

Research Based Insights on Online Reading, with a Prelude on Reading Models, Theories, Approaches and Strategies

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Abstract

The technology impact on every aspect has shifted the gear from offline print reading to online reading in a very significant manner. The technology has left no stone unturned in this era, the reading is no exception. Reading is said to be the basic method to adopt knowledge and enhance the learning. The act of reading is adopted to learn, perform activities with instructions and to enjoy the literature for fun. Reading strategies, when followed strenuously gives immense results for learning. The reading strategies were developed and taught obviously to strengthen the learning of the students. Over the decades many educationist, Language and Linguistic experts and psychiatrists brought about several strategies that help learning and retaining the knowledge. The transition from Offline/Print/Physical reading to Online/digital/virtual reading has brought sea changes in the reading methods for precise understanding and clear comprehension.

Keywords: Reading strategies, Online Reading, Offline Reading, Reading Comprehension

Introduction

Reading may be defined as a knowledge gaining activity, a deliberate process of self-learning which has multiple benefits. A Number of skills are enhanced by regular and systematic reading, which includes good presentation skill, Writing skill, Critical thinking skill, Oratory Skills, Psycho-linguistic skill, problem-solving skill, Decision-making skill, Comprehending skill and Information Literacy Skills along with virtues like Empathy, Manners, Patience, Punctuality and Resilience. Reading is defined in different ways by different Experts.

As per Patel and Jain (2008), "Reading refers understanding the meaning of the

printed words i.e. written symbols. It means that reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspapers, magazines, novels, etc. In this process, the reader actively finds the messages conveyed by the author. By reading the students will know more about the subject dealt in the content along with many tiny details”.

According to Devito (2014), “ Reading is the main part of acquiring knowledge by students”. He also mentioned that “ reading can improve their vital language skills, enrich their life, enhance, and provide them with an enjoyable activity”.

As per Linse (2005), “Reading is a set of skills that involves making sense and deriving meaning from the printed word”. It means that “reading is the ability to get information appropriately from the printed page or text that is read by the reader. The readers draw or imagine meaning by themselves. Then the reader making sense to makes it easy in getting the meaning appropriately from the printed words”.

Print/Physical Reading

Ancient reading was done through various media like Skin, Barks Papyrus, Palm Leaf- manuscripts, silks, Tides and other natural material-medium which were used for recording and preserving the knowledge gained/gathered by the experts of various domains. Ancient period restricted the knowledge access to only the privileged people.

The Industrial revolution led to the invention of printing press by Gutenberg which paved way for printing of huge amount commercially, thus helping the layman to access information. Democratization of Reading, initiated the knowledge-based society. Reading is still the basis of Learning, in spite of the availability of several learning methods. There several Reading Models for reading which is applicable for both offline and online.

Since a long time back, Reading Models were developed over time and many reading models are available to follow.

Reading Models

The reading models which are prevalently used are

1. Bottom-Up Reading Model 2. Top-Down Reading Model 3. Interactive Reading Model

Other Reading Models which were developed over ages of time are

1. Rumelhart Model, 1977 2. Stanovich Model, 1980 3. Anderson and Pearson Schema-

TheoreticView,1984 4.Pearson and Tierney R/W Model 5.Mathewson's Model of Attitude Influence.

Reading Theories

Theories were developed by experts to get a better understanding on the process of reading.

- ❖ Whole Language Theory :- Emphasizes the need to understand the meaning of words and sentences contextually.
- ❖ Phonics Approach- Theory – Implies that Reading focuses on the understanding the correlation of sounds and Letters.
- ❖ Dual-Route Model Theory :- Posits two distinct ways, lexical and Non-Lexical for Reading
- ❖ Interactive Reading Theory :- Explains reading as a dynamic process involving both bottom-up and Top-Down process of reading model
- ❖ Transactional Reading Theory :- Reading is said to be a continuous transactional process between the reader and the Text.
- ❖ Constructivist Reading Theory :- considers that every individual has their own understanding and knowledge through experiences.
- ❖ Socio Cultural Theories of Reading :- The influence of social interaction and cultural contexts on reading development is emphasized.

