

اثر استراتيجية (RSQC2) على تحصيل طلبة الجامعة في الاستيعاب القرائي

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الكلمات المفتاحية: استراتيجية RSQC2 ، الاستيعاب القرائي ، التحصيل.

كيفية اقتباس البحث

الشمري ، كاظم محمد موسى احمد علي علوان، اثر استراتيجية (RSQC2) على تحصيل طلبة الجامعة في الاستيعاب القرائي، مجلة مركز بابل للدراسات الانسانية، 2021، المجلد: 11، العدد: 4 .

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The Effect of RSQC2 Strategy on College Students' Achievement in Reading Comprehension

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Keywords: RSQC2 Technique, Reading Comprehension, Achievement.

How To Cite This Article

AlShammari , Kadhim Muhammad Musa, Ahmed Ali Alwan, The Effect of RSQC2 Strategy on College Students' Achievement in Reading Comprehension Journal Of Babylon Center For Humanities Studies, Year:2021, Volume:11, Issue: 4.

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المستخلص

تهدف الدراسة الحالية إلى التحقق من اثر استراتيجية RSQC2 (الاستنكار والتلخيص والسؤال والتعليق والجمع) على تحصيل الطلاب في الاستيعاب القرائي. لتحقيق هدف الدراسة ، يُفترض أنه لا يوجد فرق ذو دلالة إحصائية بين تحصيل المجموعة التجريبية (التي تدرس الاستيعاب القرائي باستخدام تقنية RSQC2 وتلك الخاصة بالمجموعة الضابطة) (التي تدرس الاستيعاب القرائي وفقاً لـ الطريقة الاعتيادية). تمثلت العينة بطلاب المرحلة الثانية/ الدراسة الصباحية في كلية التربية الاساسية / جامعة بابل للعام الدراسي (2018-2019) وعددهم 62 طالباً (بعد عملية استبعاد الراسبين) موزعين على مجموعتين متساويتين في العدد أي ان 31 طالب في المجموعة التجريبية و 31 طالب في المجموعة الضابطة، المجموعة التجريبية تم تدريسها بواسطة استراتيجية RSQC2 والمجموعة الضابطة تم تدريسها وفقاً للطريقة التقليدية ،

الأدوات الإحصائية المستخدمة هي (المتوسط ، الانحراف المعياري ، اختبار t). تبين بعد اجراء المعالجة الاحصائية أن الفرق بين متوسطي درجات مجموعتي المعالجة ذات دلالة إحصائية عند مستوى 0.05 لصالح المجموعة التجريبية.

في ضوء نتائج الدراسة ، خلص الباحثان إلى أن استراتيجية RSQC2 توفر للطلاب فرصة منظمة للغاية لتذكر وتلخيص ومراجعة المحتوى الذي تمت تغطيته في درس سابق ، وكذلك مقارنة ومشاركة تذكرهم وفهمهم وتقييمهم مع زملاء الدراسة والمدرس ، وقد اوصى الباحثان بقائمة من التوصيات لمزيد من الدراسات المستقبلية.

Abstract

The current study aims at investigating the effect of RSQC2 (Recall, Summarize, Question, Comment and Collect) strategy on the students' achievement in reading comprehension. To achieve the aim of the study, it is hypothesized that there is no statistically significant difference between the achievement of the experimental group (who is taught reading comprehension by using RSQC2 technique and that of the control group (who is taught reading comprehension according to the traditional way). The sample is represented by the Second stage students/ Morning Studies in the College of Basic Education/ University of Babylon for the academic year (2018-2019) who were 62 students (after the process of removing the repeaters) distributed into two equalized in number groups, i.e., 31 students in the experimental group and 31 students in the control group. The experimental group was taught by applying the RSQC2 technique, but the control group was taught by the traditional method of teaching. Statistical tools used are (Mean, Standard Deviation, t test). After the statistical analysis of the data obtained using the t-test formula for two independent samples, it is stated that the difference between the two mean scores of the treatment groups is statistically significant at 0.05 level in favor of the experimental group. In the light of the study result, the researchers conclude that RSQC2 strategy provides students with a highly organized opportunity to remember, summarize, and review content covered in a previous class, as well as compare and share their recall, comprehension, and assessment with their classmates and instructor, and they recommend a list of recommendations for further studies.

