
*Making use of the context in order to clarify the meaning.
*Determining kinds of sentences, whether they are declarative, or interrogative.
*Making use of the dictionary to look up meanings.

The teachers asks students to underline words, idioms and expressions that may be unfamiliar or that may be hard to comprehend. He asks the students to read aloud in order to elucidate how they overcome their problems and how to use clarifying strategies.

4-Predicting Stage

This is a prospective view that hinges primarily on available data as well as self judgements through conducting interviews and making use of statistical significance. Predicting can be done via administering special tests.

Shihata and Al-Naggar, 2003 define prediction as the skill of reading available data and deducing through it all that is beyond time and space.

Predicting is closely related to previous descriptions of the case studied. The more precise the description is, the more accurate our prediction will be.

Ahmad (2006:15) emphasizes that prediction provides opportunities for the reader to find connections between new data provided in the text and what s/he already has. Furthermore, this enables the reader to reorganize the text. This is done properly when the reader comes to realize that headlines, titles, sub-titles and questions within the text are useful aids for predicting what the text encompasses.

Belgoun (2006:7) maintains that the reader poses predictions and suppositions as for the text prior to reading. This can help make links between previous knowledge and new data. This can facilitate reading on one hand. On the other, it can prepare the reader for criticizing what is being read via recalling information; words, meanings, facts and concepts in a way that enables the reader criticize well and form an apt judgement.

The teacher can help students predict via using the following:-

1-Reading the headline and sub-titles.

2-Making use of graphs that elucidate the content step by step.

3-Making use of questions included in the text.

4-Reading some sentences from the first section of the text.

5-Reading the first line in each section.

6-Reading the last sentence in the last section.

The teacher can suffice with only one aid according to the reader's level. Garawan (1991) has set a number of educational objectives that are subsumed within predicting:-

*The skill of predicting the continuity of trends characteristic of available data.

*The skill of filling in the gaps in available data.

*The skill of distinguishing relatively probable results from those that are less probable.

*The skill of tackling factors impacting accuracy of prediction.

The skill of reaching conclusions and posing hypotheses which can be validated.

Educationists emphasize that the reciprocal-teaching strategy has a crop of advantages. It develops students' social skills such as conversing skills, expressing opinion, taking part in responsibilities, self-dependence and conducting dialogues. Moreover, it develops students' learning skills since it deepens comprehension. It helps construct meaning based on the written text. In addition, such a strategy helps find links between previous knowledge and new data. The strategy proved also helpful in developing summarizing, thinking, predicting and question-formation skills. It pays special attention to evaluation, both formative and summative. It provides ample opportunities for learners to practice discovery, deduction and induction skills.

A crop of researchers ventured into conducting research investigating the effectiveness of the reciprocal-teaching strategy. Frances and Ekhar, 1992, for example launched such a study that aimed at investigating the effectiveness of such a strategy in reading comprehension of 7^{Th} grade students. Findings revealed such an effectiveness at .05 level in favour of the experimental group that studied using the strategy.

Bottomly and Osborn, 1993, also attempted to identify the effect of reciprocal teaching on a sample of primary 4^{Th} and 5^{Th} grade pupils in social studies and sciences. Results indicated that the use of the strategy was effective in developing pupils' reading comprehension.

Following in the same footsteps, Lemlech and Hertzog, 1999, conducted a study, the main intent of which was to identify the learning outcome of a sample of in-service teachers and would-be teachers as a result of using the reciprocal-teaching strategy. Findings pinpointed the positive effect of the strategy on professional development, interaction, lesson planning, evaluation and classroom management.

Al-Shue'iby, 2001, also conducted a study, the main target of which was to identify the effect of the reciprocal-teaching strategy on developing reading comprehension of students of Arabic in Oman. A list of critical-reading skills was prepared. A test was administered. A training guide was designed. The study was conducted on 36 students. Results proved the effectiveness of the strategy in developing critical-reading skills.

Following in the same vein, Weedman, 2003, investigated the effect of reciprocal teaching on reading comprehension of a sample of secondary 9th grade students. Results indicated the superiority of the experimental group using the reciprocal-teaching strategy over other groups using other strategies.