Reading Approaches

There are several reading Instructional Approaches which are individually used or customized by the instructor to teach reading.

- Global Reading Approach
- Phonic-Reading Approach
- Sight Word Approach
- Guided Reading Approach
- The Linguistic Approach
- Language –Experience Approach
- Multi-Sensory Approach
- Traditional Reading Approach
- Fuller Approach

Reading Strategies (Gepila, n.d).

Strategies are the procedures involved in the task of reading for good comprehension.

- 1.KWL Chart
- 2.Flow diagram or Sequence
- Chart3.Venn Diagram/Compare and Contrast
- 4.Cause and Effect Chart
- 5.Main Idea and Ddetail chart
- 6.Anticipation Guide
- 7.DRTA Strategy
- 8.Reciprocal Teaching
- 9.Johari Window
- 10Thinking Aloud
- 11.Reading Aloud
- 12.Q-A-R Strategy
- 13.Character Sketch
- 14.Reader's Theatre
- 15.Radio Theatre
- 16.Stage-Play
- 17.SQ3R
- 18.SQ4R
- 19.Using Language Experience Approach
- 20.Pronged Approach
- 21.Cognitive Strategies
- 22.Meta cognitive Strategies
23. Memory-related Strategies
- 24.Compensatory Strategies
- 25.Affective and Social strategies.

Digital/Screen Reading

Technological revolution followed by digital, sowed the seeds for digital reading. Online readings is a product due to the advancements in technological gadgets and affordable Internet Connectivity. Reading the texts, diagrams, symbols and numeric stored in the digital format is said to be digital reading. The textual content is converted to digital format which is preserved for reading at any time. Digital reading requires any gadget with power and the digitized content.Gadget may be Personal/Desktop Computer, Laptop, Mobile, Tab or any E-Reader. Screen Reading is easy to be pursued but requires basic operating and Internet knowledge. Prolonged

hour reading may be strainful. The texts may be enriched with infographics, audio, video and noted. Huge text and large data may be stored and accessed easily compared to Physical forms.

Hira and Nasreen (2020) opine "Online reading is encouraging due to the

understanding of scholarly articles because the internet provides access to hyperlinks, language translation services, and online dictionaries”.

Online Reading Strategies :-

The highly acclaimed Online reading strategies worldwide are categorized by Sheorey and Mokhtari (2004), into three groups: Global Reading Strategies(GLOB), Problem Solving Strategies(PROB), and Support Reading Strategies(SUP).

1) **Global Reading Strategies :-** The planning of reading and managing comprehension are said as the global strategies. It is a carefully planned technique which helps learners to monitor and manage their reading, such as having a purpose in mind to read, previewing the length of the text or using typographical aids and tables and figures. The 15 items represent a set of reading strategies oriented toward a global analysis of a text. These strategies can be said as a generalized, intentional reading strategy aimed at setting the stage for the reading act. It means that the global reading strategy is just the act of various methods of finding information.

2) **Problem-solving Reading Strategies :-** The use of strategies for reading difficult parts of a text are the problem solving strategies .They are the actions and procedures that readers use while working directly with the difficult text. These are localized, focused techniques used if problems develop in understanding textual information, such as adjusting the speed of reading depending on what is being read. With 10 items that appear to be oriented around strategies for solving problems, when the text becomes difficult to read. These strategies provide readers with action plans that allow them to navigate through the text skillfully.

3) **Support Reading Strategies :** - Support strategies are the use of devices and techniques to understand a text, containing 9 items, the use of outside reference materials like dictionary, taking notes, underline or circling information and some other practical strategies. These strategies provide the support mechanism for sustaining responses to reading. A support reading strategy is a tool to support the reader to understand the meaning.