1.Introduction

To start with, many readers are unsure whether or not they have fully comprehended the letter. Developing improved reading strategies has the potential to aid readers in improving their comprehension calibration.





On the other hand, many readers have the delusion of comprehension when reading text because they accept shallow levels of interpretation as a criterion for adequate comprehension. If they can identify the material terms and understand the majority of the sentences, shallow readers feel they have completely comprehended the text. Deep comprehension, on the other hand, necessitates inferences, coherent linking of concepts, objective analysis of argument validity, and occasionally comprehension of author motives. Shallow readers assume they understand the text when, in fact, they are lacking the majority of inconsistencies and false statements.

It appears that improved reading strategies are needed to break the illusion of comprehension in readers who accept low comprehension standards. They must learn and put into practice techniques that will enable them to comprehend at a deeper level.

RSQC2 is a classroom assessment technique that is modular. Teachers can use the whole package or pick and choose which parts to use. This five-step procedure guides students through basic recall, description, interpretation, assessment, and synthesis exercises based on a previous class session when the entire RSQC2 is used.

It enables teachers to compare accurate data on students' memory, comprehension, and assessments of a class session to their own. It also alerts teachers to questions and feedback from students that need prompt responses. This method gives students a systematic structure for remembering and analyzing class content.

1.1.Statement of the Problem:

Comprehension issues can be visible in written language, as well as in how readers understand verbal and social contact. Some experts attribute this challenge to general comprehension issues, claiming that these issues have a negative effect on educational success (Whalon, 2004:4).

Iraqi EFL learners are “word by word” readers, according to Al-Jubouri (2003:1), and their RC achievement is poor. To do so, EFL teachers and instructors must first consider the causes of comprehension issues and then assist readers in overcoming their difficulties in comprehending what they read. This can be accomplished by using a variety of teaching techniques and processes. The study's issue is reflected by the second-stage students' low reading comprehension achievement, as well as the English department at the College of Basic Education.

1.2.Aim of the study

The aim of this study is to see how the RSQC2 strategy affects college students' reading comprehension achievement.

1.3.Hypothesis of the study

It is hypothesized that the mean score of the experimental group, who are taught using RSQC2, and the control group, who are taught using the conventional way, have no statistically significant difference in their reading comprehension achievement at P 0.05.

Limits of the study

The present study is limited to:

a.Place limits:

University of Babylon/ College of Basic Education/ Dept. of English.

Subjects limits:

b.Second stage students.

Time limits:

c. The second term of the academic year 2018-2019.

1.5 Terms of the study

- RSQC2 Technique:

According to Daines (2010: 59- 60), the RSQC2 technique stands for (Recall, Summarize, Question, Comment, and Collect). It takes students through a fast overview, assessment, and synthesis process. It necessitates minimal time and effort on the part of both the teacher and the students. It gives students the chance to combine fresh information with previously learned knowledge.

- Achievement: According to Darwesh and Jarah (1997:124), achievement is described as an individual's progress toward a study's instructional objectives.

The operational definition is that achievement refers to the second-stage students' success in an experimental study to obtain scores by using a reading comprehension test.

- Reading Comprehension:

Reading Comprehension is described by Richards and Schmidt (2002:443) as perceiving a written text in order to comprehend its contents. Reading comprehension is the term for this understanding.

Operationally, Reading comprehension is an active and collaborative process in which the reader builds meaning from information on the written page and knowledge stored in the reader's mind as building materials.

