

# กระบวนการอ่านแบบมีปฏิสัมพันธ์ต่อประเภทบทอ่านภาษาอังกฤษ : การศึกษานำร่อง

## Interactive Reading with Different Genres English: A Pilot Study

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### บทคัดย่อ

บทความนี้มุ่งนำเสนอผลการศึกษานำร่องของกระบวนการอ่านแบบมีปฏิสัมพันธ์ต่อประเภทบทอ่านภาษาอังกฤษที่แตกต่างกัน โดยมีวัตถุประสงค์เพื่อศึกษาการรับรู้การอ่านในด้านเรื่องราว วิธีการใช้ภาษาและความสัมพันธ์ของผู้ใช้ภาษาของนักศึกษาจากการศึกษาผ่านกระบวนการอ่านแบบปฏิสัมพันธ์ การวิจัยเชิงปฏิบัติการนี้ได้ดำเนินการเก็บข้อมูลจากการสังเกตนักศึกษาสาขาวิชาภาษาอังกฤษ จำนวน 20 คน ในห้องเรียนการอ่าน วิเคราะห์ผลการสะท้อนการเรียนรู้ของผู้เรียนจำนวน 2 ชุด จากการสังเกตพบว่า ผู้เรียนส่วนใหญ่ค่อนข้างมีความกระตือรือร้นมากต่อการเรียนผ่านกระบวนการอ่าน (ออนไลน์) แบบมีปฏิสัมพันธ์ นอกจากนี้ ผู้เรียนส่วนใหญ่ได้ฝึกฝนทักษะการคิดวิเคราะห์ต่อประเภทบทอ่านภาษาอังกฤษที่แตกต่างกันผ่านกระบวนการอ่าน (ออนไลน์) แบบมีปฏิสัมพันธ์ ผู้เรียนบางคนมีความสามารถในการอ่านได้ดี ทั้งนี้พบว่า ผู้เรียนส่วนใหญ่ได้รับความรู้และเข้าใจวรรณฐานในด้านเรื่องราว และความสัมพันธ์ของผู้ใช้ภาษาได้ แต่ผลจากการวิเคราะห์ข้อมูลไม่สามารถระบุได้ว่าผู้เรียนมีการรับรู้และความเข้าใจในเรื่องวิธีการใช้ภาษา เพิ่มมากขึ้น ด้วยเหตุนี้ การวิจัยครั้งนี้จำเป็นต้องปรับปรุงและแก้ไขเพื่อดำเนินการเสริมทักษะการอ่านเชิงคิดวิเคราะห์สู่ห้องเรียนภาษาอังกฤษในศตวรรษที่ 21

**คำสำคัญ:** กระบวนการอ่านแบบมีปฏิสัมพันธ์, ประเภทบทอ่าน, การอ่านภาษาอังกฤษแบบวิเคราะห์และสังเคราะห์

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## Abstract

This paper reports the results of a pilot study designed to determine the use of interactive reading with different genres in English. The purpose was to focus on how this process helps to develop learners' reading awareness in terms of *field*, *mode*, and *tenor*. This action research observed the learners' participation in the classroom and analyzed two accounts of self-reflection from 20 English-major undergraduates who were studying a reading course. The results illustrate that most learners seem likely to be more active when participating in an online interactive classroom. Moreover, they would rather practice their analytical skills from with genres via online interactive reading. Some learners were able to read well. Also, the results reveal that most of the learners had gained genre knowledge in terms of *field* and *tenor*. However, the results did not indicate that genre knowledge increased learners' reading awareness in terms of *mode*. Therefore, the study should be further adjusted to explore the critical and analytical reading skills required in an English language classroom of the 21<sup>st</sup> century.

**Keywords:** interactive reading, reading different genres, critical and analytical reading

## Introduction

This action research was aimed to pilot a study of interactive reading with different text types to validate how L2 students understand their reading texts in terms of the communicative purposes of a genre. The reading comprehension activities, which focused on skimming, scanning, and making inferences, might not have been sufficient to develop students' critical thinking. As a result, most of the L2 students in the reading course were not able to become analytical readers. Some studies have argued that L2 students need to manipulate their background knowledge and their reading skills together with other skills simultaneously in the reading process (Barnett, 1989). Nevertheless, concerning the differences of L1 and L2 in terms of lexical items, many scholars believe that reading comprehension is limited in L2 students' learning (e.g., Ammar, Lightbown, & Spada, 2010).

