

Reciprocal Teaching and Scaffolding to develop EFL Reading Skill at Undergraduate level

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INTRODUCTION

I am teaching my students reading in the traditional way. I can realize that my traditional teaching system cannot make my students world standard readers. As an Assistant Professor of English language; I have to focus on the effective teaching-learning classroom instructions that involve my learners' second language acquisition. So, I need to explore the best possible teaching methods and strategies to develop my student's reading ability in place of my traditional teaching system. That is why; I have decided to explore the opportunity of Reciprocal Teaching and Scaffolding to develop EFL reading skill of undergraduate level learners in my college as I have experienced that developing of English reading skill of my students is difficult for me in the existing style. I have found my students struggle to construct meaning from new text, fail to interpret and cannot read for important information following traditional classroom as they only try to memorize vocabulary and grammatical structures. Traditional classroom demotivates them in reading activities and make the class with a slow learning outcome. I do not have the scopes to create opportunity for the learners to practice reading skills at their own level independently. My learners just read for only reading without understanding the text.

Some major problems that I face in my traditional way of teaching reading

1. I cannot create opportunity for the students to practice vocabulary at their real situation.
2. I cannot introduce three stages of a reading lesson such as pre-reading, while-reading and post –reading stages in my real classroom situation.
3. I face various problems when I want to make them autonomous learners in my lesson.
4. I cannot teach them well how to explore skimming, scanning and inferring meaning from the contexts.
5. I cannot manage the lesson well because of mixed ability students in the classroom.
6. I cannot encourage them for extensive reading because of some technical problems.
7. At the time of intensive reading I cannot manage the class time.

To overcome the above-mentioned problems of teaching reading, I want to introduce reciprocal teaching and scaffolding strategy in place of my traditional teaching system. Reciprocal teaching is such kind of instructional activity where my students may have the opportunity to enjoy playing the role of a teacher in a small group reading sessions while I will become models to them. I will show them how to apply the four strategies of reciprocal teaching such as summarizing, question generating, clarifying, and predicting based on reading text related practice. There will develop a scaffold talk between me and my student groups with each other to develop and support comprehension. I will use scaffolding so that they become more motivated to read the challenging texts without my assistance.

I would like to apply constructivism in my pedagogy. Constructivism is an approach to learning that holds that people actively construct their own knowledge and that reality is set by the experiences of the learners' (Elliott et al., 2000). According to Tam (2000) lists the following four essential characteristics of constructivist learning environments, which must be considered when implementing constructivist teaching strategies:

- 1) Knowledge will be shared between teachers and students.
- 2) Teachers and students will share authority.
- 3) The teacher's role is one of a facilitator or guides.
- 4) Learning groups will consist of small numbers of heterogeneous students.

I have been using the traditional lecture method which allows learners formemorization-based learning activities. Though I try to motivate them not to memories while practicing reading, yet there prevail some technical problems for which learners are to memories something. Learning is an endless activity and motivation is a key component in learning. I believe that Reciprocal Teaching and Scaffolding will be useful to motivate learning as a continuous process gathering new knowledge strategies.Scaffolding allows the teacher to consider students' existing knowledge, deficiency and thus to locate needs. As a result, reciprocal teaching and scaffolding will motivate a student to get engaged in reading activities and thus will ensure success.

Context

The undergraduate students of my college do not have stock of vocabulary up to marks. Traditionally they memorise vocabulary from their primary level. But the learners cannot get chance to use these learnt vocabularies as there is no assessment on speaking skills in the public examination. So over years naturally they forget these words. As a result, while reading the texts, they cannot remember those words and they cannot understand the texts. Butconstructivism teaching methods, unlike the traditional method, does not depend on mere memorization instead aims to assist students in assimilating new information to existing knowledge and enabling them to make the appropriate adjustments to their prevailing intellectual framework to accommodate that information. Construction of idea means to build upon a bridge between the levels of what students already know and reach somewhere they do not know before that allows the students to work independently.