More important also is the study conducted by Al-Adgham, 2004 aiming at detecting the relative effectiveness of using semantic mapping and reciprocal teaching in developing reading comprehension of students from Faculty of Education, Sultanate of Oman. Two teaching guides were designed. An achievement test was prepared for each strategy. A check list was designed for each. Results proved the effectiveness of the suggested programme in rendering its targets. It improved students' level to a large extent. In this juncture, Belgoun (2006) conducted a study the main intent of which was to investigate the effectiveness of reciprocal teaching in developing scientific deduction of Saudi primary-school female pupils in science. Statistical analyses of the available data pinpointed

that there were significant differences at .05 in achievement in favour of the experimental group. In a similar manner, Abd Al-Wahab (2005) launched a study aiming at investigating the relative effectiveness of the reciprocal-teaching strategy and self-questioning in achievement in physics as well as in developing reflective-thinking skills and attitudes of secondary-school students in Al-Azhar institutes in Benha. Results revealed that there were statistically significant differences between the mean scores of the experimental and control groups in the achievement test in favour of the experimental that made use of the strategy. Such a strategy proved to have helped the learner assume a positive role, shoulder his own learning responsibility and gain knowledge more easily. Another study was conducted in 2006 aiming at elucidating the effect of reciprocal teaching on comprehension and written composition of elementary 9th grade in Amman. Results revealed that there were significant differences at .05 level in favour of the experimental group that used the reciprocal-teaching strategy. Abou Hadid, also, conducted a study in 2006 aiming at detecting the relative effect of reciprocal teaching and personal teaching (Keller's plan) on achievement of elementary 4th grade pupils in Jordan in science. The quasi-experimental method was used. Results indicated that there were statistically significant differences between the use of the reciprocal-teaching strategy and the traditional method in favour of the former. In the same way, Mostafa and Al-Kilany (2006) conducted a study aiming at comparing the relative effect of the reciprocal-teaching strategy, personal teaching (Keller's plan) and the traditional method on achievement and critical thinking in Islamic education of 7th grade female students in Jordan. The quasi-experimental method was used. Results indicated that there were statistically significant differences in achievement and critical thinking in favour of the experimental group. Moreover, Isa (2007) launched a study aiming at investigating the effect of a training programme using reciprocal-teaching strategies on metacognitive comprehension skills of a sample of primary-school pupils with learning difficulties from Egyptian schools. Results proved the improvement of such skills. Al-Azmy, also, conducted a study in 2007 aiming at identifying the effect of the reciprocal-teaching strategy on achievement in Islamic education of secondary-school students in Kuwait. The quasi-experimental method was used. Results indicated that there were statistically significant differences in favour of the experimental group due to the use of the strategy. Following in the same track, Al-Khaldy (2007) conducted a study aiming at investigating the relative effectiveness of modules using reciprocal teaching in achievement and motivation of secondary-school students in Islamic culture in Jordan. Results pinpointed that there were statistically significant differences in favour of the experimental group that made use of the reciprocal-teaching strategy. Khalaf, also, conducted a study aiming at identifying the effect of reciprocal-teaching strategy on developing reading comprehension as well as motivation of students with learning difficulties. Results indicated that there were statistically significant differences between the mean scores of the experimental and control groups in the reading comprehension test in favour of the experimental. Mahmoud, also, ventured into investigating the relative effect of the reciprocal-teaching strategy as well as semantic mapping on achievement of prep-school female students in Arabic grammar in Fayoum. Results indicated that teaching grammar using the reciprocal-teaching strategy and semantic mapping proved to be better than using the traditional method. Al-Muntashry (2008), also, investigated the effect of the reciprocal-teaching strategy on developing reading-comprehension skills of intermediate-school students in Saudi Arabia. Results proved the effect of the reciprocal-teaching strategy in rendering its targets. In addition, Ahmad (2008) conducted a study the main intent of which was to investigate the effect of the reciprocal-teaching strategy on developing reading comprehension as well as verbal interaction of primary 5th grade pupils in Abou Qurqass, Egypt. Results proved that the experimental-group performance was better than that of the control group that used the traditional method. Al-Harithy (2008), also, investigated the effectiveness of the reciprocal-teaching strategy in developing metacognitive reading skills of planning for reading, monitoring reading and evaluating reading of Saudi secondary-school students. Results pinpointed that there were statistically significant differences between the mean scores of the two groups in achievement in favour of the experimental that made use of the reciprocal-teaching strategy. In a similar way, Al-Osail (2010) conducted a study aiming at investigating the relative effect of the reciprocal-teaching strategy on achievement of 1st grade secondary-school students in exegesis as well as content material retention. Results revealed that there were statistically significant differences between the mean scores of the experimental group that used the reciprocal-teaching strategy and the control group that used the traditional method in the post administration of the achievement test. Al-Khawalida (2012), also, conducted a study aiming at identifying the effectiveness of an instructional programme based on the reciprocal-teaching strategy in developing reading comprehension skills of students with learning difficulties in Jordan. Results proved that there were statistically significant differences at .01 level between the mean scores of the experimental and control groups in the post administration of the test.

