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INTRODUCTION

In school, in the job or in everyday life, reading is essential to learning. The cornerstone for a child's future success is how effectively they learn to read. English is now considered a worldwide language. It is expected of everyone in society, especially students, to master it properly. Students who want to be successful in the future must master English. Many elements contribute to the success of teaching English as a second language, including the teacher, pupils, or factors outside of both of them, such as facilities, teacher techniques, and so on.

The importance of the proposed research is that, nowadays, in the world of the Internet, teachers have the opportunity to teach reading in many ways. The right way of teaching is important in students' development, especially when talking about reading. There are many useful learning materials on the Internet which can make things easier for teachers, not just in teaching reading but in all fields of teaching. Teachers were asked to answer research questions based on their own experience of teaching reading.

A considerable amount of academic literature has been published on teaching reading and its techniques and strategies. The presented study in 2002 by the Texas Education Agency highly contributed to the field. Teaching strategies and methods were studied by Anderson & Pearson (1984), Freeman and Freeman (2006), Herrel and Jordan (2008), Cloud, Genesse and Hamayan (2009), Karl McDonald (2012) and Dorothy Brandon (2021),

The research problems are:

- to explore teaching techniques and strategies in teaching reading among teachers in Trancarpathia.
- to observe the relationship between the answers (for example, has the experience had an effect on how confident a teacher is in teaching reading?)
- to compare how much a private teacher and a public teacher use different teaching methods and who spends more time reading
- to find out what tasks teachers use in general.
- to determine which teaching strategies and methods are most commonly used is difficult.

The object of the present study is to teach reading to English Language Learners in grades 6–12.

The subject of the paper is to find out the most and least used teaching strategies and activities when teaching reading and reading comprehension. To determine the necessity of the historical process that reading has gone through. To present the activities, strategies, and methods used in the teaching of the reading process.

The aim of bachelor thesis is observe teaching models and tasks used by teachers and liked by students

The used methods in the paper are:

- analysis of the literature
- developing the theoretical framework of the study
- studying teachers' strategies and their attitude in teaching reading with a survey research
- data analysis of the obtained results

The main hypotheses of this thesis are the following:

1. the teaching experience is important in teaching reading and it has an effect on how teachers teach
2. in teaching reading important to make groups
3. the most used resource in teaching reading is the Internet
4. every teacher send their students to the library
5. the teachers are teaching the material considering that not every students are on the same reading level

The study begins with the introduction. It consists of three main parts: the first part contains the Literature review and other researches on this topic. The second part is about presenting and analyzing the given research. These parts are including other subparts, which complement each other. The bachelor thesis outcome with a conclusion based on the investigated material and with the three main parts is completed in the volume of 41 pages.

PART I.

LITERATURE REVIEW

1.1. What is Reading Comprehension?

The ability to comprehend written words is referred to as comprehension. When we want to understand a word, it's not just about reading it or just pronouncing it properly. If we recognize a word in a given text but do not understand its meaning, it just means it is not the same as comprehension, which is the real aim of reading. The situation is similar when, for example, a first-grader is asked to read a text. Although the words are read, we cannot expect the child to understand them. And if the child is asked to do so, he/she can't just sum it up correctly. The meaning of what is read is enhanced by comprehension. When words become concepts and ideas, then reading comprehension really takes place. It is necessary for study, work, everyday life to understand what we are reading (Dorothy 2021,)

What is the purpose of reading? Reading is for comprehension, or extracting meaning from written content. Reading can easily become tiring and boring if you do not understand what you are reading. It is no exaggeration to say that children's ability to understand what they read affects their entire lives. As a result, a fundamental purpose of reading comprehension teaching is to assist students in acquiring the knowledge, skills, and experiences necessary to become effective and enthusiastic readers. (Anderson & Hiebert, 1998)

1.1.1. Cognitive science

Research has revealed some insights into how readers can perceive what they are reading, and what types of coaching activities and tactics help them move from the bottom to excellent readers. Teaching review has long focused on reading through the use of limited skills such as recognizing words, exploring basic ideas, exploring causal relationships, comparing and differentiating, and ordering. Comprehending was regarded to be the most important of these skills.

Extensive classroom research in the 1970s revealed that teaching normal reading comprehension used a technique called specification, practice, and assessment. This is also confirmed by the teachers. Teachers taught pupils a certain skill, had them practice it by filling out workbook pages, and then assessed them to determine if they could use it correctly. It has never been demonstrated that this set of skills allowed for understanding, and such education did

little to help learners learn how and when to use them. A collection of psychologists, linguists, and computer scientists began their research to focus on how people think and learn about this period. One of the goals of this new study movement, called cognitive science, was to create an applied science of learning. (TEA, 2002, p. 4)

A number of cognitive discovering reading have focused on how readers build meaning as they read. They looked at the mental activity that good readers use to understand what they're reading. These research resulted in a whole new understanding of what reading is. Reading, according to the new theory, is a complicated, active process of meaning construction rather than a skill application. (TEA, 2002, p 4)

The act of constructing meaning is:

- Interactive — in addition to the reader, it also affects the text and the context in which the reading takes place
- Strategic — the reader has some purpose in reading and employs different strategies for generating meaning
 - Adaptable — when they read different types of text or read for different purposes, readers switch strategies

While cognitive science researchers were collecting vital evidence on comprehension processes, reading education specialists reported crucial discoveries about what comprehension instruction looks like in the most effective reading classrooms. The fusion of these research threads has produced a wealth of knowledge on what good readers do when reading, how good and poor readers different, and what kind of training is required to help children become good readers. (Dole, Duffy, Roehler & Pearson, 1991, pp 239-264)

1.2. What good readers do as they read?

Researchers have investigated what good readers do by asking them to think aloud as they read. Researchers have deduced from these investigations that the seemingly simple activity of "excellent reading" is made up of a series of extremely complicated, well-developed, and well-practiced skills and talents. (Pressley & Afflerbach, 1995)

Good readers set goals for themselves before they start reading. They take notice of the text's structure, or organization, and frequently produce a mental overview or outline of the material to aid in determining whether it is relevant to their objectives.

During reading, good readers read words accurately and quickly, and simultaneously deal with the meanings of those words — as well as the meanings of the phrases and sentences into which the words are grouped. Good readers connect the meaning of one sentence to the meaning of another. If something is confusing to them, they use their background knowledge to try to clarify the meanings of words and phrases. Sometimes good readers interact with the text by asking themselves questions about its content and reflecting on its ideas. (TEA, 2002, p.6)

They are adept at using their background knowledge to make predictions about what might happen next and to understand ideas as they encounter them. Good readers continuously evaluate their predictions and revise them as needed.

They may decide to reread a paragraph or chapter before moving on, either because they don't grasp the information or because the issue interests them. They may also summarize a passage's substance as they read it. They may deliberately select what is vital, what is supporting, and what is less important as a result of this process.

As they read, good readers keep an eye on their understanding. They use processes to "correct" or "fix-up" their lack of knowledge when they recognize they don't grasp what they're reading. They could, for example, ask themselves questions about the meaning of what they're reading, rewrite a paragraph in their own words, search up the definitions of difficult terms, or sketch out the text's substance. (Palincsar & Brown, 1984, pp 117-175)

After reading, good readers often think about, or reflect on what they read. They may mentally summarize major points or events in the text, or even go to other sources to find additional information about the topic of the reading. (TEA, 2002, p.7)

1.2.1. How do poor readers differ from good readers?

Poor readers, in contrast to great readers, do not read strategically. They also lack adequate metacognitive awareness to design, choose, and implement solutions that will improve their text comprehension.

