




La revue *Aleph. langues, médias et sociétés* est approuvée par ERIHPLUS. Elle est classée à la catégorie B.

Enhancing Algerian EFL Students' Use of Analytic and Pragmatic Metacognitive Reading Strategies through Reciprocal Teaching

تعزيز استخدام طلبة اللغة الإنجليزية كلغة أجنبية في الجزائر للاستراتيجيات الميتامعرفية التحليلية والبراغماتية في القراءة من خلال التدريس التبادلي

Renforcer l'usage par les étudiants algériens en anglais langue étrangère des stratégies métacognitives de lecture analytiques et pragmatiques à travers l'enseignement réciproque

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 Algerian Scientific Journal Platform	Soumission	Publication numérique	Publication Asjp
	06-03-2024	25-09-2024	25-09-2025

Éditeur : Edile (Edition et diffusion de l'écrit scientifique)

Dépôt légal : 6109-2014

Edition numérique : <https://aleph.edinum.org>

Date de publication : 25 septembre 2024

ISSN : 2437-1076

(Edition ASJP) : <https://www.asjp.cerist.dz/en/PresentationRevue/226>

Date de publication : 25 septembre 2025

Pagination : 73-88.

ISSN : 2437-0274

Référence électronique

Loubna Sebbah, « Enhancing Algerian EFL Students' Use of Analytic and Pragmatic Metacognitive Reading Strategies through Reciprocal Teaching », *Aleph* [En ligne], Vol 12 (3) | 2025, mis en ligne le 25 septembre 2024, consulté le 09 décembre 2025. URL : <https://aleph.edinum.org/14298>

Référence papier

Loubna Sebbah, « Enhancing Algerian EFL Students' Use of Analytic and Pragmatic Metacognitive Reading Strategies through Reciprocal Teaching », *Aleph*, Vol 12 (3) | 2025, 73-88.



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## Introduction

Recent shifts in pedagogical paradigms emphasize the transformation of traditional teacher-centred instruction into learner-centred methodologies. These developments are especially critical in the field of English as a Foreign Language (EFL), where cognitive and metacognitive engagement are pivotal for skill acquisition. Twenty-first-century pedagogy highlights the role of the teacher as a facilitator and scaffolder, encouraging collaborative learning and the development of higher-order thinking skills. Within this context, reading comprehension is increasingly acknowledged as a complex, interactive process requiring strategic support. Yet, despite its significance, reading instruction in many Algerian EFL classrooms continues to rely heavily on conventional approaches marked by passive student participation and minimal use of metacognitive strategies.

An accumulating body of international research (Juhkam et al., 2023; Thurston et al., 2020; Dew et al., 2021) has established the efficacy of reciprocal teaching (RT) in promoting strategic reading practices. However, there remains a notable paucity of research examining its specific effects on the use of analytic and pragmatic metacognitive strategies, particularly in the Algerian context. Most prior studies have narrowly focused on improvements in reading comprehension outcomes without thoroughly exploring the mechanisms—especially strategy use—through which these improvements occur. This lack of investigation leaves critical questions unanswered about how RT fosters metacognitive awareness and how Algerian EFL students can benefit from its structured, collaborative approach.

While reciprocal teaching has been widely studied in global EFL contexts, empirical investigations within North African settings—particularly addressing both analytic and pragmatic metacognitive strategies—remain scarce. This study seeks to address that gap by grounding the inquiry in the Algerian higher education landscape.

Moreover, the evolving learner profile and growing diversity in student needs underscore the urgency of embedding metacognitive instruction into reading pedagogy. The importance of this integration is magnified in EFL contexts, where students often face compounded challenges: limited exposure to authentic texts, lack of explicit strategy instruction, and insufficient opportunities for peer interaction. In this light, reciprocal teaching emerges as a promising pedagogical intervention. It is grounded in Vygotskian sociocultural theory, particularly the Zone of Proximal Development (ZPD), and is supported by decades of empirical validation (Palincsar & Brown, 1984; Oczkus, 2018).