Meanwhile, a tide of 21<sup>st</sup>-century learning has swept through English language classrooms in the form of interactivities. Using technology in literacy courses has been widely explored in various contexts. Also, promoting critical thinking and analytical skills is likely to be a crucial strategy in the 21<sup>st</sup>-century classroom. According to the researcher's observation, most students do their reading assignments by using online textual sources as their sole reading. Consequently, the researcher has been strongly motivated to develop

students' critical thinking in a reading course. Recently, interactive reading has taken into account the development of L2 research in terms of the bottom-up reading process and the linguistic features of sentence structures (Perfetti, 1990). Nevertheless, it is not an easy process to improve analytical skills in reading. Based on this assumption, the reading interaction process with an online application can encourage readers to read and analyze language features and sentence structures in a progressive approach (Martin & Rose, 2007).

Accordingly, this study sought to examine how learners comprehend reading texts when using interactive reading and genre knowledge. In keeping with this focus, the research question was to explore whether learners who used a process of interactive reading and a knowledge of genre improved their reading awareness in terms of field, mode, and tenor. This paper is organized as follows: it begins by explaining the concepts of reading comprehension, reading interaction, and the genre approach. Then, the research instruments are described together with the method of this study. The results of the interactive reading with genre knowledge will present the effects of L2 learners' reading behavior and genre knowledge on their reading awareness in terms of field, mode, and tenor. Lastly, this paper will draw some conclusions and explain the limitations of this study.

## **Literature Review**

### **1. Reading comprehension**

Reading comprehension is likely to be a product of word recognition and understanding of reading content (Gough & Tunmer, 1986). To achieve word recognition, students need to be able to clarify each word promptly, accurately, and inaudibly. Word recognition can be defined as the way readers perceive oral or written lexical words (Harris & Sipay, 1980). Accordingly, this word identification process can encourage the reader to identify the meaning of a word. However, although some novice readers may know how to pronounce certain words, sometimes they cannot guess their meanings. Thus, language comprehension refers to the ability to perceive meanings in a sentence at the discourse level. In some studies, researchers (e.g., Kendeou, Papadopoulos, & Kotzapoulou, 2013) have combined word recognition and language comprehension into reading comprehension.

Also, reading to comprehend requires metacognitive activities. For example, Brown (1980) proposes six processes (clarification of the reading objectives, key important points of the text, main evidence, the observation of ongoing activities, engagement of self-questioning with regard to the achievement of goals, and reconsideration of comprehension failures). This suggests that reading comprehension involves reading ability, reading process, and awareness of meaning. Based on Snow's view (2002), reading comprehension is a "process

of simultaneously extracting and constructing meaning through interaction and involvement with written language” (p. 11). Consequently, it is recognized that reading comprehension in the academic mainstream is likely to be the most significant process in the interpretative understanding of a written text.

Skillful readers should subsequently achieve their reading goals (or reading comprehension) by recognizing word meanings and identifying these lexical choices in their context. That is to say, reading comprehension must involve manipulating word recognition in terms of meaning and lexical choices based on a particular context and/or organization. More importantly, the level of reading comprehension can be considered as the result of readers' cognitive and intellectual skills based on their background knowledge in terms of lexical items, concepts, or ideas on the reading text, and language competence (semantic structure of discourse). With regard to word recognition and reading comprehension, it could be claimed that students may need to determine the lexico-grammatical features for word recognition. In addition, they need to analyze the literary evidence, make inferences, and identify the author's objectives. As a result, it is argued that these processes are like learning to read the passage and reading to learn the knowledge.

It might be true that learning to read is important to comprehend the meaning of a written text and involves the use of metacognitive activities. Reading to learn refers to the knowledge the reader acquires through reading. The metacognitive activities refer to the identification of significant ideas, a trial of the reader's text reading, improvements in the efficacy of reading strategies, and reading time allocation (Baker & Brown, 1984). Then, some activities (note-taking; making a summary; raising a question; making an outline; and networking, mind mapping, and organizing) will be encompassed in the teaching and learning process. However, it is considered that learning to read can be defined as reading for comprehension. Based on Brown's (1980) terms, metacognitive activities for reading comprehension and reading to learning are represented in different approaches.

