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**TEACHING READING STRATEGIES IN THE 9<sup>TH</sup> FORM**

**Bachelor's Thesis**

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## CONTENT

INTRODUCTION .....	6
PART 1 LANGUAGE LEARNING AND LANGUAGE LEARNING STRATEGIES	
1.1. Language learning .....	9
1.1.1. Learning styles .....	10
1.1.2. Personality types .....	11
1.2. The learning skills .....	12
1.3. Language learning strategies .....	13
1.4. Types of language learning strategies .....	14
PART 2. TEACHING READING. READING COMPREHENSION AND READING STRATEGIES	
2.1. History of reading .....	17
2.2. Definitions of reading .....	18
2.3. Methods of teaching reading .....	19
2.4. Types of reading .....	22
2.5. Reading strategies .....	23
2.6. Reading comprehension .....	26
2.7. Reading difficulties .....	27
2.8. Probable solutions for reading difficulties .....	28
PART 3. READING HABITS AND STRATEGIES OF EFL LEARNERS IN GRADE NINE	
.....	31
PART 4. RESEARCH INTO READING STRATEGIES APPLIED BY EFL TEACHERS	37
CONCLUSION.....	42
REFERENCE LIST .....	44
SUMMARY .....	49
APPENDIX 1. ....	51
APPENDIX 2 .....	60
APPENDIX 3 .....	63

## ЗМІСТ

ВСТУП .....	6
РОЗДІЛ 1. ВИВЧЕННЯ МОВИ І СТРАТЕГІЇ НАВЧАННЯ	
1.1. Вивчення мови .....	9
1.1.1. Способи вивчення мови .....	10
1.1.2. Типи характерів людини .....	11
1.2. Вміння вивчення мови.....	12
1.3. Стратегії вивчення мови.....	13
1.4. Типи стратегій вивчення мови .....	14
РОЗДІЛ 2. НАВЧАННЯ ЧИТАННЯ. РОЗУМІННЯ ПРОЧИТАНОГО. СТРАТЕГІЇ ЧИТАННЯ.	
2.1. Історія читання .....	17
2.2. Визначення читання .....	18
2.3. Методи навчання читання.....	19
2.4. Види читання .....	22
2.5. Стратегії читання.....	23
2.6. Розуміння прочитаного .....	26
2.7. Труднощі при читанні .....	27
2.8. Ймовірні рішення для труднощів в читанні .....	28
РОЗДІЛ 3. НАВИЧКИ ЧИТАННЯ І СТРАТЕГІЇ УЧНІВ ДЕВ'ЯТИХ КЛАСІВ .....	31
РОЗДІЛ 4. ДОСЛІДЖЕННЯ СТРАТЕГІЙ ЧИТАННЯ, ЯКІ ВИКОРИСТОВУЮТЬСЯ ВЧИТЕЛІ ІНОЗЕМНИХ МОВ .....	37
ВИСНОВКИ .....	42
СПИСОК ЛІТЕРАТУРИ.....	44
РЕЗЮМЕ .....	49
ДОДАТОК 1. ....	51
ДОДАТОК 2. ....	60
ДОДАТОК 3. ....	63

## INTRODUCTION

English is one of the most widely spoken languages in the world. A lot of people learn it as a foreign language. A good knowledge of English provides us better opportunities at work and it can make communication easier in any area of life. The more languages one knows, the more people one can talk with. Reading plays a major role in teaching and learning any foreign language. It is considered to be the purpose and means of learning a FL. For both children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on.

The thesis attempts to show the role of reading as well as the role of strategies in language learning in general and the role of strategy use in developing reading comprehension in particular.

The goals of teaching reading are to train students to form their expectation for a reading activity, to encourage students to take risks in guessing, in ignoring the fact that they should always be correct, and to train students to use the minimum number of syntactic and semantic clues to obtain the maximum amount of information. Students should be trained to be flexible in reading by using different kinds of exercises, i.e. to obtain specific information (scanning), to obtain the general idea (skimming), to obtain comprehensive understanding of reading (through comprehension) or to evaluate information (critical reading). Students should be aware of these ways of reading as aims so that they can determine proper strategies in reading.

By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

A large number of researches on reading now focus on the effective reading strategies that increase students' comprehension.

The **object** of the thesis is the process of reading and understanding the message of a written text in a foreign language.

The **subject** of the thesis is the reading strategies taught by teachers of EFL in the process of developing the reading comprehension skill in the upper class of the elementary school.

The **purpose** of this work is to give a thorough literature review about reading in a FL, the types of reading, the main methods of teaching reading, the levels of reading comprehension, the types of language learning strategies and reading strategies. Difficulties in reading comprehension and the way FL reading skills can be developed have been discussed. The research carried out in two schools aimed to get an insight into the reading habits of the nine-formers and their strategy use. Another **objective** of the research was to see what strategies learners are taught in order to be able to understand a written text.

### **Hypotheses**

- Learners who read in their mother tongue perform better on the EFL reading comprehension test;
- Most schoolchildren do not often read books;
- Learners prefer silent reading to loud reading;
- Teachers teach learners of EFL strategies to develop their reading skills;

The **methods** used in the first two chapters are predominantly theoretical. Analysis of literary sources and systematization of the general knowledge about the topic have to be done. Parts three and four describe a recent research carried out among teachers EFL (Part four) and learners of grade nine with the help of questionnaires and its results. In addition to the questionnaire, the learners had to do a short test on reading comprehension in order to be able to compare its results and the reading habits and strategies of the learners. The **methods of data analysis** are quantitative.

The present paper consists of an introduction, three parts and a conclusion. In the introduction the aims of the research, the hypotheses, the main research questions, methods of research and its significance are described in brief. In parts one and two a theoretical overview of the topic is given. The third part presents a research carried out among learners of EFL. It gives an insight into reading habits and the use of reading strategies of the learners, attempts to find out some issues regarding silent and loud reading as well as to compare the answers of the students of these of two schools. In part four the results of a questionnaire for teachers aimed to get information from them about children's reading habits and frequency, about silent reading and reading aloud have been summarized.

The research hopes to give some information about the strategy use of EFL learners in our area as few previous research has been carried out in this field so far. The **practical value**



of the paper is that the results can give practicing teachers some insight into the reading habits and strategy use of their learners.

## **PART 1.**

### **LANGUAGE LEARNING AND LANGUAGE LEARNING STRATEGIES**

Language learning styles and strategies help to determine how students learn a second or foreign language. [22] In R. Oxford's [15,16] views language learning has two main variables: styles and strategies.

Learning styles are the general approaches – such as, analytic or global, visual or auditory to learn a FL. [24]

Language learning strategies are defined as “specific actions, behaviors, steps, or techniques-such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning” [12, p. 27]

In Carl Jung's [14] opinion the personality types are also meaningful in learning a foreign language. The personality types are: extraverted, introverted, intuitive-random, sensing-sequential; thinking, feeling; and closure-oriented or judging and open or perceiving.

#### **1.1. Language learning**

In J. Bárdos' and R. Oxford's views [1, 15, 16] language learning has two main variables. The first is the style. The style is the general approach for learning a foreign language. The second is the strategy - the specific behaviors or thoughts which are used to develop the process of language learning. These factors influence student's ability to acquire knowledge.

We can learn English language as a second language or as a foreign language. Second language is a language learned by a person after his or her native language, especially as a resident of an area where it is in general use. [15, 5] The definition of a foreign language, according to the Oxford University Dictionary is: any language used in a country other than its own, a language that is studied mostly for cultural insight. [26] Learning a foreign or a second language has some cognitive advantages.

The person becomes smarter by learning a foreign language which improves the functionality, by challenging the brain to identify meaning, and communicate. [48]

The person builds multitasking skills, multilingual people are skilled at changing between two systems of speech, writing, and grammatical structure. [43]

Brain is often compared to a muscle, because it functions better with exercise. Learning a language develops memorizing the grammatical rules and the vocabulary. [50] A study by the researchers of Spain's University announced that bilingual or multilingual people are better at observing. [43]

The person's decision-making skills improves according to a study from the University of Chicago, bilinguals tend to make more rational decisions. Learning a foreign language make the learner focus on the followings: grammar, conjugations, and sentence structure. [43]

In conclusion, styles and strategies can be distinguished as the two main variables of learning a foreign language. In this part the advantages of learning a foreign language were enlisted. The person's decision-making skills, memory and multi-tasking skills are improving by learning a foreign language.

### **1.1.1 Learning styles**

Learning styles are the general approaches to learn a foreign or a second language. Learning styles, such as global or analytic, auditory or visual. [22]

Global learners do not pay attention to the details, they learn in big steps, fascinating material almost arbitrarily without seeing relations. [30] For global learners memorizing facts is boring, they prefer learning personal experience and stories. These learners may work better in groups than alone. Music or other background sounds help these learners to learn more successfully. [46]

Analytic learners are the opposites of global learners. They take in information sequentially, preferring to learn a series of facts that lead toward an understanding of a larger concept. The left-hemisphere is more dominant in the brain. They need to be in quiet environment. Analytical learners tend to work on one task to completion. They prefer studying alone for long periods without interruption. They feel more comfortable in traditional classrooms. [45]

Auditory learners acquire knowledge through hearing the material. These learners like reading aloud, they are not afraid of speaking in front of the audience. They have very good speaking, memorizing and remembering skills. They are sociable people and they enjoy acting. Auditory learners are very good at listening exercises. If they want to study, then they can record the class and learn from it. [24]

Visual learners need to see information to learn it. Visual learners characteristically do actually well in a modern classroom setting. In the general classrooms there are some visual aids or pictures. Demonstrations from the blackboard, diagrams, graphs and charts are all irreplaceable for these learners. The strengths of visual learners: they remember the bigger part of what they have read or wrote. They enjoy the exercises with visual aids and presentations. They can learn diagrams, charts, maps by heart. They understand and memorize information when they see them. [42]

Verbal (linguistic) learners can easily express themselves both in written or oral forms. They enjoy reading and writing. They like playing with the meaning of words, rhymes and limericks. They know the meaning of many words and they use these words regularly. [4]

It can be summarized, that numerous types of learners can be distinguished. There are learners who express themselves easily in written or oral forms or both. There are learners, who enjoy the exercises with visual aids, for example pictures, diagrams, graphs, billboards etc. But there are auditory learners, who prefer learning in a traditional class, who are the opposites of global learners. Global learners do not like the common way of studying, they want to explore something new lesson-by-lesson.

### **1.1.2 Personality types**

Personality type is another style feature that is significant for L2 education. which consists of four strands: extraverted, introverted; intuitive-random, sensing-sequential; thinking, feeling; closure-oriented (judging) and open-perceiving. Personality type (often called psychological type) is a concept based on the work of Carl Jung. [12]

Extroverted learners are very outgoing, they like being a part of groups or crowds, they have a lot of friends, they adore getting to know a lot of people, they are sometimes imprudent, they are lonely if they do not meet with people. Extroverted learners possess a social learning style. They have verbal learning styles too, frequently they are the first to volunteer for tasks, assignments and projects. [37]

Introverted learners enjoy to read theoretical surveys. They like to think of a problem and consider options before finding the solution. Introverted learners have the following characteristics: they do not really want to take part in group work, they do not have a lot of friends, but they are in a good relationship with them. They prefer getting to know a few people really well and prefer doing tasks alone, because they do not have to make interaction with the others. They do not like crowd and always trying to avoid it. Introverted children have an unsociable learning style. They often prefer to solve problems on their own. [37]

Intuitive-random students think in abstract, futuristic, large-scale, and non-sequential ways. They enjoy creating theories and new options, often have sudden intuitions, they have the so called Sixth Sense and prefer to guide their own learning process. [15]

Sensing-Sequential learners enjoy reading facts rather than theories. They want supervision and precise instruction from the teacher. The best method for teaching both intuitive and sensing learners is to suggest more than one choice, which is suitable both of them. Sensing learners like if everything is organized, while intuitive students prefer numerous options and upgrading activities. [15]

Thinking learners are concerned with the unambiguous truth, even if it hurts some people's feelings. They want to be seemed like they were experienced and do not praise anybody easily, but sometimes they seem isolated from the others. They show understanding and kindness through words and even through behavior. They need to slip through over difficult conditions. Though they are often emotional and generous, they want to be respected for their talent and hard work. EFL teachers can help this type of pupils to show empathy to their sensitive classmates and can suggest that feeling learners might calm down while working with thinking learners. [15]

Closure-oriented pupils want to achieve conclusion and comprehensibility quickly. Closure-oriented pupils offer a decent stability for the others in the L2 schoolroom. These children like to lead the other learners. [15]

In summary, we can distinguish between numerous types of learners, such as: extroverted and introverted learners, intuitive-random students, sensing-sequential learners, thinking learners, feeling learners, closure-oriented students, and open learners. Every personality type has got its own qualities, for example: extroverted students are opened for everything, they have a lot of friends, but they are imprudent. Introverted students are the opposites of them, they like staying at home, they have not got many friends and they think through the opportunities they have got.