In a class, the constructivist vision of teaching indicates the direction of various teaching practices. Naturally, it means to encourage students how to use dynamic methods, trial and error, and real-world crisis resolving to make them more aware of the upcoming situation and afterwards to reproduce their thinking skills to practical implementation and constantly changing knowledge. In my context, in a college in Dhaka, I want to develop my learners' reading skills by Reciprocal teaching and which is absolutely a student-centered approach. I have to give the lecture in the class of almost one hundred and fifty students. Previously, I used to follow traditional method in English reading class, but unfortunately the learning outcome of the students did not develop so high. The students sometimes failed to understanding the meaning of the text. Moreover, they were unable to connect the text with their previous knowledge. By using Schematic Theory, skimming and scanning in reading activity with reciprocal teaching approach and scaffolding in the Lesson Plan, it is possible to ensure learning successfully in reading class.

Instructional Practice

In my traditional teaching practice, I find my continuous lecturing produces very poor learning process. The necessity of motivating learners by sharing their knowledge and perception is sometimes important. Individual learner tasks teach learners the criticality of conflict management, innovative leadership; rather, it is needed to be successful as an expert by teamwork. Again, teamwork alone would not encourage the similarly important trait of self-regulating wisdom. Successful training like broad work, multiple choices of work, comprehension of the story, dialogue, performance, individual coursework, and assemblage, conversation and pair work etc combines things together. The extra diversity I can create, the more successful the teaching would be. I would

like to use two features of reciprocal teaching approach and Scaffolding in reading class. Those are Group Work and Class Presentation to ensue student's engagement in leaning activity.

In the construction process, my students can decide how they will learn by experiencing knowledge and appreciating several perspectives (assessment of substitute solutions). Goal of constructivism in teaching reading skills in realistic contexts is vital to support rights and an influence in the education process that is learners centered education in common context by association. I promote the use of multiple modes of demonstration (video, audio text, etc.)

Reading engages language, and verbal communication we use manipulates learning, the social construction of language becomes a principal instrument of learning. We require language to learn. To assimilate new knowledge without some configurations revealed from previously known language is not possible. The more we know the linguistic features, the more we can learn reading skills. Since it takes time to learn a language, learning becomes a continuous process. For significant learning reading skills, we need to revisit thoughts, think about the use of the words in a particular place, and play with the words. As a result, motivation becomes a main factor in learning. In learning, motivation helps the learners; it is indispensable to gather knowledge.

There are many reasons for my shifting to constructive teaching from traditional teaching. In the conventional approach, lessons are designed by lectures and assignments that wrap subject matter indicated in the syllabus. Most constructivists think critically regarding to the demands of the learners with the course resources. When the students are assessed in the examination, it may be too late to offer satisfactory practical expertise necessary to solve the assessment troubles. It is really meaningless and certainly immoral to evaluate students based on proficiency that I have not actually trained.

The features of constructivism that encourage me to shift from traditional teaching to constructive teaching are prominent. Constructive teaching develops critical opinion skills, trouble-shooting ability to think about multiple perspectives on given circumstances for students by creating an individual perspective by "storage room" of knowledge that will be accessible for upcoming analytical ability. Moreover, Students know to enquiry facts or information through the course of comparing and contrasting optional suggestions and circumstances. Students are engaged to connect in personal manifestation to recognize the perspective as per their assumption accordingly.

