

Think Aloud Modeling and Coping Models in Writing Instruction

The Study



This study reviews the function of think alouds and modeling of think alouds in the development of cognitive strategies in writing instruction. It also reviews the effectiveness of coping models. The main goal of the article is to help students become better at self-regulation and problem-solving.

Learning processes



- Acquisition of skills rely highly on environmental stimuli. Thus, teachers' explanations, modeling, and guidance are key for students' learning.
- Learning process and development of self-regulation skills requires observation and emulation.

Modeling in Writing Instruction

- Think-aloud modeling can allow students to observe cognitive, procedural, and motivational roadblocks. This is very important for novice learners.
- Modeling how to use strategies to solve potential problems is crucial since students are not experts yet.

What are Coping Models?

- Teachers are explicit about the problem the strategy intends to solve and the specific steps to manage it. Teachers apply the strategy while verbalizing the steps. This is the coping process. Students can learn how to think when they are coping with their own problems independently.

- Coping models are more useful than when teachers do not identify the problems and challenges when modeling. Coping models' main feature is teachers' action of admitting and targeting the problems.

What is Think-Aloud Modeling?



- Frequently used to teach students how to use cognitive strategies
- A common teaching practice: gradual release of responsibility "I do; We do; You do"

What to Model?

- Writing process for a specific genre
- How to brainstorm ideas and organize them
- Drafting
- Rereading for evaluation and revising

- Analysis of writing samples and readings to let students learn about writing purposes and audience awareness
- Goal setting
- Selection of strategies throughout different stages of writing process
- Self-reflection

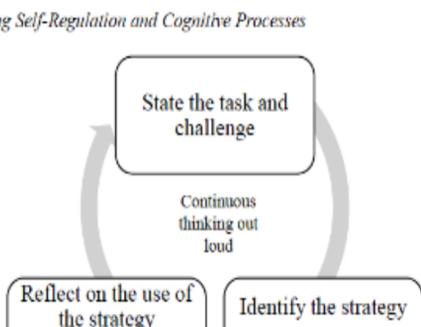
An Outline to Teach Cognitive Strategies (Adapted from the article)



- Introduction
- State the task
 - Explain the function of the think aloud
 - Explain the role of students in the process
 - Application
 - Ask question about the process
 - Identify the strategy
 - Use the strategy with coping by
 - Showing how to problem-solve, how to set goals, how to monitor progress, how to divide next step, how to celebrate your progress
 - Stressing the value of using the strategy as expected and explaining variations of usage
 - Explaining potential misuse and its consequences
 - Conclusion
 - Reflect on the use of the strategy
 - Reflect on the value of the strategy
 - Reflect on affect and motivation; Set a goal for future performance

Figure 4

Cycle for Modeling Self-Regulation and Cognitive Processes



Teacher Preparations Before Modeling Strategies

- Have a clear understanding of the strategies, including their purpose, use, and challenges
- Practice beforehand
- Don't forget involve self-regulation strategies
- Be aware of students' level and anticipate challenges

Reference: Traga Philippakos, Z. A. (2021). Think Aloud Modeling: Expert and Coping Models in Writing Instruction and Literacy Pedagogy. *The Language and Literacy Spectrum*, 31(1), 1-11