### **1.2 The learning skills**

Based on a classification the learning skills can be divided into two groups: spoken and written. The spoken includes the listening and the speaking skills. The written includes the reading and writing skills. [6, 7]

The language skills can be divided into two groups: receptive and productive. The receptive includes the listening and reading skills whereas the productive includes the speaking and writing skills. [6, 7] Children can develop their reading skills in the school. Teachers' job to help children to develop the four main language skills. [4]

Listening is a natural and receptive skill. We have to use our ears and our brains, for a listening task, to understand language as it is being spoken to us. [40] Listening skills could be improved by making the students listen to the text. This would help them with the right pronunciation. Listening is a main factor to effective communication. Without the ability to listen excellently, messages can be misheard. Good listening skills also have paybacks in our lives, for example: more friends on social networks, improved confidence and self-assurance, better grades at school.[27]

Speaking is the next language skill. It is known as a productive skill. For speaking we have to use our vocal tract (chord, mouth, tongue etc.) and our brains correctly. [40] Encouraging the students to learn to speak the language could be materialized with games and pair work. By understanding para-linguistic characteristics for example quality of voice, volume and tone, articulation and pronunciation speaking skill can be improved. [27]

Reading is the third language skill. It is a receptive skill. For reading we have to use our eyes and our brains to comprehend the written language. [39] Reading skills help the students to understand a text and draw conclusions. Students should get acquainted with the new words. [27]

Writing is the fourth language skill. It is a productive or active skill. For writing we have to use our hands and our brains to produce the written symbols that represent our spoken language. Along with reading, it is one of the two artificial language skills, as not all-natural spoken languages have a writing system. [39] To write without mistakes language students should use various methods. They should focus on coherence and cohesiveness of the text. [27]

In conclusion, the language skills can be divided into two groups: receptive and productive. Listening and reading skills are considered as receptive skills while speaking and writing skills are considered as productive skills. Teachers should teach to children the four main language skills and practice with them in the very beginning of the process of learning a new language.

### **1.3 Language learning strategies**

Language learning strategies are defined as “specific actions, behaviors, steps, or techniques - such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task - used by students to enhance their own learning” [13, p.17]

If a pupil purposely chooses strategies that appropriate for their language learning style, these strategies would be beneficial instruments for active, self-conscious learning. Learning strategies can be divided into six groups according to Oxford: cognitive, metacognitive, memory-related, compensatory, affective, and social. [11]

It is significant to highlight that learning styles and strategies of isolated students can work together with special methodology. If there is harmony between the pupil and the mixture of special methodology and materials, then the student probably performs well, feel confident, and experience low anxiety. If clashes happen between the schoolchild and the mixture of special methodology and materials, then the student’s performance is bad, he or she feels insecure, and experiences substantial anxiety. [4]

Sometimes such clashes lead to a serious deterioration in teacher-student interaction. These conflicts can lead to the student's outright rejection of the teaching methodology, the teacher, and the subject matter. [12]

“Studies in L2 reading strategies not only can be taught to students, but that when learners use strategies they have learnt, these helps improve their performance on tests of comprehension and recall. There are many suggestions about how strategy instruction should take place in the literature on L2 reading, but few studies have been conducted on how teachers actually implement strategy instruction in their classrooms.” [6, p.57]

According to Naiman, Frohlich, and Todesco [1975] successful second language learners use the following six strategies:

1. select language situations that allow one's (learning) preferences to be used
2. actively involve themselves in language learning
3. see language as both a rule system and a communication tool
4. extend and revise one's understanding of the language
5. learn to think in the language
6. address the affective demands of language learning.[9]

In conclusion, language learning strategies are considered as specific actions, techniques. Student will perform well if there is harmony between the student and the mixture of special methodology.

#### **1.4 The types of language learning strategies**

This part is about the six major groups of language learning strategies have been identified by Rebecca Oxford. [15,16]

Cognitive strategies allow the pupil to manipulate the language material in shortest ways, e.g., through perceptive, examination, note-taking, summarizing, manufacturing, outlining, reordering information to grow stronger schemas and practicing structures and sounds formally. [6] Cognitive style can be associated with cognitive ability, which means that how good a person is at thinking and processing information. In the schoolroom pupils can be asked to think about their own cognitive style and how it influences their learning by trying to identify their preferences. If they understand how they prefer to think then they can learn how to enhance their work in the classroom. [21]

Metacognitive strategies are employed for handling the learning process over all. Most influential experts of learning are “thinking about thinking”, “knowing what we know” and “what we don’t know”. [14] Cognitive activity needs cognitive activity as an instrument. Educators, who apply metacognitive strategies, absolutely influence pupils, who have learning

disabilities, by helping them to find an appropriate plan for learning material, which can be learnt and can be a subsequent routine. [14]

Memory-related strategies support schoolchildren attach an L2 element or idea to another, but do not essentially have understanding. Numerous memory-related strategies allow pupils to learn and get information in an orderly string (acronyms), whereas other methods make learning and retrieval through sounds (rhyming), images, a mixture of sounds and images, gestures (physical answer), mechanical means (flashcards), or location (page or blackboard). However, memory-related strategies have a substantial negative relationship to learners' performance in grammar and vocabulary. The possible reason for the bad results in grammar and vocabulary is that memory strategies are frequently used for memorizing vocabulary and structures in early stages of language learning. [9]

Compensation strategies help students overcome their lack of knowledge. These strategies are communication strategies which are used by learners to recompense for limits in their language. Different types of learners have favorites for different kinds of learning strategies, for example female learners prefer common and effective strategies and monolingual learners may favor compensation strategies. For example, predicting the meaning when the learners don't understand and using gestures are examples of compensation strategies. During the lessons simulating games and description activities such as crosswords are two easy ways to help children practice compensation strategies. [14]

“Affective strategies are learning strategies concerned with managing emotions, both negative and positive. The connection between affective strategies and learning is not really clear, but a positive affective environment helps learning in general.” [17] For instance, decreasing anxiety levels with relaxation methods is one kind of affective strategy. During the lesson the educator can develop affective strategies by building a usually positive environment at the lesson. Positive atmosphere will be created by encouraging learners, by helping them classify possible aims and work towards independent learning, through personalizing activities, and pair or group work. [19]

Social strategies help the learner to work in groups or in a team and to understand the target traditions and customs whereas the language is being learnt. Social strategies are all alternatives of three elementary techniques: working with the others, asking questions and empathizing with others. [20]

In conclusion there are six major groups of language learning strategies: cognitive strategies, metacognitive strategies, memory-related strategies, compensation strategies, affective strategies, and social strategies. Cognitive strategies allow the learner to manipulate



the language material. Metacognitive strategies control the learning process. Memory-related strategies help students connect an L2 element to another. Compensation strategies help students overcome their low level of knowledge. Affective strategies are concerned with controlling feelings, both negative and positive. Social strategies help the learner work in a group or team.

## **PART 2.**

### **TEACHING READING. READING COMPREHENSION AND READING STRATEGIES**

We all need to be able to read in our mother tongue, whether from books, documents, computers, mobile devices or billboards, because written text can be found everywhere in our environment. Learners of English need to be able to understand completely and interpret the texts, sentences and words.

Reading is a process that is considered as a cognitive and metacognitive task. The purpose of reading is to understand the text. So, learners decode the signs and comprehend not just the words but the context too. Reading develops knowledge, and reading in foreign language develops reading aloud and vocabulary. [3]

#### **2.1. History of reading**

Reading started to spread approximately 5000 years ago. In 2000 BC, the Phoenicians developed the first methods to represent spoken language - an alphabet consisting entirely of consonants: S, P, K, N, W, R, D, H, Y, M, B, L, F, T, X. In 1000 BC, the first main advancement happened in developing of technology of representing language, Greeks vowels were added to the ABC. About 800 years later, in 200 BC, the next major upgrade in writing appeared: punctuation marks. Punctuation was first examined in Alexandrian documents written by Aristophanes. About 1100 years ago, in 900 AD, the last most important elevation was the addition of spaces between words. [40]

Scholars accept that reading aloud was the most common activity in the ancient times, and that reading silently was infrequent. Saint Augustine, in his book, comments on Saint Ambrose's uncommon routine of reading silently in the 4th century AD. [40]

The philosophers of the Enlightenment thought that structure, or the making of writing and creating a product, was a sign of inventiveness and active participation in society. During this period, reading was only for nobles in society. People called readers of that time passive inhabitants, because their hobby was not recognized and in people's opinion, they were not productive. [40]

In the 18th-century, reading became more private and silent. Some people said that reading in bed caused numerous dangerous situations, such as fires caused by bedside candles which were still lighting after falling asleep. [40]

Reading was considered as a tool for the strengthening of oral language instruction in the 1960. Under the influence of Audio-lingual methodology, reading was mostly used to study grammar and vocabulary or to practice pronunciation skills. [40]

After 1970s different assumptions were created. One of the assumptions was, that students understand texts better if they are asked questions that focus on integrating story parts. Students understand informational texts better if conversations are guided to help them see how all the pieces of information fit together in the text. Increase of vocabulary is facilitated by reading. [15]

In the 1970s and 1980s there were complex analyses of reading comprehension in schoolrooms. Researchers wondered if comprehension skills could have been taught. Most scholars thought that working on various skills within a stable level resulted comprehension skill. From literal to creative was measured as the most mutual principle for sequencing comprehension skills. The most basic piece of evidence that children could comprehend was their ability to answer questions. [15]

From the last 30 years, there are numerous changes in fields of reading research and practice, and especially after the 1980's. A research in 1980 has introduced new awareness for reading instruction. It has become a challenging task to make an integration of an arrangement of research and instructional literature in second language reading in public schools in England. From the last three decades, our understanding towards the terms of theory and practice has changed. [40]

It can be summarized that the reading started to spread approximately 5000 years ago. Reading was a common but weird activity of nobles in the past. In the 1970s and 1980s there were complex analyses of reading comprehension in schoolrooms. From the last 30 years, there are numerous changes in fields of reading research and practice, and especially after the 1980's. Nowadays everybody reads and it has become the part of everyday life.

## **2.2. Definitions of reading**

Reading is a literacy skill. Today, literacy is part of everyday life for children and adults. Our environment is full of written texts in some way. We can come across written texts everywhere, for example: at home (media), in the streets (leaflets, billboards, timetables, etc.), in the school, etc.

Reading has several definitions, one of them identifies reading as “the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to

convert them into words, sentences and paragraphs that communicate something to us.” [28, p. 76.]

“Reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning.” [1, p. 34.]

Reading is a receptive skill and we use this action to acquire knowledge and to collect information. The compound procedure of reading needs the skill of speaking. With the help of speaking we pronounce and decode the written text. Reading is also a productive skill because we both receive data and transmit it. [7]

„The most important element in it is meaning, i.e. when we read, we look at the written text and try to decode it, or understand what it means. Reading is decoding and understanding written text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to meaning. Decoding requires translating the symbols of writing systems into the spoken words they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers’ strategies and knowledge. To understand written text, readers engage in constructive processes to make text meaningful, which is the end goal or product.” [7, p.67]

Reading comprehension is “a complex cognitive process that depends upon a number of ingredients all working together in a synchronous, even automatic way. Vocabulary clearly plays a critical role in understanding what has been read. The reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as reading progresses. And the reader must apply reading comprehension strategies as ways to be sure that what is being read matches their expectations and builds on their growing body of knowledge that is being stored for immediate or future reference.” [29]

In summary, reading is a receptive skill, one of the four main language skills, it is the process of looking at written symbols decoding and understanding them. It is part of everyday life.

### **2.3. Methods of teaching reading**

According to Huszti, [7] in schools two types of reading are used; first is the silent; the other is loud reading. Loud reading is a good method for practicing pronunciation, phonation, and intonation. Silent reading is reading without voicing the words. Four methods for teaching reading can be mentioned: alphabetical, phonetic, “look and say” and sentence method.