Given the exploratory nature of this study and the logistical constraints within Algerian university settings, a pre-experimental design was adopted as an initial step to assess the feasibility and effectiveness of the intervention before scaling up to more robust experimental models.

Given these theoretical and practical considerations, the present study addresses the following research questions:

- RQ1: To what extent does reciprocal teaching develop EFL students' use of pragmatic and analytic metacognitive reading strategies?
- RQ2: Does reciprocal teaching improve students' reading comprehension ability?

Correspondingly, two research hypotheses are proposed:

- H1: Reciprocal teaching significantly enhances EFL students' use of analytic and pragmatic metacognitive reading strategies.
- H2: Reciprocal teaching significantly improves students' reading comprehension performance.

This study is situated within the broader educational reform discourse in Algeria and contributes to an emergent body of research promoting evidence-based, learner-centered instructional strategies in higher education. By adopting a theoretically grounded and methodologically structured approach, the study aims to advance both scholarly understanding and pedagogical practice in the domain of EFL reading instruction.

## 1. Literature Review

### 1.1. Reading Comprehension: Definitions and Evolving Perspectives

Reading comprehension has traditionally been understood as a complex process involving both cognitive and metacognitive operations. It integrates decoding, meaning-making, inference, and evaluation. Contemporary scholarship emphasizes the interactive nature of comprehension, wherein readers actively construct meaning through the simultaneous application of top-down and bottom-up processes (Li & Wilhelm, 2008; Urquhart & Weir, 1998; Grabe & Stoller, 2013). The interactive model assumes that reading comprehension involves a reciprocal relationship between the reader's background knowledge and textual information.

According to Li and Wilhelm (2008), reading comprehension encompasses a range of cognitive and metacognitive skills, such as activating prior knowledge, making predictions, monitoring understanding, and drawing inferences. This perspective aligns with constructivist theories that view comprehension as an active, goal-oriented, and strategic process rather than a passive intake of information (Veeravagu et al., 2010).

While early models favored either top-down or bottom-up processes, recent research (e.g., Juhkam et al., 2023; Dew et al., 2021) supports a dynamic, recursive model where strategic readers flexibly adapt their reading approach according to the demands of the text and task. Grabe and Stoller (2013) emphasize this adaptability:

“Being a strategic reader means being able to read flexibly [...]. Similarly, reading is an evaluating process in that the reader must decide if the information being read [...] matches the purpose for reading” (p. 12).

Metacognitive awareness is thus central to reading proficiency, as it enables learners to plan, monitor, and evaluate their reading strategies before, during, and after engaging with a text. Janzen and Stoller (1998) further assert that effective instruction in reading must make these processes explicit, especially for EFL learners who may lack autonomous strategy use due to limited exposure to academic reading tasks.

### 1.2. Analytic and Pragmatic Metacognitive Strategies

Jacobs and Paris (1987) classify metacognitive strategies into two primary categories: analytic and pragmatic. Analytic strategies—such as planning,

monitoring, and evaluating—support a reader's internal regulation of comprehension. These include predicting content, setting reading goals, questioning the text, and reflecting on comprehension outcomes. Each phase—before, during, and after reading—activates specific analytic tools. Planning involves setting goals and activating prior knowledge; monitoring includes self-questioning and inference-making; evaluation relates to reflecting on the coherence and completeness of understanding.

In contrast, pragmatic strategies—as outlined by Taraban et al. (2004)—involve tangible, behavioral techniques that support cognitive processing. These include highlighting, annotating, rereading, and note-taking. While sometimes considered surface-level techniques, pragmatic strategies can scaffold deeper comprehension when integrated meaningfully into the reading process.

It is important to note that both types of strategies operate synergistically. Analytic strategies enable strategic control, while pragmatic strategies provide external markers and supports for internal reflection. A lack of balance between the two can limit students' metacognitive growth, especially in EFL settings where instructional models often emphasize one at the expense of the other.

### **1.3. Reading as a Socially Constructed Activity**

Beyond the cognitive and behavioral domains, reading is increasingly viewed as a socially situated activity. Goodman (1996) asserts that comprehension arises not only through solitary engagement with text but also via interaction with peers and instructors. This view aligns with Vygotskian theories of learning, which posit that higher-order skills develop first through social interaction before being internalized by the learner.