Via the aforementioned background, it has become so evident that the reciprocal-teaching strategy is characterized by continuity of evaluation which is one of the basic principles of the educational process. The

reciprocal-teaching strategy proved to help the student correct his path whenever the level of performance is unsatisfactory.

The researcher made a good use of such a rich background in the preparation of the research tools as well as in the interpretation of results.

The current study differs from previous ones being the first study, to the best knowledge of the researcher, to be conducted on Islamic-culture courses in Saudi Arabia.

Procedures of the Study

Method of the Study

In order to render the objectives of the present study, the researcher made use of the quasi-experimental method in the experimental design which hinges primarily on equivalent groups since it is a method that aims at identifying the effect of one or more than one factor called the independent variable on a dependent one (Obeidat, 2001:239). This gives credit to results of the study adopting such a method in comparison with those research adopting the descriptive or the historical methods. (Al-Asaaf, 2006: 336). Henceforth, external variables are brought under control in order to determine the relative effect of the variables of the study.

Variables of the present study are as follows:-

1-Independent variables:-

These encompass:-

a-   the reciprocal-teaching strategy

b-   the traditional method

2-Dependent variables:-

These include:-

a-   learning outcomes

b-   attitudes towards Islamic culture

Procedures

*Tools and Material

1-The Achievement Test

The content material was selected from the course of Islamic culture taught to students enrolled in the Faculty of Sciences and Arts at Oqlat Al-Soqour, Qassim University. The content encompassed "An Introduction to Islamic Culture".

2- Preparing a teacher's guide based on the use of reciprocal-teaching strategy:-

This went as follows:-

a-Reviewing pertinent literature as per the reciprocal-teaching strategy.

b-Selecting the course of Islamic culture since it contains many situations, issues and problems which are suitable to be dealt with using the reciprocal-teaching strategy.

c-Preparing a primary form of the teacher's guide intended for the experimental group encompassing 3 lectures. The guide included the following:-

1-Behavioural objectives of the lesson.

2-Content

3-Teaching methodologies

4-Teaching media

5-Evaluation

The guide was submitted to a jury committee of specialists in curricula, instruction and psychology. They rendered some formulations which were put into consideration. In this way, the guide was suitable for use. (See appendix).

3-Learning-Outcomes Test:-

Objectives of the Test:-

The test aimed at assessing students' learning outcomes and determining the effectiveness of the reciprocal-teaching strategy in teaching Islamic culture.

Population:-

The sample of the study was selected from Faculty of Sciences and Arts at Oqlat Al-Soqour, Qassim University.

Coverage:-

The test covered the content material of the introduction to Islamic culture.

Main Dimensions of the Test:-

The researcher determined cognitive-learning outcomes which included memory, comprehension and application.

Preparing the specification matrix:-

The matrix illustrated the number of questions representing each level based on the behavioral objectives as well as the relative significance of each lesson as shown in table (1)

Table (1) Specifications of the Learning-Outcomes Test

Topic Learning Outcome	Learning Outcomes			Total	Relative Weight
	Knowledge	Comprehension	Application		
Concept and importance of Islamic culture	10	4	1	15	% 37
Sources of Islamic culture Challenges confronting the Islamic culture	9	3	1	13	% 33
Attitude of the Islamic educated person towards other cultures as well as dialogues among civilizations	10	1	1	12	% 30
Total	29	8	3		
Relative Weight	%72	% 20	% 8		%100

-Selecting and writing the items:-

True- false and multiple-choice questions were used.

Scoring the Test:-

Each correct question was assigned one mark. A zero was given to incorrect ones. In so doing, the score ranged between 0 and 40.

Test Instructions:-

The researcher wrote test instructions in a way that was so clear and precise. Students were instructed to read the questions so well before answering them.

Validating the Test:-

a-Jury Validity:-

The test was submitted to a jury committee. Reformulations were put into consideration when preparing the final form of the test.

b-Reliability:-

Reliability was calculated using the Alpha Cronbach which reached 0.81 which is a high one.

Timing:-

Time was calculated via recording the time taken by the first as well as the last student to finish answering the test. It amounted to 40 minutes.

Calculating Easiness, Difficulty and Discriminability Coefficients:-

Easiness coefficients ranged from 0.20 to 0.80. Difficulty coefficients ranged from 0.80 to 0.20. Discriminability coefficients ranged from 0.16 to 0.24.

After piloting the test and calculating its statistic properties, the test was put into its final form (See appendix) which consists of an instruction page, a question booklet containing 40 questions and an answer sheet.