Alphabetical method or phonics method means that the teacher teaches the names of the letters. The phonics method is probably the best known and widely used method of teaching reading and writing in the learning of English. But there are teachers, who prefer using other

methods. Children learn the names of the letters and the sounds they make. When they have learnt the sounds of the letters, they will begin to read two letters together to make simple words after it three letters, then four and so on. For children to learn the phonics method they need phonically written books using regular words that are interesting for young children. This method does not focus on the understanding of the text; the focus on the understanding of new words. [8]

Phonetic method is based on the theoretical comprehension of how a sound is produced and how words can be created. Teaching the names of the letters first is confusing and non-productive. The Phonics Method is concerned with helping a child learn how to break words down into sounds, translate sounds into letters and combine letters to form new words. Phonemes and their corresponding letters may be taught based on their frequency in English words. There are 40 phonemes to learn and a lot of programs and approaches to teach them. Materials present word families which consist rhyming words that are distinguished into groups. Another possible method to teach similar formed letters among with similar sounding letters. In the beginning progress reading may be slow and faltering, but translating between letters and sounds are getting common and become more fluent. However, the spelling of English is mostly different from the pronunciation. [7]

„Look and say” or the word method is for teaching reading through whole words. Teacher shows pictures or flashcards for children. With pictures, the teacher shows the spelling of the words. Children have to learn a whole new word instead of letters. Children need phonetically written books using regular words that are interesting to young children. By making word cards teacher can create different sentences again and again. They can use word cards first to learn individual words and to connect the word cards to form a sentence. The method is the opposite of the Phonetic method. It teaches children to learn through memorization. [10]

The sentence method is the extended variety of word method. The focus on the comprehension of sentence instead of words. The method has little attention on the teaching of letters and sounds. [10]

Beside these four methods there are several other techniques, for example the language experience method. The Language Experience Method is a way of teaching through which reading is taught children suitably for their level and needs. Teachers among parents can make up individual stories in which words can be found which are familiar for children. They can draw pictures to develop imaginary. Teacher can give children exercises with familiar and

unfamiliar words too, and he or she can ask them to guess the meaning of the unknown words. [42]

Global Reading Method focuses on flashcards, essentially matching letters with pictures. Glenn Doman, the creator of the method, suggested that children should be taught to read using his method. The Global Reading Method is also a widespread way of teaching children with disabilities such as dyslexia and a variety of developmental disorders that might cause indubitable difficulties in learning reading. [47]

There are several other strategies and methods for teaching reading, which focus on reading comprehension, such as monitoring comprehension, metacognition, answering questions, generating questions and summarizing.

First of all, monitoring comprehension is a method for learning to read, when pupils are good at monitoring and they comprehend that they read. The method teaches schoolchildren to be aware of the level of their knowledge, to admit what they do not understand and to use suitable strategies to solve problems in comprehension. [25]

Secondly, metacognition is "thinking about thinking." Good readers use these strategies to be aware of the reading and to have control over it. [25]

Answering questions can be effective because they give students a purpose for reading. It focuses pupils' attention on what they have to learn. It helps schoolchildren to think continuously while they are reading whereas encourages learners to observe their understanding and helps students to keep count their knowledge which is new and which already have been learnt. [25]

By generating questions, schoolchildren get acquainted with their virtue of answering the question and the comprehension of reading. Students learn to put up questions that makes them to remember data from the text and to answer the question. [25]

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Thanks for summarizing pupils are able to find the main ideas of the text and generate relationships between them, furthermore, to eliminate unnecessary information, to remember and call back what they read. [25]

In conclusion, in schools two types of reading are used: silent reading and reading aloud. There are four main methods for teaching reading: alphabetical, phonetic, "look and say" and sentence method. These methods are the most commonly used for teaching reading. There are other methods, for example: summarizing, generating questions, asking questions and monitoring comprehension.

## 2.4. Types of reading

There are four types of reading: skimming, scanning, extensive and intensive. [11]

Skimming and scanning are totally different from each other, but both of them are used for increasing the speed of reading. They are used for different purposes, but they are not used all the time. Flexible readers are those, who know how to read in a skimming or scanning way. They need to read quickly and get the information without wasting time. [23]

Skimming is reading rapidly in order to get a general overview of the material. The reader uses rapid eye movement and keywords to move quickly through text. Another definition is: „one of the tools that can be used to read more in less time.” [23] Skimming is used during reading and it lets the learner to read the text in the hope of finding the main ideas. Skimming will help the pupil to find data rapidly while the learner uses the time cleverly. [23]

Scanning is a beneficial instrument for speeding up the procedure of reading. “Unlike skimming, when scanning, the pupil looks only for a specific fact or piece of information without reading everything.” [23] For scanning to be successful, the learner needs to understand how the material is structured as well as comprehend what the learner reads so the specific information that is needed can be located. Scanning also used by learners to find details and other information in a hurry, like while taking an exam. The material the learner scans is typically arranged in the following ways: alphabetically, chronologically, non-alphabetically, by category, or textually. Alphabetical information is agreed in order from A to Z. Data can be arranged in non- alphabetical order, for instance, television listing. Pupils scan if the aim is to find exact pieces of information. [23]

Extensive and intensive reading are most common than the others. If pupils learn what, how, and why to read, they will have two very authoritative instruments in their language learning arsenal, which will help them increase their vocabulary. [37]

Extensive reading is reading longer texts for pleasure and global understanding needed. For extensive reading teacher has to look up every word, phrase, or collocation that children do not understand. Unambiguously, if learners wish to read a text intensively, they must take care to read texts that are interesting and short, to read only for brief periods of time, and to do so when they have the most mental energy. Good instruments for intensive reading are articles, Wikipedia, stories, blog. Extensive reading is reading without limits, without dealing with understanding. [37]

Reading intensively refers to reading short texts thoroughly and with clear goals, such as to answer reading comprehension questions or to identify how sentences are linked. Unlike extensive reading, the goal of intensive reading is not to read many texts for fluency, but rather

to read a shorter piece of text to gain a deeper understanding of that text. Although reading comprehension can be one goal of intensive reading, its goals may include learning subject matter, vocabulary learning and studying the authors' intentions. In other words, the goal of intensive reading is not limited to reading comprehension. [37]

In conclusion, there are four types of reading: skimming, scanning, extensive and intensive readers. Skimming and scanning are totally different from each other, but both of them are used for increasing the speed of reading.

### **2.5. Reading strategies**

There are many strategies that teachers can employ to help students increase their comprehension and fluency as well as their engagement while they are reading. An important point to remember about helping students achieve the goal of comprehension is that students must have mastered the language and necessary foundational skills of decoding. [44] There are three types of reading strategies: bottom-up, top-down and interactive strategies. [2, 49]

In the bottom-up strategy the process is started by decoding graphic symbols into sounds, so the reader first identifies features of letters. The reader connects these features together to recognize letters; and then these letters are combined to recognize words. Reading comprehension according to these models is an automatic outcome of accurate word acknowledgment. [2] If readers are able to carry out the process successfully, they will automatically understand what they are reading. According to Norton [51] learners first learn the letters and then analyze words. The written words are encoded in their sound components, he further argues that this form of reading is very intellectual because the letter-sound connections are abstract; therefore, readers are unable to attach meaning to what they are reading. Its focus is on the information provided by the text rather than the input from the reader's experiences or previous knowledge. [51]

In Top-Down Strategies the process of understanding the text triggers from the reader's prior knowledge and experience. By applying the higher-level stages readers start to process the text. In this case, readers start with hypotheses and predictions. Readers attempt to prove them by working down to the text. Readers can make hypotheses and predictions about the text by having the prior knowledge and experience. [2] The top-down model's aim is to teach learners to recognize whole words and to read sentences without sounding the words and that the readers become aware of the phonemes and letter-sound relations while they are reading and that the top-down model is concept-driven, the reader being more important than the text being read, and the reader has pre-knowledge which gives him or her an indication of its



meaning. Readers' pre-knowledge therefore influences their understanding of the text, which is less important and the decoding action serves only to determine whether the meaning the reader assigns to the text is correct or not. Readers read complete sentences and consequently attach meaning to what they have read. Learners see words as a whole and learn to recognize them on sight. According to Landsberg, Kruger & Nel [52], teachers using this model employ a synthetic approach for reading instruction, such as the language experience approach. Norton [51] refers to this approach as the whole language approach. [52]

The interactive strategies of reading suppose that both print and prior knowledge is important for the process of translating text to meaning. The process is started by making prediction about meaning. Based upon the interaction of information from semantic, syntactic, and graphophonemic sources of information the reader formulates predictions. Comprehension is dependent on both the information in the reader's mind and the graphic information. When a critical skill or a piece of knowledge is missing, comprehension may be obstructed. [2] The interactive model emphasizes sound recognition, sound-symbol association and reading comprehension. It takes the view that the reader continually shifts his or her attention between the text (i.e., analysis of specific letters and words) and reading comprehension (i.e., thought content of the reading material). According to this model the reader will use the top-down approach when the reading material is known and the bottom-up approach when the reading material is not known, and as the reader's skill increases more attention is given to reading comprehension and less to word recognition and analysis of individual letters. [52] There are some other strategies, which can be used by a language learner.

By building background knowledge, firstly, students may already possess content knowledge that they cannot yet demonstrate in English. Look for opportunities to make associations between students' experiences and new content. Secondly, learners who studies at home, may not have the same level of knowledge as their peers, especially when it comes to historical or cultural topics. Teacher may show them different parts of the text, such as the table of contents and the glossary, and discuss how these sections can be helpful. [31] The teacher can use this strategy for fiction or nonfiction books. Teacher may examine the book with the students, pointing out photographs, illustrations, and other graphic elements. The teacher can ask them what they notice about the pictures and how they think those details may relate to the story or content. [27]

There are some strategies to develop reading comprehension:

Summarizing the main ideas of the text is a strategy to develop reading comprehension. The opportunity is given for children to show the teacher comprehension skills. [35]

Discussing is another strategy, with the help of this the exceptional reading comprehension methods can all be mixed with discussion-based activities that will allow students to develop their knowledge. [28]

Extracting is taking a vacation with students by using tourist board information or travel agent brochures. [28]

Diving in is using classified ads from newspapers or online websites. Students must discuss what the advertisement is about; what it is selling or offering in a few sentences. [28]

By learning vocabulary explicitly, firstly, the teacher has to choose the vocabulary that students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary. Secondly, once students know a new word's definition, ask them to connect those new words to the pictures they see in the text. On one hand, teacher may teach students to underline, highlight, make notes, and list unknown vocabulary words as they read. On other hand, for students to really know a word is important. In my opinion, the teacher should concentrate on using the new words frequently. Children should use new words in class discussions or outside of class, in other contexts such as on field trips. If teacher give the students as many opportunities to use and master the new vocabulary as possible, children will learn it easier. [27]

There are two methods for developing fluency. Repeated reading – until it is fluent, they go on working with each text, like they would work at making music. With those reader works best, who have achieved at least a primer instructional level. At the instructional level they use a passage of 100 words. Text should not be predictable, only decodable. The reader could choose a favorite between familiar books. Voluntary reading involves an abundant library of books and frequent opportunities to choose. Children need to be motivated to read easy series books or page turners, instead classics for their independent reading. [33]

According to Brown there are ten strategies:

1. Identify the purpose in reading.
2. Use graphemic rules and patterns to aid in bottom-up reading.
3. Use different silent reading techniques for relatively rapid reading.
4. Skim the text for main ideas.
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you aren't certain.
8. Analyze vocabulary.
9. Distinguish between literal and implied meanings.

10. Capitalize on discourse markers to process relationships. [10]

In summary, there are different strategies, what are useful for those people, who want to learn to read in a foreign language. They can develop their reading, their background knowledge. There are two main strategies to develop fluent reading: repeated reading and voluntary reading.

## **2.6. Reading comprehension**

Reading comprehension is the understanding of a message or a text. It comes from the intercourse between written words, and how they activate knowledge outside the text or message. Comprehension dependent upon four language skills: semantics, phonology, syntax, pragmatics. Comprehension is called a multifaceted, creative process. [20, 9, 17]

There are three levels of reading comprehension:

- Literal comprehension
- Inferential or interpretive comprehension
- Critical or applied comprehension [35]

The first and the most essential level is the literal comprehension. At this level, comprehension includes surface meanings. To test vocabulary, it is suitable. Teachers can ask learners to find explicitly stated information in the text. They need to understand and comprehend those ideas and information. [18] This information can be in the form of determining the main idea, categorizing, supporting details, outlining and summarizing. The reader is also determining information, following especial directions, identifying conclusion, which was stated, using context clues to supply meaning, following a sequence, and determining organizational patterns, what can include cause and effect, contrast and comparison, and explicitly stated relationships. [32]

Inferential comprehension is the second level. Teachers at this level can ask more difficult and challenging questions. Students should read critically and analyze the text carefully, what is it about. They need to go beyond what is said. They should read for deeper meanings. Students firstly have to understand ideas, which were stated. They should make generalizations, predict outcomes, draw conclusions. Furthermore, they need to see the implicit meaning of ideas, relationships between ideas, and how they go together. [32]

Critical reading or evaluation of ideas and information, is the third level. Critical evaluation happens only when students have understood the ideas and information. Students at this level have the ability to make difference between opinions and facts, to understand persuasive statements and to judge the correctness of the information. Students should evaluate

the quality of writing with the use of some external criteria, react intellectually and emotionally with the material. [32]

To conclude, literal, inferential and critical comprehension makes the reader skilled. These skills need to be developed and learned. Strong readers are also good writers. Persistent learning of English language allows for an expanded vocabulary and develop grammar. Writers are able to better express themselves, when this is combined with literal, inferential and critical reading experiences.