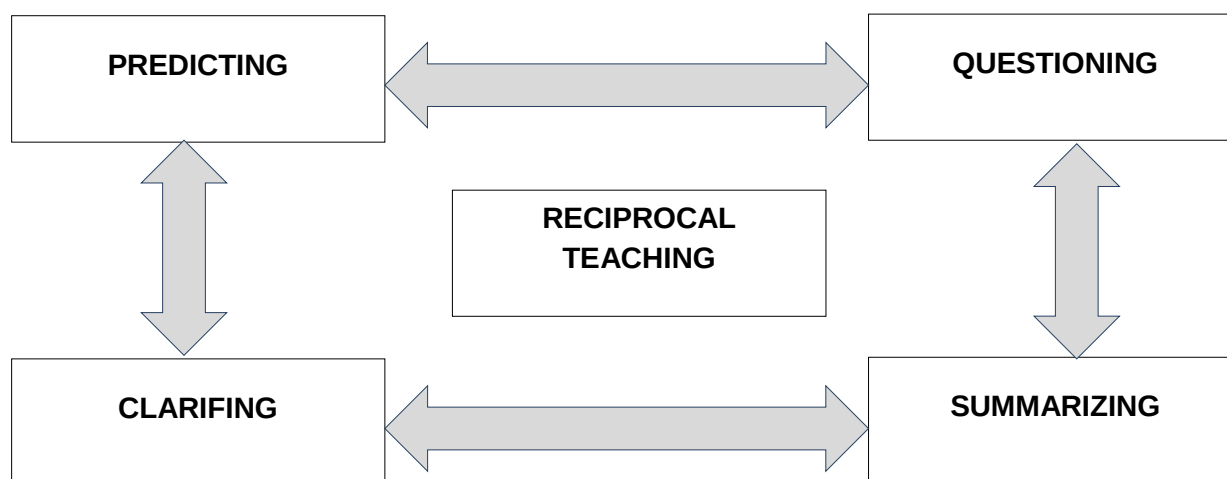
Theoretical Ideas

Motivation is an important element for successful learning. In my real classroom situation, I cannot give motivating tasks to the students because of time constraints, traditional setting of classroom and examination related issues. In constructivism, student's insight during a problem-solving task investigates questions and depicts conclusion that allows them to go beyond the effortless acquirement of reality by learning and apply them to new situations. As a result, through constructivism, learning creates a practical ground for implementation. The idea is reflecting Bloom's Taxonomy (Anderson, 2001) and its application in classroom evaluation where the Affective domain is in the centre of attention on cheering the progression of factors as student's emotion, inspiration, outlook, awareness and values towards the educational substances. This area goes beyond activities ranging from paying attention to others, joining in discussions independently. Student's actions in this domain are classes into five separate categories (Cullinane, 2010).1. Receiving, 2. Responding, 3. Valuing, 4. Organization, and 5. Characterization by a value or value complex. Look into the role of Reciprocal Teaching and Scaffolding in Constructive Teaching, once Palinscar & Brown (1984) indicates, reciprocal teaching is a guided reading comprehension strategy that inspires students to develop the skills that effective readers and learners do automatically. Reciprocal teaching supported by (Miller and Veach, 2011) considers four essential teaching strategies. The processes of reciprocal teaching are summarizing, questioning, clarifying, predicting and responding to what they are reading. In reciprocal teaching, students are involved in reading, talking and thinking their way following the instructions of the textbook.

Motivation regarding to my students' learning is to think about what they are reading and their thinking procedure. I think motivation allows my learners to work in partnership with others to gain a better perception of a text by practicing reading. Here, teaching student means to be enthusiastically involved in supervising their conception. To teach students is to ask for problems while reading. Here, I prefer Group work and Peer work for Scaffolding Task in the Lesson Plan.

Features of Reciprocal Teaching:

Reciprocal teaching may help my students to grow skills in locating, demonstrating, and organizing information on basis for writing by supporting them develop comprehension strategies in a new context.



The Chart shows the cyclical order for the Reciprocal Teaching Strategy

Klingner and Vaughn (1996) stated that the teachers model these four strategies by using the think-aloud approach. It makes clear what readers do – predict, explain, query and summarize by developing student's idea on a particular topic, increasing vocabulary and fostering meaningful dialogue among students, including extended talk about texts. Here, I prefer Bottom-up approach for English Reading class and Class Presentation by students with ensuring student's engagement in classroom. I think it is high time my students used these four understanding approaches in the general textbooks as well as literature, reference, text or verse for reading comprehension.

Features of Scaffolding

Scaffolding is one of the ideas of teaching that facilitates educators to meet individual apprentice's requirements. In keeping with this theory, the teaching style must also be modified by "contingent instruction", which is a term identified by Wood, 1993 (as cited in Lose, 2007). Instructors will construct some successful scaffolds but more often demonstrate the reader's problem and welcome to solve it. Scaffolding represents high-quality support derived from teachers to students offering to move the students toward his or her potential understanding (Davis et al., 2004).

Keeping in mind the idea of scaffolding, I must recognize that the instructional intervention must be specific to the task my learner is currently going to finish. I will stand in the front position of the process that the student must be given ample time to follow the dictation. The teacher realizes that the amount of instructional support given is dependent upon the outcome of the prior assistance. Here, I would like to prefer the Schematic Theory in Reading so that my learner may connect the previous learning experience to the new Reading. If my learners are not capable of completing duties after involvement by me, then he or she is immediately given more specific instruction. In my Reading classes, I would like to prefer Skimming and Scanning in my lesson plan while giving instruction to my students.