3-A scale for assessing attitudes of Oqlat Al-Soqour Faculty of Sciences and Arts students towards Islamic culture:-

Objectives of the Scale:-

The scale aimed at assessing students' attitudes towards Islamic culture.

Population:-

The sample was selected from students from Oqlat Al-Soqour Faculty of Sciences and Arts, Qassim University.

The scale was submitted to a jury committee in order to judge its validity. Reliability was calculated using the Alpha Cronbach formula. An SPSS, version 22, was used. The result was 0.87 which is high. See Appendix.

Table (2) Distribution of Questions as per Dimensions of the Attitude Scale

S	Dimension	Items
1	Performance	36 -35 -31 -30 -29 -28 -27 -21 -15 -14 -13 -4
2	Prospective Needs	38 -37 -26 -25 -17 -7
3	Joy	40 -39 -34 -33 -6 -1
4	Teacher's Effect	23 -20 -19 -16 -12 -10 -9 -8 -35-3
5	Perceived Importance	32 -24 -22 -18 -11 -2

Table (3) Positive and Negative Items on the Attitude Scale

Positive Items	Negative Items
19 – 18- 17 -16- 15- 14 -12 -11 -6 -4 -3 – 2 -1 -32 -31 -29 -28 -26 -25 -24 -23 -22 -21- 20 – 40 -39 -37	38 -36 -35 -34 -33 -27- 13 -10 -9 -8 -7 -5

Field Study:-
1-Method of the Study:-
The descriptive method was implemented rendering procedures prior to Administration. The experimental method was used in order to test the effectiveness of the reciprocal-teaching strategy in learning outcomes and attitudes towards Islamic culture.
2-Sample of the Study:-
The pilot sample consisted of 30 students enrolled in Oqlat Al-Soqour Faculty of Sciences and Arts, Qassim University. This study was rendered in order to standardize tools of the study
The study sample comprised 80 students divided between the experimental group (40) and the control group (40). This was done during the academic year 2015/2016, corresponding to 1436-1427H. (first semester).
3-Procedures of the Study:-
a-Pre-administration:-
Tools of the study (learning-outcomes test and an attitude scale) were pre-administered to the two groups of the study at the beginning of the first semester prior to teaching. This provided data for analysis before administration.

Table (4) T. Test Results for the Pre-application of the Tools of the Study

Variable	Group	Number	Means	Standard Deviations	Free Scores	T.	Level of Significance
Learning Outcomes	Experimental	40	18.38	0.86	78	0.13	Insignificant
	Control	40	18.35	0.73			
Attitudes towards Islamic Culture	Experimental	40	22.95	0.81	78	1.12	Insignificant
	Control	40	22.75	0.77			

It is evident from table (4) that T. value is not significant. Therefore, there are no statistically significant differences between the mean scores of the two groups in learning outcomes and attitudes towards Islamic culture. Therefore, the two groups of the study were equivalent.
b-Teaching:-
Teaching the "Islamic culture" course lasted for three weeks. The researcher taught the experimental group. Another teacher instructed the control group.
c-Post Application:-
After teaching both groups, the researcher administered the learning-outcome test as well as the attitude scale. Papers were scored for the two groups.
d-Statistics:-
The researcher made use of the SPSS 22. Moreover, he used T. test for two unrelated groups as well as²)η (in order to assess the magnitude effect.

Results and Discussion:-

Results of the Study:-

Hypothesis (1)

"There are no statistically significant differences at 0.05 level between the mean scores of the experimental and control groups in learning outcomes after teaching."

In order to test such a hypothesis, the researcher used T. test for two unrelated groups via using SPSS 22. Results were as follows:-

Table (5) T. Test Results for Learning Outcomes Prior to Teaching

Variable	Group	Number	Means	Standard Deviations	Free Scores	T. Value	Level of Significance	Magnitude Effect
Knowledge	Control	40	19,75	1,23	78	17,02	Significant	0,78
	Experimental	40	24,70	1,36				
Comprehension	Control	40	4,75	0,70	78	10,88	Significant	0,69
	Experimental	40	6,52	0,75				
Application	Control	40	1,40	0,49	78	9,81	Significant	0,55
	Experimental	40	2,50	0,50				
Total	Control	40	25,90	1,39	78	20,95	Significant	0,36
	Experimental	40	33,72	1,90				

It is evident from the above table that T. values are significant. Therefore, the first hypothesis is refuted. It can be assumed that there are statistically significant differences between the mean scores of the experimental and control groups in the post administration of the learning-outcomes test in favour of the experimental. The magnitude effect was big which proves the effectiveness of the reciprocal-teaching strategy. The following graph illustrates the results of the first hypothesis.