According to Munby (1978) there are different subskills of reading comprehension. These are the following:

- Interpreting attitudinal meaning
- Deducing the meaning and use of unfamiliar lexical items
- Understanding explicitly stated information
- Understanding information in the text, not explicitly stated
- Understanding conceptual meaning
- Understanding the communicative value (function) of sentences
- Understanding relations within the sentence
- Understanding relations between the parts of a text through lexical cohesion devices
- Understanding relations between parts of a text through grammatical cohesion devices
- Interpreting text by going outside it
- Recognizing indicators in discourse
- Distinguishing the main idea from supporting details
- Extracting salient points from a text
- Reducing the text through rejecting redundant or irrelevant information and items
- Basic reference skills
- Scanning to locate specifically required information
- Transcoding information presented in a diagrammatic display
- Transcoding information in writing to diagrammatic display. [13]

### **2.7. Reading difficulties**

There are many children, whose parents' do not know, why the reading process is not developed. The reason is, that there are lot of difficulties with reading, comprehension, decoding, or both at decoding and comprehension level. Retention difficulties depend on the level of cognitive skills. [34]

The process, when a word is spitted into individual phonemes and decoded based on those phonemes, is called decoding. A student with decoding difficulty could not make a

difference between a few phonemes. There are indications of decoding difficulties: reading without expression, confusion between sounds and letters, reading word-by-word, passing by punctuations, trouble pronouncing words and recognizing words, which are out of context. [27] Comprehension depends on fluency of decoding. For children, who have decoding difficulties, it is difficult to comprehend and remember what was in the text, because to catch individual words are tiring for them, and they have no resources left for understanding. Comprehension difficulties have many indicators: readers are unable to connect ideas in a passage, they are confused about meaning of sentences and words, omit details, cannot concentrate during reading and have difficulty identifying significant information from details.

[28]

Retention difficulties demand both decoding and comprehending written text. It relies on high level cognitive skills. It involves memory and ability to categorize and regain related ideas. Students should keep more and more information what they read before as they become in higher levels. In classroom it is elementary to learn reading and in high school it becomes a very important task. [36]

### **2.8. Probable solutions for reading difficulties**

Dividing the material into small units is a solution for reading difficulties. It might be good, if the reader after the small units, answers the questions. Then the teacher knows if the student understands the material or not. [38]

The language experience of the student is an important factor, teachers should take it into consideration. Oral expression is affected by many activities, sensitivity to environment, experiences, which refine student's communication skills. Children expressing all experiences in oral language are basic materials from which reading develops. [38]

A well-balanced combination of the approaches is the best solution, rather than an extreme approach. The solution must be attainable for the time it demands. The time is very essential in considering appropriate methods of regulating to individual differences in reading. The time that can be dedicated to basic instruction is limited. The successful use of time in all of the activities in school is difficult and requires hard work. Those methods must be refused, that require more instructional time. [38]

Making a classification system which is based on the Simple View of Reading may help in directing early intervention efforts. Children with poor reading comprehension can be divided into two subgroups: individuals with difficulties in word recognition and language comprehension. The first group of poor comprehenders, who have poor word recognition abilities and difficulties with phonological processing, but have proper language

comprehension. The second group have poor language comprehension and poor word recognition abilities. The Simple View [36] stated that it is possible that a third subgroup exists. They are called hyperlexic. They have proper word recognition, but poor language comprehension. Therefore, all groups have reading comprehension problems, but the reasons are different. [25]

The connection between the student's reading and other language progress as reading is combined with the teaching of other language skills. The trend in development proceeds from speaking and listening to reading and writing then with more abilities to complete language development. [36]

In conclusion reading is a process, what is approximately 5000 years old. In 1960 reading was considered as an instrument for the strengthening of oral language instruction. In the 1970s and early 1980s there were complex analyses connected to teaching comprehension in classrooms. Scholars speculated whether comprehension skills could be taught or not. After 1970s different hypotheses were born about reading comprehension of children.

In schools mostly two types of reading are used: silent reading and loud reading. There are four methods for teaching reading: alphabetical, phonetic, "look and say" and sentence method. The method, when the teacher teaches the names of letters, is called alphabetical method. Phonetic method is, when teacher teaches children to break words down into sounds, form sounds into letters and combine them to form words. "Look and say" method is when teacher teaches children to read through whole words. Sentence method is when sentences is applied rather than words, it focuses on understanding. Despite these methods, for teaching reading there are several other methods.

Types of reading can be categorized into four groups: skimming, scanning, extensive and intensive reading. Skimming – students reveal the information quickly, they should use the time correctly. Scanning – without reading everything, what is written, students only look for a piece of information they need. Extensive reading – global understanding is required, reading longer text for pleasure. Intensive reading – exact reading for detail, reading short texts, extracting specific information. These strategies is useful for those people, who want to learn to read in a foreign language. They can develop what they have learnt and build their background knowledge. There are two main strategies to develop fluent reading: repeated reading and voluntary reading.

Literal, inferential and critical comprehension skills are necessary to become a skilled reader. With the help of persistent learning of English language, the learners' vocabulary

expands and grammar usage develops. Writers are able to better express themselves when this is combined with literal, inferential and critical reading experiences.

Reading comprehension is necessary to understand a text or message. Meaning is an essential element in reading. To develop reading comprehension there are many strategies, e.g. bottom-up strategies, top-down strategies, interactive strategies etc. The last part of the thesis were types of reading difficulties and their solutions.

Finally, the learning and reading process is much harder, when reading difficulty occurs. There are three types of reading difficulties: decoding, comprehension and retention difficulties. There are several strategies for solving these problems: the combination of the approaches or making a classification system.

## **PART 3.**

### **READING HABITS AND STRATEGIES OF EFL LEARNERS IN GRADE NINE**

The aim of this research is on the one hand, to get an insight into reading habits and the use of reading strategies of the learners of EFL aged 14-15, on the other hand to find out some issues regarding silent and loud reading.

#### **Hypotheses**

- Learners prefer silent reading to loud reading.

#### **Research instruments**

The instrument chosen for the research is a questionnaire on reading followed by text with reading a comprehension task. The Questionnaire consists of 23 questions and a reading comprehension task. Questionnaire is an instrument for collecting data that involves asking a given subject to respond to a set of oral or written questions. It's a quick and easy way to collect information and it allows gathering information from a large audience. However, this tool has some disadvantages. Among them the possibility of low response rates, the inability to probe responses, dishonest, not truthful or conscientious answers and ignored questions.

The questions were followed by a reading task. Its aim is to measure the participants' reading comprehension skills.

#### **Participants**

The participants of the research are 22 learners of EFL, 12 girls and 10 boys. The questionnaire compiled for assessing the learners' reading habits and strategies were filled in by learners of EFL in two schools of Beregszász: Anna Horváth Elementary school no 6 and Elementary school no 9. Eight questionnaires have been filled in by the learners of grade nine in school no 9 and fourteen questionnaires have been completed in school no 6.

#### **Procedure**

The procedure of the research started with planning: making hypothesis and determining the aim of the research. Then the questionnaire was designed and a text was chosen for grade 9 schoolchildren. When the questionnaire was ready, it was taken to the two schools and filled in by EFL learners. Then the results were analysed.

#### **Findings**

The first question intended to find out the general attitude of the respondents to reading. Eighteen participants answered that they do not like reading at all; only four respondents enjoy this activity.



In the questionnaire the respondents have been asked to mark how often they read books, electronic books, newspapers, online newspaper articles, borrow books from the library or borrow books from their friends. The results can be found in diagram 1 (see Appendix 2). It shows that 19 schoolchildren rarely read and 13 learners never spend time on this important activity. Six participants answered that they read online newspapers daily. Seventeen respondents answered that they do not read newspapers at all.

The next question intended to clear out if the participants prefer reading printed or electronic books. Reading printed books has been chosen by fourteen of the respondents and eight pupils marked that they would rather read electronic books to printed ones.

The following question dealt with reading in a language different from the language of education, i.e. English, German, Ukrainian or any other language. The results showed that seven participants do not read in any foreign language, twelve answered that they read in English. Eleven respondents marked that they read in Ukrainian. Among them nine students circled both Ukrainian and English languages.

The next question is closely connected to the previous one and intended to clear out the respondents' use of online and printed dictionaries while reading in a foreign language. The results can be found in diagram 2 (see Appendix 2). Most of the learners never use printed and online dictionaries, instead they use Google translate or try to deduce the meaning of words from the context. They rarely ask for help and sometimes their background knowledge and knowledge of the foreign language is enough to understand the text.

The following question was about the respondents' difficulties in reading. The results can be seen in diagram 3 (see Appendix 2). Six participants answered that they do not have difficulties in understanding the text, while the same six learners admitted having difficulties in understanding the message.

The next question dealt with reading comprehension exercises. Learners in both schools admitted that they sometimes need help when they have to answer the questions or do the comprehension tasks. The results can be seen in diagrams 4 (see Appendix 2).

The eighth question dealt with intensive reading and has been aimed to find out whether the respondents read the texts attentively enough or tend to skip parts of it. The results can be found in diagram 5 (see Appendix 2).

The ninth question examined children's opinion about silent and loud reading. The results show that in School no 9 children like reading silently, on their own, but in School no 6 students prefer reading aloud.

The next two questions intended to clear out respondents' attitude to reading aloud at the English lesson. Sixteen learners answered that they never volunteer to read aloud, three students said that they do it sometimes, three participants answered that they always volunteer to read aloud. With the following question we intended to find out how often the participants would read aloud if they had a choice during the reading practice exercises. Six answered that they would never read aloud, six answered that they would always like to read aloud. Ten answered that that they would sometimes read aloud. In conclusion, participants' opinion varies, but most of them answered that they would sometimes read aloud.

The next question examined pupils' feelings when they are stopped to read aloud by the teacher. 17 schoolchildren answered that they feel relieved when they do not have to read any longer at the lesson. Three students answered that they would give a chance for others to read and they are neither glad nor annoyed being stopped, but two respondents answered that they feel disappointed, because they would like to read the whole text.

In the answers for question 13 eight options have been enlisted to find out how the respondents feel while reading aloud in front of their classmates. Four students answered that they feel confident while reading aloud. Eight learners answered in the questionnaire, that they feel insecure when they have to read aloud in the presence of their classmates. The other feelings that have been marked were pride, feel confused, annoyed and uncertain. Pride was marked by three respondents. In conclusion, most children have negative feelings when they are reading aloud. The results have been summarized in Diagram 6 (see Appendix 2).

The following question examined children's feelings when their pronunciation is corrected by the teacher while reading aloud. Twelve respondents answered that they do not particularly like it, but they understand the teacher's intention. Six participants answered that they like it because it helps to improve their English, two of them feel anxious as they think they can be laughed at.

In the 15<sup>th</sup> question pupils had to continue the sentence: I like reading aloud in class because... It was an open-ended question. In school no 9 three learners answered that „I like when the teacher is proud of me”. Another learner's answer was: „I like to imagine myself in the story”. One of them wrote that he or she likes to read, because his or her reading skill is improving. In school no 6 two respondents answered that they like reading aloud, because it helps her/him to understand the text better. The other answers were the following: “I like reading aloud, because I am good at it.” “I improve the reading skills through reading aloud.” “I like reading aloud, because the teacher praises me.” However, there were a lot of children who did not answer this question.

In the next open-ended question learners had to continue the sentence: I don't like reading aloud in class because... . The majority of respondents (13) did not answer this question. The given answers prove that the main reason why learners do not like reading aloud in the classroom is that they are afraid of making mistakes. Three participants answered that they feel insecure when they have to read at the lesson while another three respondents feel anxious. One respondent answered that he/she liked reading aloud but not in a foreign language.

With the help of the 17<sup>th</sup> question we intended to clear out whether it annoys the respondents if they come across unknown words or not. Fifteen learners answered that it annoys them while seven participants do not worry about unfamiliar words.

The next question is connected with the previous one as it aimed to clear out whether the participants look up the meaning of the words they do not know in a dictionary or not. Five respondents do not use any dictionaries and try to understand the text without translating the unknown words. All these respondents were from school no 6. In school no 9 all the schoolchildren look up the meaning of the unfamiliar words. Four of them search the meaning of the words because they cannot understand the text without them while others answered that they search the meaning of the words because they are interested in them. In school no 6 the reason why five respondents look for the meaning of the words is because they cannot understand the text without them and four learners are interested in their meaning.

The 19<sup>th</sup> question touched upon reading while learning the material at home aiming to clear out whether it is done silently or loudly. Three participants answered that they like reading aloud, nineteen participants answered that they prefer to read silently while studying.