According to a landmark theory of reading comprehension, reading seems a dynamic process of a verbal communication, which interplays with other communicative skills, as such writing (e.g., Hittleman, 1978; Lapp & Flood, 1978). Lapp and Flood (1978) also identify four steps in the reading process which are word recognition, comprehension, and response and integration from the reader's previous background to the newly acquired knowledge. Reading is likely an interactive process of language and communication which encourages the reader to become involved with writing genres (Dechant, 1982). In this view, the writer is able to express ideas in a printed text, and readers need to be able to decode the writer's

thoughts. Subsequently, the interactive and communicative process has been highlighted to create reading skills and activities at different levels. For example, it begins with diagnosing words and their meanings, in order to comprehend through reading passages, to organize and memorize, and to associate the reading text with reading aloud (Broughton, Brumfit, Flavell, Hill, & Pincas, 1980).

## **2. A concept of interactive reading**

With regard to reading and writing interaction, reading to learn might not only involve memorization and word recognition. It requires more demanding learning activities at the lower levels of literal comprehensive reading to the higher levels of applied reading comprehension. In terms of interactive reading, Kolker (1979) defines three significant factors as affective behaviors, cognitive behaviors, and linguistic behaviors. These factors are involved in the following suppositions:

1. The strategies readers feel about their reading and their reading situation encourages reading improvement;
2. The concept of the 'reading text' when reading a text; and
3. The readers-writers'/ writers-readers' interactive communication with textual conventions.

Nevertheless, based on Hamra and Syatriana's (2015) study of the interactive model of teaching reading comprehension, it was found to be an effective model in Indonesia. This model can address students' reading comprehension problems and students can also improve their reading knowledge, reading strategies, reading skills, and their participation in reading. It has been accepted that the interactive model is an effective implementation for many students. However, other aspects of teaching reading should also be considered, such as the classroom environment, materials, teaching approaches, teacher-student / student-student interactions, and assessments. To contribute to the reading motivation of students, classroom interactivities in terms of exercises and teaching and learning processes should also be considered. Likewise, authentic texts should be used in terms of content and subject areas. These can encourage students to recognize the language of their disciplines. As a result, interactive reading in this study included a process of interaction between teacher and students as well as students to students in the form of reading activities in the online applications, *padlet* and *pubhtml5*. *Padlet* is an online virtual board for use in the classroom. The teacher and the individual learner can interact by posting and responding to some questions, sharing links, removing posts, and managing the board. *Pubhtml5* is free

digital publishing software by means of which teachers can create a flipping book by uploading PDF files on the bookshelf for their learners.

Furthermore, McRae (2012) insists that an interactive reading model is an alternative approach which successfully encouraged female Saudi Arabian university students to participate in the classroom effectively. These students were able to communicate with their peers more efficiently and naturally. The teacher could facilitate their students and monitor their reading process rather than reading performance. Furthermore, Bo's study (2015) anticipated the application of the interactive reading model to college students' reading ability and reading strategies. Likewise, Zue (2015) studied the correlation of reading ability and an interactive reading approach with English major students in an advanced academic degree course. The interactive reading approach results in the development of students' reading ability and learning motivation.

As mentioned above, a text-based approach has taken into account the interaction between teaching reading in English and writing in a digital age. To develop the necessary cognitive skills for reading and writing, online reading interactivities should provide L2 students with practice in interpreting reading texts, increasing reading awareness, and understanding writing conventions. More importantly, as the concept of genre has emerged in pedagogies, genre acquisition has been recognized as the key concept in the development of development student literacy (Rose & Martin, 2012). Thus, a teacher can provide text templates with genre activities for learners to develop their genre knowledge and their reading awareness in terms of field, mode, and tenor. Accordingly, in this study, there is an emphasis on interactive reading and reading comprehension and genre knowledge, which has been, recognized as one of the principal goals for training students to cope with the academic challenges that lie ahead of them.

