Interactive Reading Model – Resolution from Metacognition Studies

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Abstract: Every learner wishes to have interaction before, while and after reading for an aim to react on what read. Second language learners should be provided a chance to think and comprehend. The purpose of this study is to analyze the need of interactive model with metacognition strategies to be implemented while teaching reading skills. The sample used comprises of undergraduate students from Bangalore district. Furthermore, the study aims to reflect on factors influencing students' cognition skills and also demonstrates the usefulness of Interactive Reading Model. The model provides the learner to connect with the prior knowledge to reading and to interact with peer to foster meaning, while metacognition strategies helps to become independent learner with self awareness. Data was collected through facto face interviews and questionnaires. The key factors analyzed were the traditional reading comprehension model with skimming and scanning which the students found uninteresting and monotonous, lack on interaction in pre and post reading sessions, repetitive tasks given by the teachers and poor or improper reading materials. The study makes suggestions and recommendations on the necessity of using metacognition reading strategies with reading models. Also recommends on using appropriate content and intensifies on constant teacher student interaction in an English language classroom.
Keywords: Interaction, Metacognition, Reading skills.

INTRODUCTION

The Interactive Reading model recognises the reading process completely. Reading is a perceptual and cognitive process and so the model helps to student to retain his prior knowledge, connect with the reading material and have a positive attitude towards reading. Metacognition which is said to be higher order of thinking can be inculcated in every learner; it helps every learner to understand the material and react to it. The interactive model with the above said strategy helps in learning with interaction [3]. For the students who learn English as a second language need good concentration and effort, the mental effort to think critically and interact on what read depends on the teacher –student relationship.

In an English classroom there will two kinds of learner's active learner and passive learner. The active learner take part in discussion and interact well because of this they thinking level changes , these self confidence level will go high they will improve their skills, vocabulary changes ,talking style changes, they get a new ideas by discussion activity. For active learner, the teacher motivates, give new ideas and thoughts using interactive reading model. Passive learners are those who do not take part in the any discussion or debate, they do not interact while or after reading any material [2]. Their mind is not capable as active learner they might feel shy or scared to answer what if there answer is wrong. In most cases especially when the class strength is more, the Teacher also does not take any imitate to motivate or bring up the passive learner. Passive learner students understand but not able to communicate what has been thought in the class, but its teacher's duty to create an environment where passive learner also should take part in the class, but instead of creating such environment teacher always scold the passive learner that makes the Passive learner de motivated and isolated from the class.

Students in developing nations such as India are seeking tertiary education in universities abroad because they believe these institutions to be the best preparation for success in international business. For many, the goal of a college education not only requires the mastery of the basic course content necessary for a high school diploma, but also the mastery of the English language, which is considered to be the language of international business and education [6]. In order to be successful at the tertiary level, these students often attend schools in which English is used as the language of instruction at the secondary level as passive. For students who are learning English as a foreign language, an English ESL classroom is an overwhelming

environment as both the content of the course and the language of instruction require intense concentration and effort. Because of the mental energy required for success, it is crucial that these students develop the interaction while reading and to be actively engaged in the classroom [4]. And the metacognitive strategies like planning, processing and evaluating helps students to think about thinking. There are many studies stating that there is an intense bonding between reading models and metacognition skills [3].

RESEARCH METHODS

Participants for the study were chosen by purposive sampling which is a type of sampling where a small group of individuals are used to focus or represent the attitudes, interests, or attributes of a larger group .The sample involved students, classroom and teachers, and second language learners who were graduates from Bangalore district. The district studied consisted of approximately fifty students. Procedures involving participants included a student profile, informal conversations, questionnaires and face to face interviews, through interviews, the researcher asked students questions about their educational experiences as a second language learner, especially on learning reading skills and interacting with the teacher. The researcher recorded responses by the use of observational notes an audio recording. Student answers remained confidential, and the identity of the participant was known only by the researcher. Confidentiality was maintained by the use of a code for each participant. . As the teacher read each of the items to the individual pupil in question form, each pupil was expected to respond to the teacher within a frame of 90 seconds per item. Pupils' performances in each item were rated on scale of 0 to 5 (0 = No Response, 1= Very Poor, 2 = Poor, 3 = Fair, 4 = Good and 5 =Very Good).

As the study emerged, thoughts from the very students that lived through the difficulties of being a student while learning reading skills surfaced. Through these studies, relevant and effective strategies emerged that gave instructional leaders not only new insight on metacognition strategies, but also the unique opportunity to discover how second language learners feel about interactive reading models.