The following question examined if the schoolchildren check the pronunciation of the unknown words. Eleven respondents find pronunciation to be important and check it, the rest of the participants do not take the trouble to check the pronunciation as they expect the teacher to correct it.

The next two questions are connected with predicting. Question 21 examined if learners try to predict what the text could be about from its title. In school no 9 five schoolchildren answered that they do not try to guess about the content of the text while 7 answered that they try to make predictions about it. In school no 6 five learners answered that they do not try to foretell what the text might be about. Nine participants answered that they attempt to predict the text. So, altogether 16 children, out of 22, answered that they try to predict the content from the text.

Question 22 dealt with the issue of predicting about the text from the pictures related to it before the learners start reading. Most participants do not predict what the text might be about from the pictures to the text.

The 23<sup>rd</sup> question investigated if the participants scan read the text before reading it in details. 17 respondents answered that they find out what the text might be about by scan reading it.

The last task was to read a text and answer five multiple choice questions to it. None of the test results were excellent. The highest score was four correct answers reached by five respondents; two learners had three correct answers. Two participants gave two correct answers and nine learners achieved one score by one correct answer. The average of the test, in school no 9, is 2,75.

In school no 6 there were four tests scored zero correct answer. Seven out of 14 scored one correct answer. One out of 14 scored two correct answers. Two out of 14 scored four correct answers. The average of the test, in school no 6, is 1,2.

To sum up the results of this questionnaire we can state that it highlighted that a great number of schoolchildren nowadays do not like to read. Twelve participants (54,55%) answered that they do not read books, neither printed nor electronic. But there were ten respondents who answered that they like reading one of them, either printed (8 participants) or electronic books (2 respondents).

The results showed that learners who read in their mother tongue perform better on the EFL reading comprehension test. Those, who answered that they like and are used to reading either in the mother tongue or in general scored the highest points in the comprehension test. Those who admitted that they do not like and do not read scored less at the test.

In conclusion, it is shown that most schoolchildren do not often read books. It can be perceived from the question one, which asked children if they like reading, where the answer was mainly no; or it can be seen in the diagram 1. These diagrams show how frequently the participants read. There can be seen that they read rarely.

The respondents rarely use printed dictionaries for checking the meaning of unfamiliar words. They use Google translate instead of reliable dictionaries. 16 respondents answered that they prefer to read silently, and the reason is that they are afraid of reading aloud, and feel fear of making mistakes and they feel insecure or anxious. Six participants answered that they enjoy reading aloud. These six respondents do not check the meaning and the pronunciation of the words.

The hypothesis that learners prefer silent reading to loud reading has been proved. Two-third of the participants answered that they prefer reading silently, one-third of the respondents answered that they like reading aloud. At a closer look, it becomes clear that this preference is different in the two schools, as it was mentioned before, in School no 9, children prefer reading silently on their own, but in School no 6 children like reading aloud.

It was proved that schoolchildren feel annoyed while reading aloud, by the answers given for the questions 12, 13 and 14. Schoolchildren answered that they feel insecure and fear while reading aloud. Children could write down why they like or not to read loudly. Some of them answered that they do not like reading loudly because they are afraid of making a mistake.

Finally, the test in the end of the questionnaire gives an insight into the level of children's reading comprehension. Two-third of children gave wrong answers. In School number 9 the average is higher. Thanks to this the average of the results is at the medium level.

In conclusion, the first hypothesis was supported, learners who read in their mother tongue perform better on the EFL reading comprehension test. Those, who responded that they like to read in their mother tongue, their results were better. The second hypothesis was also supported by the children's answers. From the responds, it can be concluded, that most schoolchildren do not often read books. The last hypothesis was also supported. Most of the learners prefer silent reading to loud reading.

## **PART 4.**

### **RESEARCH OF STRATEGIES WITH EFL TEACHERS**

The aim of this research is aimed to collect information about teachers' opinion, on the one hand, about children's reading habits, on the other hand, about their teaching reading methods and strategies.

#### **Hypotheses**

- Teachers teach their learners strategies to develop their reading skills.

#### **Research instruments**

Questionnaire is the instrument which was chosen to carry out the research with English teachers. Questionnaire is an instrument for collecting data that involves asking a given subject to respond to a set of oral, but in this case, written questions. It's a quick and easy way to collect information. However, it has also some difficulties, such as dishonest answers even though it is anonym. Respondents may omit or ignore some questions in the questionnaire.

#### **Participants**

The questionnaires were filled in by 22 teachers (5 males and 17 females) from different schools of Transcarpathia.

#### **Findings**

Five question, in the beginning, aimed to collect essential data about the teachers: their gender, the school where they are teaching etc. The respondents were asked to mark their most recent level of education. Five of them have specialist degree, seven teachers have BA degree and ten of them have MA degree. The next was how long have teachers been teaching children. Six of the teachers answered that they have been teaching children for more than one but less than five years. Five teachers marked the answer 10-15 years. Four respondents answered that they have been teaching for 5-10 years. Four teachers marked the answer 15-20 years. Two teachers answered that they have been teaching English less than a year. A teacher marked answer 20-30. (See diagram 1.)

How long have You been teaching children?  
22 válasz

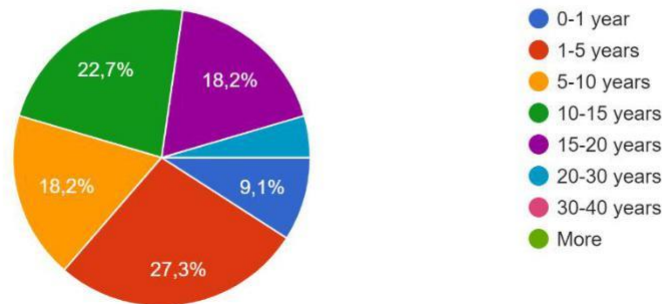


Diagram 1.

The last data which asked the respondents whether their mother tongue is Hungarian or Ukrainian. Nineteen teachers said that their mother tongue is Hungarian, three of them marked Ukrainian.

The first question asked the teachers if they like to read or not. All of them, 22 respondents, answered that they prefer reading read.

The second question was an open-ended one, in which the respondents were expected to write down why they like this activity. Some teachers said that it is a kind of entertainment for them and they read because they want to relax. Six participants answered that they like to read because this activity develops their vocabulary. Three teachers answered that it is a way of gathering information. Three of the participants answered that it is a good way of developing creativity and imagination. A respondent answered: "Reading takes you into an own, imagined, protected world, it helps you process the happenings of real life." A teacher said that it is a way of escapism.

The next question intended to clear out if the participants would rather read printed or electronic books. 21 respondents answered that they prefer reading printed books. Only one participant answered that he or she prefers electronic books to printed ones.

The ninth question asked the respondents' opinion, on the attitude of learners to reading nowadays. Seventeen teachers answered that, in their opinion, children do not like reading nowadays. Five participants think that children like reading. Previously, children were asked to answer the question if they like to read. Comparing the two results, teachers are right, children do not like to read.

The next question asked teachers to explain why they think that children do not like to read. Thirteen teachers blame the Internet, computer games and different types of social media (Facebook, Instagram, YouTube etc.) for losing the interest in reading. A respondent answered

that children are too busy with their "online lives" instead of developing themselves with some reading. A participant said that children live in a fast-paced world and it is difficult to make them sit down as they are not used to doing one activity for a longer period of time. Another participant responded that nowadays children have a lot of other hobbies, and unfortunately reading is only one of these hobbies. A respondent answered that these young generations have been socialized visually; they have mostly visual demands of experience. The opposite view was that even we live in the world of Internet, I can say that children like reading, because they can discover new styles, they can develop their point of view about world around them. Two teachers did not respond for this question.

The eleventh question was about the importance of doing reading comprehension exercises in teaching a FL. Ten teachers answered, that it is important because of developing vocabulary. Six participants said that it is important because it develops reading comprehension. A teacher responded that "First of all, they can learn strategies, how to do different reading tasks. Of course, they can automatically get used to different expressions.

The following multiple-choice question dealt with the frequency of doing reading exercises at the lesson. Ten teachers do reading exercises every lesson with their schoolchildren at the lesson. Seven respondents answered that they do more than once a week reading exercises with children. Five participants said that they do reading exercises once a week with learners.

With the help of question thirteen it was intended to clear out whether the teachers let their learners use Google Translate while doing reading exercises. Thirteen respondents answered that they do not let children use Google translate for translating words, although 9 teachers said that it can be used.

The following question asked teachers if they let children use any kind of dictionaries while doing reading exercises. Seventeen participants answered that they let them use dictionaries. Five teachers marked maybe in this question.

The fifteenth question was about their reading strategy of teaching reading. 21 respondents answered that they ask children to guess about the content of the text before reading from the pictures to it. Only one respondent does not ask them to do it.

As the previous, the next question also asked participants about their teaching reading strategies. Seventeen teachers answered that they ask children to guess from the content of the text before reading from the title of the text. Five respondents do not ask them to guess the context.

The next question asked teachers to write down strategies they use for teaching reading. Six participants answered that they use visualization as a teaching reading strategy. Three



teachers said that they use summarizing as a strategy to check comprehension. Three participants did not answer this question. A teacher answered that he or she uses the followings: guessing from pictures, guessing information from the title, skim reading, reading for detailed information, putting events in a logical order. A participant answered that he or she knows all of the methods and uses them as teaching reading strategies. A teacher said that it depends on their age mostly and their level of knowing English. A respondent said that he or she uses the followings: asking questions, re-reading the key points, summarize knowledge, using key words, using sketches, outlines.

The following question asked teachers if, in their opinion, learners like to read aloud. Seventeen participants answered that no, they do not like to read aloud. Five respondents said that in their opinion they like to read aloud. Comparing the results of this research with the previous one, children said the same. Most of the learners do not like reading aloud.

The next question asked teachers if, in their opinion, children like to read silently. Eighteen participants answered that yes, they like to read silently. Four respondents said that in their opinion they do not like to read silently. The result is similar to children's opinion, they like to read silently instead of aloud.

The last question was an open-ended question. It asked teachers to give a reason why children do not like to read aloud. Three participants did not answer the question. The answers have been summarized in Table 1.:

Because if they make mistakes, the other students hear them
They don't like to hear their own voice
Children may feel uncomfortable while reading aloud
Because children may feel uncertain when they reading aloud
They do not feel confident enough to read in front of the class
Children are shy, that is why they do not like reading aloud
They do not like to read at all
Reading aloud is not possible in all situations, it can be tiring after some time, it is difficult to imagine with longer contents.
When they read silently, they do not have to pay attention to the correct pronunciation.
Students whose English is bad or not so good, they feel embarrassed when reading aloud
While reading aloud their pronunciation gets checked
Some pupils are afraid of being laughed if they make any mistake, but that's how we learn
Sometimes children fear from making mistakes and they are not brave enough to read in front of others.

Learners are shy, and do not want to pronounce words loudly, because they think they could say words incorrectly. I always encourage them.
They are neither excited about the correct pronunciation, nor about having to speak before anyone else.

Table 1. Reasons why learners dislike reading aloud.

To sum up, children, in teachers' opinion, do not like reading nowadays. Some reasons were mentioned by the teachers, such as the internet, developing of the technology, etc.

Most teacher do not let children use Google Translate, but they let them use any other kind of dictionaries.

All, but one participant asks children to guess about the content of the text before reading from the pictures to it. Seventeen teachers ask children to guess about the content of the text before reading from the title of the text. These results confirm hypotheses that teachers use strategies.

As it can be seen in the table, teachers teach reading strategies for children. They want to make children read, because reading is a part of everyday life.

Seventeen participants answered that children do not like to read aloud. Eighteen respondents said that children like to read silently, which also a confirmation of my hypothesis.

In conclusion, the hypothesis was supported by the information that teachers answered in the questionnaire. It was supported that teachers teach learners of EFL strategies to develop their reading skills.

## CONCLUSION

The main focus of the work was reading. This is one of the four main language skills. The most important element in it is meaning, i.e. when we read, we look at the written text and try to decode it, or understand what means is. The types of reading: skimming and scanning reading; extensive and intensive reading. The thesis touched upon the language learning styles, learning strategies, personality types, the types of reading, methods and strategies used for teaching reading, reading comprehension, reading difficulties and probable solutions for reading difficulties.

In the research described in the thesis the reading habits, use of reading strategies and reading comprehension of learners of EFL in grade nine were examined. It can be concluded that a great number of schoolchildren participating in the research do not like to read. When they are given a reading task in a FL, the respondents rarely use printed dictionaries for checking the meaning of unfamiliar words. Instead, they use Google translate as a substitute of a reliable dictionary. The hypothesis that learners prefer silent reading to loud reading has been proved. Two-third of the participants answered that they prefer reading silently, one-third of the respondents answered that they like reading aloud. At a closer look, it becomes clear that this preference is different in the two schools, as it was mentioned before, in School no 9, children prefer reading silently on their own, but in School no 6 children like reading aloud. The results showed that learners who read in their mother tongue perform better on the EFL reading comprehension test. Those, who answered that they like and are used to reading either in the mother tongue or in general scored the highest points in the comprehension test. Those who admitted that they do not like and do not read scored less at the test.