### **3. Genre knowledge**

Genre was initially defined as a kind or category in folklore, and literature (Abdullah, 2009, p. 28). At the essay level of genre analysis (GA), the genre is treated here as a social language or a set of communication acts which one shares with others for a set of purposes in a community. Moreover, experts in the disciplinary community identify these purposes as the regular patterns of a specific discipline (Bhatia, 1993, p. 49; Swales, 1990, p. 58).

The study of a text about Systemic Functional Linguistics (SFL) and context by examining choices depends upon contextual variables such as *field* (a topic of the language task), *tenor* (the relationship between reader and writer), and *mode* (a channel of reader and writer communication). If, for example, an essay is entitled, "Social Bullying to Teenage

Suicide”, it must be considered to use a specific mode for the teacher-reader (i.e., *tenor*), which then determines a vocabulary subset. Therefore, students need to practice a particular type of genre, such as an expository essay or an argumentative essay.

However, SFL theorists emphasize internal linguistic criteria rather than social function. In addition, they identify different text types from vocabulary, grammar, and cohesion patterns (Hyland, 2007). Sometimes, genre here is called a "text type" (Biber, 1989, p. 6) which is an organization of the text into basic elemental genres (Martin, 1992), i.e., expository, argumentative, compare-contrast, narrative, problem-solution, etc. Moreover, *macrogenre*, as coined by Martin (1992), or location SFL, is used to label a larger genre unit (e.g., research article). Similarly, SFL scholars focus on the social purpose of genre and rhetorical structures related to communicative purposes (Hyland, 2007) in, for instance, essays, tutorials, office memos, or political speeches (Kress, 1989).

As noted by Hyland (2007), knowledge of genre has become of crucial importance for language learning. Genre is a tool to help teachers and students to examine and deploy the conventions of using vocabulary, grammar, and textual organization (Flowerdew, 2000). Using a variety of tasks can heighten learners' genre awareness in terms of context, lexical word choice, content, and rhetorical structures along with reading and writing skills. As Phichiensathien (2018) mentioned, the L2 learner can become a critical and analytical reader after learning the reader-as-writer-approach (p. 419). Reading awareness is defined as a perception of the written text when a writer delivers ideas and communicates to the reader in a specific context. Students can interpret and comprehend through genre acquisition by identifying how a writer produces texts and communicates to a reader with a communicative purpose in terms of lexical features and social functions or texts in context. When focusing on a specific genre, students should be aware of its *field* (the topic of an essay), *tenor* (reader-writer relationship), and *mode* (textual organization). Therefore, this study aimed to use knowledge of genre as a critical way of thinking to organize an interactive process in a course on academic reading in the English language to develop analytical thinking for students of the 21<sup>st</sup> century.

### **Research Methodology**

This pilot study aims to develop research instruments to investigate students' interactive reading and knowledge of genre. It utilized an experimental approach with *padlet* online communication and *pubhtml5* digital reading tasks as a learning process and interactivity in the classroom.

## 1. Participants

This study investigated the use of interactive reading and genre knowledge to develop the reading awareness of English major undergraduates. The university's registration system includes seven sections, which allows groups of 35 learners to be assigned to study an English Reading course in one section. To achieve this goal, 20 second-year English major learners from two sections were selected with purposive sampling from all second-year English language learners enrolling in an Academic Reading in English Course. The setting is at Mae Fah Luang University, Chiang Rai, Thailand.