Reciprocal teaching (RT) exemplifies this view by combining explicit strategy instruction with collaborative learning structures. Students engage in guided reading tasks using four key strategies: predicting, questioning, clarifying, and summarizing. Through scaffolded peer interaction, learners become more reflective, strategic, and autonomous in their reading practices. RT thus serves as a bridge between individual cognition and collective meaning-making.

The next section discusses reciprocal teaching in greater detail, positioning it as a scaffolded method for developing metacognitive reading strategies and fostering reading comprehension among EFL learners.

## **2. Conceptual and Theoretical Foundations**

### **2.1 The Role of Metacognitive Strategies in EFL Reading Comprehension**

This study is grounded in the theory of social constructivism, particularly the work of Lev Vygotsky (1978, 1987), which posits that learning is mediated through social interaction and cultural tools. Central to Vygotsky's framework is the Zone of Proximal Development (ZPD)—the conceptual space where learners can perform tasks beyond their current level of competence when supported by more knowledgeable others. This principle underpins reciprocal teaching (RT), which fosters peer-mediated learning and teacher scaffolding to promote higher-order thinking.

Palincsar and Brown's (1984) model of reciprocal teaching operationalizes the ZPD by structuring reading comprehension instruction around four key metacognitive strategies: predicting, questioning, clarifying, and summarizing. These strategies are not only taught explicitly but are embedded within a dialogic process that allows learners to internalize them through collaborative practice. The scaffolding mechanism in RT enables learners to gradually assume responsibility for their own strategic thinking.

### **2.2 A Scaffolded Approach to Reading Development**

Oczkus (2018) extends this approach by emphasizing the dynamic roles that students can take within RT groups (e.g., summarizer, questioner, clarifier), thus reinforcing autonomy, role flexibility, and self-regulated learning. The collaborative structure also resonates with Tharp and Gallimore's (1988) notion of assisted performance, further validating RT as a socially grounded instructional method.

In the context of reading strategy use, Jacobs and Paris (1987) offer a useful taxonomy distinguishing between analytic (planning, monitoring, evaluating) and pragmatic (note-taking, highlighting, rereading) strategies. This distinction is crucial to the present study, which aims to measure growth in both dimensions under the RT framework.

Together, these theoretical perspectives provide the foundation for this research, justifying both the selection of reciprocal teaching as an intervention and the emphasis on metacognitive development. The integration of cognitive psychology, sociocultural theory, and educational pedagogy positions this study within a robust interdisciplinary discourse on reading comprehension and strategy use in EFL contexts.

### 3. Methodology

#### 3.1 Research Design and Participants

To investigate the effectiveness of reciprocal teaching in enhancing EFL students' use of analytic and pragmatic metacognitive strategies, the study adopted a pre-experimental one-group pretest-posttest design. Although this design lacks a control group and random assignment—two features typically required for establishing strong causal claims—it was considered appropriate given the exploratory nature of the study and the ethical and administrative constraintsoften encountered in Algerian institutions, where experimental manipulation may not be feasible. Despite the limitations in causal inference, this design provides a valuable empirical grounding for future investigations using more rigorous methodologies.

The study involved 60 second-year EFL students enrolled in the Department of English at the University of Algiers 2 during the 2022–2023 academic year. An intact group sampling strategy was used, reflecting administrative constraints that precluded random assignment. Although this may limit generalizability, it mirrors typical classroom settings and therefore enhances ecological validity.

#### 3.2 Instruments and Data Collection Procedures

Three instruments were employed to ensure data triangulation:

- **Metacognitive Reading Strategies Questionnaire (MRSQ):** Adapted from Taraban et al. (2004), this questionnaire included 21 items across two scales—16 analytic and 5 pragmatic strategies. Participants rated each item on a five-point Likert scale from “Never Use” (1) to “Always Use” (5). The tool was piloted for internal consistency and cultural appropriateness prior to its full implementation.
- **Reading Comprehension Test:** A standardized test adapted from IELTS was administered pre- and post-intervention to assess changes in reading comprehension. The test focused on inferencing, summarizing, and identifying main ideas—skills aligned with the strategies taught.
- **Classroom Observation Checklist:** Qualitative observations were conducted to assess strategy use, student engagement, and interactive reading behavior during the intervention. The researcher used a structured observation form focused on visible metacognitive behaviors.



