



## **RESEARCH BASE FOR COGNITIVE APPRENTICESHIP MODEL FOR READING COMPREHENSION**

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Learning is a constructive, cumulative, self-regulated, goal-oriented, situated, collaborative, and individually different process of knowledge building and meaning construction (De Corte, 2000). This new conception of learning, called constructivism, results in new ideas about the content of education. According to constructivists, the main task of teachers is no longer the transmission of knowledge, but the facilitation and coaching of learning (Korthagen, Klaassen & Russell, 2000). It is expected that the teacher should share explicit information with students about how experts handle tasks, as instruction proceeds to accommodate students' emerging understanding and awareness. Ideally, they should act as mediators who stimulate the development of student understandings through recursive, reciprocal interactions in which both teachers and students play active roles and in which curricular understandings are gradually developed over time (Pearson et al, 1992). In sum, as a consequence of constructivist theory teaching is becoming a different profession. In other words, teachers need suitable instructional models that provide them with guidelines for instruction in new learning outcomes (Vermunt & Verschaffel, 2000).

Now the question is that which instructional models might be the most suitable for new learning outcomes. Do teachers need totally new models or are expanded versions of well-known and tested models sufficient or maybe even better? Besides several researches in India and abroad have shown convincingly that teachers can be trained successfully to implement these teaching models in their lessons. However, we still do not know whether teachers can use the direct instruction or cognitive apprenticeship model for reading comprehension. In contrast, other educationists think teachers need new instructional models such as reciprocal teaching, procedural facilitation, modelling, and cognitive apprenticeship (Resnick, 1989) in order to achieve new learning outcomes. As a consequence, it is still unclear whether regular teachers can successfully use these kinds of models for reading comprehension.

## Cognitive apprenticeship

Cognitive apprenticeship can be defined as a theory of the process where a master of a skill teaches that skill to an apprentice. It includes following six steps: Modelling, Coaching, Scaffolding, Articulation, Reflection and Exploration

### **i) Need of Cognitive Apprenticeship Model in regular classroom settings :**

Although several researchers attributed clear potentials and high expectations to the cognitive apprenticeship model, there is little empirical evidence concerning the implementation and effectiveness of this model in a regular classroom setting.

However, studies often took place in controlled clinical settings, where small groups of children were trained outside their classrooms and instruction was generally provided not by teachers, but by researchers. As a consequence, it is still unclear whether regular teachers can successfully implement cognitive apprenticeship model in regular classroom teaching. So it is necessary to study whether regular teachers can implement the cognitive apprenticeship model in their regular lessons.

### **ii) Need of developing Reading Comprehension among the students:**

The literature review also showed that, using traditional method of teaching, the students are not able to develop reading comprehension skills at primary level.

Reading comprehension means understanding something that you read and not just read through. The students must be able to recollect, assimilate and reproduce whatever they have read. Reading with comprehension, as described by Hume and Snowing (2011), is one of the primary goals of early education. Many of the skills and strategies required for reading comprehension are already present in beginning readers in their ability to comprehend the spoken word. But the development of reading comprehension abilities such as; to understand the meaning of the vocabulary, to find out the facts that are stated, to follow the sequences indicated, to discover the central idea from the text are challenging in nature without proper understanding and personal experience in some extent. They are very important aspects of every reading. The teacher may find it difficult to make the students understand the vocabulary, cause effect relationship, questioning or metacognition. Such skills can be easily developed with the help of teaching learning models such as cognitive apprenticeship model as they cannot be explained or developed through only lecture or chalk and talk method.

### **iii) Current scenario of primary education in Municipal schools :**

Mumbai city has the diversity in terms of language, religion etc. Students with mother tongue of hindi or urdu are also admitted to Municipal schools in Marathi medium. The class involves

diverse students with different learning styles. Mostly, the students from middle class and lower middle class are enrolled together in Municipal schools. The teacher has to try to teach considering variety of learning levels and ability. Sometimes, higher authorities decide how much to be taught in the classroom with fixed span of duration. This compels the teachers to follow the schedule and concentrate the responsibilities and priorities as decided by the authorities.

It is also a fact that, the management of Municipal schools tries to appoint less number of teachers (or accommodate surplus teachers as per government policy) as compared to private schools. So each teacher has to teach an additional subject with additional responsibility of co-curricular activities in most of the Municipal schools. The traditional method of teaching is used by them for teaching. This method will not be so effective for explaining abstract concept in most of the subjects or teaching metacognitive skills. So there is a need of using teaching models which has the capacity of providing effective instructions. As the earlier researches showed that the teaching with teaching models has the positive impact on teaching and helpful to increase achievement scores, it can be used as effective tool for teaching.

### **Benefits of research on Cognitive Apprenticeship Model for Reading Comprehension in regular classroom.**

In the current changing educational scenario, it is expected that the students should learn by using their previous knowledge and skills. It is helpful to highlight the effect of Cognitive Apprenticeship Model on the Reading Comprehension of the students. The research can be conducted to decide the education goals of the teachers and the students for their effective learning and teaching. So, the teacher will be able to develop the education environment for learning and teaching and also encourage the students for self learning after understanding the learning competence of the students. It will develop the vision of the teachers for the same and the students will be motivated and the teaching learning objectives will be fulfilled as it will prove that the learning has been taken place effectively. Further, if the research is conducted, the language teachers who will be trained with the Cognitive Apprenticeship Model will use these models in their regular teaching bringing the variety in their teaching. It will give the opportunity to the teachers to develop their teaching skills and it will be helpful for educational development of the students. The research in this area will also be helpful to curriculum developers and experts as it will be the effective resource material for the variety of skills and techniques to be included in the curriculum. It is useful for curriculum development and framing the textbook. The experts will be able to reinforce more skilled teaching and learning

techniques and learning material including self study and home work. While learning with cognitive apprenticeship model, the students use explanation processes for learning. As a result the student will be able to understand the cause-effect relationship between the concepts, can learn to compare similarities and differences which in turn will be helpful for the development of learning skills. The research will be helpful to the language teachers to understand the process of teaching specially reading, writing and listening. Their efforts will positively impact the thought processes, listening and writing abilities of the students. By effectively using cognitive apprenticeship model in regular classroom settings, the teacher can clear the abstract concepts from the other subjects such as mathematics, science, geography, political science etc.

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