Research based Insights of Online Reading

European based Research Initiative E-READ (Evolution of Reading in the Age of Digitization) brought together more than 200 scholars, Publishers, Scientist of Reading and

Literacy to research on the Impact of digitization on Reading. The study was conducted from 2014 to 2018.

On October 3-4 2018, the members and relevant stakeholders of this initiative gathered to discuss the findings in Stavanger, Norway. Hence its finding have been listed as Stavanger Declaration.

Key Findings can be listed as:

- 1.Lack of similarities in Individual’s ability, skill and predisposition contributes to the unique learning profile for everyone which influences the child’s ability to learn from print and digital medium.
- 2.Customization is primarily an added advantage of digital texts. The comprehension and motivation is also said to be good if the digital reading environment is properly planned.
- 3.The vital challenge of digital reading is the reader develops over-confidence about the digital reading comprehension. Obviously, when there is time pressure, the reading methods used is skimming and less concentration.
- 4.A Mega Meta –study involving 1,70,000 participants constituting 54 studies confirms that the comprehension of long form informational texts are stronger in print reading rather than digital reading.
- 5.The screen inferiority effects have increased over time inspite of the factors like age and prior experience in the digital arena.
- 6.The Embodied Cognition (how and what we learn, know and can do depends on the featuresof the entire physical body) adds to the differences in comprehension and retention, between reading over screen and print

Recommendations of the Stavanger Declaration on Digital Reading

Requirement of an empirical and systematic investigation about the conditions in which learning and comprehension may be enriched and analysed is the prime recommendation – and of the circumstances under which they are hampered in both print and digital environments needs to be found.

- Sensitize the Students about the strategies to be used to master deep reading and higher-

level digital reading processes is required. It is also important that schools and school libraries continue to motivate students to read printed materials, and to set time apart for this purpose by including it in the curriculum.

- Awareness may be rendered to the Teachers and Educators, that indiscriminate swaps of print, paper, and pencils for digital technologies in primary education cannot be inculcated with ease and in a casual sense. Unless accompanied by carefully developed digital learning tools and strategies, the digitized reading may obstruct the children's reading comprehension and emerging critical thinking skills.
- Action is needed to develop better guidelines for the implementation of digital technologies, especially in education, also in media environments more generally. With respect to education this pertains, for example, to the development of empirically validated instruction in digital literacy skills (selecting, navigating, evaluating, and integrating information encountered digitally). Such digital skills will be applicable in many contexts, for example in dealing with government communication and other public information.
- Educators, reading experts, psychologists, and technologists should partner to develop digital tools (and related software) that renders insights from research about the processing of digital and printed formats, including the role of embodied cognition, for reading practices;
- Further research into digital learning materials should involve better cooperation among technology developers and social science researchers to help facilitate unbiased and evidence-based public debates on the digital transformation.

Questions for future research on digital reading

As the use of digital materials for both education and personal reading grows, important questions about the future of reading, the pedagogy of literacy, and the importance of textual communication arise and puts forth the following queries

- In what reading contexts and for what readers can the use of digital text be most fruitful/helpful?
- In which subject fields of learning and literary writing, should the medium of paper be

encouraged?

- If the tendency for screen reading to be more fragmented, less concentrated, and to involve more shallow processing turning skimming into the default reading mode that is carried over to paper reading habits, what strategies can help in digital reading to overcome this phenomena?
- How can the susceptibility to fake news, biases and prejudices amplified by overconfidence in our digital reading skills be handled?
- To encourage deeper processing of texts in general and, in particular, of texts read on screen, what could strategies could be adopted?

Conclusion

The ICT has gifted many technologies to enjoy learning through various modes. Reading is also bestowed with digital reading which is a boon to the students of this generation but is it worth adopting in all kinds of reading is the prime debate in the current scenario, which is also declared in the Research studies conducted in Stavanger University. The digital reading needs to be researched more deeply and widely to be accredited widely.

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