The study was conducted in three stages:

- Pre-intervention: Participants completed the MRSQ and the reading comprehension test. Baseline behaviors were documented through classroom observation.
- Intervention (9 weeks): Students were introduced to reciprocal teaching and organized into groups of five. Instruction focused on explicit modeling and collaborative practice of the four core RT strategies: predicting, questioning, clarifying, and summarizing. Students used guided learning logs to track their engagement during before-, during-, and after-reading tasks. Each session included scaffolded feedback and rotating student roles to ensure active participation.
- Post-intervention: All participants retook the MRSQ and reading comprehension test. Final observations were also conducted to identify behavioral shifts.

### **3.3 Data Analysis and Limitations**

Quantitative data from the MRSQ were analyzed using descriptive statistics (means and standard deviations) and inferential statistics (paired-samples t-tests) to assess change between pretest and posttest scores. Though limited by the absence of a control group, effect sizes were calculated to estimate the magnitude of observed gains.

Observation data were analyzed qualitatively to capture changes in strategy use and student engagement. Patterns of behavior were compared across sessions to detect increased metacognitive activity and collaborative reading practices.

This study is subject to several limitations. First, the absence of a control group restricts the ability to infer causality. Second, the use of intact group sampling limits generalizability. Third, the relatively short duration of the intervention (9 weeks) may not capture long-term strategy retention. However, these limitations are counterbalanced by the study's practical relevance and internal consistency. Future research employing randomized controlled trials, longitudinal designs, or cross-institutional samples is necessary to validate and expand upon the present findings.

## **4. Results and discussion**

### **4.1. Results**

#### **4.1.1. Results of the Pretesting Phase: The Questionnaire**

The results of the metacognitive reading strategies questionnaire in the pre-testing phase are presented in the tables below.

**Table 1** illustrates that the most frequently used analytic strategies by the students include “Meaning,” “Strengths,” “Hard,” “Revise,” “Reading goals,” “Activate,” and “Visualize descriptions,” with mean scores ranging from 3.11 to 4.03. These scores suggest that participants “sometimes” to “often” used these strategies. Conversely, less frequently used strategies such as “Evaluate,” “Back,” “Consider,” “Distinguish,” and “Summarize” received mean values ranging between 2.12 and 2.46, indicating “rare” to “occasional” use. This disparity suggests that students may lack strategic depth in their reading processes prior to intervention.

Table 1. Results of the Analytic Metacognitive Reading Strategies Scale (Pre-test)

N	Items	Mean	SD
1	Evaluate	2.23	0.51
2	Anticipate	2.46	0.81
3	Activate	3.20	1.32
4	Back	2.15	0.36
5	Revise	3.31	1.14
6	Consider	2.12	0.45
7	Distinguish	2.36	0.39
8	Infer	2.85	1.26
9	Reading goals	3.26	1.35
10	Summarize	2.26	1.06
11	Present later	2.41	0.41
12	Meaning	4.03	1.54
13	Current information	2.35	0.65
14	Strengths	3.53	1.47
15	Visualize descriptions	3.11	1.13
16	Hard	3.47	1.07

Table 2 focuses on pragmatic strategies. The data show that “Read more” and “Highlight” are most frequently used, with mean scores of 4.12 and 3.19 respectively. “Notes,” “Underline,” and “Margin” strategies scored lower, suggesting limited behavioral engagement with texts.

Table 2. Results of the Pragmatic Metacognitive Reading Strategies Scale (Pre-test)

N	Items	Mean	SD
1	Notes	2.23	0.36
2	Highlight	3.19	0.28
3	Margin	2.68	0.74
4	Underline	2.31	0.69
5	Read more	4.12	1.13

4.1.2. Results of the Reading Pretest

As shown in Table 3, the average reading score was 10.06 (out of 20), suggesting an intermediate level of comprehension prior to the intervention.

