

**EFFECTIVE LEARNING THROUGH READING AND REFLECTING –A STUDY****Anita Belapurkar, Ph.D.***H.G.M. Azam College of Education, Pune***Abstract**

Children learn basic skills of reading and reflecting in families through other members demonstrations. Meaningful interactions of these children with spoken and written language develop them into better readers. This study is a literature survey regarding the research on importance on reading and reflecting text in effective learning process. It also focuses on strategies of reading and reflecting, and various skills regarding the same. It gives stress on importance on reading reflections in academic success of an individual.



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Introduction:

Learning from texts is an essential skill for success and in an increasingly complex and interconnected world it is ever more important that students develop the reading and reflecting skills for lifelong learning.

Learning to read is a life-long process. People begin developing knowledge that they will use to read during their earliest interactions with families and communities. In their pre-school years, children learn to understand and use spoken language and learn about their world through meaningful interactions with others.

Children learn basic skills of reading and reflecting in families through other members demonstrations. Meaningful interactions of these children with spoken and written language develop them into better readers.

Learning to read is the process of acquiring the skills necessary for reading; that is, the ability to acquire meaning from print. For effective learning thus reading and reflecting on text plays important role.

Research Questions:

- 1) How effective is reading and reflecting text with respect to learning?
- 2) What are various reading strategies for effective learning?
- 3) What are various reflective strategies for learning?

Methodology:

It is a literature review and survey. It includes information from books, internet sources, Schools, and teacher education institutions.

Presentation:

“Reading is the process of constructing meaning through the interaction among the reader’s existing knowledge, the information suggested by the written language, and the reading situation.”

Reading reflection is an important skill to boost students' metacognition, or understanding and can take various forms in elementary reading instruction.

Reading and reflecting can improve one’s proficiency in ‘reading’, ‘writing’, ‘thinking’, and ‘communicating’. (NCTE)

Reading consists of two relative processes:

1-Word recognition- refers to the process of perceiving how written symbol correspond to one’s spoken language.

2-Comprehension- is the process of making sense of words, sentences, and connected text.

Importance of Reading:

Reading is a complex and purposeful sociocultural, cognitive, and linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning with text.

Reading is important because words - spoken and written - are the building blocks of life.

One can find n number of things showing why reading is important such as;

- Reading develops your mind
- Reading develops imagination
- Through reading we discover the things
- Reading is the basic foundation of the academic skills.
- Reading develops vocabulary and command over language.
- Reading develops communication skills.

Reading is such an important activity in person’s academic success. Research findings in applied linguistics and reading research consistently show a strong correlation between reading proficiency and academic success at all ages, from the primary school right through to university level: students who read a lot and who understand what they read usually attain good grades." (Pretorius, E.)

Good vocabulary → Good Reader → Academic Success

Figure 1: Relation of reading and academics

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.

Types of Reading:

There are two main types of reading as; **Oral** and **silent** reading.

Two types of **silent** reading are;

- **Extensive reading**
- **Intensive reading**

Extensive reading	Intensive reading
Skimming	Linguistics
Scanning	Content
Global	

Table 1: Types of reading

Reading is a process

After reading;

- Reflect on what was read
- Summarize the major ideas
- Interpret and evaluate the ideas in the text
- Synthesize information from the variety of tasks to produce their own opinions
- Moves beyond the text and applies new information

Reflecting:

Reflection is a form of mental processing – like a form of thinking – which we use to fulfill a purpose or to achieve some anticipated outcome. It is applied to relatively complicated or unstructured ideas for which there is not an obvious solution and is largely based on the further processing of knowledge and understanding and possibly emotions that we already possess (based on Moon 1999).

Importance of Reflection:

Famous quote by educationist John Dewey rightly highlighted the importance of reflecting, he says, “We don’t learn from experience. We learn from reflecting on experience.”

Reflection is an integral part of the learning process. It allows us to learn more about ourselves and how we learn, but it also aids us in improving academic skills.

Teaching students to reflect on their work by noticing and correcting their own mistakes as well as which activities and behaviors allowed them to be successful is a vital part of the learning experience that far too many classrooms leave out of the equation. (Mark Clements)

Reading and Reflecting:

Reading the text	Reflecting or response
What I want to know	What I learned
What this text tells me	Connections to different texts
What I learned about this text	Applications in life

Table 2: Reading and reflecting

Reading and Reflecting on text:

Reading and reflecting on the text read and reading reflections promote content mastery, and reflection skills. It also foster self evaluation and facilitate imaginative thinking. It encourage student for regular reading of all the types.

Thomas S.C. Farrell in his book “Reflecting on Teaching Reading has given some important strategies for reading and reflecting on text. These strategies include;

- Reflect on nature of reading- Teachers and students should first define, what reading means to them.
- Reflect on phonemic awareness and phonics –Phonemic awareness in lessons comes with an overall analysis of words ,beginning with sound awareness and then moving on to phonics and derivatives of root words and prefixes suffixes and ultimately to context.(Fogarty 2007)
- Reflect on reading fluency- Reading fluency is the ability to read accurately, quickly, effortlessly, and with appropriate expression and meaning (Rasinnski 2003). Fluent readers are able to perform multiple tasks at the same time.
- Reflect on reading comprehension – Comprehension is essential for effective reading, Papalia (1987) says that good readers use these type of strategies when they read;
 - Make connections to their own life
 - Draw inferences
 - Skip words they do not know
 - Make connections to other things they have read
 - Re-read to check for comprehension
 - Ask someone what a word means
- Reflect on text structures – When people read effectively and efficiently it means they can also recognize and follow a text’s basic discourse organization.
- Reflect on vocabulary building-

- Reflect on developing effective reading –
- Reflect on extensive reading
- Reflect on reading and writing connections

According to Colleen Cadieux, Reading reflection can boost reading comprehension. He has given some effective strategies that can be used in the classroom. They are;

- I. **Reading reflection journals** -This journal, cumulative and maintained over time, is a place for students to record what they've read and their thoughts about each text.
- II. **Reflection questions.** Specific reflection questions provided by the teacher can be used independently or within a reading reflection journal.
- III. **Oral reflection.** When teachers have students participate in an oral reading reflection they encourage students to discuss texts with others in an effort to boost both their reflection and comprehension
- IV. **Exit cards.** As students participate in more reading reflection practices it is important for teachers to have viable ways of assessing their abilities.

Reflection Strategies:

In addition to being strategic in their reading processes, ideal readers are reflective and demonstrate the following behaviors:

- Analyze how the material aligns with their prior knowledge and experience
- Make inferences and draw conclusions about what they read.
- Revise their schema as needed, incorporating new learning into their knowledge base.
- Interact with text

Moon points out the qualities of tasks that encourage reflection:

- Ill-structured, 'messy' or real-life situations
- Asking the 'right' kinds of questions – there are no clear-cut answers
- Setting challenges can promote reflection
- Tasks that challenge learners to integrate new learning into previous learning
- Tasks that demand the ordering of thoughts
- Tasks that require evaluation

Conclusion:

Research suggests that effective reading strategies should be taught to the students' right from primary level. It aims at improving the performance of readers through explicit, step-by-step demonstrations of good reading behaviors that includes instruction in metacognitive strategies. (Koda 2005). Teachers should give practice to the students in making specific connections from reading to writing. As the teachers we should apply the knowledge of

reading and reflecting on text and try to develop these skills in the learners effectively using various strategies. We should model this expectation by reflecting ourselves and involving students in our own reflections.

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