

Integrated Models of Reading Comprehension: Understanding to Impact Teaching—The Teacher’s Central Role

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Abstract : Over the last 30 years, researchers have developed models or frameworks to provide a more structured understanding of the reading comprehension process. Cognitive information processing models and social cognitive theories both provide frameworks to inform reading comprehension instruction. The purpose of this paper is to (a) provide an overview of the historical development of reading comprehension theory, (b) review the literature framed by cognitive information processing, social cognitive, and integrated reading comprehension theories, and (c) demonstrate how these frameworks inform instruction. As integrated models of reading can guide the interpretation of various factors related to student learning, an integrated framework designed by the researcher will be presented. Results indicated that features of cognitive processing and social cognitivism theory—represented in the integrated framework—highlight the importance of the role of the teacher. This model can aid teachers in not only improving reading comprehension instruction but in identifying areas of challenge for students.

Keywords : explicit instruction, integrated models of reading comprehension, reading comprehension, teacher’s role

Conference Title : ICAEITM 2023 : International Conference on Advanced Education and Innovative Teaching Methods

Conference Location : Bali, Indonesia

Conference Dates : January 09-10, 2023