Critical Discussions of the Theoretical Ideas:

In my traditional teaching I cannot apply collaborative and participatory teaching style because of time limitation and classroom teaching environment. In constructive teaching approach, it is important to encourage collaboration and communication with other students, exchange diverse points of views, share ideas, query others, search for an explanation and take part in higher-order thinking such as overseeing, categorizing, critical analysis, crisis solving and formation of new knowledge and profound thoughts. In present situation my learners cannot meet the above-mentioned features of constrictive teaching. As a result, they lose analytical power at every step of learning. The classroom environment and setting do not permit the undergraduate level learners to engage themselves in the teaching learning activities. But student engagement is a complex issue that not only involves many performers- like students, teachers, administrators-but also settings, organizations, cultures, machineries, and equipment. Student involvement might beneficially be reviewed using such various networking system as an alternative lens that may lead them towards a more inclusive understanding of the teaching-learning approach, (Edward, 2003). Following this theory, I also encourage improving student's engagement by enhancing student's self- belief and to create a learning experience for the learners that are exigent, inspiring and spread out their intellectual abilities. Reciprocal teaching approach can make sure of ontological engagement of my undergraduate students in their teaching learning process.

Zepke and Leach (2010) found the ontological engagement of students that enable them to learn how to make a valid argument in a world of doubt and to dispute to such disagreement. Students are capable of gaining knowledge of how to act constructively using the ethical supporting system and becoming conscious of their talent to transform the world towards an innovative platform to overcome troublesome issues. In this regard, in Reading activity my students also can engage themselves in Schematic theory in relation to their experience. In scaffolding, pursuing knowledge is expected as an act that my students can do spontaneously in a practical way rather than as a secret affair that happens in response to schooling. I do not have enough scope to make the learners self and independent learners. But self learning is a fundamental issue of the demand of time. Self-learning refers to self-beliefs, judgments, confidence and performances generated to achieving purposes as described by Zimmerman (2000).

Rationale for Choice of Theoretical Ideas:

Reciprocal teaching obviously inspires my learners to reproduce their thinking process during reading. It will help my students to become skilled readers who are concerned and observe their conception while reading. It may develop my students' asking questions habit during reading and helps construct the materials more logical. As a result, the students who join in this exercise may feel confident to interpret, speak and imagine their way through the text. This way of teaching has been supported by Wright (2015) as it is stated-

"To construct a basis for college and career readiness in language, students have to grow control over many rules of Standard English grammar, practice, and mechanic as well as find out other ways to use language to communicate connotation." I think my students should not be confined with the traditional method of teaching rather they should explore world standard teaching method as they are now the global citizens.

I need such an approach, which has proved its utility based on research to make Bangladeshi learners global citizens. Pedagogy of Twenty-first century must utilize inventive and research-based teaching approach, learning mechanism and real-world appliances, (Saavedra and Opfer, 2012). At this moment, the current Pandemic has proved the situation in this regard that; the instrument of Bangladeshi English teachers' teaching-learning process should be changed to cope better with the real-world situation. The present learners are studying online-based education in the digital system using some applications like MS Team, Zoom, WhatsApp etc. Integration of social media in conventional teaching and learning appears to be an accomplished approach for assisting and promoting better education panorama. It encourages designed curriculum and current world-oriented learning activities, teach meta-cognitive skills, construct the accurate associations for gathering knowledge, include every apprentice through technological supports, promote learning without borders, lifelong support education, identify aptitude through open education, accredits and credential inclusiveness, consider deeper proficiency and capability and ultimately promotes innovation in education.

As Luna (2015) in her working paper for UNESCO focused on Renewing the quality education, fostering participation, personalize and customize learning, highlight project and problem-based inquiry, cultivate creativity as well as innovation, utilize the intellectual ability.

In the teaching with the idea of scaffolding, there is great pledge of me that my students will fully understand and acquire the desired expertise, awareness or skills that allow for a free-flowing lesson that is planned, focused on the right choice and problems-solving or eradicated quickly. This creates a thrust within my classroom. As a result, my learners can spend less time searching for knowledge and seeking ideas for innovation. It can create a friendly and supportive educational setting where my students feel comfortable to ask questions and facilitate one another through innovative learning. Finally, the stage of dissatisfaction of my students may be lessened because they are engaging and motivating in exciting activities. Instructional scaffolding may make me more of a guide and catalyst of knowledge than the leading professional of my own discipline. My instruction style in teaching allows my students to take a more dynamic role in their learning process. My introduction of scaffolding can connect my student's inconsequential and vibrant discussion following the reading texts. As my learners will be focused on critical thinking and innovation, they will meet the instructional objectives in classroom learning of teaching.