Serial (1)

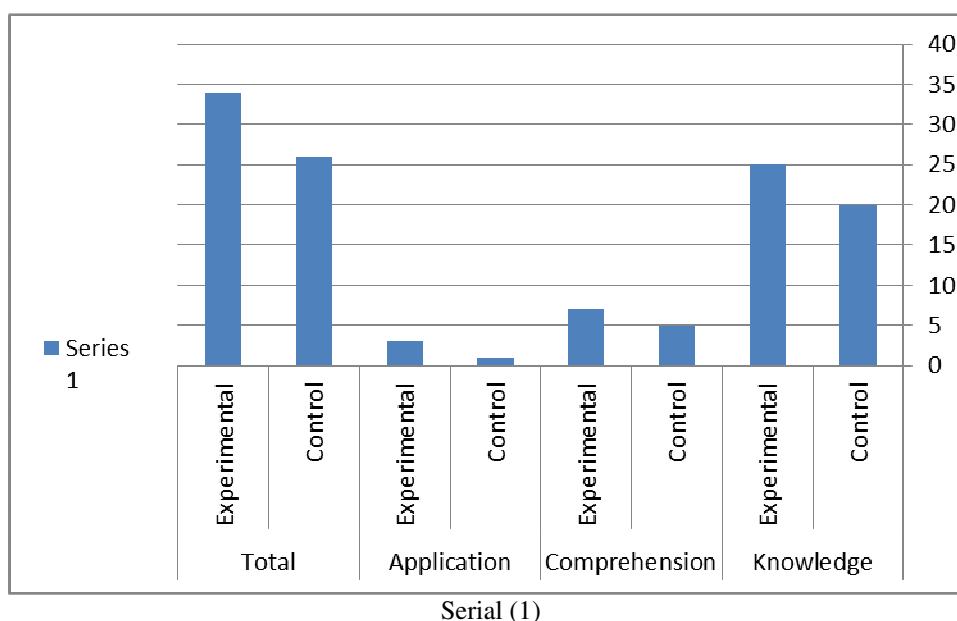Figure (1) Graphic Representation of Mean Scores of the Two Groups in the Learning-Outcomes Test
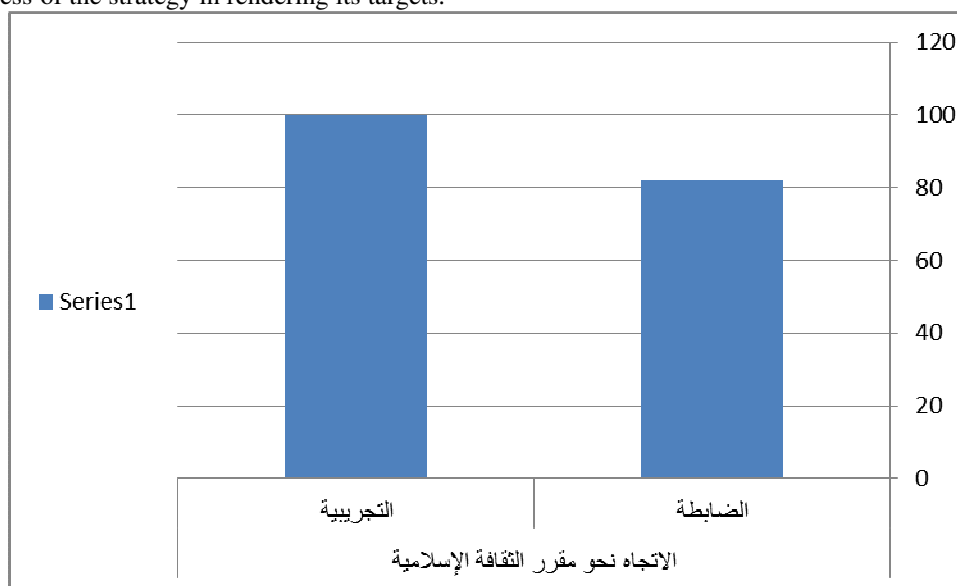
2- Hypothesis(2)

"There are no statistically significant differences at 0.05 level between the mean scores of the experimental and control groups on the attitude scale as for Islamic culture.

In order to test such a hypothesis, the researcher made use of T. test for two unrelated groups. Results were as follows:-

Table (6) Results of T. Test for Students' Attitudes towards Islamic Culture

Variable	Group	Number	Means	Standard Deviations	Free Scores	T. Test	Level of Significance	Magnitude Effect
Total	Control	**40**	**81,97**	**7,15**	**78**	**13,76**	Significant	**0,70**
	Experimental	**40**	**99,62**	**3,81**				

It is evident from the above table that T. value is significant. In this way, the second hypothesis is refuted. There are statistically significant differences between the mean scores of the experimental and control groups on the attitude scale after teaching in favour of the experimental. The magnitude effect is big. This shows the effectiveness of the strategy in rendering its targets.