Table 3. Reading Pretest Results

Number of Participants	Mean Score	SD
60	10.06	2.47

4.1.3. Results of the Post-testing Phase : The Questionnaire

Post-test data show marked improvement in the use of analytic and pragmatic strategies.

In Table 4, strategies such as “Meaning,” “Summarize,” “Revise,” “Activate,” “Consider,” and “Infer” now show high-frequency use, with mean scores between 4.02 and 4.85. This indicates substantial growth in strategic awareness.

Table 4. Results of the Analytic Metacognitive Reading Strategies Scale (Post-test)

N	Items	Mean	SD
1	Evaluate	4.02	1.23
2	Anticipate	3.41	0.69
3	Activate	4.25	1.59
4	Back	4.11	1.65
5	Revise	4.26	1.71
6	Consider	4.23	0.98
7	Distinguish	3.27	1.36
8	Infer	4.18	1.57
9	Reading goals	3.79	1.33
10	Summarize	4.35	1.84
11	Present later	3.69	1.01
12	Meaning	4.85	1.31
13	Current information	3.91	1.23
14	Strengths	3.78	0.94
15	Visualize descriptions	3.25	1.34
16	Hard	3.97	1.71

Table 5 shows consistent gains in pragmatic strategy use. “Read more,” “Notes,” and “Highlight” strategies all exceed a mean of 4.2. “Margin” and “Underline” strategies, while still moderately used, show considerable improvement compared to pre-test scores.

Table 5. Results of the Pragmatic Metacognitive Reading Strategies Scale (Post-test)

N	Items	Mean	SD
1	Notes	4.36	1.39
2	Highlight	4.23	1.26
3	Margin	3.65	0.69
4	Underline	3.75	1.05
5	Read more	4.66	1.78

4.1.4. Results of the Reading Posttest

The mean post-test reading score rose to 13.01 (Table 6), suggesting a substantial gain in comprehension performance.

Table 6. Reading Posttest Results

Number of Participants	Mean Score	SD
60	13.01	2.07

A paired samples t-test confirms the statistical significance of the improvement ( $t = -9.8$ ,  $p < .05$ ), as shown in Table 7.

Table 7. Paired Samples T-test of Reading Test

Test	N	Mean	SD	df	t-value	Critical Value	Significance
Pretest	60	10.06	2.37	60	-9.8	2.00 ( $\alpha = 0.05$ )	Significant
Posttest	60	13.01	—	—	—	—	—

These findings validate the efficacy of reciprocal teaching in promoting both metacognitive strategy use and reading comprehension.

4.2. Discussion

The present study aimed to investigate the effects of reciprocal teaching on the development of analytic and pragmatic metacognitive reading strategies and on the reading comprehension abilities of Algerian EFL students. The findings indicate that reciprocal teaching had a substantial impact in both areas, confirming the proposed hypotheses.

Regarding the first research question, the results of the pre-intervention questionnaire revealed that students demonstrated limited use of many analytic metacognitive strategies, particularly those related to planning, evaluating, and making inferences. They also showed infrequent use of pragmatic strategies such as taking notes, underlining key points, and writing margin questions. This limited use suggests that prior to the intervention, students lacked strategic awareness and often approached reading passively, with minimal reflective engagement.

Post-intervention results, however, indicated a marked shift. Participants reported significantly higher frequency in the use of both analytic and pragmatic strategies. They became more inclined to activate background knowledge, make predictions, and monitor their comprehension through strategies such as summarizing and evaluating. Pragmatic behaviors such as rereading, highlighting, and note-taking also increased substantially. These outcomes confirm that reciprocal teaching is effective in scaffolding strategic reading behavior and in promoting metacognitive regulation. The findings echo prior studies by Tang and Moore (1992), who emphasized that proficient

readers engage in a diverse set of strategies to support comprehension, and Memiş and Bozkurt (2013), who highlighted the correlation between strategic awareness and reading performance.