Poor readers seldom plan ahead of time before reading. They frequently begin reading without a clear aim in mind. They seldom examine how to understand a certain sort of content.

Poor readers may have trouble decoding and so reading the words of their texts properly when reading. Furthermore, some poor readers read too slowly or with insufficient fluency. They

typically do not grasp much of what they read as a result of their sluggish, strained reading, and the effort they must devote to figuring out the words prevents them from understanding the text's purpose. (Pressley & Afflerbach, 1995)

After reading, poor readers typically do not think about or reflect upon what they have read. They almost never seek out additional information about a topic.

Poor readers frequently lose faith in their ability to read as a result of these challenges. They cannot and do not read widely since reading is tough for them. As a result, they are exposed to far less literature than competent readers, and hence get far less reading experience. Furthermore, the practice they do receive is sometimes frustrating, since many of the materials they are required to read are too challenging for them. (Cunningham & Stanovich, 1998, pp 8-15)

1.3. Key Comprehension Strategies to Teach

How can poor readers — and, indeed, all students — improve their reading skills in the classroom? According to a research in Texas, providing students with training that both teaches them the comprehension methods that work so well for strong readers and also helps them acquire the metacognitive awareness of how and when to utilize these tactics might be the answer.

1.3.1 Activating and Using Background Knowledge

This strategy requires readers to activate their background knowledge and to use that knowledge to help them understand what they are reading. Background knowledge is made up of a person's experiences with the world (including what he or she has read), along with his or her concepts for how written text works, including word identification, print concepts, word meaning, and how text is organized. Research has established that readers' existing knowledge is critical in determining their ability to comprehend what they read. (Anderson & Pearson, 1984, pp. 255-292)

One of the most important contributions made by cognitive scientists to the understanding of how comprehension works is schema theory. (Anderson & Pearson, 1984;) This theory is based on how people organize and activate their knowledge.

People construct a wide network of knowledge structures, or schemas, as they learn about the world, according to schema theory, with one schema related to many others. As a person gains new information via experience and reading, their schemas evolve and alter. A young child's schema for dog, for example, could just comprise her or his concept of the household pet — something white, fuzzy, and delightful to play with. The dog schema will extend and refine as the youngster has more experiences with a variety of canines in a range of circumstances. It may connect to other schema — types of dogs; colors of dogs; foods dogs eat; places where dogs stay when the family is on vacation; dangerous dogs; who veterinarians are; and locations of important dog shows.

When they applied schema theory to reading comprehension, cognitive scientists found that good readers constantly connect their background knowledge to the new knowledge they encounter in a text. In fact, they appear to activate a schema as soon they begin to read. The initial schema then activates others, thus directly affecting how readers understand and react to a text. (Pichert & Anderson 1977, pp 309-315)

1.3.2. Generating and Asking Questions

This strategy involves readers asking themselves questions throughout the reading of a text. The ability of readers to ask themselves relevant questions as they read is especially valuable in helping them to integrate information, identify main ideas, and summarize information. Asking the right questions allows good readers to focus on the most important information in a text. (Wood, Woloshyn & Willoughby, 1995) Generating good questions may also lead readers to focus on problems with comprehension and to take actions to deal with these problems.

1.3.3. Making Inferences

Readers must assess or derive conclusions from information in a text using this method. Authors do not necessarily include detailed explanations of a topic, place, character, or event. They do, however, frequently present clues that readers might utilize to "read between the lines" by drawing assumptions from the text and their prior knowledge.

It has been demonstrated that teaching readers to form inferences improves their ability to generate meaning. According to research, the capacity to make inferences is critical to successful reading. (Anderson & Pearson, 1984; Hansen & Pearson 1983, pp 821-829)

1.3.4. Predicting

Readers must assess or derive conclusions from information in a text using this method. Authors do not necessarily include detailed explanations of a topic, place, character, or event. They do, however, frequently present clues that readers might utilize to "read between the lines" by drawing assumptions from the text and their prior knowledge. It has been demonstrated that teaching readers to form inferences improves their ability to generate meaning. According to research, the capacity to make inferences is critical to successful reading. (Gillet & Temple 1994)

1.3.5. Summarizing

This method involves readers' capacity to bring together, or synthesize, material from a book in order to describe what the text is about in their own words. Summarizing is a useful method since it allows readers to retain information quickly. It can also help readers become more aware of text arrangement, what matters in a text, and how ideas are related. (Honig & Gutlohn, 2000)

Connecting and synthesizing events in a story line, or highlighting the causes that underlie a character's actions and behavior, are examples of effective summarizing narrative material.

1.3.6. Visualizing

This refers to a reader's ability to visualize a text in their minds in order to understand processes or occurrences they meet while reading. This ability can reveal whether or not a reader understands a text. According to multiple studies, readers who visualize while reading remember information better than those who do not. (Pressley, G. M., 1976, pp 355–359)

Visualizing is really helpful when it comes to narrative literature. When reading a narrative, readers can often have a greater understanding of what is happening by picturing the setting, characters, or plot events. (Gambrell & Bales, 1986, pp 454–464)

1.3.7. Comprehension Monitoring

This relates to a reader's ability to recognize when they understand what they're reading and when they don't, as well as how to use appropriate techniques to expand their understanding

when they get stuck. Metacognition is a sort of monitoring of comprehension. Good readers are aware of and check their own mental processes as they read. On the other hand, poor readers "just do it." (National Reading Panel, 2000)

Good readers, in general, employ a range of methods, including the ones just mentioned, to generate meaning as they read. Good readers, on the other hand, do not all adopt the same tactics; they prefer to create and practice the ones that are most effective to them. Furthermore, competent readers employ a variety of techniques when reading: they transition from one to the next as they read, and they utilize various tactics for different types of texts. (TEA, 2002)

Because they have conscious control over their strategy use, competent readers can make decisions about which strategies to use and when to apply them. With little or no explicit technique direction, the majority of competent readers can accomplish this. The majority of pupils, on the other hand, may benefit greatly from systematic, explicit training that teaches them how to use specific text-understanding skills. The good news is that certain comprehension techniques can be taught and learned, and that when readers use them intentionally, their reading comprehension improves. (National Reading Panel, 2000)

1.4. Instructional Procedure That Promote Comprehension

Comprehension strategy training can be organized into a three-part framework to match with a regular reading session, with specific activities utilized before, during, and after reading. Providing instructions like the ones below. Students can see, understand, and apply a range of comprehension strategies by using an example while they read strategies.

1.4.1. Before Reading

Before beginning to read, the *teacher* might:

- Motivate students by engaging them in activities that will pique their interest, such as book discussions, dramatic readings, or art exhibits connected to the text; and
- Make the text relevant to students in some way.

- Discuss what students will read and what they already know about the text's topic and organization to activate students' prior knowledge important to the text's content.

Students may, with the help of the teacher:

- Determine the aim of reading.
- In the book, identify and explain challenging words, phrases, and topics.
- Make predictions about the work's substance by looking at the title, images, and odd language structures.
- Consider, discuss, and write about the text's topic.

1.4.2. During Reading

The teacher may intervene during the reading.

- Remind children to apply comprehension tools and assess their understanding while reading.
- Ask questions that keep students on track and direct their attention to the text's primary themes and key elements.
- Pay special attention to areas of a text that require pupils to infer.
- Have students outline important portions or occurrences.
- Encourage pupils to revisit any predictions they made prior to reading to see if the text backs them up.