Serial (1) =Serial (1) **1**

الضابطة Control =

التجريبية Experimental =

الاتجاه نحو الثقافة الاسلامية = Attitudes towards Islamic culture

Figure (2) Graphic Representation of the Mean Scores of the Two Groups in Attitudes towards Islamic Culture

Discussion:-

1-As per the first hypothesis pertaining to learners' performance on the learning-outcomes test of Islamic culture, it is evident from the above analysis that there are statistically significant differences at 0.05 level between the mean scores of the experimental group (that studied using the reciprocal-teaching strategy) and the control group (that studied using the traditional methodology) in the learning-outcomes test in favour of the experimental. This can be interpreted in the backdrop of the previous theoretical background as well as pertinent literature which pinpointed the effectiveness of the reciprocal-teaching strategy in many respects such as:-

1-Developing skills of holding dialogues and conversations.

2-The feasibility of using such a strategy in crowded classrooms.

3-Increasing students' achievement in all courses.

4-Developing reading comprehension especially of low-level students as well as of beginners.

5-Coping up with modern trends of reading which regard it as an interactive activity in which the reader interacts with the text.

6-Encouraging shy students in reciprocal-teaching activities previously illustrated which augment students' trust in him/herself.

Improvement may also be attributed to determining objectives, designing activities, using suitable teaching aids, controlling the teaching environment and preparing methods of evaluation.

This result is in line with that reached by Bottomly and Osborn, 1993, Lemlech and Hertzog, 1999, Al-Sha'by, 2001, Mostafa and Al-Kilany, 2006 and Al-Khawalida, 2012.

2-Concerning results of the second hypothesis as for the performance of learners on the attitude scale, it is evident from the above analysis that there are statistically significant differences at 0.05 level between the mean scores of the two groups on the attitude scale in favour of the experimental. This result can best be discussed in the light of the previous theoretical background and pertinent literature as follows:-

1-Such a strategy puts students in a proper position to resume responsibilities as for reciprocal teaching between the teacher and the student.

2-Although the teacher shoulders the initial responsibility of teaching as well as modeling sub-strategies, such a responsibility should be shifted to the student step by step.

3-It is so expected that all students will collaborate as per activities included. The teacher has to check, provide feedback and accommodate assignments according to the level of each student.

4-Students have to put in mind that the strategy encompasses such beneficial media that can enhance reading. Attempting reading gets students to realize that reading is not such a mere process of decoding words. Rather, it is a matter of judging such codes and evaluating them.

This result is in line with that reached by Weedman, 2003, Al-Adgham, 2004, Al-Osseil, 2010.

Recommendations:-

1-Paying due care to using modern strategies which proved to be effective in developing learning outcomes as well as attitudes.

2-Re-organizing the content material of Islamic culture in a way that makes use of the reciprocal-teaching strategy.

3-Encouraging teachers to take part in producing instructional modules based on the use of the reciprocal-teaching strategy.

4-Reformulating curricula in the university in the light of learning types.

Suggested Studies:-

1-The effectiveness of using the reciprocal-teaching strategy in developing university students' critical thinking in Islamic culture.

2-Designing a training programme for staff members based on the use of the reciprocal-teaching strategy and testing its effect on their performance inside the classroom as well as on their students' maximal thinking skills.

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Appendix(1)

Learning-Outcomes Test
In the Course of "Islamic Culture"
Prepared by
Dr. Jubeir Bin Suleiman Al-Harby
Assistant professor of curricula and instruction
Dean of the Faculty of Sciences and Arts at Oqlat Al-Soqour
Qassim University
1436-1437H
Learning-Outcomes Test
In the Course of "Islamic Culture"
(Cover Letter)

Dear Prof/ Dr.

The researcher, Dr. Jubeir Bin Suleiman Al-Harby is conducting a study entitled, "The Effect of Reciprocal-Teaching Strategy on Learning Outcomes and Attitudes of Qassim-University Students in "Islamic Culture". In order to render such a target, a learning-outcomes test was designed. You are kindly requested to read the test, and to show your opinion as for the following:-

First, Suitability of test items for students' age (suitable- unsuitable)

Second, Clarity of test items (clear- unclear).

You are nicely asked to put a tick (√) next to the option you choose.