Active learning activities in reading enables my students to do the task independently, get pleasure from learning interaction and reading activities with others, which is no present in my traditional teaching of reading. Reciprocal teaching and scaffolding pave the ways of their learning purposes recognizing that teaching and teachers are essential to educational attainment while learning is a dynamic, joint and fosters interactions between the students and teachers. It welcomes students from different backgrounds and ensures institutional customs by investing a diversity of supportive amenities and facilitates students to widen their public and civilizing resources by adapting to changing students' expectations (Zepke, 2010).

The Lesson Plans-1

Lesson Plan-1

This Lesson Plan is Based on Reciprocal Teaching

(An imaginary short and simple reading text is used here for Scaffolding)

Reading Text-1

My name is Jerin. I am a journalist and I really enjoy my profession because there are always new and exciting stories to write about for the newspaper. I live in a small flat in Dhaka with my husband and two sons. I would like to describe myself as a lively and enthusiastic person. At weekends I like to go cycling, read novels and see the latest films in the cinema.

A Model Lesson Plan (to develop skimming, scanning and inferring meaning from context)

Class: BA(Hons) Unit:		Subject: English Lesson:		Total time: 50 minutes Topic:	
Learning outcomes By the end of the lesson, the learners will be able to	Strategy	Teaching learning activities		Assessment For Learning	Teaching aids
1. describe pictures.	Picture walk	A.1. Ask SS to look at the picture and (02 min.) discuss the following questions in pair. 1. What do you find in the picture? 2. What is the name of the person in the picture?		Take feedback asking 3	A picture of a Bangladeshi gentle lady

		3. Do you know him?	or 4 students	
2. develop prediction	<i>Prediction (Before/pre reading)</i>	B. 1. Ask SS to guess what the text is about. (03min.) 2. Show that picture again and ask the SS to guess and write the following information about the person of the picture. Name: _____ Nationality: _____ Occupation: _____ Personality: _____ Hobbies: _____	Take feedback in a fun way asking 3 or 4 students	A picture of a Bangladeshi gentle lady
	Set purpose	Explain why we want to read the text. (02 min.) What we are trying to find out.		
3.express/predict the meaning of some new words with pronunciation. 4.understand grammar from the context.	<i>Clarify (While reading)</i>	C.1.Teach the new words from the text: (15 min.) Journalist, enjoy, profession, exciting, newspaper, live, describe, lively, enthusiastic, Weekends, cycling, films 2. Put the learners into two groups. Group-1 will try to find out the meaning of the above-mentioned words by reading the text silently. Group-2 will also read the text silently to find out the meaning of the above-mentioned words. After reading, Group-1 will tell the meaning of the above-mentioned words to the class while group-2 will check whether group-1 can understand the meaning of the above-mentioned words. Finally teach the meaning and pronunciation of the above-mentioned words with oral and choral drilling. 2. Teach Grammar in inductive way. (05 min.) I live in a small flat in Dhaka. (Simple Present tense)	Check pronunciation through chain drill and choral drill, take feedback.	Drawings, flash cards and realia
5. read, speak and understand the text.	<i>Ask questions (While reading)</i>	D. 1. Ask SS to read the text again silently(10 min.) and try to understand the meaning of the text. While reading, they are to write the following information (name, nationality, occupation, personality and hobbies of the person in the text.) 2. Ask SS to formulate questions about the name, nationality, occupation, personality and hobbies of the person in the text. 3. Tell SS to ask and answer questions in groups. (What is the name of the person.... nationality...?) 4. Ask SS to compare the information that they have written while reading with the information that they have guessed/predicted in section B.2	Elicit answers.	
6. read, write and understand the text.	Visualize	E. 1. Tell SS to write the information (03 min.) About the text themselves (personal information) (Your) name: _____ Nationality: _____ Occupation: _____ Personality: _____ Hobbies: _____	Take feedback & monitor	
7.read, write and narrate about themselves	<i>Summarize (Post/after reading)</i>	F.1. Tell SS that using the paragraph of the text(10 min.) Jerin as model and using the information that they have written about themselves, write a paragraph about themselves individually. 2. Ask SS to check their write-up with their group members.	Take feedback group-wise	
Other matters of the lesson: Sound, stress, intonation, fluency and accuracy should be cared. Possible problems: SS might not be able to finish section E in time. If so, give F.1 as <i>homework</i> . Self –reflection: SS work with enthusiasm. Date:01/02/2021				