## 2. Materials and Procedures

The pilot study aimed to examine whether the data collection protocol was effective with regard to learners' reading awareness. A set of seven questions on self-reflection was designed to collect genre knowledge in different genres (*expository* and *argumentative*). Also, the reflection questions were designed to examine reading awareness in terms of *field*, *mode*, and *tenor*. The questions were divided into two parts: the first set of questions 1 to 3. What do you usually do when you are assigned to read an article?, 2) What strategies do you usually employ?, and 3) If you struggle with a long article, how do you motivate yourself to read it?). These questions were designed to address learners' reading experience through their previous practice before the implementation of the experiment. The second set of questions from 4 to 7 were (e.g., 4) After reading an article, state the topic of the article you have read 5) What is the writer's objective in the article? 6) Whom does the writer interact with?). These questions were designed to examine the students' reading awareness in terms of *field*, *mode*, and *tenor* in expository and argumentative essays. The students were asked to read two essays in each genre and to show what they had learned by answering 16 questions (4 questions on each of the 2 essays in different genres). The study was conducted from the 3<sup>rd</sup> to 6<sup>th</sup> week for three hours for four weeks (total: 12 hours). Interactive reading is a learning process in this study. The questions and responses between teachers and learners on the *padlet* online application were conducted interactively via the classroom. It was based on three aspects of interactive reading (*affective behaviors*, *cognitive behaviors*, and *linguistic behaviors*) and genre knowledge (*field*, *mode*, and *tenor*). Four open-ended questions were designed for use in the interactive reading classroom (*padlet* online application) to examine the students' knowledge of the genre. Furthermore, each sample (e.g., *How to Lose Weight*, and *Should Parents Monitor Their Children's Internet Use?*) from the *Academic Help* website ([www.academichelp.net](http://www.academichelp.net)) was uploaded weekly on the *pubhtml5* bookshelf beforehand. A



qualitative analysis was conducted by investigating the learners' knowledge of genre when determining how interactive reading and genre knowledge can raise learners' reading awareness. The learners only had to answer by typing their responses on *padlet* on weeks 4 and 6 and by responding face-to-face in the classroom on weeks 3 and 5 when their interactions were observed. Three English teachers validated the questions on *padlet* and self-reflection before implementation. Then, the findings from the learners' self-reflections were reported regarding their reading behavior, genre knowledge, and reading awareness in terms of *field*, *mode*, and *tenor*.

## Results

The results are reported in two sections: interactive reading for genre knowledge and reading behavior for reading awareness. The first data set was tested to investigate students' interactive reading processes. The second data set was examined to determine students' reading awareness. The results of the pilot study are as follows:

### 1. Interactive reading for genre knowledge

Based on the learner-teacher interaction, the interactive reading challenged most of the learners to interact with the teacher. They were asked to answer by typing their responses on *padlet* on weeks 4 and 6. The answers to the four open-ended questions on *padlet* were examined to find out students' genre knowledge in terms of field, mode, and tenor. In fact, some of the students were not able to respond to all four questions and some others were only able to answer one question because of their personal preferences. Furthermore, when responding to face-to-face communication on weeks 4 and 6, most of the students did not answer any of the questions. Only 15 % of the learners (3 out of 20) answered all 16 questions.

With regard to peer interaction, some of the learners tried to communicate with their friends. They talked to their partners, asked and responded to their questions, grasped the key ideas, and they laughed and motivated each other. Meanwhile, some of the other students responded by typing their answers on to the screen which appeared in front of the class. These students tried hard and were more motivated than the other students were, so they tried to answer the questions with the help of their friends rather than responding alone. On the other hand, the classroom was silent when the teacher encouraged them to reply in face-to-face interaction. Thus, it appeared that they enjoyed learning more with the interactive reading than responding to the questions in face-to-face communication in the classroom or they were reluctant to share their ideas in front of the class.

Nevertheless, as for the expository and argumentative genres, most learners were able to understand both the textual organizations of the essays. With the downloaded texts from *pubhtml5*, the learners carried out active reading, such as identifying underlying or unknown vocabulary, finding the meanings of the lexical words, and interpreting them. For the expository essay, under the title of *How to Lose Weight and the Positive Effects of Playing Video Games on the Brain*, the learners seemed to understand this type of genre. Most of the students were able to recognize the name of the genre, the organization of the genre, and the target audience as well as understanding how the writer helped them to understand the text. On the other hand, the learners' understanding of the argumentative essay text was far less than for the expository text. In this latter genre, they were not able to understand the writer's objective in persuading the readers as shown by the frequent use of objective verbs such as *to inform*, *explain*, *show*, and *indicate* in the text. Only one student used the verb '*convince*' in their interactive answer. They would have had a better understanding if they had had some previous experience of expository essays.