Further Remarks:-

....
....
....
Bio-Data
Name:-……………………………….   Post:-…………………………………

 Affiliation:-………………………….   Date:-…………………………………..

Plethora of thanks!
Learning-Outcomes Test
In the Course of "Islamic Culture"

Test Instructions:-

Dear student,

1-Such a test aims at assessing leaning outcomes.

2-The test consists of (40) items. 20 of them are of the multiple-choice type. Other 20 are of the true-false type.

3-Read the questions so well, then answer all of them.

4-Do not put any answers on this paper. There is a special answer sheet. It is better to answer in pencil.

5-If you decide to make changes, make sure that you have erased the former answer so well.

6-Jot down all of your bio-data before going through the test.

Thanks for cooperation!

Test Questions

Q1. Choose the best answer:-

1-The Arabs first used the stem "thaqafa" (culture) in many senses, some of which are due to moral considerations. Some still went back to ……………………………………considerations.

a-economic   b-personal

c-social   d-perceptible

2-Each culture derives its main elements from its …………………………….conception.

a-scientific   b-religious

c-research   d-informative

3-Culture is marked by variety and…………………………

a-validity   b-objectivity

c-prosperity   d-inclusiveness

4-Aspects of scientific, artistic, literary and social progress that are transmitted from one generation to another are manifestations of:-

a-civilization   b-culture

c-development   d-growth

5-Definitions of the Islamic culture are so many due to:-

a-ambiguity of the term   b-inclusiveness of the term

c-ancientness of the term   d-novelty of the term

6-The Islamic culture offers an integral conception of life, man and………………………..

a-animal   b-the universe

c-plant   d-the earth

7-The Islamic culture attempts developing ………………….of Islam.

a-sense of collaboration   b-sense of cooperation

c-sense of loyalty   d-sense of friendship

8-The Islamic culture impacted European cultures in many fields, among which is that of:-

a-jurisprudence   b-sunnah (holy tradition)

c-ideology   d-hadith (holy saying)

9-Islam and Islamic culture spread in the Middle East as a result of:-

a-Scientists   b-merchants

-craftsmen   d-explorers

10-Two of the secondary sources of the Islamic culture are consensus and………………….

a-jurisprudence   b-analogy

c-collaboration   d-research

11-Qura'n came to cull together fragments of beliefs as well as…………………..

a-correct canons   b-correct jurisprudence

c-bases of worshipping   d-human cultures

12-All that came from the holy prophet (PBUH) as per words and deeds are known as:-

a-hadith (holy saying)   b-religious philology

c-exegesis   d-sunnah (holy tradition)

13-The   basic   source   of   the   Islamic   culture   is………………..

a-the Qura'n   b-the sunnah (holy tradition)

c-consensus   d-hadith (the holy saying)

14-One basic type of sunnah (the holy tradition) is………………………

a-the actual   b-the scientific

c-the objective   d- the aphoristic

15-The Islamic culture confronted a crop of challenges among which is the …………………..invasion.

a-social   b-economic

c-military   d-medical

16-…………………..is one of the means of intellectual invasion.

a-mass media   b-means of communication

c-ads   d- rumours

17-Keeping Islam away from affairs of political, economic, educational and social life is best known as giving vent to…………………in Islamic countries.

a-secularism   b-liberalism

c-democracy   d-dictatorship

18-One of the methods of confronting cultural challenges is taking due care of……………………..

a-the individual   b-Arabic

c-exegesis   d-ideology

19-The trend embracing all aspects of the western culture and civilization is the …………………trend.

a-Westernizing   b-passive

c-conciliatory   d-moderate

20-Modesty, leniency and gentleness are subsumed within pillars, while listening attentively and avoiding interrupting others' speech are matters to do with ethics of…………………..

a-science   b-dialogue

c-assembly   d-sitting together

Q.2 Put a tick (√) next to the correct statement and a cross (X) next to the wrong one.

1-There is no relation between culture and civilization. (   )

2-Good intention of speech means sincerity for Allah and the desire to get the right. (   )

3-Advocates of passivism maintain that there should not be any contact with the Western cultures and civilizations. (   )

4-Islam is the religion of dialogue. (   )

5-The relation between culture and science is based on differentiation. (   )

7-One of the means of confronting cultural challenges is to give boost to the nation in every respect. (   )

8-Orientalism is one of the means of cultural invasion. (   )

9-Occidentalism and cultural globalization are the act of imposing the Western culture via international organizations, conferences and other different mass media. (   )

10-Qura'n is one of the secondary sources of the Islamic culture. (   )

11-Islamic legacy is one of the secondary sources of the Islamic culture. (   )

