



Contemporaneity of Language and Literature in the Robotized Millennium

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The Navigation of Newsela as metacognitive reading strategy among engineering students

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Abstract

This paper reports on a small study that was taken up to examine whether using Newsela in classroom assignments could influence and motivate undergraduate engineering students to take more interest in their reading ability. As engineering education needed to be catered according to the needs of millennials towards delivering integrated student-centered learning at scale through a combination of off-campus and on-campus learning that is personalized, experiential, and flexible. In order to innovate and reform the engineering education, AICTE possess various competencies and skills through action plans bridge the gap between short and medium terms. Thus this paradigm shift aims for the language instructors of engineering colleges to teach learners on analysing information by comprehending the text and responding towards it. Sixty students from Electronics and communication engineering as group A and sixty one Electrical and Electronics engineering students were considered as group B for the study. The overall study examines the impact on metacognitive reading strategies using digital tool (Newsela) and outcome encourages both language instructor and learner to be actively participated on this tool Newsela in the development of reading comprehension skills.

Keywords: Newsela, metacognition, strategy, reading, comprehension skills

Introduction:

As the Digital Age has revolutionized the world the interest for new proficiencies happens even outside of the instructive condition. While thinking about how teenagers effectively associate with the world, teachers need to comprehend the manners by which adolescents are as of now being locked in. Instant messages, messages, sites, and web-based social networking posts have everything except made letter composing, and sending faxes out of date. Instead of written communication, Emoticons, hash tags, and fonts have become new forms of nonverbal communication among the digital natives. For teachers, the challenges become more identifying and implementing method to integrate new reading practices into the classroom as 21st century learner have already been imbibed in both contextual and conventional form of learning. Moreover this research hones in the role of reading skills, defining and acknowledging among undergraduate engineering students on how they are actively participate using technological resources and Web-based applications and interactive software products. At the snap of a connection, students could encounter constant occasions and responses to those occasions in manners never experienced in classrooms. Also, each time learners get a connection on link, the content they experience has been changed by the associations with others with the disclosure that innovation has the possibility to emphatically effect and builds reading comprehension skills using the tool Newsela

The purpose of this study is to discover how using the digital tool Newsela enhances student Reading comprehension skills compared with traditional texts. Initially research specifically focused on the outcome of conventional reading practices. Later with the impact of Newsela on developing comprehension skills and extends into a discussion about its outcome and concluding that this tool is the most effective method of improving reading skills

Literature Review

According to the report of Shanahan (2008) reading skills have become more struggling part among the digital natives. In order to promote the reading, it is necessary for the instructors to be much focused on teaching the reading practices on which the learners would be interestingly engaged (Siebert et al., 2016, p. 28). To support the activity of reading, the cognitive approach and digital tool recognizes the need of the learners in and off the classroom. (Dunkerly-Bean & Bean, 2016). When technology becomes a major source for enhancing reading comprehension, it also becomes an addiction. Thus Del Siegle (2005) explains how technology deceives the language learners in the form of dependence in improving the skills. Even in such a case, Technology creates ability for learners to create an asset in the classroom. The motivation of teachers in using technology is directly determinant to the learners' process of learning (Mercy Gnana Gandhi, 2013). Thus this kind of learning practices is occurred in the form of assignments or assessments using digital tools (Wolsey, Smetana, & Grisham, 2015) among the learners where they could learn more about the tools and become experts and enabling them with sharing with the peer groups. As they have been actively engages in the classroom activity, collaboration happens with various interaction and implications makes the process of learning to be more fun and interesting (Warner & Jones, 2011, p. 7). On using Newsela, reading practices supports striving readers to be more cantered on their learning by themselves.

Newsela

Newsela is student centered website created for building reading comprehension skills by giving great news stories and articles for students. The webpage offers both a free form and an increasingly broad paid variant called Newsela PRO. Along with its online library of news stories and authentic reports, Newsela furnishes the two students and instructors with "binders" where assignments and evaluation related data can be put away. Educators can see homeroom level information, including the quantity of learners who have finished a task and the class normal on a test. Assignments can be sifted by scholarly standard with the goal that educators can perceive how their class is performing on tests that address a particular standard. Learners can see their assignments and individual evaluation information in their binders. The Newsela site can be gotten to on an assortment of advanced stages which is instinctively sorted out and simple to navigate. Teachers likewise have the alternative of doling out a short composing brief identified with the article the students read. Learners and instructors can likewise utilize Newsela's in reading articles, mark them with images, pose inquiries, write notes, and compose short synopses of significant thoughts. This is an incredible route for students to deliberately connect with content, to advance their active reading, and to assist their comprehending skills.