Students may, with the help of the teacher:

- Identify and summarize key concepts and supporting details.
- Make connections between and among the text's main concepts.
- Combine new concepts with previously acquired information.
- Pose questions to themselves about the text.
- Arrange events and ideas in the writing in a logical order.
- Provide textual interpretations and responses.
- Rephrase or restate key and/or difficult lines and paragraphs to ensure comprehension.
- In a text, visualize characters, scenes, or events.

1.4.3. After Reading

After reading, the teacher may:

- Organize the reading discussion.
- Have students recall and describe key elements of the text in their own terms.
- Provide students with a variety of ways to respond to the reading, such as writing, theatrical performance, music, readers' theater, videos, discussion, or pantomime.

Students may, with the help of the teacher:

- Analyze and discuss the concepts presented in the text.
- Apply and expand on these concepts in various texts and circumstances.
- Retell the major points from what was read to summarize it.
- Talk about what you'd like to read next.

PART II.

TEACHING READING TECHNIQUES

2.1. Teaching reading techniques

One of the first things you learn about teaching is that there are various reading techniques, and students should be aware of which technique is best for the reading task posed by the text or by their teacher.

It is critical to teach students how to use various reading approaches and when to apply them, especially during exam situations when time is limited and students must have rapid reading, learning, and memory skills. (Karl McDonald, 2012)

2.1.1. Skimming

One of the techniques you can use to read more in less time is skimming. Skimming is a technique for seeking solely for the major points or ideas in nonfiction (or factual) content. Because you don't read everything when you skim, your overall understanding suffers. You only read what is relevant to your goal. While reading, skimming helps you to look for minutiae in addition to the main points. (<https://www.utc.edu/>)

And how to skim? Many people believe that skimming is a random process in which the eyes are placed wherever they land. There must be a structure to skim properly, but you do not read everything. What you read matters more than what you don't read.

Imagine you're researching a lengthy chapter or a website. You can get a fair indication of what information will be discussed by reading the first few paragraphs carefully. You can start reading merely the first sentence of each paragraph once you know where the reading is going. They provide you the primary idea of the paragraph and are also known as subject sentences. You may wish to scan more if you don't understand the main point in the topic sentence or if the paragraph piques your attention. (<https://www.utc.edu/>)

Your eyes should dip down through the rest of the paragraph after each topic sentence, looking for key pieces of information such as people, dates, or events. Continue reading only the topic sentences and skipping the remainder of the paragraphs until you reach the end. Because the final few lines may contain a conclusion or summary, you should stop skimming and read the entire document. Remember that if you read in detail, your total understanding will be lesser.

You are skimming correctly if you feel you are understanding the main ideas while skimming.
(<https://www.utc.edu/>)

2.1.2. Scanning

Scanning is the process of moving your eyes swiftly across a text to obtain a single piece of information. You'll be looking for certain terms or phrases that will help you learn more and answer any questions you might have. Reading via a computer screen, it turns out, actually limits the pathways for successful scanning; therefore reading from paper is far more conducive to rapid comprehension of texts.

Illustrations are something that pupils don't always value sufficiently. You should scan these items as well. Particular emphasis should be paid to the introduction and conclusion. (Karl McDonald, 2012)

2.1.3. Intensive Reading

When doing intensive reading, you should keep your goals in mind. Remember that this will take a lot longer than scanning or skimming. If you need to list the events in a long chapter in chronological order, you'll need to read it thoroughly. Language learners benefit from this sort of reading because it helps them understand vocabulary by deducing the meaning of words in context.

It also aids in the long-term retention of information, and knowledge gained through intensive reading is retained in your long-term memory. (Karl McDonald, 2012)

2.1.4. Extensive reading

Reading for enjoyment is included in extensive reading. Because extended reading can be enjoyable, it is doubtful that pupils will engage in extensive reading of a work they dislike. It also necessitates quick decoding and comprehension of the text and information in front of you. You are breaking your attention and diverting your thoughts if the text is tough and you stop every few minutes to figure out what is being said or to seek up new words in the dictionary. (Karl McDonald, 2012)

2.2. Activities and procedures in teaching reading

The strategies listed below can be used to help students enhance their comprehension of texts.

2.2.1. Retelling

Retelling involves learners orally reconstructing a text they have read.

Students must apply their knowledge of how stories work to the new reading in order to retell them. Retelling requires students to organise and summarize material as well as make assumptions. The instructor can utilize retelling to assess how well students understand a tale, and then use that information to help students have a deeper grasp of what they've read. (<https://www.readingrockets.org/>)

The teacher provides specific teaching, describing why retelling is good, modeling the method, allowing pupils to practice, and providing feedback. As pupils improve as readers, their retellings should grow more elaborate, as shown in the graph below. (TEA, 2002)

2.2.2. Story Maps

Story maps are diagrams that depict the various pieces that make up a story. A story map is used to assist students focus on the main parts of tales, such as theme, characters, settings, issues, plot events, and resolution, as well as the relationships between them.

Story maps for younger pupils can be very simple, such as the one shown below. These maps concentrate on a specific element, such as a plot's sequence. (TEA, 2002)

2.2.3. Story Frames

Story frames, like story maps, are visual representations that draw students' attention to the framework of a tale and how the story's material fits within that structure. (Cudd & Roberts, 1987, pp 75-79)

Students utilize story frames to activate their prior understanding of story structure aspects, allowing them to organize and learn new information from a story. Students must offer fundamental information about a story's sequence of events in simple story frames. Examples:

The problem in the story is _____.

This is a problem because _____.

The problem is solved when _____.

2.2.4. Directed Reading and Thinking Activity (DRTA) (Stauffer, 1975)

This strategy emphasizes reading as a method of thinking. Its goal is to teach kids how to make predictions while reading. Before beginning to read, the teacher encourages pupils to formulate a reading goal and make predictions about the story's content.

Throughout the story, the teacher stops students at key points to ask them to make more predictions and to verify, reject, or amend their goals and forecasts.

Following the reading, the teacher instructs students to locate and read aloud any passages in the text that support their predictions. Students must explain their thinking and demonstrate the accuracy—or inaccuracy—of their predictions using the text. (TEA, 2002)

PART III

RESEARCH AND METHODOLOGY

3.1. Planning the study

I started to plan this study in February 2022 with the aim of creating a questionnaire which reflect to teaching reading in grades 6-12. In autumn 2021 I made a literature review and then started to search important questions of the topic. After collecting all information and choosing the best research method the questionnaire was created with Google Forms.

3.2. Participants

In this questionnaire 20 teacher participated. They belonged to different Primary and Secondary Education units in Transcarpathia. The selection criteria were based mainly on the fact that the staff member teaching English Language Learners.

3.3. The research instruments

Types of research

Two main types of research are known: qualitative and quantitative. According to Denzin and Lincoln „...*qualitative* research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.” (Denzin and Lincoln (1994, p. 2). While „*Quantitative* research relies on the collection and analysis of numerical data to describe, explain, predict, or control variables and phenomena of interest (Gay, Mills, Airasian, 2009)”

The basis of this thesis is a quantitative *survey research* which has been compiled with the aim of getting answers to important questions, hypotheses. The survey research was adressed to teachers who teach students in grades 6-12. It has nineteen questions which focus on the topic of reading: what to study, when to study and how to study. Most questions are in closed format but some of them are open.

3.4. Data analysis method

The questionnaire's first question was ' 1. Are you female or male?'. We have got an interesting result: every teacher who completed it was a woman. So 100 % of respondents are female.

The second question was ' 2. How old are you?'. The respondent could choose from six options:

- Under 25;
- 25-29;
- 30-39;
- 40-49;
- 50-59;
- 60+

During the study of respondent's answers on this question, you may be able to glean a lot of useful information, such as whether there is a strong link between age and subsequent opinions and behavioral tendencies.