A second part of the research examined the teacher's opinion of the reading habits of children nowadays and the use of methods and strategies that are taught to EFL learners. Teachers teach reading strategies for children. Among these strategies predicting was named by the teacher: they teach their learners to guess about the content of the text for developing intensive reading from pictures and from the title of the text. Teachers' opinions confirm the answers given by learners that a lot of schoolchildren do not like to read nowadays. Some reasons were mentioned by the teachers, such as the internet, the development of technology and others. Most teachers participating in the research do not let children use Google Translate, but they let them use any other kind of dictionaries for checking the meaning of unknown words in an intensive reading task. Both groups of participants - the teachers and the learners -

answered that children prefer silent reading to reading aloud. The reasons that have been mentioned were negative feelings and emotions such as anxiety and uncertainty.

In conclusion, children's opinion corresponds to the teachers' views. Both group of participants answered that children prefer silent reading to reading aloud. It was supported that strategies are taught by teachers to develop children's reading skills. In teachers' views, children do not like to read, which is supported by the answers. In my opinion, teachers know children's opinions about reading.

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## РЕЗЮМЕ

В дипломній роботі я описую стилі, стратегії, види навчання. А також види читання та його стратегії, труднощі, які виникають під час процесу читання та їх вирішення.

В роботі йдеться про важливість навчання. Я зрозумів, що людина без навчання, не може розвиватися і не зможе освоїти іноземну мову. Вивчення мови залежить від поведінки учня. Є вісім типів поведінки учня: інтуїтивно - випадковий і сенсорно-послідовний, мислительно-чутливий, замкнено-орієнтований або критичний, відкритий або сенсорний. 8 типів особистостей, які зовсім різні. Деякі люди люблять бути в суспільстві, а інші більше люблять самотність, хтось роздумовує абстрактно, хтось по-філософськи. У кожного є своя стратегія навчання.

В першій частині дипломної роботи йдеться про стратегії вивчення мов. У цьому розділі я описую, які із шести найбільш часто вживані під час вивчення іноземної мови. До них відносяться: пізнавальна, мето-пізнавальна, стратегія пов'язана з пам'яттю, стратегії компенсації, емоційні стратегії та соціальні.

Моя робота також описує процес читання. Читання є одним з чотирьох основних навичок. Найважливішою частиною цього є доповідь, тому, коли ми читаємо, переглядаючи текст, намагаємось розшифрувати або зрозуміти про що йдеться в ньому. Стилі читання: читання та сканування; розширене і інтенсивне читання.

Важливість розуміння прочитаного тексту також описується в моїй роботі. Розуміння читання - це рівень розуміння тексту або повідомлення. Це розуміння походить з взаємодії письмових текстів між собою, а також з виробленням знання за межами тексту.

Проблеми при читанні і їх вирішення, відтворює остання частина моєї роботи. Є вісім причин виникнення труднощів під час читання: неправильне написання коротких слів, розшифрування довгих слів, пропуск слів, пропуск текстів, плутання звуків, збільшування фрустрації, не правильне виразне читання, слабка зосередженість під час читання. В останній частині описується рішення на труднощі, які виникають під час читання.

Третя частина дипломної роботи - дослідження, яке було проведено для визначення звичок, стратегій та розуміння читання. Анкету можна знайти в додатку 1, а результати в додатку 2.

Четверта частина роботи - це ще одне дослідження, яке вивчає думку вчителя щодо звичок читацьких дітей у наші дні та використання методів та стратегій навчання

англійської мови як іноземної для угорських та українських дітей на Закарпатті. Анкету, яка була інструментом дослідження, можна знайти у Додатку 3.

Таким чином, читання є першим кроком у вивченні мови. Ми зустрічаємось з процесом читання кожен день, чи то на рідній мові, чи на інших мовах. Читання є частиною грамотності людини



Online newspaper, article									
Könyvtárból kölcsönözni (pl. iskolai, városi könyvtár)/ Borrow books from library									
Barátoktól kölcsönkérni könyvet/ Borrow books from friends									

**3. Az elektronikus vagy a nyomtatott könyveket szereted jobban olvasni? (Karikázd be)**

**Do you prefer reading printed or electronic books? (Circle)**

- a) Elektronikus könyvek/ Electronic books
- b) Nyomtatott könyvek/ Printed books

**4. Szoktál-e az anyanyelveden kívül más nyelven is olvasni? (Karikázd be) Do you read in another language? (Circle)**

- a) Nem/ No
- b) Igen, ukránul/ Yes, In Ukrainian
- c) Igen, angolul/ Yes, in English
- d) Igen, németül/ Yes in German
- e) Igen, mégpedig/ Yes: \_\_\_\_\_

**5. Ha idegen nyelvű szöveget olvasol, (angolt vagy ukránt, esetleg németet) akkor... (Tégy X-et abba az oszlopba, amelyik jellemző rád):**

**If you read in another language (in English, Ukrainian or German) (Put X in the column which is characteristic of you):**

	soha	ritkán	néha	gyakran	mindig
Az ismeretlen szavak jelentésének megértéséhez Google fordítót használsz/ You use Google translate to understand the unknown words					

Más Internetes szótárt használsz/ You use other online dictionaries					
Fordításhoz nyomtatott szótárt használsz/ You use printed dictionaries					
Kikövetkezteted az ismeretlen szavak jelentését a többi szó alapján a szöveggörnyezetből/ You explore the unknown words from the context of the text					
Segítségét kérsz valakitől a szöveg megértéséhez/ You ask for help to understand the text					
Nagyjából érted a szavakat és az elég a szöveg megértéséhez/ You understand the most of words, and it is enough for understanding the text					

**6. Ha idegen nyelvű szöveget olvasol, akkor... (Tégy X-et abba az oszlopba, amelyik rád jellemző)**

**If you read in another language... (Put X in the column which is characteristic of you):**

	Igen/ Yes	Nem/ No
Nincs problémád azzal, hogy megértsd a szöveget You do not have difficulties with understanding the text		
Nem mindig érted meg a nehéz szavakat/ you understand a part of the text		
Nehezen érted meg a szöveget/		

you have difficulties with understanding the text		
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**7. Az iskolában a szövegek utáni feladatokkal...(Tégy X-et abba az oszlopba, amelyik rád jellemző)**

**When you do reading exercises in the school... (Put X in the column which is characteristic of you):**

	soha/ never	ritkán/ rarely	néha/ sometimes	gyakran/ often	mindig/ always
Könnyen boldogulsz, érted a feladatokat/ you are doing it well and easily					
Nehezen boldogulsz, nem érted a feladatokat egyáltalán / they are difficult for you					
Segítségre van szükséged a feladatok megértéséhez/ you need help for the answers					

**8. Ha olvasol, akkor milyen gyakran szoktak a következők megtörténni? (Tégy X-et abba az oszlopba, amelyik a legjobban jellemez)**

**How often do the following happen to you? (Put X in the column which is characteristic of you):**

	soha/ never	ritkán/ rarely	néha/ sometimes	gyakran/ often	mindig/ always
Elolvasod az egész szöveget (minden mondatot szóról szóra)/ You read the whole text word-by-word					
Elolvasod a szöveg nagy részét (kihagyod a					

bekezdések utolsó mondatait) / you read the bigger part of the text					
Elolvasod a szöveg felét (több mondatot is kihagysz a bekezdésekből) / you omit some sentences					
Keveset olvasol el a szövegből (csak a bekezdések első mondatát olvasod el) / you read just a few sentences and conclude the point of the text					

**9. Hogy szeretsz jobban olvasni? (Karikázd be)**

**Which one do you prefer, silent or loud reading? (Circle)**

- a) Hangosan/ Loudly
- b) Magamban, csendben/ Silently, on my own

**10. Ha az angol órákon hangosan kell olvasni, akkor... (Karikázd be)**

**When we do a Reading Practice activity... (Circle)**

- a) Mindig magamtól jelentkezek olvasni / I usually volunteer to read aloud
- b) Néha magamtól jelentkezek olvasni / I sometimes volunteer to read aloud
- c) Sosem jelentkezek magamtól olvasni / I never volunteer to read aloud

**11. Ha választhatnék,.. (Karikázd be)**

**If it were my choice, ...(Circle)**

- a) Sosem olvasnék, magamtól, hangosan az osztály előtt / I would never read aloud
- b) Néha olvasnék, magamtól, hangosan az osztály előtt / I would sometimes read aloud
- c) Gyakran olvasnék, magamtól, hangosan az osztály előtt / I would be the only one to read aloud

**12. Mikor hangosan olvasok, és a tanár megállít, hogy egy másik diák folytassa, akkor... (Karikázd be)**

**When I read aloud in class and the teacher stops me and names another student, ... (Circle)**



- a) Szabadnak érzem magam és örülök, hogy nem nekem kell olvasnom / I feel relieved. I am finally left alone
- b) Csalódottnak érzem magam, szerettem volna elolvasni az egész szöveget / I feel disappointed. I would like to read the whole text
- c) Megadom az esélyt, hogy más is olvasson, nem örülök és nem is zavar, hogy megállítottak / I feel generous. Everyone should have a chance to read aloud in class.

**13. Ha hangosan kell olvasnom az osztály előtt, akkor...(Karikázd**

**be) When I read aloud in class, I generally feel...(Circle)**

- a) bizonytalanok érzem magam, tudom, hogy hibázni fogok. / insecure. I know I will make mistakes.
- b) kényelmetlenül érzem magam, mindenki engem néz./ Uncomfortable. Everyone will be looking at me.
- c) kényelmetlenül érzem magam, mi van, ha nem ismerek néhány szót? / Nervous. What if I don't know some of the words?
- d) rosszul érzem magam, nevetnek a kiejtésemen / Bad. They'll laugh at my pronunciation.
- e) magabiztosnak érzem magam, lehetőségem van megmutatni, hogy milyen jól tudok angolul / Confident. I have an opportunity to show the teacher how good my English is!
- f) büszke vagyok, a tanár ritkán javítja a kiejtésem / Proud. The teacher rarely corrects my pronunciation.
- g) zavart vagyok, a tanár mindig javítja a kiejtésem / Embarrassed. The teacher always corrects my pronunciation.
- h) félek, miért nekem kell olvasnom? / Scared. Why me? What have I done?

**14. Mikor hangosan olvasok, és a tanár kijavítja a kiejtésem, azt... (Karikázd be)**

**When I read aloud and the teacher corrects my pronunciation, ...(Circle)**

- a) Utálom, lejárat az egész osztály előtt / I feel so bad! The teacher makes a fool of me in front of the class!
- b) Nem kedvelem, de megértem, hogy csak segíteni akar / I don't particularly like it, but I understand why the teacher does it.
- c) Szeretem, mert ez által is fejlesztem az angoltudásom / I kind of like it... The teacher helps me improve my English after all

**15. Sorold fel azokat az okokat, amiért szeretsz hangosan olvasni! (például: mert szeretem, ha a tanárnő megdicsér, amiért helyes a kiejtésem)**

**Name the reasons why you like reading loudly! (for example: I like when the teacher praises me)**

**16. Sorold fel azokat az okokat, amiért nem szeretsz hangosan olvasni! (például: feszélyezettnek érzem magam az osztály előtt)**

**Name the reasons why you do not like reading loudly! (for example: I feel insecure in front of the class)**

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**17. Zavar-e az, ha a mondatban, vagy szövegben a szavak közül egyet, vagy többet nem ismersz? (Karikázd be)**

**Does it bother you, if there are words you do not know in the text? (Circle)**

- a) igen / yes
- b) nem / no

**18. Megkeresed a jelentését azoknak a szavaknak, amelyeknek a jelentését nem ismered? (Karikázd be)**

**Do you look up the meaning of the words you do not know? (Circle)**

- a) Igen megkeresem, mert nem tudom értelmezni a szöveget / Yes, I search them, because I cannot understand the text without them
- b) Igen megkeresem, mert érdekel / Yes, because I'm interested in them
- c) Nem keresem meg, a szöveg egészét próbálom értelmezni / I do not search them, I try to understand the whole text

**19. Hangosan, vagy magadban olvasod az anyagot, amikor angolul tanulsz? (Karikázd be) How do you read the material that you are learning, silently or aloud? (Circle)**

- a) hangosan / loudly
- b) csendben, magamban / silently, on my own

**20. Ha hangosan olvasol angolul, odafigyelsz-e a kiejtésre? (Karikázd be)**

**If you are reading in English, do you check the pronunciation of the words? (Circle)**

- a) Igen, nagyon fontos, hogy a szavakat helyesen ejtsem ki / Yes I check them, because it is important to pronounce the words correctly
- b) Nem foglalkozom vele, a tanár úgyis kijavítja, ha rosszul mondom / I do not care about them, the teacher will correct the mistake

**21. Szoktad-e a szöveg elolvasása előtt a címből kitalálni, miről szólhat a szöveg? (Karikázd be)**

**Do you think what the text might be about, by its title, before you read the text? (Circle)**

- a) igen / yes
- b) nem / no

**22. Szoktad-e a szöveg elolvasása előtt a szöveghez tartozó képek alapján kitalálni, miről szólhat a szöveg? (Karikázd be)**

**Do you think what the text might be about, from the pictures to the text, before you start reading the text? (Circle)**

- a) igen / yes
- b) nem / no

**23. Szoktad-e megpróbálni megérteni a szöveg lényegét néhány mondat elolvasása vagy a szöveg gyors áttekintése után?**

**Do you find out what the text might be about by running through the text? (Circle)**

- a) igen / yes
- b) nem / no

**24. Olvasd el a következő szöveget, és válaszolj a kérdésekre!**

**Read the text and answer the questions below!**

### **Super Gran**

It was broad daylight and lots of people were out shopping in Northampton city centre on Saturday. Suddenly, a gang of six criminals attacked a jewellery shop. They were wearing black jackets and black ski hats to hide their faces.

