

POSSIBLE CLASSROOM TEACHING METHODS TO IMPROVE READING COMPREHENSION IN 4TH AND 5TH GRADE STUDENTS

Zsuzsanna Szabo *

Rensselaer Polytechnic Institute, U.S.A.

Scott Marley **

University of New Mexico, U.S.A.

Abstract

According to the theory of situated cognition learning is affected by the context in what the learning takes place. Embedding the process of learning in the context results in that the implicit knowledge acquired from the context will increase the performance. However, real context like situations increase also later performance. This research study is based on the hypothesis of real context like activities applied to reading comprehension task for students in 4th and 5th grade. The hypothesis of this research is that the use of methods similar to situated cognition related to a reading comprehension task will increase later performance of students for free retrieval and cued-recall of a story and new words presented through the story. Students were randomly assigned to one of three groups: control, visual, and activity (in situated cognition like condition). Results show that tasks that mimic reality increase reading comprehension performance. There are discussed implications for educational practice by showing the relationship between explicit knowledge and implicit understanding as related to situated cognition.

Keywords: *situated cognition; indexical representations; listening comprehension performance*

* Ph. D., Rensselaer Polytechnic Institute, Student Learning & Assessment, U.S.A. Her research interests include human cognition, team learning, classroom assessment, and gender issues in education. E-mail: szaboz@rpi.edu

** Ph.D., University of New Mexico, U.S.A. E-mail: marley@unm.edu