On the *Chart 1* you can see the results of Question 2.

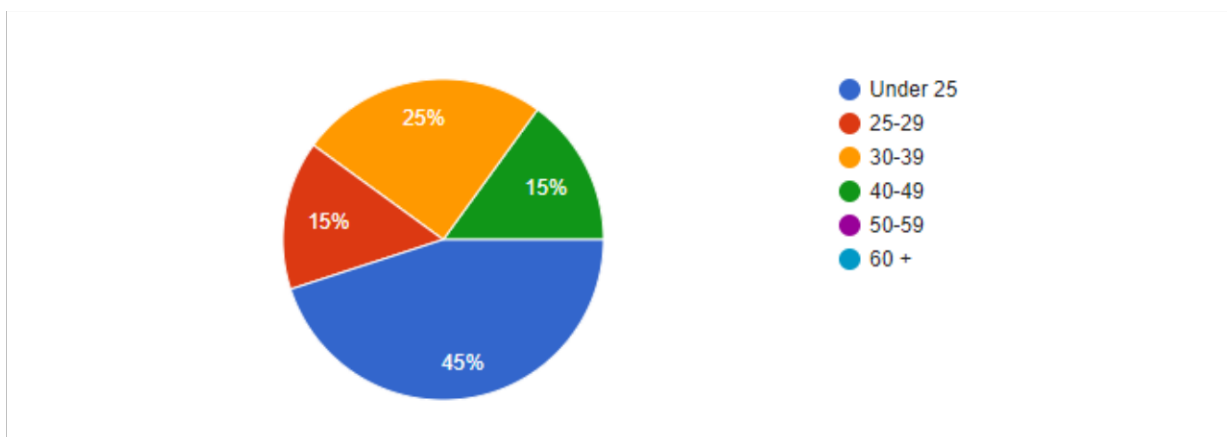


Chart 1 Question 2. How old are you?

The survey's third question was ' 3. How many students are in your classes (in general)?'. There have been three options from which the respondent could choose:

- 1-10
- 11-20
- more than 20

This information is important for the research because working with 5 children or 15 children can bring quite different results and experiences. Tennessee in the mid-1980s, called Project STAR, provided the strongest evidence to date that children learn more when they are in smaller classes.

The researchers randomly assigned nearly 12,000 students and their teachers in kindergarten through third grade... The results were clear: students in the smaller classes performed significantly better on math and reading tests, with a gain of 4 percentile points or more. (Diane Whitmore Schanzenbach, 2019)

The results of my research: 70 % of respondents teaching classes with number of students between 11-20; that means fourteen teachers are working with proper classes. The rest 30 % or 6 respondents are split in two: 5 teachers teach more than 20 students per class in general, while 1 teacher just teach less than 10 students. But that does not mean those are good or bad class sizes.

After these definitions it is obvious that one of the questions was asked: '4. You are working as...'. The respondent could choose one of three options:

- School teacher
- Private teacher
- Both ways

Fourteen teachers out of twenty (which means 70 %) chose the first, working as a School (public) teacher. Three teachers (15 %) are working as a private teacher and three teachers (15 %) chose as both ways. Working as a public school teacher and a private school teacher at the same time is quite difficult: students are not on the same level of knowledge; the teacher sometimes can be overwhelmed and students progress at different speeds even in the field of reading.

The fifth question was '5. How long have you been teaching?' This question is important because it shows us how much experience a teacher has. Teaching experience is positively associated with student achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience are steepest in teachers' initial years, but continue to be significant as teachers reach the second, and often third, decades of their careers. (American Educator, 2016)

The teachers had the opportunity to choose one of the followings:

- 1-5
- 6-10
- 11-15
- 16-20
- more than 20

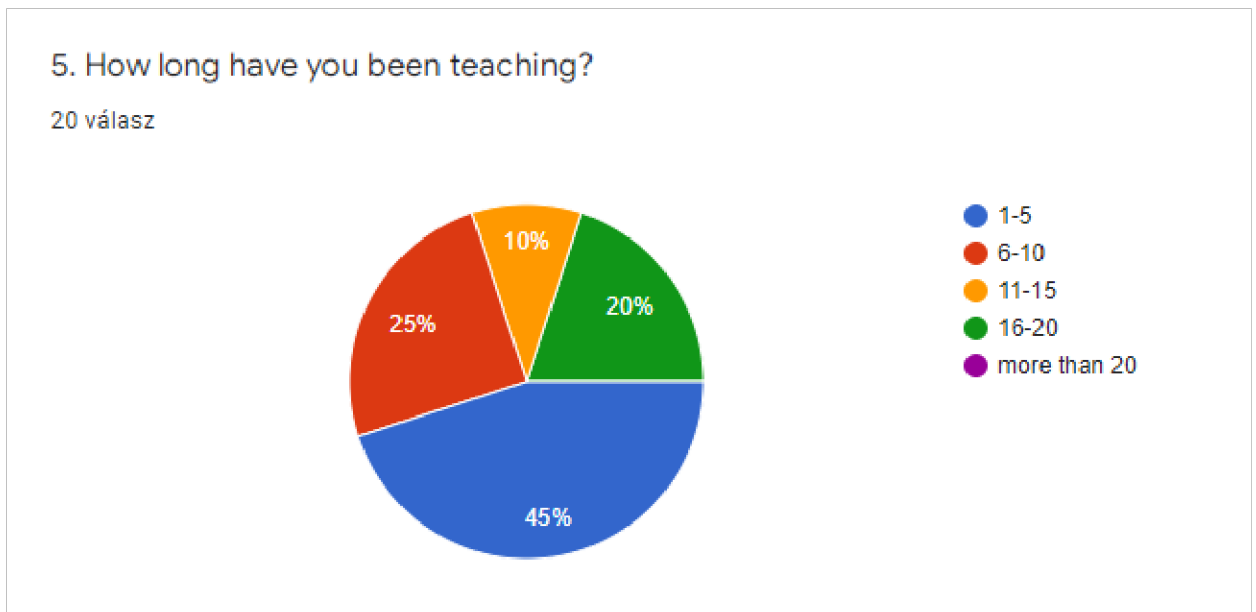


Chart 2. Question 5 'How long have you been teaching?'

From their answers which answers is shown by the Chart 2 we can see that 45 % of respondents (nine people) have been teaching 1-5 years. They are followed by teachers who have been in the profession for 6-10 years; 25 % (5 people). Four teachers (20 % of respondents) marked the answer '16-20', and the rest 10 % (2 people) the answer '11-15'.

In the sixth question the respondents had to answer a question about their confidence with the help of a scale: '6. How confident are you at teaching reading in your classes? (where 1 - not confident, 5 - extremely confident)'. The 60 % of respondents (twelve people) are marked number 4, which means they are confident in a normal way of teaching reading. The 30 % (6 people) answered with number 3, which means they are halfway in confidence level, while 10 % (2 people) marked 5, extremely confident. After looking the individual responses, the following correlation emerged: those teachers who have been teaching more than 15-20 years are more confident in teaching reading.

It is essential to ask how much time the students spend with reading at school on an average day. Every respondent could answer to this question on her own. And the results: seven

teachers said that the students spend 15 minutes with reading during a class; four respondents answered 20 minutes; three teachers answered not too much, approximately 5 minutes; two teachers answered 10 minutes; two teacher said that their students spend approximately 1 hour with reading. It is interesting because a school lesson lasts 45 minutes. Then was checked the individual answers where was found that the respondent said she is a private school teacher.