Their plan was to smash the big glass windows of the jewellery shop, steal as much valuable jewellery as they could and then quickly escape on motorbikes before anyone could do anything. They thought that nobody would stop them. But they were wrong.

As the gang were smashing the window, a seventy-year-old woman saw what they were trying to do. She ran up to them and started hitting the men on the head with her handbag. The men were very surprised when they saw that their attacker was an old lady.

They were so shocked that they dropped the jewellery and tried to run away. But now other shoppers had seen what was happening and came to help the old lady. The shop assistants locked the shop and called the police. Four of the men were arrested.

The whole incident was filmed on the mobile phone of a passer-by. He put the film on the Internet and the story was in all the newspapers: 'Granny stops armed robbers'. And what about the old lady? Nobody knows who she is! Police questioned people at the scene, but they said she had gone to have a cup of tea and then quietly disappeared.

1 The story is about a

**a** robbery.                      **b** shoplifting.                      **c** vandalism.

2 The crime happened

**a** during the night.      **b** in the middle of the day.      **c** in the evening.

3 The old woman

**a** was the only person to react.

**b** was the first person to react.

**c** filmed the gang on her phone.

4 All the members of the gang

**a** were arrested.      **b** escaped on motorbikes.      **c** tried to escape.

5 The old lady

**a** was questioned by the police.

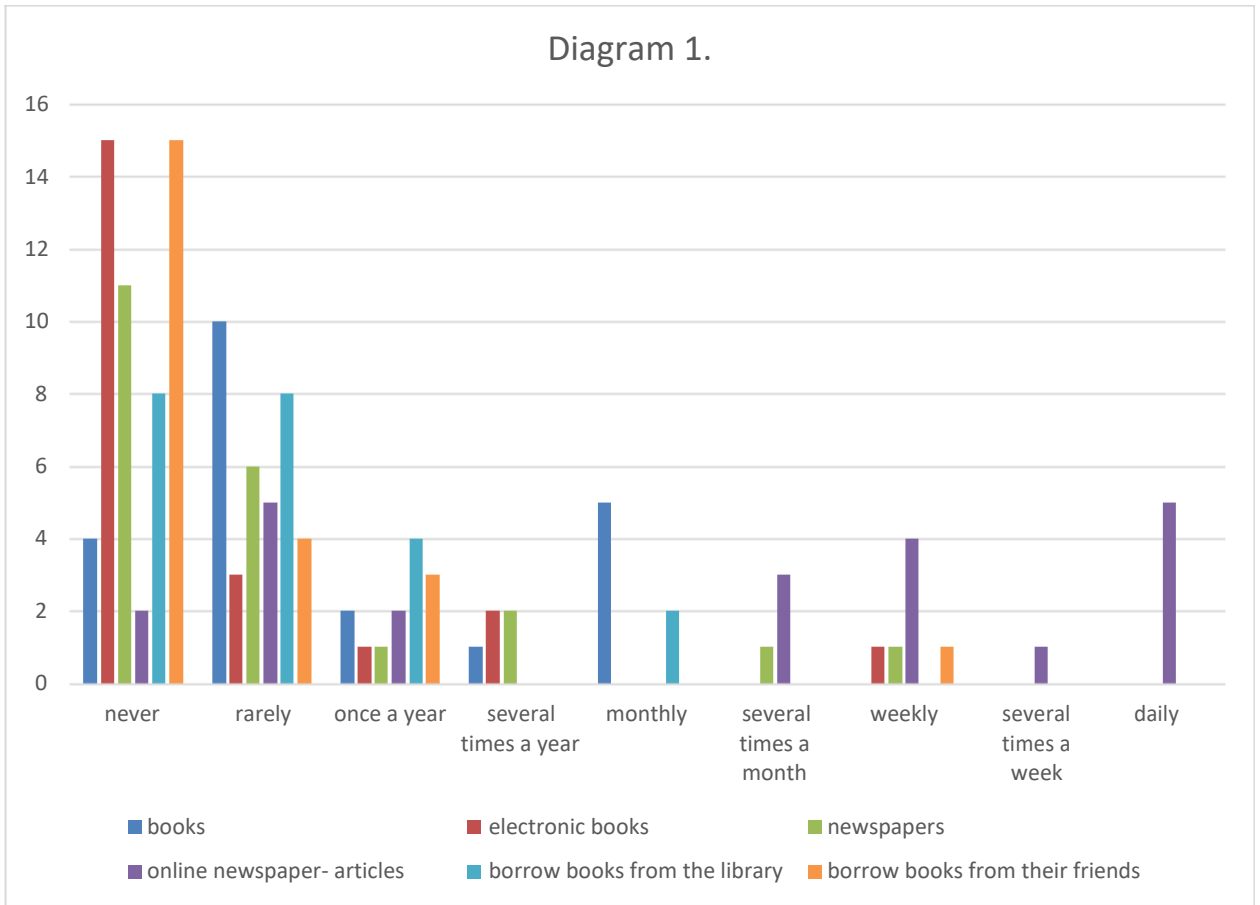
**b** didn't tell anyone her name.

**c** phoned the police. [41]

*Köszönöm szépen, hogy kitöltötte a kérdőívet!*

*Thank you for filling in the questionnaire!*

## APPENDIX 2.



The frequency of reading. Diagram 1.

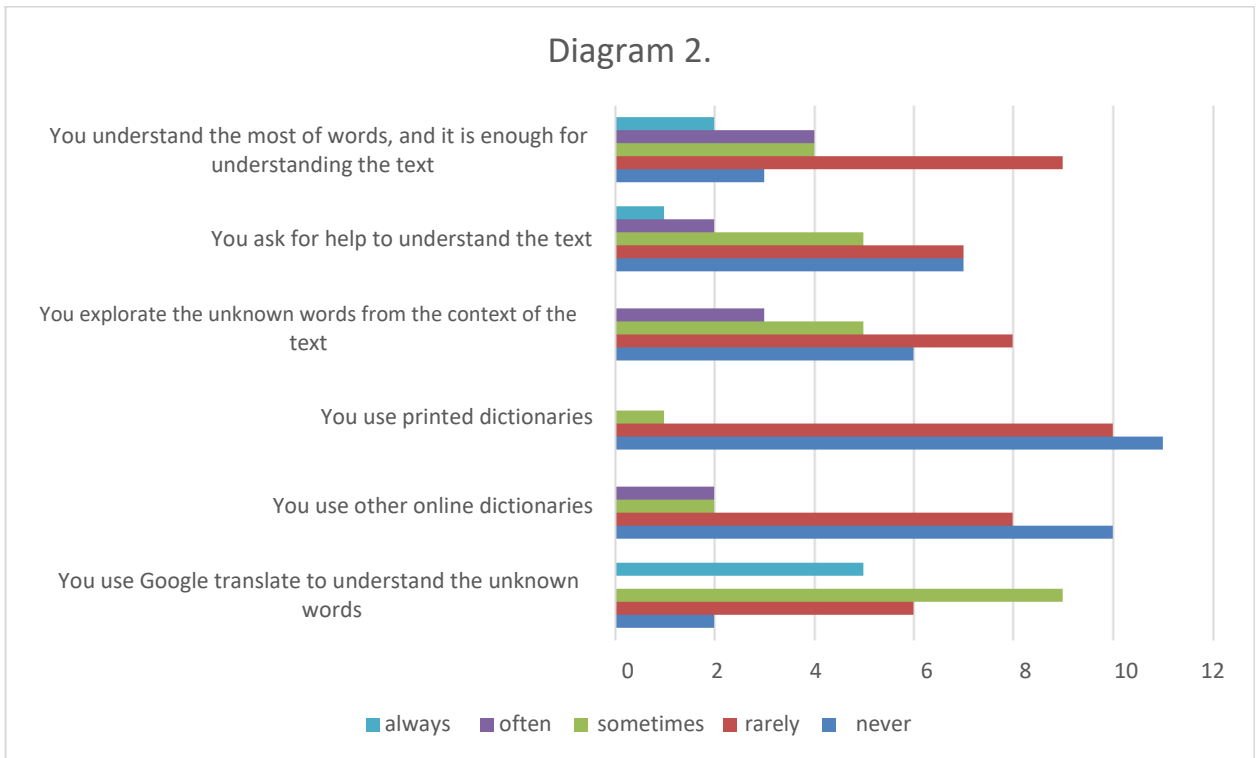


Diagram 2.

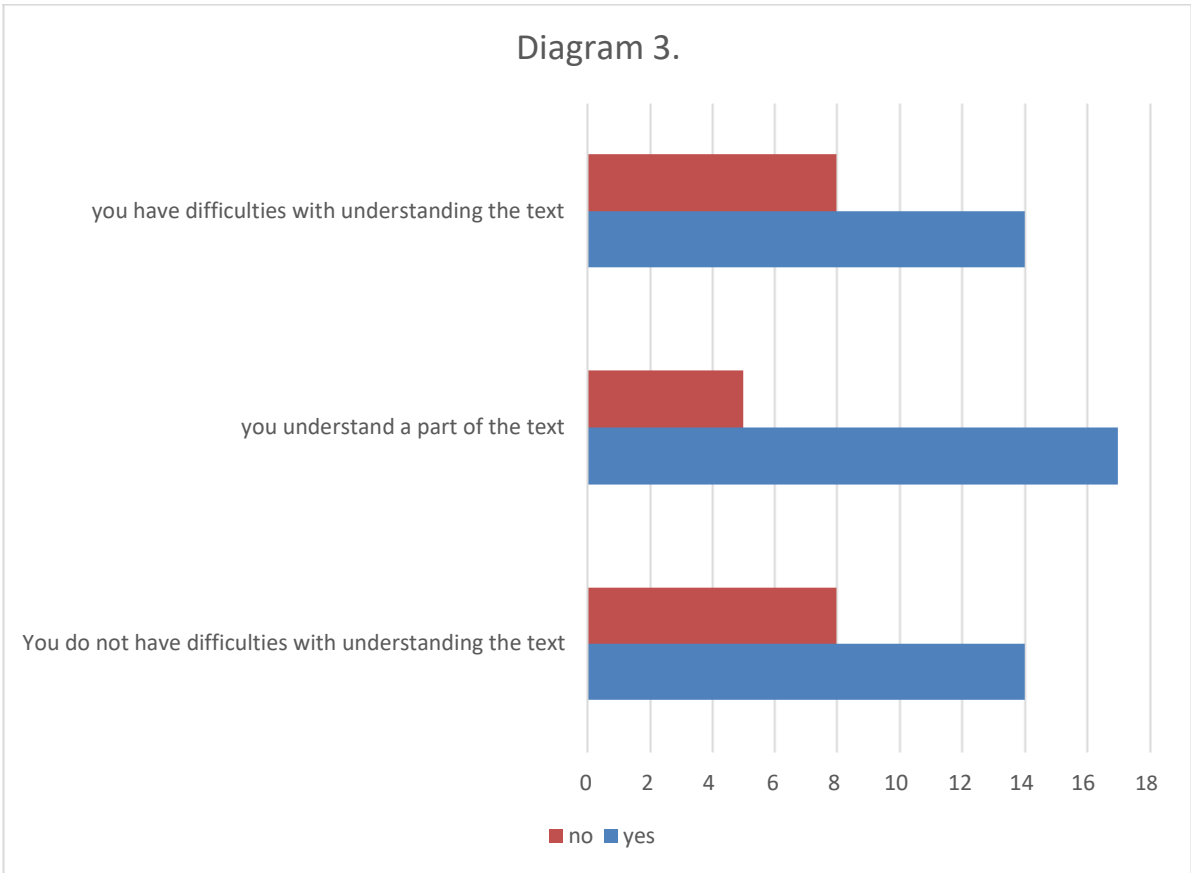


Diagram 3.