2.Literature Review

2.1.Reading Comprehension

Reading is a "interactive" process between a reader and a text that contributes to automaticity or memorization (reading fluency). The reader interacts dynamically with the text in order to evoke the meaning, and



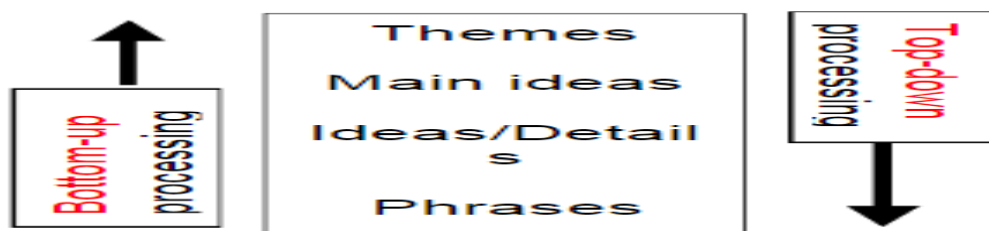


different types of information are used in this process: linguistic or structural knowledge (through bottom-up processing) and schematic knowledge (through top-down processing) (Alyousef, 2005: 144).

The act of reading Comprehension (henceforth, RC) is a difficult ability to master. It necessitates the effective development and orchestration of a wide range of lower- and higher-level processes and abilities. As a result, there are a variety of possible causes for comprehension failure, which differ depending on the reader's ability level and age. To make sense of this complexity, RC theories and models are needed (Kwiatkowska, 2012: 3)

Both success and competence include aspects of comprehension and development. Development (speaking, writing) is efficiency, while comprehension (listening, reading) is competence (Brown, 2000: 33) and (Crystal, 2003: 92).

In reading comprehension, there are two forms of processing: “bottom-up” and “top-down.” Words are formed into phrases, and phrases are formed into more abstract units called propositions or concepts, in bottom-up processing; these processes necessitate syntax awareness (grammar). Many words can be combined to form a phrase, and several phrases can be combined to form a concept. Literal comprehension is a term used to describe comprehension at the phrase or concept stage, which results in a relatively superficial understanding of what the text directly said. Further processing of these ideas results in the selection of specific ones as main ideas or the construction of main ideas from them, followed by thematic generalizations or abstractions. When higher-level information, such as knowledge of the text's general subject, aids the reader in identifying lower-level information, this is known as top-down processing. It's crucial to understand that reading comprehension involves both bottom-up and top-down processing. This is what is referred to as immersive processing. Higher levels of processing necessitate prior awareness in order to determine what is necessary and, more importantly, to see the text's deeper implications



(Kirby, 2007: 2).

Figure 1. Levels of processing in reading comprehension

The definitions of comprehension and RC are difficult to define. The act of understanding is called comprehension. It refers to the mind's ability to comprehend or know information. The word comprehend comes from the Latin word *prehendere*, which means "to understand" (to grasp). RC is not a passive task in which the reader deduces meaning from the words in the text. The essence of a written correspondence is constructed by a mutual, holistic exchange of ideas between the interpreter and the message in RC. Context is assumed to be found in the interpreter's deliberate problem-solving and thought processes.

Prior awareness and experience have an effect on the quality of meaning (Brassell and Timothy, 2008: 15-6)

Good readers employ tactics to get ready to read a specific text.

- Making predictions while reading is one of the techniques they may use.
- Drawing links between what they already know and what they're learning.
- Using contextual hints to figure out the meanings of foreign phrases.
- Text interpretation (following printed directions, understanding a sequence of events, understanding and interpreting the mood of the story and feelings of the characters)
- Making generalizations about how the text's ideas could relate to future readings (a historical or scientific events)

Comprehending anything does not happen all at once; rather, it is a gradual process. Good readers are actively involved in the construction of sense during this period by engaging or transacting with what they read and combining it with what they already know. What we understand, value, and recall what we learn is influenced by our prior knowledge and experiences, as well as our current situation (Blachowicz and Donna, 2008: 27-8).