With respect to the second research question, the increase in students' reading comprehension scores from pre- to posttest was both statistically and educationally significant. The paired samples t-test confirmed the effectiveness of the intervention in improving reading performance. These findings align with earlier empirical evidence from Gani et al. (2016), Hamdani (2020), and Dew et al. (2021), all of whom reported positive effects of reciprocal teaching on reading comprehension in EFL contexts.

The improvements observed can be attributed to the dialogic, scaffolded nature of reciprocal teaching. As Vygotsky (1987) and Oczkus (2018) have asserted, structured peer interaction and guided strategy use within the Zone of Proximal Development foster not only immediate comprehension gains but also long-term strategy internalization. By engaging in collaborative reading tasks, students practiced and gradually took ownership of metacognitive strategies. Over the course of the intervention, they developed the ability to monitor their own understanding and adapt their reading behaviors accordingly.

Furthermore, the structure of reciprocal teaching—based on rotating roles, feedback loops, and collective meaning-making—helped create a supportive environment conducive to cognitive and social growth. As Cavendish and Hodnett (2017) suggest, this model empowers learners to take responsibility for their own learning while benefiting from peer support and instructional modeling.

In sum, the results provide strong support for the integration of reciprocal teaching into EFL reading pedagogy. Not only does it enhance comprehension outcomes, but it also cultivates reflective, autonomous readers capable of navigating complex texts through strategic engagement.

Nevertheless, the study's exploratory nature should be emphasized. While the results indicate significant learning gains, the absence of a control group necessitates cautious interpretation. These findings should be understood as preliminary evidence requiring confirmation through more rigorous designs. Future research involving randomized controlled trials or quasi-experimental frameworks would be instrumental in establishing stronger causal links and validating the generalizability of these results across diverse EFL contexts.

## Conclusion and Implications

The present study sought to explore the effectiveness of reciprocal teaching (RT) in enhancing Algerian EFL students' use of analytic and pragmatic metacognitive reading strategies and improving their reading comprehension. Through a pre-experimental design, significant improvements were documented across all measures: strategy use, reading performance, and classroom engagement. The findings underscore the pedagogical potential of RT as a structured, collaborative, and student-centered approach that addresses the limitations of traditional, teacher-fronted reading instruction prevalent in Algerian higher education.

Reciprocal teaching facilitated not only the acquisition of metacognitive strategies but also encouraged reflective, autonomous, and socially mediated learning. The observed shift from passive to strategic reader behaviors reflects RT's capacity to scaffold complex reading processes. In doing so, the intervention contributed to bridging the gap between theoretical models of reading and practical classroom implementation.

However, limitations related to the research design, sample scope, and intervention duration call for caution. The absence of a control group restricts causal inference, while the institutional specificity of the sample limits generalizability. These limitations, nonetheless, do not detract from the study's contribution as an exploratory investigation grounded in context-specific challenges. These findings should be seen as a preliminary step, laying the groundwork for more robust future studies.

Future research should aim to build upon these results by implementing randomized controlled trials and longitudinal studies, which would allow for stronger causal inferences and a better understanding of long-term strategy retention and transferability. Additionally, exploring RT across various academic disciplines and EFL proficiency levels would broaden its applicability and confirm its adaptability.

In conclusion, reciprocal teaching holds considerable promise for enhancing reading outcomes among Algerian EFL learners. Its structured dialogic framework not only improves reading proficiency but also nurtures critical thinking, self-regulation, and academic confidence—core objectives of 21st-century education. The study thus serves as a call to action for educators, researchers, and policymakers seeking to transform EFL literacy instruction in Algeria and beyond.