## **2. Reading behavior for reading awareness**

Another objective was to determine learners' reading behavior and reading awareness. From the results of the self-reflection, the first data set was examined to find out the learners' reading experiences and reading strategies. Three open-ended questions on self-reflection (e.g., *What do you usually do when you are assigned to read an article?*, *What strategies do you usually employ?*, and 3) *If you struggle with a long article, how do you motivate yourself to read it?*) were examined to find out the learners' reading behaviors and reading strategies. With regard to the first question, the results show that learners were generally competent readers. 40 % of the learners usually set their objectives when they were assigned to read the articles. In fact, they tried to comprehend the articles accurately and they realized that they should identify the main ideas and the writer's purpose. Most of the students skimmed through the text once and scanned for the key idea. Only two of the learners read the whole text and summarized the main ideas. However, 20 % of the learners could not respond to the questions on how to read the articles effectively. They were unable to answer the questions.

The students' answers to the questions on their reading difficulties in terms of lexical features show that they were able to understand the lexical features from guessing the meaning from context clues and finding those meanings in a dictionary. Only a few learners asked their teachers or friends for help. It was difficult to determine to what extent their reading strategies (e.g. finding the main idea, skimming, and scanning) could be used to

motivate them when reading long articles (an essay of three pages in length). Also, the results illustrate that most of them were able to manage reading long articles. The answer to the third question demonstrated that the learners might typically read different genres in various text types, such as expository, cause and effect, compare and contrast, narrative, and descriptive texts, respectively. They had previously read those genres from online journal articles, online news articles, books, and magazines. The results of the reading awareness questions are presented below to validate the learners' understanding of the genre and reading awareness in terms of *field*, *mode*, and *tenor*.

With regard to the other set of questions (e.g., *After reading an article, what is the topic of the article you have read?*, *What is the writer's objective in this article?*, *Whom does the writer interact with?*), concerning the students' reading awareness, the results show that learners had rather limited knowledge of both argumentative and expository genres. For expository essays, most learners could answer the first question about the title of the essays, the textual organization, and the possible audience whom the writer expects to communicate with. For the second question, they knew the reason for writing the essays. The frequent use of lexical features resulted in the objective verbs in the infinitive form with 'to' (e.g. *to inform*, *to show*, and *to tell*). As regards the questions asked in the self-reflection, the italicized words in the examples are selected and presented from the four datasets (essays A to D: *How to Lose Weight*, *Positive Effects of Playing Video Games*, *Should Parents Monitor Their Children's Internet Use?*, and *Should Cell Phones be Banned from the Classroom*). The abbreviations 'EX' and 'A' to 'D' are used with numbers corresponding to the list of students in each example (e.g. EXA 1). The lexical features representing the communicative functions in each essay are underlined. Thus, this shows that the learners understand the writer's purpose and the main ideas of the content, as shown in excerpts 1 to 6.

- |  |        |
|--|--------|
| 1: To <u>inform</u> knowledge about how to lose weight.                                  | #EXA2  |
| 2: To <u>show</u> the best way to lose weight.   | #EXA4  |
| 3: To <u>tell</u> the ways to lose weight which are good and bad.                        | #EXA6  |
| 4: To <u>inform</u> readers that playing video games might have several positive effects | #EXB8  |
| 5: To <u>inform</u> readers about the advantages of children playing video games         | #EXB15 |
| 6: To <u>inform</u> an audience about the positive effects of playing video games        | #EXB19 |

Based on Essay A “*How to Lose Weight*”, some learners agreed with the writer's point of view about the best way to lose weight. They had acquired information about losing weight and had been inspired to lose weight from reading comprehension. With regard to another expository essay “*The Positive Effects of Playing Video Games*”, the learners supported the writer's point of view. They might learn that “*playing video games has more advantages than they think according to recent research, and that this can apply to their daily lives.*” However, a few were optimistic after reading the essay that playing video games has a great benefit for children. They realized that “*playing video games leads to improvements in their brain such as developing human attention, our visuospatial skills, prosocial behavior, and reducing migraine in children.*”

Although the learners could answer the questions about the essay title and the expected audience, they were confused about the writer’s purpose in the text and the textual organization of an argumentative genre. With the controversial issues of titles C and D (*Should Parents Monitor Their Children's Internet Use?* and *Should Cell Phones be Banned from the Classroom?*) and the different structures of the genre, most of the students found it rather difficult to answer the questions. That is to say, they could not answer the question about genre organization, but they could identify the main argument of the text to some extent. Indeed, only one learner could identify the writer’s purpose in an argumentative genre by using a lexical feature (*to argue*), as shown in the excerpt “*to argue that using the internet is potentially more dangerous for kids than a teenager.*” Almost 70% of the learners could not comprehend the writer's purpose in argumentation. Similar lexical features were used (*to inform*, *to show*, and *to explain*) in the exposition, as illustrated in the excerpts below.