Question 8. Do you feel your students are reading accurately at an appropriate reading level? As teachers deal with students, connect with them, it is inevitable that they will get to know each other. That is why the more experience a teacher has, the easier it is to answer the question. The respondents could choose from four answers: Always, Usually, Sometimes, Never. The results are shown in the Chart 3 below.

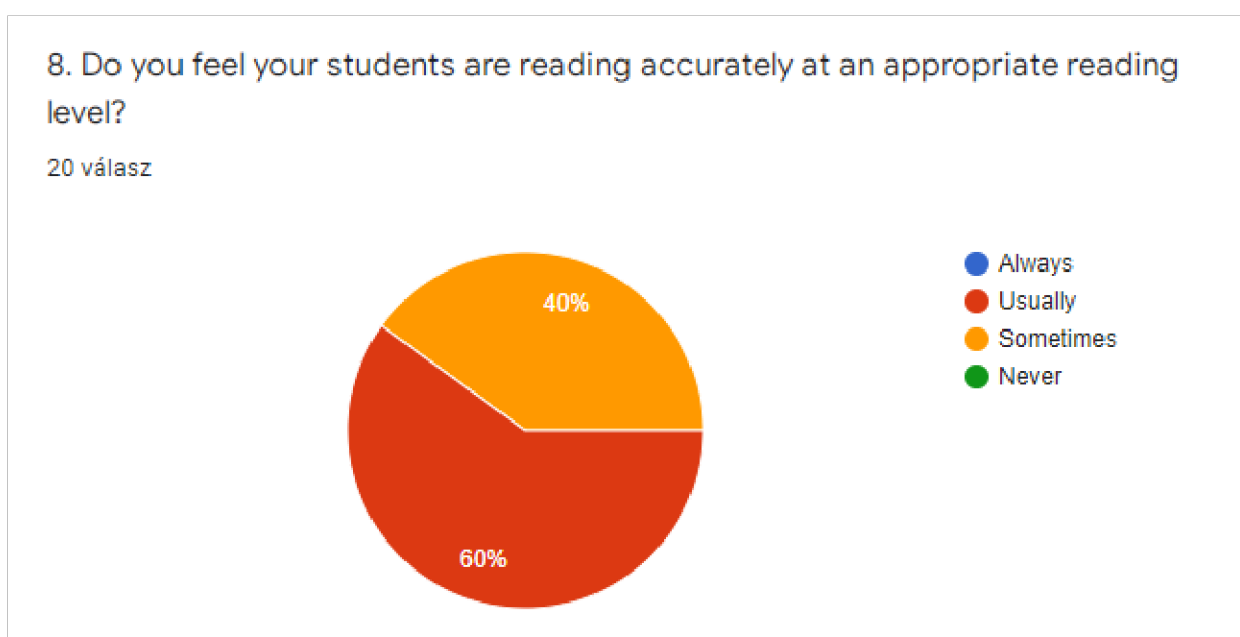


Chart 3. Question 8 'Do you feel your students are reading accurately in an appropriate reading level?'

This diagram was presented because it makes even more striking that teachers said their students Usually or Sometimes read accurately in an appropriate level. So 60 % (which means twelve teachers) answered their students Usually read accurately and 40 % (six respondents) answered their students Sometimes read accurately. We need to know that probably because of the complexity of the class there have not Always and Never answers. When a teacher talking about a class it means she/he talk in general, as a whole, and not as individuals.

In Question 9 I want to find the answer to the frequency of reading tasks and the reading activity. The Chart 4 is show the answers and the result, which clarify that there is no need for

teaching reading every day. The 65 % of respondents chose that they incorporate reading into their lesson 2-3 times a week, 20 % incorporate reading 1 time a week, and 15 % use reading activities every day.

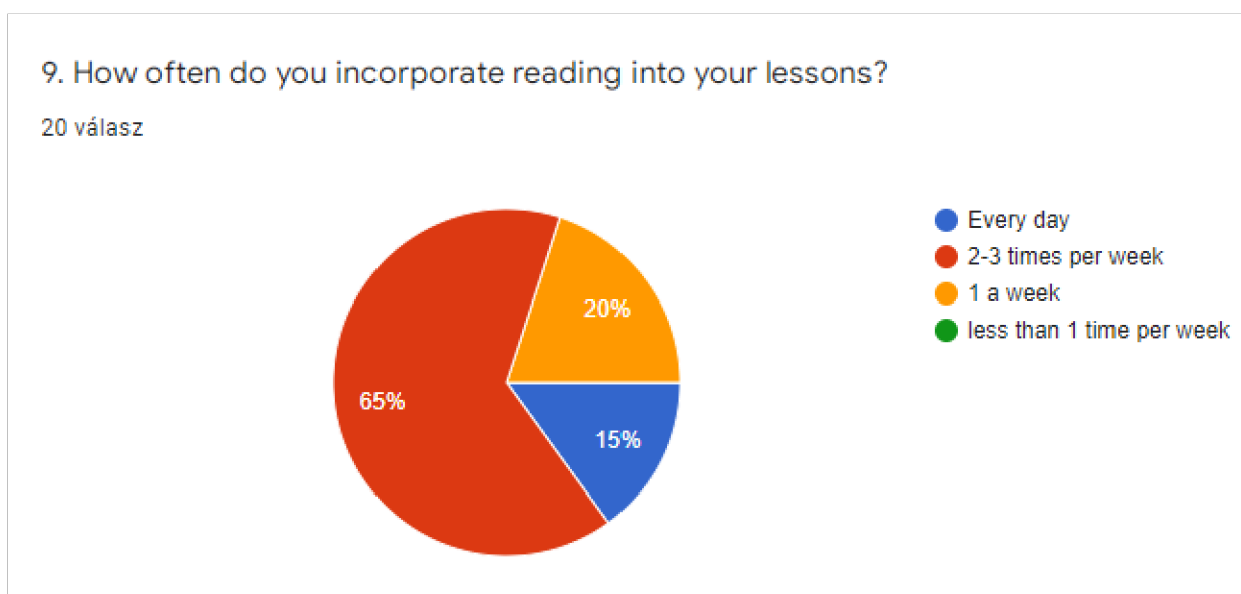


Chart 4. Question 9 ‘How often do you incorporate reading into your lessons?’

The tenth question was about do students listen to reading? The 85 % of teachers answered that their students Sometimes while 15 % answered the students Often listen to reading.

In Question 11 I want to ask teachers about reading groups. They had to choose which reading group they use, but they could mark more than one. The answers were the following:

- Individual instructions – it was chosen by eight teacher
- Small group instructions – it was chosen by sixteen teacher
- Whole group instructions – it was chosen b seventeen teacher.

What is interesting for us the individual answers and their results. For we can see the followings: from twenty respondents seven use Small group instructions and Whole group instructions; six respondents use all three instructions while three use just whole group instruction and two just small group instructions. A teacher marked Individual instructions and Small group instructions while another teacher marked Individual instructions and Whole group instructions.

Question 12. When you have reading instruction and/or do reading activities, how often do you organize students in the following ways? First of all let’s have a look to Chart 5 with the results.