Three stages of representation of a text's context derive from comprehension processes. The first is the sentence level representation (also known as the surface level), which is a word-for-word representation of the text being read. The reader extracts the core ideas from the literal text at the proposition level of representation. After word meaning has been determined, syntax is parsed to determine relationships between terms, leading to construction proposition level meaning. The third model is the situation model, which describes the interconnected situation defined in a text and is the highest level representation of the text's context. Situation models explain the representation created when readers incorporate and update what they already know about a subject





into a more dynamic and holistic conceptualization of it, going beyond literal and propositional representations (Griffiths et al. 2011: 7).

2.2.RSQC2 Technique

According to Angelo and K. (1993: 344), the RCI technique RSQC2 (Recall, Summarize, Question, Comment, Collect) is beneficial to students who lack training in the appropriate discipline and sophisticated learning and research skills. At least at first, this approach should be used at regular intervals. It can be used to begin each class if classes only meet once or twice a week. Try using it to finish - or begin and end - the week if your classes meet every day or three times a week. To profit from the technique, you don't have to go through all of the steps; several faculties skip the "Comment" stage, for example, and others just go through one or two separate steps at a time.

1.Recall: Have students make a list of the most interesting, useful, or meaningful points from the previous class in words or basic phrases at the start of class. The instructor should allow the students one or two minutes to complete the list. He should then ask each student to select three to five key points from his or her list and rate them in order of importance..

2.Summarize: The instructor should instruct students to condense as much of the most critical points as possible into a single summary sentence that encapsulates the meaning of the previous lesson. A summary sentence must be written in one or two minutes.

3.Question: The teacher should have students write down one or two unanswered questions from the previous lesson. Again, the time limit is one or two minutes.

4.Comment: Students should be asked to write one or two evaluative comments about the lesson. Starting points are given as examples. "What I liked best/worst about the class was..." or "What I considered most/least useful about the class was..." or "During the majority of the class, I thought..." This move takes a few minutes as well.

5.The final step is to collect the RSQC2 feedback and inform students about the types of feedback they can anticipate and when they can expect it.

This method illustrates how students will be required to apply their knowledge and skills in the workplace in the future. Furthermore, in comparison to the teacher, this appraisal methodology reveals which values students respect the most. It is well-structured enough for students to complete the assignment quickly. It aids learning by requiring students to associate new knowledge with a previously identified category and to focus on the course's major points (Daines, 2010: 60).



The RSQC2 technique allows students who are less vocal to share their thoughts and ask questions. One of the most significant benefits may be that this form of evaluation demonstrates to students that their ideas are tentative and must be updated on a regular basis. This knowledge will encourage a desire to learn for the rest of one's life.

3. Research Methodology and Procedures

3.1. Research Methodology:

The researchers adopted the experimental approach in the current research, because it is the appropriate method for research procedures.

3.1.1. Experimental Design:

The researchers adopted one of the designs of the partial adjustment, which fits the current research conditions, the design came in the following format:

Test tools	Dependent variable	Independent variable	Group
Achievement test	Achievement	RSQC2 Technique	Experimental
		Traditional method	Control

Table (1) Experimental design

3.2. Research Population:

The current research population is determined by Second grade students at the Dept. of English/ College of Basic Education/ University of Babylon.

3.3. Research Sample:

The research population was (136) male and female students. The researchers neglected the repeaters, then, the population was represented by 130 male and female students. The sample members were (60) . They were divided into two equal in number groups which were randomly selected. The 60 students of males were divided to be 30 students for the control group and 30 students for the experimental group. Table 2 below shows that. The control group was taught by the traditional way, while the experimental group was taught by RSQC2 technique.

Table (2) Study Sample

Name of the group	Number of the group members
Experimental	31





Control	31
62	

3.4. Application of the Test:

The researcher applied the test on Wednesday, 18/4/2018, at 2: 30 pm. The test is given to the two groups at the same time.

3.5. Statistical means:

1. Mean

$$X = \frac{\sum x}{N}$$

Where X = the mean.