7: To show how video games have a positive effect on our brain #EXC 5

8: To inform readers that playing video games might gain several positive effects #EXC 8

9: To inform readers about the effects of playing video games  
#EXC11

10: To inform readers about internet use #EXD 9

11: To inform readers how to protect and how to use technology in a proper way #EXD 6

12: To explain, suggest, and illustrate the effects of internet use on children. #EXD12

Furthermore, based on title D, ‘*Should Cell Phones be Banned from the Classroom*’ one learner had noticeably limited knowledge of the genre in terms of lexical features, such as *against*, as shown in the excerpt “the best foundation for protecting *against* internet threats is educating your children”. Nevertheless, the students’ word choices did not reveal their insights into genre knowledge. About the writer’s purpose in the text, most of the students argued against the writer’s main argument positively. Only a few learners were able to understand that there were two sides of the argument. Similarly, for the argumentative essay “*Should Parents Monitor Their Children’s Internet Use?*” they agreed with the writer’s point of view concerning the negative impact of using the internet. They were more likely to understand the content of the text than the typical features of the genre because most of them felt concerned and involved about the issues, as shown in the excerpts below.

13: *I am worried because if I was a mother, I don’t want my children to face these problems.*

#Exc 17

14: *I realized the disadvantages of internet use, and I still think that the best way for children is not to use interne.*

#Exc 19

15: *I feel worried about this text because social media or website on the internet has many bad things for the children.*

#Exc 20

Therefore, it can be seen that the learners were able to understand the content of the essays, recognize the titles of the essays (*field*) and the target audience (*tenor*) and identify the writers’ communicative purposes from the texts. However, it is clear that that they could not pinpoint the typical features of the argumentative essay (*mode*) or the use of lexical features or textual organization. These failings might be the result of inadequate knowledge of the language features. Furthermore, it seems unlikely that they would be able to deal with unknown vocabulary by guessing the meaning from the context clues. Thus, it can be assumed that this instrument was unable to identify the learners’ reading awareness in terms of *mode*.

## Discussion and Conclusion

This paper presents a pilot study that investigated how L2 learners are motivated by the use of interactive reading with *padlet* and *pubhtml5* online applications. This process approach seems to have the potential to encourage learners to interact better with their peers and teacher in classroom activities than in face-to-face communication.

Furthermore, the genre knowledge of students is likely to be useful in stimulating the critical reading skills of L2 learners. The findings of this study suggest that the integration of an interactive reading and genre approach might increase learners’ reading awareness in

terms of *field* and *tenor*. This was because of their background knowledge of the content area, which they had previously acquired through reading, or background knowledge of the content. However, this cannot help learners to recognize the textual organization or *mode* based on the different genre features (*exposition* and *argumentation*). The specificity of the argumentative essay in terms of field, mode, and tenor might be a new genre for L2 learners, which would enable them to recognize the language features and patterns. As Carrell (1983, 1987) has pointed out, background knowledge of the content is likely to be more important than the textual organization or rhetorical structure in different genres. All in all, interactive reading and genre knowledge might involve a variety of textual organization and lexical features in different essays which can be used to develop students' reading awareness.

### **Recommendations**

This study provided an exploration of interactive reading with different genres in the main findings. From the perspective of L2 pedagogies, reading is an increasingly important skill for L2 learners to gain more acquisition and access their language learning. Teachers can monitor students reading comprehension by encouraging questions to stimulate students' curiosity. Promoting critical reading in digital interaction is more important than setting a silent reading class. However, some limitations in this study must be taken into account before any further studies are attempted. Only a small number of participants were involved in this pilot study. The instruments used in this study might not adequately address reading awareness in terms of *mode*. Accordingly, the study should have been validated by asking some experts to evaluate the self-reflection questions. Moreover, the interactive questions and responses on *padlet* should have been used to add more clarification about genre knowledge in terms of the different features of textual organization.

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