12-Qura'n encompasses a common sharia (Islamic code) for all humans in which they can find their needs. (   )

13-Translation participated in promulgating the Islamic culture. (   )

14-The conciliatory trend maintains that Muslims should retain their Islam and culture while halting within the borders of Islamic thinking taking into consideration making use of the main accruements of the Western civilization. (   )

15-Christening means occidentalists studying sciences and religions of the east. (   )

16-Military invasion is more dangerous than the intellectual one. (   )

17-The Islamic nation bore the brunt of aggressive military attacks that targeted its existence and culture from old ages. (   )

18-The definition of the Islamic culture is so finely determined. (   )

19-Development of civilization is not restricted to one country as maintained by some racist theories. (   )

20-One main objective of studying the Islamic culture is pinpointing the Islamic holistic perspective. (   )

Answer Sheet

Name:-…………………………………. Faculty…………………………….   Section:-
………………………… ….. Date …...........................

Q. Number	Answer			
	a	b	c	d
1				
2				
3				
4				
5				
6				
7				
8				
9				

10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Q.2 Put a tick (√) next to the correct statement and a cross (X) next to the wrong one.

Q. Number	√	✗
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Answer Model

Q. Number	Answer			
	a	b	c	d
1		√		√
2				
3				√
4	√			
5				√
6		√		
7			√	
8			√	
9		√		
10		√		
11			√	
12				√
13	√			
14				√
15			√	
16	√			

17	√			
18		√		
19	√			
20		√		

Q.2 Put a tick (√) next to the correct statement and a cross (X) next to the wrong one.

Q. Number		
1	√	
2	√	
3	√	
4	√	
5		×
6		×
7	√	
8	√	
9	√	
10		×
11	√	
12	√	
13	√	
14		×
15		×
16		×
17	√	
18		×
19	√	
20	√	

Appendix(1)

A Scale of Students' Attitudes Towards Islamic Culture
(Final Form)

S	Item	Answer		
		Agree	Neutral	Disagree
1	The course of Islamic culture is catching and interesting.			
2	Studying the course of Islamic culture strengthens my religious piety.			
3	The teacher of "Islamic culture" encourages his students during the class.			
4	I usually go to university library in order to read such references pertaining to the Islamic culture.			
5	I usually get distracted during the lectures of Islamic culture.			
6	I enjoy studying topics of "Islamic culture" in the university.			
7	If I have the option whether to study "Islamic culture" or not, I' decline.			
8	I am always happy whenever the teacher of "Islamic culture" is absent.			
9	I am always bored during the lectures of "Islamic culture".			
10	The teacher is the pivotal reason for such a weakness in students of Islamic culture".			
11	Studying "Islamic culture" gives me vent to study the holy prophet's sunnah.			
12	The teacher of Islamic culture is always so irritable.			
13	I always have difficulty understanding topics of the Islamic culture.			
14	The course of the Islamic culture is one of my favourites.			
15	The Islamic culture develops my thinking and speculative skills.			
16	The teacher of the Islamic culture is jocund and tolerant.			
17	I always put what I come to learn in "Islamic culture" into practice in my daily			

S	Item	Answer		
		Agree	Neutral	Disagree
	life.			
18	The course of the Islamic culture is so necessary and deserves being looked after.			
19	I am usually happy during the lectures of "Islamic culture"			
20	The teacher of "Islamic culture" explains the lesson in an interesting manner.			
21	I usually enjoy discussing topics of Islamic culture with my colleagues.			
22	Topics of the Islamic culture that I study are so important for me.			
23	The teacher of "Islamic culture" if fair in his grades.			
24	I am usually happy whenever I learn something new in Islamic culture.			
25	The course of Islamic culture is not so significant in our daily life.			
26	I'd like to get specialized in Islamic culture.			
27	I wish the course of Islamic culture be cancelled.			
28	I depend on myself answering tests of Islamic culture.			
29	I am always so attentive all through lectures of the Islamic culture.			
30	I usually spend such a good time studying Islamic culture.			
31	I attempt depending on myself understanding topics of the Islamic culture.			
32	Studying the course of Islamic culture develops moral values.			
33	I prefer discounting the number of lectures in the course of Islamic culture.			
34	I hate the course of Islamic culture because of the teacher himself.			
35	I always waste a lot of time studying the course of Islamic culture.			
36	I always resort to cheating in the tests of Islamic culture.			
37	The teacher of Islamic culture usually encourages me to read supplementary references.			
38	If the course of Islamic culture is optional, I won't study it.			
39	Topics in the course of Islamic culture are important and beneficial.			
40	Studying Islamic culture is interesting for me.			