The Lesson Plan-2

This Lesson Plan is Based on Reciprocal Teaching

(An imaginary short and simple reading text is used here. Class duration 50 minutes)

As my students have become skilled at using the strategies and verbalising their thought processes, I will gradually transfer the responsibility to the students for leading the discussion independently. I will take the secondary role in the Reciprocal Teaching. I will select one student as group leader to conduct the reciprocal teaching lesson. I will observe different strategies taken by the group leader. During observations, I will annotate the level of student participation and their strategy competence.

Reading Text-2

My name is Karim. I am a student and I really enjoy my study because there are always new and exciting stories and information within the text book. I live in a small flat in Dhaka with my parents and two brothers. I would like to describe myself as a lively and enthusiastic person. At weekends I like to go cycling, read novels and see the latest films in the cinema.

A Model Lesson Plan (to develop skimming, scanning and inferring meaning from context)

Picture walk	A.1. Show a picture of a Bangladeshi boy. Ask students/your (02 min.) Classmates/group members to look at the picture and discuss the following questions in pair. 1. What do you find in the picture? 2. What is the name of the person in the picture? 3. Do you know him? 2. Take feedback.
Prediction (Before/pre reading)	B. 1. Ask students/your classmates/group members to guess what the(03min.) text is about. 2. Show that picture again and tell them to guess and write the following information about the person of the picture. Name: Nationality: Hobbies: Personality:
Set purpose	Explain why we want to read the text. (02 min.) What we are trying to find out. (meaning and message of the text)
Clarify (While reading)	C.1. Teach the new words from the text: (20 min.) Enjoy, study, exciting, information, live, describe, lively, enthusiastic, Weekends, cycling, films 2. Put the learners into two groups. Group-1 will try to find out the meaning of the above-mentioned words by reading the text silently. Group-2 will also read the text silently to find out the meaning of the above-mentioned words. After reading, Group-1 will tell the meaning of the above-mentioned words to the class while group-2 will check whether group-1 can understand the meaning of the above-mentioned words. Finally teach the meaning and pronunciation of the above-mentioned words with oral and choral drilling. At the time of teaching vocabulary, use drawings, flash cards and realia.
Ask questions (While reading)	D. 1. Ask students/your classmates/group members to read (10min.) the text again, silently and try to understand the meaning of the text. While reading, they are to write the following information (name, nationality, personality and hobbies of the person in the text.) 2. Ask them to formulate questions about the name, nationality, personality and hobbies of the person in the text. 3. Tell them to ask and answer questions in groups. (What is the name of the person.... nationality...?) 4. Ask them to compare the information that they have written about the person while reading with the information that they have guessed/ predicted in section B.2

Visualize	E. 1. Tell them to write the information about themselves (03 min.) (personal information) (Your) name: Nationality: Hobbies: Personality:
Summarize (Post/after reading)	F.1. Tell students/your classmates/group members that using the text(10 min.) paragraph of Karim as model and using the information that they have written about themselves, write a paragraph about themselves individually. 2. Ask them to check their write-up with their group members. 3. give them suggestions 4. Take the class observation report from your teacher. Seek suggestions.
Other matters of the lesson: Sound, stress, intonation, fluency and accuracy should be cared. Possible problems: There may be a timing problem Self –reflection: My classmates may work with enthusiasm. Date:01/02/2021	

The Lesson Plan-3

This Lesson Plan is Based on Reciprocal Teaching

(An imaginary short and simple reading text is used here. Class duration 50 minutes)

As my students have become skilled at using the strategies and verbalising their thought processes, I will gradually transfer the responsibility to the students for leading the discussion independently. I will take the secondary role in the Reciprocal Teaching. I will select one student as group leader to conduct the reciprocal teaching lesson. I will observe different strategies taken by the group leader. During observations, I will annotate the level of student participation and their strategy competence.

Reading Text-3

My name is Sabina. I am a student of a college. I am seventeen years old. I really enjoy my study because there are always new and exciting stories and information within the text book. I live in a small flat in Cumilla with my parents. I have two sisters. I would like to describe myself as a lively and enthusiastic person. At weekends I like to go cycling, read novels and visit my relatives.