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## Abstract

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Reading comprehension constitutes a multifaceted socio-cognitive process that requires the deployment of metacognitive strategies to facilitate meaning-making. Grounded in the theoretical framework of social constructivism, the present study examines the impact of reciprocal teaching as an explicit instructional strategy to foster Algerian EFL students' use of analytic and pragmatic metacognitive reading strategies and evaluates its effects on their reading comprehension performance. The research employed a pre-experimental design involving one group of 60 second-year EFL students at the University of Algiers 2, utilizing three instruments: a reading strategies questionnaire, classroom observation, and a standardized reading comprehension test. The findings reveal significant improvement in students' use of both analytic and pragmatic metacognitive strategies and measurable gains in reading comprehension following the intervention. These results underscore the pe-



dagogical relevance of reciprocal teaching in EFL contexts and highlight its potential as a strategy for developing higher-order reading competencies. The study concludes with implications for practice and future research in similar educational settings.

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## Keywords

Reading comprehension; reciprocal teaching; analytic strategies; pragmatic strategies; metacognition; EFL learners

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## Résumé

La compréhension de l'écrit constitue un processus socio-cognitif complexe qui nécessite le recours à des stratégies métacognitives pour construire le sens. S'inscrivant dans le cadre théorique du constructivisme social, cette étude examine l'impact de l'enseignement réciproque en tant que stratégie explicite visant à développer chez les étudiants algériens en anglais langue étrangère l'usage de stratégies métacognitives analytiques et pragmatiques. Elle évalue également l'effet de cette approche sur leurs performances en compréhension écrite. La recherche repose sur un protocole pré-expérimental impliquant un groupe unique de 60 étudiants de deuxième année au sein du département d'anglais de l'Université d'Alger 2. Trois instruments ont été mobilisés: un questionnaire sur les stratégies de lecture, une grille d'observation en classe et un test standardisé de compréhension écrite. Les résultats montrent une amélioration significative dans l'utilisation des stratégies métacognitives, tant analytiques que pragmatiques, ainsi qu'une progression mesurable en compréhension après l'intervention. Ces résultats soulignent la pertinence pédagogique de l'enseignement réciproque en contexte EFL et mettent en évidence son potentiel dans le développement de compétences cognitives de haut niveau. L'étude se conclut par des implications pratiques et propose des pistes de recherche à explorer dans des contextes éducatifs similaires.

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## Mots-clés

compréhension de lecture; enseignement réciproque; stratégies analytiques; stratégies pragmatiques; métacognition; étudiants EFL

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## ملخص

يُعدُّ الفهم القرائي عملية معرفية اجتماعية متعددة الأبعاد تتطلب استخدام استراتيجيات ما وراء المعرفة لتسهيل بناء المعنى. في ضوء الإطار النظري للبنائية الاجتماعية، تهدف هذه الدراسة إلى فحص أثر التدريس التبادلي كاستراتيجية تعليمية صريحة على تعزيز استخدام الطلاب الجزائريين للغة الإنجليزية كلغة أجنبية للاستراتيجيات الميتامعرفية التحليلية والبراغماتية، وتقييم تأثيره على أدائهم في الفهم القرائي. اعتمد البحث على تصميم تجريبي قبلي بعدي لمجموعة واحدة تضم 60 طالبًا في السنة الثانية بقسم اللغة الإنجليزية في جامعة الجزائر 2. مستخدمًا ثلاثة أدوات: استبيان استراتيجيات القراءة، ملاحظة صفية، واختبار

مقنن للفهم القرائي. أظهرت النتائج تحسناً ملحوظاً في استخدام الاستراتيجيات الميتامعرفية بجانبها التحليلي والبراغماتي، إلى جانب تقدم ملحوظ في مهارات الفهم بعد التدخل. تؤكد هذه النتائج أهمية التدريس التبادلي من الناحية البيداغوجية في سياقات تعليم الإنجليزية كلغة أجنبية، كما تبرز إمكانيته في تطوير الكفاءات المعرفية العليا لدى المتعلمين. وتختتم الدراسة بإشارات تطبيقية واقتراحات بحثية مستقبلية في بيئات تعليمية مماثلة.

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#### كلمات مفتاحية

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الكلمات المفتاحية : الفهم القرائي؛ التدريس التبادلي؛ استراتيجيات تحليلية؛ استراتيجيات براغماتية؛ ما وراء المعرفة؛ متعلمو اللغة الإنجليزية كلغة أجنبية