Σ = the sum of.

x = raw score.

N = the number of cases.

(Mousavi, 1999: 214)

2. Standard Deviation

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

Where x = a score minus the mean.

N = the number of items.

Σ = the sum of.

(Mousavi, 1999: 362)

3. t-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where,

\bar{x}_1 = Mean of Sample #1

\bar{x}_2 = Mean of Sample #2

S1 = Standard deviation of Sample #1

S2 = Standard deviation of Sample #2

n1 = Total number of values in Sample #1

n2 = Total number of values in Sample #2. (Glass and Stanley, 1970: 295)



4. The Result

4.1. Presentation

Table 3 shows that the experimental group scored 11.838 on the achievement test, while the control group scored 9.258. The calculated t-value for two similar samples using the t-test is 3.788, which is higher than the table value (1.671). This indicates that the disparity in mean scores between the two groups is statistically important in the experimental group's favor. As a result, the study's aim of "investigating the impact of RSQC2 technique on students' achievement in Reading Comprehension" has been met, and the null hypothesis of "the discrepancy between the mean score of achievement of students who are taught RC using RSQC2 and students who are taught RC in the conventional way" has been dismissed.

Table 3
t-test Statistics of the Study Subjects' Scores on the Achievement Test

Group	N	X	S	df	t-value		Level of significance
					Computed	Tabulated	
Experimental	31	11.838	6.216	58	3.788	1.671	0.05
Control	31	9.258	7.709				

4.2. Interpretation and Discussion

The teaching technique suggested and adopted by the researchers in their experiment has proven to be accurate, as seen earlier in the statistical analysis of the results, since the experimental group subjects' achievement in the achievement test administered at the end of the experiment exceeded that of the control group subjects.

Teaching RC by RSQC2 that poses various types of questions ranging from lower to higher level questions results in learning conditions as shown below, as both theoretically and empirically proven.

1. The use of popular texts that are a little beyond their context information is one factor in the experimental group's successful success. The students were able to bring the required mental schemata to interact with the text and then with the various types of questions as a result of their familiarity with the subject.





2. RSQC2 provides immediate input to the instructor about what students remember and appreciate, as well as what they have concerns about and the similarities they see.
3. It creates an explicit cognitive "bridge" between "old" and "new" knowledge and ideas by emphasizing relations.
4. RSQC2 requires learners to revisit, recycle, reorganize, rethink, and integrate the course's main points on a regular basis.

1. Conclusions

It is concluded that RSQC2:

- a. provides students with a highly organized opportunity to remember, summarize, and review content covered in a previous class, as well as compare and share their recall, comprehension, and assessment with their classmates and instructor.
- b. improves ability to synthesize and incorporate data and ideas
- c. enhances the ability to pay attention.
- d. enhances memory abilities
- e. cultivates effective research skills, techniques, and behaviors.
- f. improves (self-)management abilities.

2. Recommendations for further studies:

- a. Applying this technique on other subjects such as: Composition Writing, Essay Writing.
- b. Applying this technique on other stages.
- c. Using this technique to assess other variables.

Footnotes

- .1 Whalon, 2004:4.
- .2 Al-Jubouri, 2003:1.
- .3 Daines, 2010: 59- 60.
- .4 Darwesh and Jarah, 1997:124.
- .5 Richards and Schmidt, 2002:443
- .6 Alyousef, 2005: 144.
- .7 Kwiatkowska, 2012: 3.
- .8 Brown, 2000: 33 and see also: Crystal, 2003: 92 .
- .9 Kirby, 2007: 2 .
- .10 Brassell and Timothy, 2008: 15-16.
- .11 Blachowicz and Donna, 2008: 27-28.
- .12 Griffiths et al., 2011: 7.
- .13 Angelo and K., 1993: 344.
- .14 Daines, 2010: 60.

- .15 Mousavi, 1999: 214.
- .16 Mousavi, 1999: 362.
- .17 Glass and Stanley, 1970: 295.

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