A Model Lesson Plan (to develop skimming, scanning and inferring meaning from context)

Picture walk	A.1. Show a picture of a Bangladeshi girl. Ask students/your (2 min.) Classmates /group members to look at the picture and discuss the following questions in pair. 1. What do you find in the picture? 2. What is the name of the person in the picture? 3. Do you know him? 2. Elicit answers.
Prediction (Before/pre reading)	B. 1. Ask students/your classmates/group members to guess (03 min.) what the text is about. 2. Show that picture again and tell them to guess and write the following information about the person of the picture. Name: age: Nationality: Living town: Hobbies: Personality:
Set purpose	Explain why we want to read the text. (02 min.) What we are trying to find out. (meaning and message of the text)

Clarify (While reading)	C.1. Teach the new words from the text: (20 min.) Year, enjoy, study, exciting, information, live, describe, lively, enthusiastic, Weekends, cycling, relative 2. Put the learners into two groups. Group-1 will try to find out the meaning of the above-mentioned words by reading the text silently. Group-2 will also read the text silently to find out the meaning of the above-mentioned words. After reading, Group-1 will tell the meaning of the above-mentioned words to the class while group-2 will check whether group-1 can understand the meaning of the above-mentioned words. Finally teach the meaning and pronunciation of the above-mentioned words with oral and choral drilling. At the time of teaching vocabulary, use drawings, flash cards and realia.
Ask questions (While reading)	D. 1. Ask students/your classmates/group members to read (10 min.) the text again, silently and try to understand the meaning of the text. While reading, they are to write the following information (name, nationality, personality, age, living town and hobbies of the person in the text.) 2. Ask them to formulate questions about name, nationality, personality, age, living town and hobbies of the person in the text. 3. Tell them to ask and answer questions in groups. (What is the name of the person.... nationality...?) (Where does this person live) 4. Ask them to compare the information that they have written about the person while reading with the information that they have guessed/ predicted in section B.2
Visualize	E. 1. Tell them to write the information about themselves (03 min.) (Your) name: Nationality: Living town: Hobbies: Personality: age:
Summarize (Post/after reading)	F.1. Tell students/your classmates/group members that using the text (10 min.) paragraph of Sabin as model and using the information that they have written about themselves, write a paragraph about themselves individually. 2. Ask them to check their write-up with their group members. 3. Give them suggestions 4. Take the class observation report from your teacher. Seek suggestions.
Other matters of the lesson: Sound, stress, intonation, fluency and accuracy should be cared. Possible problems: There may be a timing problem Self –reflection: My classmates may work with enthusiasm. Date: 01/02/2021	

Theoretical discussion on the Assessment Tasks

Scaffolding with the applied theories in the lesson plan:

The idea of Scaffolding critical thinking in the zone of proximal development indicates a sequence of imperative questions regarding teaching through conceptual analyses (Wass & Golding, 2014). This process of theoretical investigation is also like an idealistic figure of meditative exercise. Teachers teaching new tasks initially have complete managing power and assistance for their students wholeheartedly. Gradually, when the students are ready, to think creatively, the teacher's effort becomes successful. Once new learning is integrated into existing 'ways of knowing', on the contrary, nurtures creativity and originality and established innovative cognitive habits. Critical philosophical thinking skills are also enhanced (Lai, 2011). I have completed informal

assessments while completing different tasks related to the text in the classroom. As a result, the scaffolding of learners will have a strong ground within the class work.

Reciprocal Teaching with the applied theories in the Lesson Plan:

To evaluate Student-centered learning Walker (2009) analyzed well-planned research that asked undergraduate learners to investigate current issues over an extended period with education guidelines hypothesis for improving the talent essential to relate policy analysis effectively. The objective of all these innovations is 'to construct self-determination, self-guidance, imaginative intellectual who may evaluate and assess the subject. Knight and Wood (2005) found that in-class continuous evaluation can effectively promote and improve learning ability in a large high-school developmental class. Thus, student-centered learning points out substantial constructive effects on pedagogical, technical and cultural learning. It can also manage the power struggles in the classroom between teachers and students by creating a comprehensive plan for teaching and hybrid approaches to classroom management including creating a positive environment, engaging students and developing class rules.