FINDINGS AND ANALYSIS

Teachers used metacognitive strategies and interactive models in improving critical thinking and comprehending. Twenty participants listed the use of think aloud method when asked about strategies. Twenty-three included the use of checklist. Seventeen participants felt that interaction by the teacher while and after reading helps in developing vocabulary, grammar and writing good composition, six participants included collaboration or cooperative learning as a strategy. There was one participant, however, that emphasized

the importance of the passive student being active in his cooperative learning group and stated that sometimes the passive student hid in the group and did not participate. Participant considered re-reading and re-wording information and questions was helpful.

When asked what they considered to be ineffective strategies and practices, teachers identified lectures on reading skills learning as the least effective practice. However, one participant stated that if a teacher had to lecture, he or she should break the information into chunks. Simply reading the text without any pre-reading strategies or vocabulary development was thought to be ineffective [1]. Some passive learners identified rote memorization, verbal presentation alone, and busy work as three practices that do not promote any reading skills. Furthermore, participants listed speaking louder and expecting students to understand oral directions as ineffective in reading strategies.

The benefits are the smaller class size and a chance for them to associate with other learners. The teacher can also move at a slower pace and prepare lessons catered to that group. The regular education teacher has a harder time with catering to them because they have many groups. Even though this statement was answered under the benefits of teaching reading skills learning, clearly, the teacher does not understand differentiated instruction. The negative connotation of "catering" implied that teachers do not follow the student learning expectations of the regular classroom. The statement does reflect the frustration of some classroom teachers. Many participants expressed the belief that the metacognitive strategies provided more opportunity for student success [5]. They affirmed that the model helped to facilitate reading acquisition and prepare students for the regular classroom.

CONCLUSION AND RECOMMENDATIONS

Through the study it can inferred that the researcher determined that before the student can learn, they must first feel safe and valued. Through the interviews, participants reflected that they preferred procedures and consistency in learning the skill of reading and comprehending. Some participants remembered classroom procedures which allowed them to learn teacher expectations for the classroom. In addition, connections among peers, staff, and teachers emerged as a motivating factor in interacting and learning. Through your interactions with the infant or toddler you are helping the learner learn to use language to communicate. When a toddler asks for a drink and a parent or teacher responds, then the toddler learns that communication is an effective way to get his needs met. These adult-learner conversations build young learner's vocabulary as English language learning as their ability to take language turns—a skill that helps them become

a conversational partner and a capable communicator [7]. Try not to dominate the conversation with a baby by taking more turns than the baby or bombarding the learner with language. Instead, focus on reciprocal and responsive interactions with equal give-and-take conversations. This is exactly what every teacher can implement in teaching reading skills with interactive models. Increase your understanding of your students are their backgrounds and educational experiences. The domains of language acquisition, Speaking, Writing, Reading and Listening need to be equally exercised across content areas daily. Assuring that students are using all domains of language acquisition to support their English language development is essential.

English Language Learning can often decode English language learning, but have difficulty comprehending what they read. Some tools that support reading comprehension are using sticky notes to flag pages that may answer questions that they have, working in small groups to connect with the text, using graphic organizers such as Venn Diagrams to support understanding, using question bookmarks as a tool to pose questions about the text, and using a Story English language learning Matrix to scaffold the skill of English language learning the basic facts and leading into the skill of making inferences in the story. The teacher will need to know the student English language learning in order to select the appropriate reading comprehension strategy.

Reading aloud to students, assist comprehension by stopping at various points in the book to discuss an illustration or to review the plot. Have a round of comprehension questions. Expect students to predict what might happen next in the story. A set of vocabulary related to the material can be pre-taught, which thematically relates the content, say for example if the word cousin appears in the text, words like nephew, niece , can be taught [7]. Appropriate material that is familiar to the learner should be selected. This activates the students' prior knowledge and helps in enhancing reading and comprehending.

Students in our classes have advanced in their education by succeeding in their previous classes, either in high school or college. That success was a function of the learning strategies they used, many of which fostered a type of learning that is very different from the kinds of active learning in which we are asking them to engage. It is a very logical response on their part to want to stick with what has worked and resist efforts to get them active in class.

It is also logical for them to want to take a more received knowledge approach to their behaviour in class because of their beliefs about what constitutes learning and their role in it. If they have not accepted

the idea that knowledge is something they must construct for themselves rather than receive from an authority, they are going to be impatient with us for not telling them the right answer and making them instead listen to equally uninformed peers. There are plenty of faculty who would agree with that stance.

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