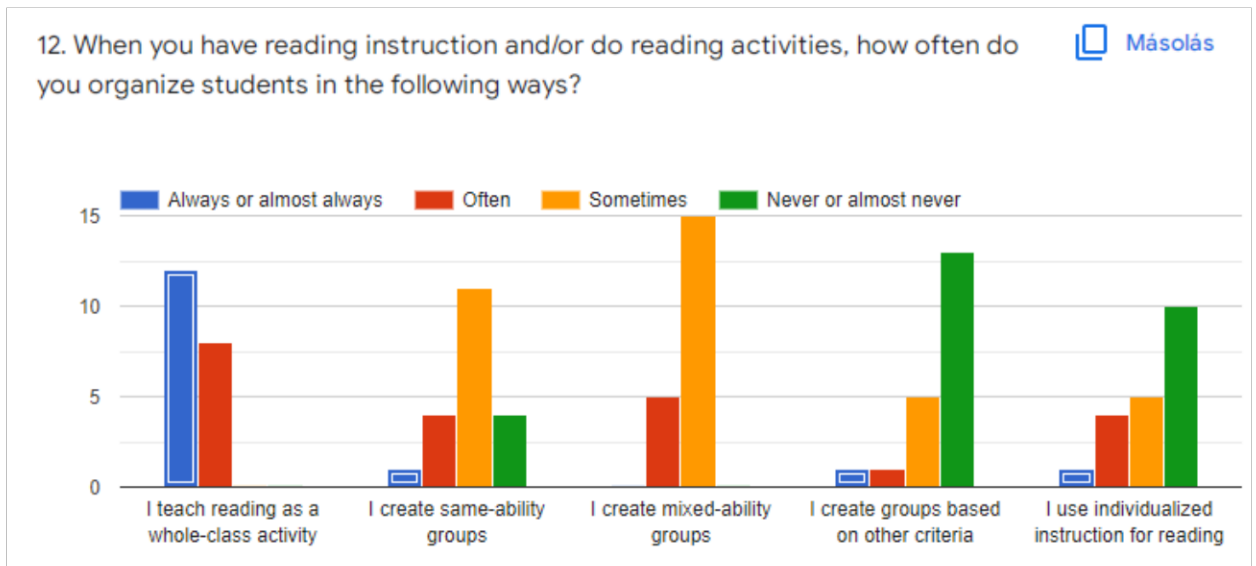


Chart 5. Question 12 ‘When you have reading instruction and/or do reading activities, how often do you organize students in the following ways?’

Now we can discuss the possible and the chosen answers.

- I teach reading as a whole-class activity – twelve teacher use this type of teaching Always or almost always, and eight teacher use Often
- I create same-ability group – eleven teacher chose the answer Sometimes, four Often and four Never or almost never, and just one person chose and use Always or almost always.
- I create mixed-ability groups – fifteen respondent create groups like this Sometimes, five respondent Often
- I create groups based on other criteria – thirteen respondents Never or almost never, five respondents sometimes and one respondent Always or almost always use this type of groups.
- I used individualized instruction for reading – ten teacher marked Never or almost never, five Sometimes, four often and one teacher always or almost always.

Another important thing is the resource what we use to teach the students. The aim of the thirteen’s question was to find the answers: what kind of resources do teacher use how frequently. In this type of questions the respondent evaluates the provided answers. To evaluate the provided answers, these expressions were specified: Every day or almost every day; Once or twice a week; Once or twice a month; Never or almost never. The provided answers and the results are the following:

- Textbooks or a reading series – eight teachers use them Every day or almost every day, eight use them Once or twice a week and four Once or twice a month.
- Workbooks or worksheets – twelve teachers use them Once or twice a week, while eight teacher Every day or almost every day.
- Children’s newspapers and/or magazines – twelve respondent marked Never or almost never and eight respondent Once or twice a month.
- Computer software for reading instruction (e.g., CD-ROM) – eleven respondent chose Once or twice a month, four said Never or almost never and four said Once or twice a week
- Reading material on the Internet (Web pages) – more than half of respondents (fifteen teacher) use this materials Once or twice a week, two respondent Once or twice a month and another two respondent Never or almost never; one teacher every day use this material.
- A variety of children’s books (e.g., novels, collections of stories, non-fiction) – nine teacher use this books Once or twice a month, seven Never or almost never and four Once or twice a week
- Materials from other subjects – fourteen teachers Never or almost never use other materials, four teacher Once or twice a month, one teacher Once or twice a week and another one Every day.

From the answers we can conclude the most used resources are the Textbooks or reading series and Workbooks or worksheets. Reading material on the Internet is on the second place. And the less ‘popular’ resources are Children’s magazine and newspaper and the Materials from other subjects.

Question fourteen also an important one: ‘When you have reading instruction and/or do reading activities with the students, how often do you have them read the following types of text?’ This question has a same form like question 13, so firstly, to evaluate the provided answers, these expressions were specified: Every day or almost every day, Often, Sometimes and Never or almost never.

The provided answers and results are the following:

- Fables and fairy tales – ten respondents use them Often, eight Sometimes, one Every day or almost every day and one respondent Never or almost never

- Other stories (fiction) – twelve respondent use them Often, six respondent Sometimes and two respondent Every day or almost every day
- Longer books with chapters (fiction) – ten teacher chose Sometimes, five chose Never or almost never, four Often and one Every day.
- Poems – ten teachers use them Often, seven Sometimes and three Never or almost never.
- Plays – nine teacher use Never or almost never, other nine Sometimes and two Every day
- Descriptions and explanations about things, people, or events (non-fiction) – ten respondent chose Never or almost never, four Often, three Sometimes and another three Every day or almost every day
- Instructions or manuals about how things work – thirteen teacher Never or almost never use them, while four Sometimes, two Every day or almost every day and one Often.
- Charts, diagrams, graphs – sixteen respondent Never or almost never use them, two Sometimes and two Often.

What can we conclude after these results? First of all, the most used texts are the Poems, Other fiction stories and Fables or fairy tales. While the less used types of text are Charts, diagrams, graphs, Instructions or manuals about how things work and Descriptions and explanations about things, people, or events (non-fiction).

After we find out what and how often do teachers in the topic of reading, we can talk about what is going on during a class, who read and what instructions are given to the students. Question 15. ‘When you have reading instruction and/or do reading activities with the students, how often do you do the following?’ Unfortunately it is not possible to insert a chart, so again – as before I did – the results are the following:

- Read aloud to the class – eight respondents said they do it Every day or almost every day, eight said Once or twice a week, and four said Once or twice a month.
- Ask students to read aloud to the whole class – fifteen teachers Every day or almost every day use this instruction, and five use this Once or twice a week.
- Ask students to read aloud in small groups or pairs – ten respondents Once or twice a week use this instruction, six Once or twice a month, three Every day or almost every day and one Never or almost never.

- Ask students to read silently on their own – eleven respondents marked at this answer Once or twice a week, five marked Everyday or almost every day and four Once or twice a month.
- Ask students to read along silently while other students read aloud – seven teacher use this instruction Once or twice a week, six Never or almost never, five Once or twice a week and two Every day or almost every day
- Give students time to read books of their own choosing – thirteen teacher use this instruction or task Once or twice a month, four Once or twice a week, two Never or almost never and one teacher Every day or almost every day.
- Teach or model for students different reading strategies (for example, skimming/ scanning, self-monitoring) – eight respondent out of twenty marked Never or almost never, eight marked Once or twice a month and four Once or twice a week.
- Teach students strategies for decoding sounds and words – eight respondents chose Never or almost never, eight chose Once or twice a month, three Once or twice a week and one Every day or almost every day
- Teach students new vocabulary systematically – nine teacher teach this Every day or almost every day, seven Once or twice a week and four Once or twice a month.
- Help students understand new vocabulary in texts they are reading – nine teacher teach this Every day or almost every day, eight Once or twice a week and three Once or twice a month.

After this amount of information we can conclude that: the most used instructions and tasks with students are Ask students to read aloud to the whole class, Teach students new vocabulary systematically and Help students understand new vocabulary in texts they are reading. The less used instructions and tasks: Teach or model for students different reading strategies (for example, skimming/ scanning, self-monitoring) and Teach students strategies for decoding sounds and words.