In my reciprocal English class for teaching Reading, the students will participate in activities to create valuable materials to manage the classrooms. All learners and facilitators who are concerned with group work know the prospective of group effort and the outcome of successful teamwork. I always ask questions and try to lead students towards a solution rather than giving a simple answer. The goal is to nurture a student's natural curiosity (Brown, 2008). I, as a teacher, share and control over the classroom, and the students are allowed to search knowledge, experiment research and invent innovative ideas on their own part. Thus, the preparation for teaching and giving instruction happens simultaneously.

Anticipated Challenges and Possible Solutions

As reading for detail might take too long, sometimes my learners might be weaker than expected, and therefore, the reading text will be too difficult for them. My students might not understand my instructions due to lack of concentration. Students might want to read every word at the step of reading and stuck by a new word. I will teach the vocabulary in such way that they can use this vocabulary at real situation. My students will learn more if instruction, suggestion in applied learning and assessment are entirely related.

Probable Solutions for the Anticipated Problems while Executing Reading Lesson Plan:

In English Reading class, I try to go for a need analysis before starting the session. I take into my consideration an individual's learning habit, preferences and strength and weakness. I try to maintain variation in tone to lessen monotony. Moreover, I try to work with wit and humor while conducting a lesson. I always use some authentic material, e.g., a short video, a short newspaper article, etc. to make the learners interested and attentive to the lesson. They may build on the learners' knowledge by giving them the information they need to deal with the tasks in the lesson. I always try to break the instructions down into meaningful chunks by eliciting rather than telling. I always search for scopes to prepare more role-cards to facilitate the activities of the students. Therefore, tutors may offer shared thinking, conceptual tests and thinking-aloud pair trouble-solving. (Fedler, 2009).

I try to motivate students for searching authentic knowledge. Authentic knowledge is largely considered as a constructive didactic system which promotes the student to learn in perspective for further learning. Similarly, Authentic evaluation is a significant element of dependable learning, and refers to the purpose of practical world wisdom that enables learners to reveal the accomplishment of innovative knowledge and skills within an educational context (Swaffield, 2011). Students should gather knowledge about community-based learning processes such as writing reflective posters, commenting on different contestant ideas, structuring class resource, intervening social learning tools and creating educational, social media. (Baron, 2013).

This lesson plan design will reflect on achieving the learning outcome, learning goal and associated objectives with continuous assessment into the demonstration practice. They will be assessed on how actively they participate in the class activity. The students will be assessed by me through proper monitoring of their participation in the classroom activities.

CONCLUSION

Since the traditional teaching method is teacher-centred and does not consider individuality, social and psychological aspects in teaching, it fails to create and use the strategy that meets the communication approach of the teaching-learning process. Learner centeredness and goal orientation made a paradigm shift in teaching. As a modern educator, I started relying on Constructive Teaching. As individuals' learning goals, preferences, previous learning background, learning style became the centre of new teaching consideration; I think Scaffolding and Reciprocal teaching will start contributing much in new teaching reality in Bangladesh. Thus, from the above discussion, it can be stated that these two important theories of scaffolding and reciprocal teaching have been implied in the reading lesson plans to develop students' English reading skills through the tasks in the given worksheets. I can realize the necessity for a flexible ideology of teaching and learning that meet the requirement of different kinds of learners. Thus, Reciprocal Teaching and Scaffolding are not solutions for all educational dilemmas. However, the keen supporting points are fundamentals for active learning in reciprocal teaching and scaffolding with reflective teaching, which has been analyzed here. The significance of student involvement is welcomed cordially, and there is extensive evidence to support what already exists more efficiently and more effectively by student engagement on a great scope of learning outcomes in practical Reading class.

In fact, Constructivism learning pedagogy often engage communications with others- peers, tutors, neighbors, lab mates, and office staffs and thus lead learners instantly to achieve skills in the wide-ranging perspective reciprocal teaching. Thus, integrated learning goals might embrace improving my student's capacity to interact with various others, make decisions as a group, measure group-member's potentials and drawbacks and assign responsibilities, handle interpersonal divergence effectively, and other liable to classroom norms, enhance collective visions and observe advancement toward group aims and attain harmony on proper modifications in their advancement accordingly. Consequently, the students will be assessed through group Presentation and individual assignment too by my Reciprocal Teaching and Scaffolding. Thus, by choosing the constructive theory with Reciprocal Teaching and Scaffolding in the lesson plan, it would be very possible for me to ensure learning achievement of my learners.

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