



## Accession of Cognitive reading and Classroom reality

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### ***Abstract***

*The purpose of this journal is to explore how learners experienced in a second language classroom which is exclusively designed to increase their emotive and cognitive reading performance. Research in the areas of vocabulary acquisition, reading strategy, comprehending the text, time spent reading, engagement, and reader self-perception provided a foundation for the study. Qualitative data was analyzed and described with description regarding what the learner's action and words which shared their thoughts with one another as they actively participated in the classroom activity. Learners with special needs are in need of consistent, sequential reading instruction. Providing a framework for educators makes the reading process convenient and fascinating for both the teacher and the learner. In the recent scenarios, reading is certainly not left out. The National Council of Teachers of English and the International Reading Association have collaborated to provide standards for reading. The pattern assumes that learning begins before the child enter any official schooling system as they start learning at home even before they admit themselves to school. So, the facilitators try to develop the skills that children bring to school. Most significantly in the transit of reading acquisition, is to cultivate a passion for reading. In our own lives, when we like to do something, we do it again and again. It is the same with reading. The more a learner reads the more proficient he becomes and the more likely he is going to engage in this activity.*

***Keywords:*** Thinking, Reading, Developmental Research, Classroom reality.

### **Introduction**

Reading is a cognitive process of decoding symbols in order to construct or derive meaning. Reading is a means of language acquisition, communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Out of the four language skills, reading is the most prominent

proficiency that the language learners have to achieve, because while a person intends to learn a language he should deal with different materials such as books, magazines, newspaper and texts to get familiar with the structure and concept of different combinations of words in the target language. As there is a fact that declares for being a good writer first you have to be a good reader. However, Reading is considered to be one of the essential skills for learners as it is an important gateway for gaining and learning more knowledge. Reading contains several actions like understanding the main idea, recognizing the main and important information, comprehending and learning, evaluating



the passage in the academic circumstance.

### **Significance of Reading and Cognition**

Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task they are employed in. And they can do it quickly!

Educational researchers have also found a strong correlation between reading and vocabulary knowledge. In other words, students who have a large vocabulary are usually good readers. This is not very surprising, since the best way to acquire a large vocabulary is to read extensively, and if you read extensively you are likely to be or become a good reader!

So if you want your child to be successful at school encourage him or her to read. Reading non-fiction in English is probably the most important, but English fiction and any reading in the mother tongue - if done extensively - will help your child develop the reading competence that is essential for academic achievement.

### **Reality about Reading**

All reading is an active, reflective, problem-solving process. We do not simply read words; we read ideas, thoughts that spring from the relationships of various assertions. The notion of inference equations is particularly powerful in this regard. Readers can use the notion of inference

equations to test whether or not the ingredients for a given inferences are indeed present. To show lying, for instance, a text must show that someone made a statement that they knew was incorrect and that they made that assertion with the specific purpose of deception. If they did not know it was wrong at the time, it's an error, not a lie. If they did not make the statement for the specific purpose of deception, we have a misstatement, not lying.

### **Classroom Reality in Approaches to Reading**

Learning a discipline involves developing familiarity with the ways of being, thinking, writing, and seeing the world of those experts in the discipline. Reading academic texts published by those disciplinary experts permits students to immerse in the culture of the discipline and facilitates learning its conventions, discourse, skills, and knowledge but, this is only possible if students take a deep approach to reading. A surface approach to reading is the tacit acceptance of information contained in the text. Students taking a surface approach to reading usually consider this information as isolated and unlinked facts. This leads to superficial retention of material for examinations and does not promote understanding or long-term retention of knowledge and information. In contrast, a deep approach to reading is an approach where the reader uses higher-order cognitive skills such as the ability to analyze, synthesize, solve problems, and thinks meta-cognitively in order to negotiate meanings with the author and to construct new meaning from the text.

Reading fluency and oral reading skills  
Fluency is the ability to read words accurately and quickly. Fluent readers recognize words and comprehend them simultaneously. Reading fluency is a



critical factor necessary for reading comprehension. If learner read out loud with speed, accuracy, and proper expression, they are more likely to comprehend and remember the material than if they read with difficulty and in an inefficient way. Two instructional approaches have typically been used to teach reading fluency. One, guided repeated oral reading, encourages students to read passages out loud with systematic and explicit guidance and feedback from their teacher. The other, independent silent reading encourages students to read silently on their own, inside and outside the classroom, with little guidance or feedback from their teachers.

#### **Reading comprehension strategies**

Reading comprehension is the culmination of all of the reading skills and the ultimate goal of learning to read. The purpose of mastery of each of the four previous skills is to enable comprehension. Likewise, reading comprehension facilitates mastery of the other four skills. For example, reading comprehension is clearly related to vocabulary knowledge and development. Comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text that can be explicitly taught through text comprehension instruction.