It is obvious that students have tasks when they read. So in Question 16 was listen a couple of tasks, and the respondents were asked to indicate how often they used these tasks. The results are the following:

- Answer reading comprehension questions in a workbook or on a worksheet about what they have read – eleven teacher give this task Once or twice a week and nine Every day or almost every day

- Write something about or in response to what they have read – thirteen teacher use it Once or twice a week, four Once or twice a month, two Every day or almost every day and one Never or almost never.
- Answer oral questions about or orally summarize what they have read – thirteen teacher chose Every day or almost every day and seven Once or twice a week.
- Talk with each other about what they have read – ten teacher use this task Once or twice a week, five Every day or almost every day, four Once or twice a month and one Never or almost never.
- Do a play or dramatization about what they have read – eleven respondents chose Once or twice a month, six Never or almost never, two Once or twice a week and one Every day or almost every day.
- Take a written quiz or test about what they have read – thirteen teacher use this task Once or twice a month and seven Once or twice a week.

We can summarize the results as the most used given task after reading is Answer oral questions about or orally summarize what they have read; and the less used is making a play about the reading.

Important for students – well, for everyone – reading not just in the class but at home too. The libraries are important every schools and every student’s life. Much depends on the teachers, and how often do they direct students to the library. The Chart 6 is showing the results.

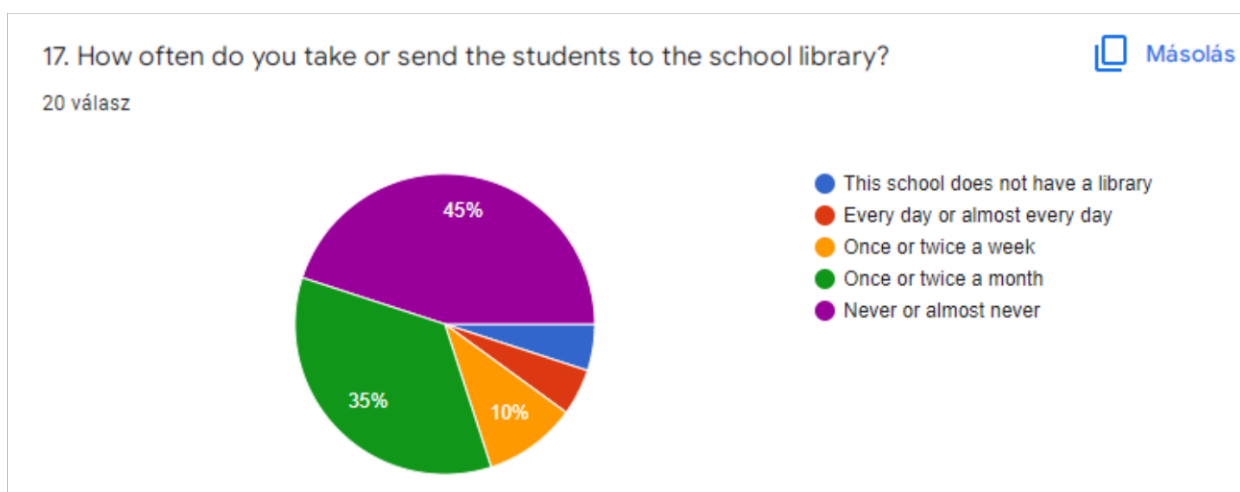


Chart 6. Question ‘17 How often do you take or send the students to the school library?’

Here we got a surprising result: 45 % of teachers (which means nine people) Never or almost never send the students to the library, and it is distressing for me. 35 % out of 100% direct or take their students Once or twice a month to the library and 10 % send them Once or twice a week.

In the eighteens question the teachers were asked about their personal teaching habits in reading. In Chart 7 the results are shown for us.

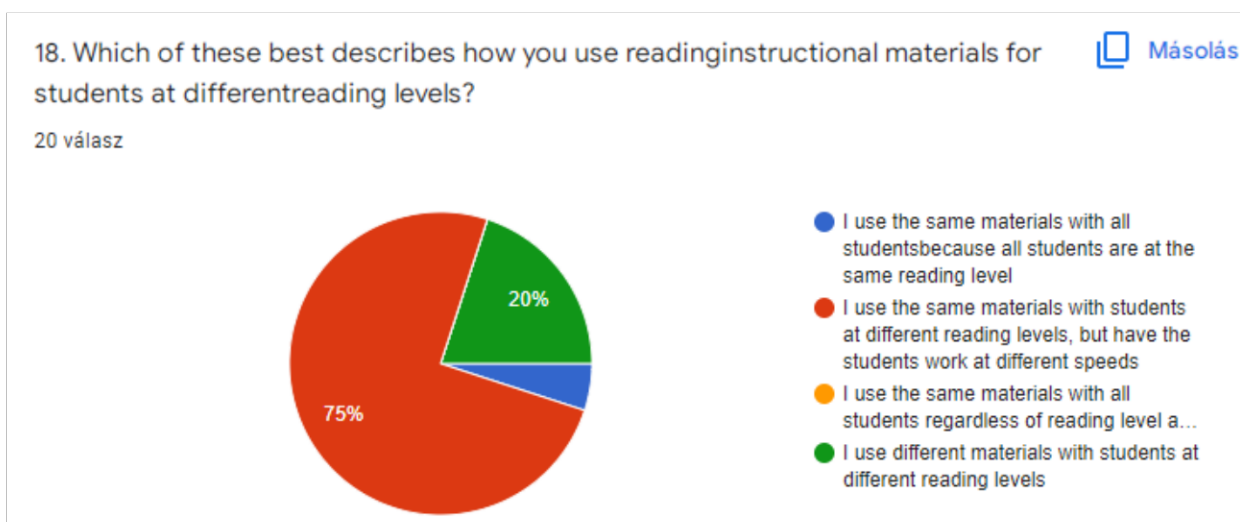


Chart 7. Question '18. Which of these best describes how you use reading instructional materials for students at different reading levels?

From the Chart 7 we can conclude that most teachers (75 %) are teaching the same material, but in different speeds, because not every students are at the same reading level. 20 % out of 100% use different materials with students at different reading levels, and 5 % (one teacher) use the same material with all students.

The questionnaire's last question was an open one: 'What other techniques or strategies can you advise on teaching reading and why?' I have got two answers: the first advice is 'Read a lot to improve your vocabulary' and the second is 'I can advise using such stories for reading which are not finished and let students imagine and write the end of the story by their own. Before reading stories set up goals for that students need to focus on while reading.'

3.5. Findings and discussion

After analysing the answers the following results were found: probably more women teach English language in Transcarpathia because every respondent was Female. Teachers with more

experience spend more time with teaching reading to the students. The most used types of text are in teaching reading the poems and Fiction stories. The most common instruction and after reading task is asking students to summarize the text orally. Teachers do not use very often the Teaching or modelling the scanning and skinning strategies.

Most teachers

The most used texts are the Poems, Other fiction stories and Fables or fairy tales. While the less used types of text are Charts, diagrams, graphs, Instructions or manuals about how things work and Descriptions and explanations about things, people, or events (non-fiction).

According to question fifteen the most used instructions and tasks with students are Ask students to read aloud to the whole class, Teach students new vocabulary systematically and Help students understand new vocabulary in texts they are reading. The less used instructions and tasks: Teach or model for students different reading strategies (for example, skimming/scanning, self-monitoring) and Teach students strategies for decoding sounds and words.

From question sixteen we can summarize the results as the most used given task after reading is Answer oral questions about or orally summarize what they have read; and the less used is making a play about the reading.