Background

At PIT Chennai, the basic idea behind the task is to explore the response after the reading practice had been done in the form of both printed and digitalized form. As a part of class room assignment on reading, two sections of second year engineering students were experimented consisting sixty one from the department of EEE and sixty from ECE department. The section with sixty one was named as group A and the second group of sixty as group B. The first two weeks of the course both group A & B comes under the control group. During the course of an experiment, both groups were given the articles in the printed form and then with digitalized form in the source of Newsela to the same group as an experimental group. The responses were recorded in the form of scores out of fifty. In such a background it becomes a great challenge to the teacher to design assignments that can challenge and at the same time it was interesting for the students during the course of four weeks.

Procedure

Reading test – Printed Texts

During the first two weeks of the study, students were given the experiment in the classroom using conventional method. The experiment consisted of ten articles with five questions each for the control group (Group A & B) respectively as it was intervened in the form of reading comprehension test by providing in printed text form. The passages were selected carefully and special care was taken to see the interest among the students community.

Table 1: Students' scores using Conventional method

Control Group	Reading test using Conventional Method (Printed Texts)	
	Average Marks (Out of 50)	%
Group A (ECE)	22.98	45.97
Group B (EEE)	24.46	48.92

Reading test – Newsela

The two groups (Experimental groups) were made to utilize Newsela in the study after the use of printed writings. In light of the articles in the course book, ten articles were found and allotted them as required reading and ordinarily included talk and exercises utilizing the articles in the classroom. Students were required to finish a test for each article; however this was not for a course grade yet rather to test the comprehension level of students during the most recent two weeks of the course.

Table 2: Students' scores using Contextual method

Experimental Group	Reading test using Contextual Method (Newsela)	
	Average Marks Out of 50	%
Group A (ECE)	29.91	59.84
Group B (EEE)	28.22	56.45

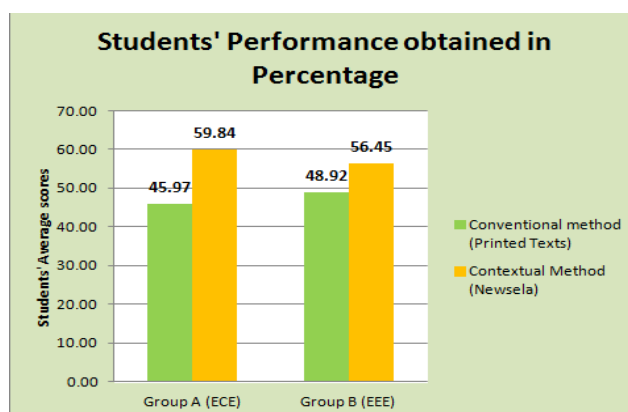


Fig: 1 Overall Performance by students using conventional & contextual method (In Percentage)

Figure 1 shows the marks obtained by each student in group A & B. A considerable level of increment can be seen in newsela comparing to Text based questions. Some students have a high percentage of increase, while others have low. The low percentage of increment is perceived to be for students who were observed to be not much focused. It can be seen that most of the learners have shown increment above average. This is because the majority of students were interested in giving

responses over the online based and easy to read as it is out of the classroom. Based on their experimental study and usage of newsela tool, a survey was conducted to the participants after the trial learning. This questionnaire comprises ten statements.

1. newsela motivates me to become better reader and critical thinker
2. The expansion of my vocabulary increased with the assistance of newsela
3. newsela becomes a sort of learners centered
4. This tool is better guidelines than the traditional text book
5. I prefer newsela as it has many interesting articles with real time events
6. The autonomous learning is promoted using this tool.
7. I find improvement in my reading skills using newsela
8. newsela is exceedingly powerful tool in knowing the global news
9. I read newsela articles that were not assigned which was not assigned of creating critical thinking skills
10. I feel confident and collaborative using this tool of reading.

The students were requested to give their feedback on this trial reading task using newsela.