#### **Classroom strategies that Teachers can use to create Readers**

When it comes to young adults and reading, teacher Chris Crowe (1999) focuses on the reading preferences and attitudes of his own teenage learner. According to his view students should be helped to realize that reading books can be a refreshing and rewarding alternative to TV, movies, shopping, or hanging out with friends. Allow students to discover,

or remember, the pleasures of reading. Require and encourage outside, elective reading, and steer them toward good Young Adult books. Help them to connect with what they read, and nudge them to works related to what they've just read, or, if they're in a reading rut, nudge them into something different. Read yourself and talk to your learner and their classmates about what you read. Read some of what they read. Read aloud in class, and give them time to read in class. Find out more about engaging teenagers with reading. Teachers making time for independent, free-choice reading is a powerful way to create readers. Key features of "free voluntary reading" are: Provide access to the sort of material that will engage student readers in the classroom, from the library, and during out-of-school time allow "easy reading" that is engaging, enjoyable and effortless. Avoid the idea that "if it isn't challenging it isn't good for you". Ideally 95 percent of text as known words is optimal. Increased reading volume will compensate for lack of extension in individual texts, and readers tastes do gradually develop and broaden.

#### **Exposure**

If book exposure is high, students have greater opportunities to start reading. Is there a bountiful, well-displayed accessible classroom library? Does the school request books from National Library for additional classroom resources? How often and how well do the institution use library with the students? Is there a range of resources to read - fiction, comics and magazines, graphic novels, sophisticated picture books, non-fiction, poetry? Explore the potential of e-books.

Freewheeling reading every day



Reading volume plays a key role in shaping the mind. It is a powerful predictor of vocabulary, comprehension, general knowledge and cognitive structures. Make time each day for students to read, and encourage students to read at other available moments during the day. These opportunities might include: during Sustained Silent Reading (SSR), while eating lunch, when they have finished class work early, various waiting times during the day, on the bus, sometimes setting an individual or class challenge encourages reading mileage and illustrates how small amounts of reading. For example, 3 x 6 minutes per day, can add up over a year to a large amount of reading mileage.

Talk to students about how we read and our right to read in different ways, including the right not to finish a book. Daniel Pennac's book the Rights of the Reader (beautifully illustrated by Quentin Blake) makes a plea to parents, teachers and librarians to instill the joy of reading by ensuring everyone has: The right not to read, The right to skip ,The right not to finish a book, The right to read it again, The right to read anything ,The right to mistake a book for real life, The right to read anywhere, The right to dip in, The right to read out loud, The right to be quiet.

Reading is not just a solitary activity. In fact the social aspect of reading such as discussion with peers can be a powerful motivator. Encourage informal discussions about reading and books helping ensure students can express opinions freely and safely. Help students understand what they read. Engaging students with what they read is one of the most effective ways of helping students think about and make sense of what they read. Further open a Library account for the class with recommended

books, set up a class blog for your students to post up book reviews, share relevant websites and blogs with students such as Good Reads and create Readers Blog, reading logs can become onerous if they require too many details and may even hinder rather than foster the reading habit. A simple record of a title and rating works well.

### **Conclusion**

The ability to comprehend the decoded text depends upon the general language comprehension skills, and that the comprehension skills are also supported by a collection of interrelated cognitive elements. The language comprehension skills are dependent upon the ability to perceive the phonology of the language, an appreciation for the rules of syntax in the language, and an understanding that words and sentences have meaning (semantics). The learner uses his or her background knowledge to elaborate on the information he or she is gathering, and the information gathering, in turn, modifies and enhances the background knowledge. The learner is sitting, independently reading a book. As she or he does so, they are becoming more and more experienced and practiced with text. A few years ago, when they were learning to read, struggled with decoding the text and connecting that text with meaning. Reading was laborious and unrewarding. However, the teacher motivated to keep trying and helped gain the skills of cognition needs to be a reader. Researches, opinions, and suggestions regarding the teaching of the reading exist in extensive amount, and this summary of reading implications is by no means exhaustive. However, teachers can better take advantage of the most useful methodologies, strategies associated with the different approaches. What is important to bear in mind is that relying



too much on either top-down or bottom-up processing may cause problems for beginning readers; therefore, to develop reading abilities, both approaches should be considered, as the meta-cognitive approach suggests. Considering my own experience in teaching reading to Indian students, I have found that the students who managed to read English text effectively are those who approach texts in a painful, slow, and frustrating word-by-word manner. By improving their decoding skills, they are freed to concentrate on global meanings. So, both the psycho and the linguistic aspects must be emphasized in English reading classes.

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