The questionnaire's last question was an open one: 'What other techniques or strategies can you advise on teaching reading and why?' I have got two answers: the first advice is 'Read a lot to improve your vocabulary' and the second is 'I can advise using such stories for reading which are not finished and let students imagine and write the end of the story by their own. Before reading stories set up goals for that students need to focus on while reading.'

CONCLUSION

This section provides the conclusion of the present research. These conclusions are directly related to the research thesis and questions formulated earlier in the 'Introduction' section. Apart from the questions mentioned above, overall, it can be said the research was useful and successful.

The research was carried out from a quantitative questionnaire with nineteen questions and was completed by twenty teachers. According to their answers, it can be said that a teacher's experience is related to so many things: those who teach less than ten years pay less attention to teaching reading, while those who are in the profession for more than ten or twelve years pay much more attention to reading. The most commonly used types of text are in teaching, reading, and writing fiction stories. The most common instruction and after-reading task is asking students to summarise the text orally.

Overall, it can be concluded that all hypotheses were proved:

- Teaching experience is important in teaching reading, and it influences how teachers teach – based on the responses and the correlation between them.
- In teaching reading, it is important to make groups – according to the questions of eleven and twelve.
- The most commonly used resource in teaching reading is the Internet - It is a half-truth, often used but not the most common.
- The teachers are teaching the material considering that not every student is at the same reading level – according to the answers in question eighteen.

The most important questions were answered: most teachers are confident in teaching reading but not extremely; class size has an effect on the teaching process, because it is easier to work with fewer students; and according to the answers and the teacher's experience, between 15-20 minutes is the average amount of time a student spends reading during the class.

The study of teaching reading methods and strategies from a pedagogical point of view is not only important but also useful. The results of the questionnaire are not only data, but also the participants' experience. Every answer what was given is a part of the whole, and important. The study has pedagogical impact: it shows the different strategies and methods used by teachers

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REZUME

У цьому розділі наводяться висновки дослідження. Ці висновки безпосередньо пов'язані з дослідницькою тезою та питаннями, сформульованими раніше в розділі «Вступ». Крім зазначених вище питань загалом можна сказати, що дослідження було корисним та успішним.

Дослідження проводилося на основі кількісної анкети з дев'ятнадцятьма запитаннями і заповнювалося двадцятьма вчителями. За їхніми відповідями можна сказати, що досвід вчителя пов'язаний з багатьма речами: той, хто навчає менше десяти років, менше уваги приділяє навчанню читання, а той, хто працює за професією більше десяти або дванадцяти років, уділяє набагато більше уваги читання. Найпоширенішими типами текстів є ті тексти, які використовуються при навчанні читання та написання художніх оповідань. Найпоширенішим завданням для інструкції та післячитання є прохання учнів усно підсумувати текст.

Загалом можна зробити висновок, що всі гіпотези були доведені:

- Педагогічний досвід важливий у навчанні читання, і він впливає на те, як викладають вчителі – на основі відповідей та співвідношення між ними
- При навчанні читання важливо сформувати групи – відповідно до одинадцятого та дванадцятого питань
- Найпоширенішим ресурсом у навчанні читання є Інтернет - Це напівправда, інтернет часто використовується, але не являється найпоширенішим ресурсом.
- Учителі викладають матеріал, враховуючи, що не кожен учень має однаковий рівень читання – згідно з відповідями на запитання вісімнадцять.

Відповіді було отримано на найважливіші питання: більшість вчителів з впевненістю навчають читання; наповнюваність класу впливає на навчальний процес, оскільки з меншою кількістю учнів легше працювати; а відповідно до відповідей і досвіду вчителя, 15-20 хвилин – це середня кількість часу, яку студент проводить за читанням під час уроку.

Вивчення методів і стратегій навчання читання з педагогічної точки зору є не тільки важливим, але й корисним. Результати анкети – це не лише дані, а й досвід учасників. Кожна відповідь є частиною цілого і є важливою. Дослідження має педагогічний вплив: показує різні стратегії та методи, якими користуються вчителі.

APPENDIX

Questionnaire

1. Are you female or male?

- female

-male

2. How old are you?

- • Under 25;

• 25-29;

• 30-39;

• 40-49;

• 50-59;

• 60+

3. How many students are in your classes (in general)?

1-10

11-20

more than 20

4. You are working as...

- School teacher

- Private teacher

- Both ways

5. How long have you been teaching?

• 1-5

• 6-10

• 11-15

- 16-20
- more than 20

6. How confident are you at teaching reading in your classes? (1 - not confident, 5 - extremely confident)

7. Approximately how much time do your students spend reading at school on an average day?

- open answer

8. Do you feel your students are reading accurately at an appropriate reading level?

- Usually

- Always

- Sometimes

-Never

9. How often do you incorporate reading into your lessons?

- Every day

2-3 times per week

one time per week

less than 1 time per week

10. Do your students listen to reading?

Often

Sometimes

Never

11. Describe all of the kinds of reading groups that you use in your classroom

Individual instructions

Small group instructions

Whole group instructions

12. When you have reading instruction and/or do reading activities, how often do you organize students in the following ways? (Always or almost always, Often, Sometimes, Never or almost never)

I teach reading as a whole-class activity

I create same-ability groups

I create mixed-ability groups

I create groups based on other criteria

I use individualized instruction for reading

13. When you have reading instruction and/or do reading activities with the students, how often do you use the following resources? (Every day or almost every day, Once or twice a week, Once or twice a month, Never or almost never)

Textbooks or a reading series

Workbooks or worksheets

Children's newspapers and/or magazines

Computer software for reading instruction (e.g., CD-ROM)

Reading material on the Internet (Web pages)

A variety of children's books (e.g., novels, collections of stories, non-fiction)

Materials from other subjects

14. When you have reading instruction and/or do reading activities with the students, how often do you have them read the following types of text? (Every day or almost every day
Often Sometimes Never or almost never)

Fables and fairy tales

Other stories (fiction)

Longer books with chapters (fiction)

Poems

Plays

Descriptions and explanations about things, people, or events (non-fiction)

Instructions or manuals about how things work

Charts, diagrams, graphs

15. When you have reading instruction and/or do reading activities with the students, how often do you do the following? (Every day or almost every day Once or twice a week
Once or twice a month Never or almost never)

Read aloud to the class

Ask students to read aloud to the whole class

Ask students to read aloud in small groups or pairs

Ask students to read silently on their own

Ask students to read along silently while other students read aloud

Give students time to read books of their own choosing

Teach or model for students different reading strategies (for example, skimming/ scanning, self-monitoring)

Teach students strategies for decoding sounds and words

Teach students new vocabulary systematically

Help students understand new vocabulary in texts they are reading

16. After students have read something, how often do you ask them to do the following?

Answer reading comprehension questions in a workbook or on a worksheet about what they have read

Write something about or in response to what they have read

Answer oral questions about or orally summarize what they have read

Talk with each other about what they have read

Do a play or dramatization about what they have read

Take a written quiz or test about what they have read

17. How often do you take or send the students to the school library?

This school does not have a library

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

18. Which of these best describes how you use reading instructional materials for students at different reading levels?

I use the same materials with all students because all students are at the same reading level

I use the same materials with students at different reading levels, but have the students work at different speeds

I use the same materials with all students regardless of reading level and have students work at the same speed

I use different materials with students at different reading levels

19. What other techniques or strategies can you advise on teaching reading and why?

open answer

NYILATKOZAT

Alulírott, Darcsi Nelli-Evelin angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2022. június 1.



Darcsi Nelli-Evelin