Table: 3 Students' Questionnaire on using Newsela as reading tool

STUDENT'S QUESTIONNAIRE

S No	Statements	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	Newsela motivates me to become better reader and critical thinker					
2	The expansion of my vocabulary increased with the assistance of Newsela.					
3	Newsela becomes a sort of learners centered					
4	This tool is better guidelines than the traditional text book					
5	I prefer Newsela as it has many interesting articles with real time events					
6	The autonomous learning is promoted using this tool					
7	I find improvement in my reading skills using Newsela.					
8	Newsela is exceedingly powerful tool in knowing the global news					
9	I read Newsela articles that were not assigned which was not assigned of creating critical thinking skills					
10	I feel confident and collaborative using this tool of reading.					

Table 4: Questionnaire Results from students' feedback (In Percentage)

Control & Experimental Group	Students' Questionnaire				
	Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree
Group A (ECE)	13	16	13	9	8
Group B (EEE)	15	22	10	6	9
Total	28	38	23	15	17

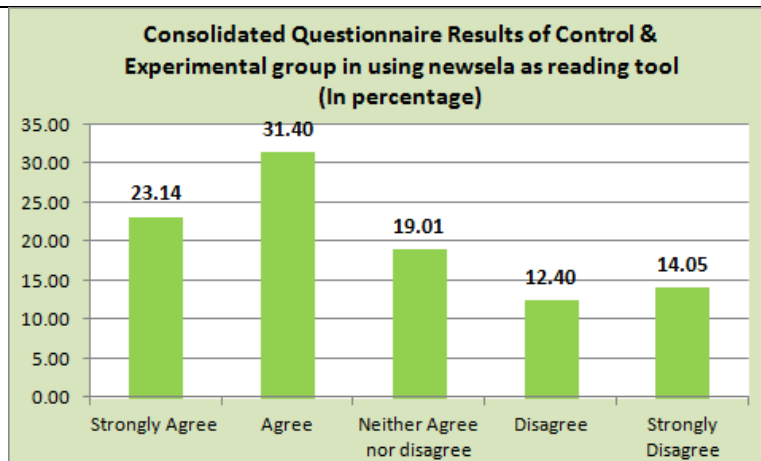


Fig: 2 Consolidated Questionnaire results (Group A & Group B)

As they were encouraged to read the articles which were assigned for the classroom assignment, they were asked to revert with the response according to their comprehension. Fig 2 represents the responses given by the students from group A & B in the feedback form. Consolidated responses were given in fig 2 as both group offers 23 % in agreeing strongly for newsela for reading development. 31 % of both groups agreed on the usage of newsela. Nineteen percentages were given for neither agreed nor disagreed. 12% of both groups offer disagreement with the usage of newsela. Finally 14 % of the study group were strongly disagreed with newsela implications for the classroom.

Data collection

A data collection which was used in this study was student's questionnaire. The reason for the questionnaire is to comprehend their recognitions in regards to the advantages of newsela articles and their reaction. The inquiries were composed according to the suggestions given by the students openly. They had decided to complete the assignment bounded with the quiz based.

Data Analysis

Various actions were adopted to organise the information. The examination was gathered. To start with, the majority of my observation notes were reviewed during the process of examination. Followed by the students reading comprehension questions in printed texts and article quizzes in newsela were analysed. According to the participant's responses inside and out, concentrating on their feedbacks data was categorized.

Findings and Discussion

After watchful examination and investigation of the gathered information few themes have arisen. These subjects were found reliably all through the information and exhibit the advantages of newsela in the activity of reading. The subjects incorporate student's inspiration; newsela reinforces reading skills and creates an authentic learning experience. As an instructor, newsela can be ensured for the students which are greatly encouraging in reading and enhances their expertise levels in every academic area.

Conclusion:

After obtaining the progress of the students on using newsela, the level of reading has become an interesting event along with the effectiveness. When students were asked to read and quiz on four to five articles in a week encouraged their motivation with proficiency. Demonstrating such effective gains shows that each of these components of newsela are essential aspects of effectively implementing newsela into the classroom, and they each also play a role in advocating for student reading comprehension growth. In this way It could be utilized in various ways as a hotspot for background reading, as a principle content from which to rehearse different concentrated reading abilities, as a lot of writings to construct topical learning and mastery, as a way to coordinate reading, and even as a hotspot for articles to use with scholastics. The central matter being that there is always a new content where students can quite often discover something intriguing to read.

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