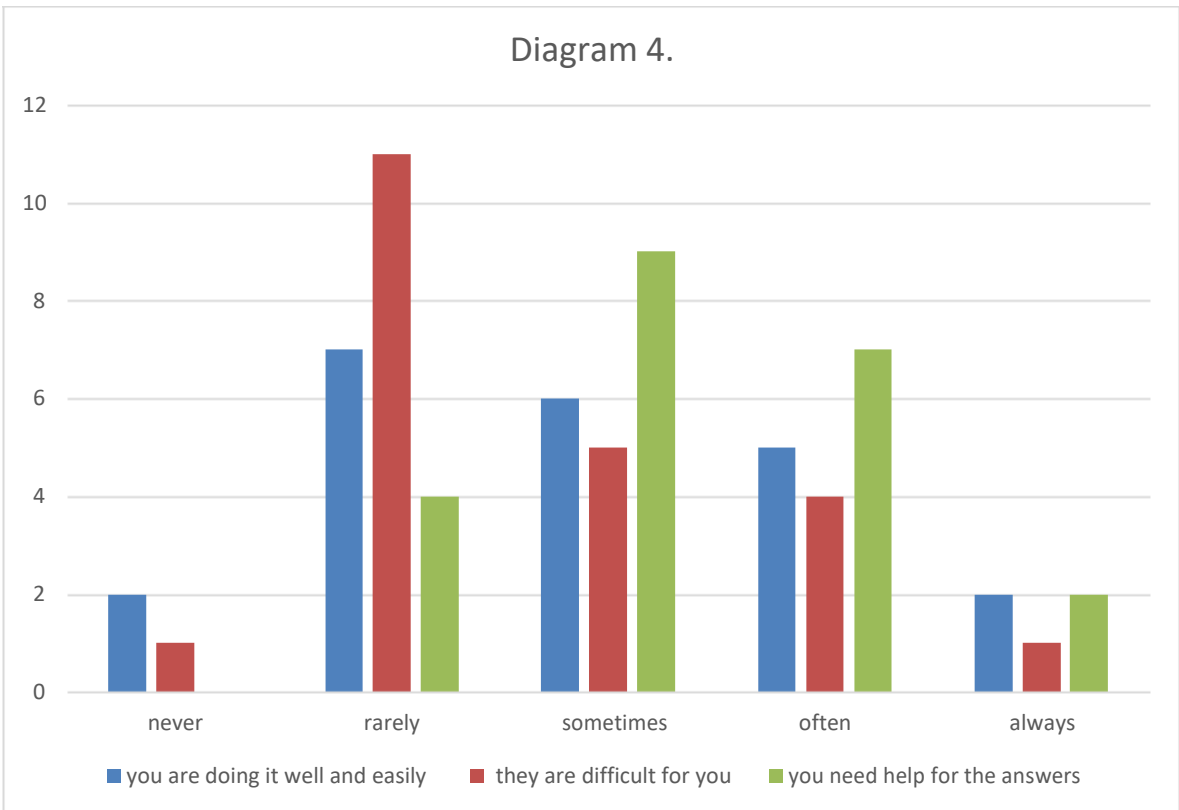


Diagram 4.

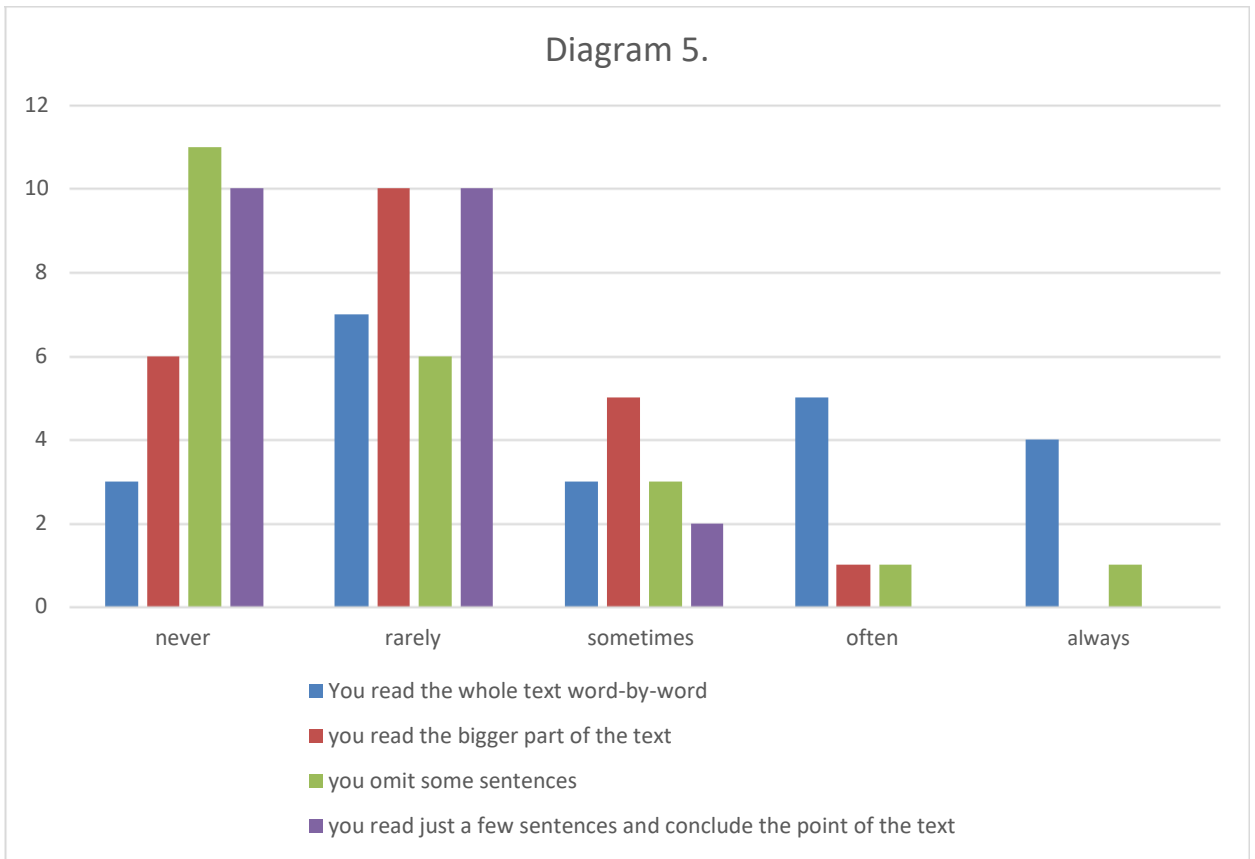


Diagram 5.

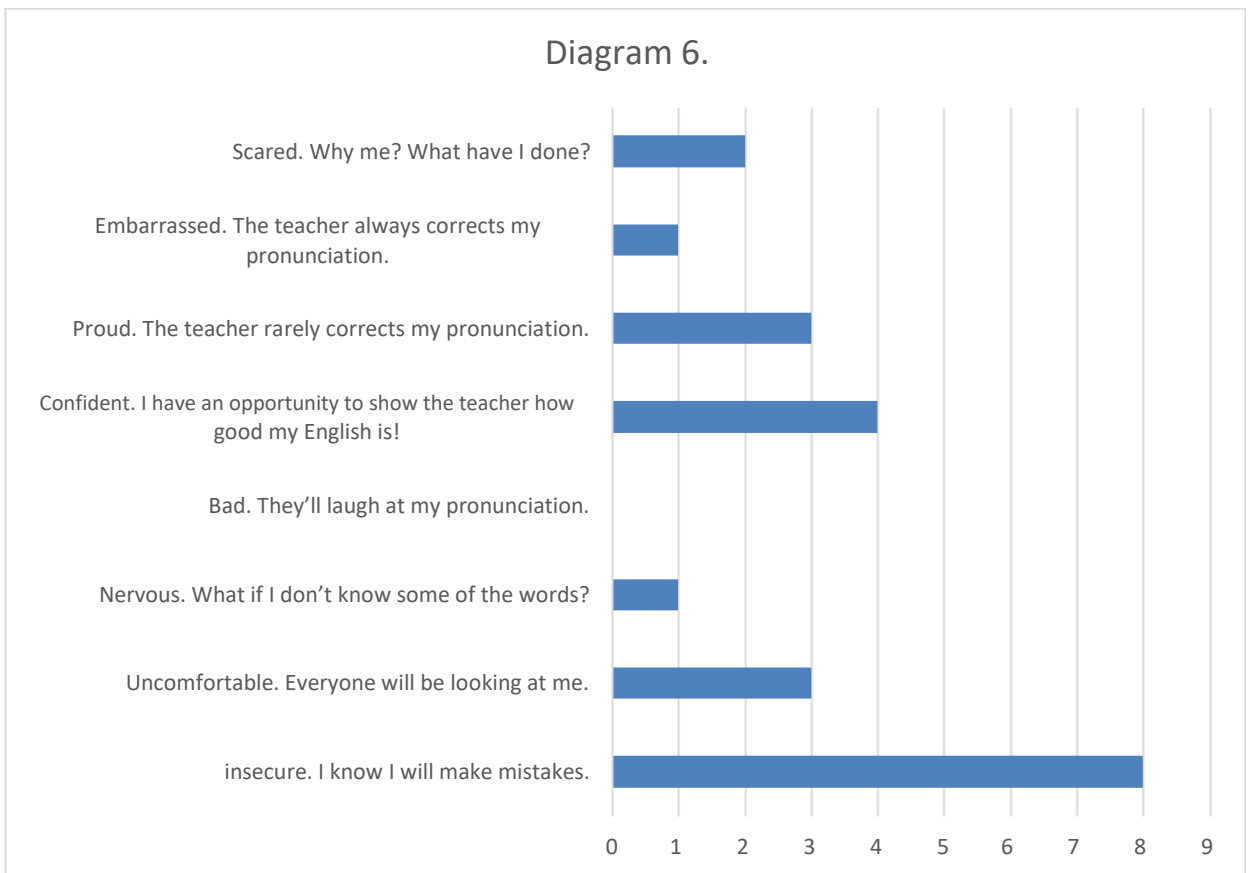


Diagram 6.

## APPENDIX 3.

### *Questionnaire of Teaching Reading Strategies for Teachers*

My name is Zsolt Nagy, I am a IV. year English major student at Ferenc Rákóczi II. Transcarpathian Hungarian College of Higher Education. The aim of this questionnaire is to study teaching reading strategies of teachers. The questionnaire is anonym and the information are private. Please read the questions attentively and answer them honestly. Thank you for helping me!

**1. Gender:**

- a. Female
- b. Male

**2. School**

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**3. Most recent level of education completed:**

- a. BA degree
- b. MA degree
- c. PhD
- d. Other: \_\_\_\_\_

**4. How long have You been teaching children?**

- a. 0-1 year
- b. 1-5 years
- c. 5-10 years
- d. 15-20 years
- e. 20-30 years
- f. 30-40 years
- g. Other: \_\_\_\_\_

**5. Your mother tongue:**

- a. Hungarian
- b. Ukrainian
- c. Other: \_\_\_\_\_

**6. Do You like reading?**

- a. Yes
- b. No

**7. Why do You like reading?**



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**8. Do You prefer reading printed or electronic books?**

- a. Printed books
- b. Electronic books

**9. Do children, in Your opinion, like reading nowadays?**

- a. Yes
- b. No

**10. What may be the reason, in Your opinion, children do not like reading?**

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**11. In Your opinion, why is it important to do reading exercises during learning a foreign language?**

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**12. How often do You do reading exercises at the lessons?**

- a. Every lesson
- b. Once a week
- c. More than once a week
- d. Every other week
- e. Once a month

**13. Do You let children use Google translate during the reading exercises?**

- a. Yes
- b. No

**14. If You do reading exercises with the class, do You let children use any kind of dictionaries?**

- a. Yes
- b. No

**15. Do You ask children to guess about the content of the text before reading from the pictures to it?**

- a. Yes
- b. No

**16. Do You ask children to guess about the content of the text before reading from the title of the text?**

- a. Yes
- b. No

**17. What strategies do You use for teaching reading?**

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**18. Do children, in Your opinion like reading aloud?**

- a. Yes
- b. No

**19. Do children, in Your opinion like reading silently?**

- a. Yes
- b. No

**20. Why, in Your opinion, children do not like reading aloud?**

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Thank you for helping me!