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ID файлу: 1002782095 Кількість сторінок: 60 Кількість слів: 19947 Кількість символів: 138714 Розмір файлу: 687.87 KB

3.68% Схожість

Найбільша схожість: 1.32% з джерело бібліотеки. ID файлу: 1002782101

2.88% Схожість з Інтернет джерелами 255 Page 62

1.49% Текстові збіги по Бібліотеці акаунту 50 Page 64

0% Цитат

Не знайдено жодних цитат

0% Вилучень

Вилучений текст відсутній

Підміна символів

Заміна символів 2

Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра Філології

Реєстраційний № _____

Кваліфікаційна робота

РОЗВИТОК ЧИТАЦЬКОЇ ГРАМОТНОСТІ В ПОЧАТКОВІЙ ШКОЛІ

Мартин Цінтія Іванівна

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Спеціальність 014 Середня освіта. Мова і література (англійська)

Освітній рівень: бакалавр

Тема затверджена на засіданні кафедри

Протокол № 2 / 2019.09.26.

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Робота захищена на оцінку _____, «___» _____ 2020 року

Протокол № _____ / 2020

Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці II

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Берегово
2020

**Ministry of Education and Science of Ukraine
Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education**

Department of Philology

DEVELOPING READING LITERACY AT PRIMARY SCHOOL

Bachelor's Thesis

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INTRODUCTION

The English language is an international language and one of the most spoken languages in the world. It is one of those languages, which is taught as a foreign language from the beginning of the primary school years. Nowadays, plenty of people use it in education, work, business, and in other fields of life. Learning a language means the acquisition of all the four skills, which are reading, listening, speaking and writing. Thus, developing reading literacy in teaching English as a foreign language is essential and indispensable. The thesis paper's theme is forming information about reading literacy taught in primary schools. Literacy development depends on numerous factors and this paper aims to give pieces of information about approaches, strategies, methods and other factors, which contribute in the learners' literacy development. This study sets out to give an overall view of reading itself, enumerating tools which help to develop reading literacy, stages which reside in the development of the above mentioned receptive skill, ways which help to improve reading both for struggling and non-struggling readers, methods to teach reading and the usage of different types of texts in the classroom. The significance of the thesis paper lies in the fact that it investigates the importance of literacy development at primary school, analyses some Transcarpathian English language teachers' and English major student's attitude towards the above-mentioned topic.

The subject matter of the thesis paper is reading literacy itself, which is a fundamental and indispensable skill in our life. It helps us to get and share various pieces of information with each other. Reading is a complex phenomenon that requires numerous cognitive processes within the human mind, for instance the alphabetic code, sight vocabulary and comprehension that should be acquired by the learners. The object matter is the use of different literary works in literacy development at primary school, the right application of reading strategies and methods.

The theoretical value of the thesis paper is that it provides information about the development of reading literacy at the primary school, including various approaches and tools, mentioning different stages of literacy development and various reading processes, including the alphabetic code, sight vocabulary and comprehension, noting the importance and impact of family's contribution to literacy development, explaining the traits of successful readers and differences between struggling and non-struggling readers, finally mentioning ways to help for struggling readers.

The pedagogical value of this paper is that gives information for the reader about methods and techniques about how to develop reading and vocabulary of primary school learners, creative extensive and intensive reading activities are noted, ways to use poetry, nursery

rhymes or tales at the lesson to develop reading literacy and finally reading assessment and evaluation is mentioned.

The practical value of this paper lies in the fact that it shows the attitude of Transcarpathian English language teachers and English major students towards the development of reading literacy at primary school. The work shows what kind of methods these English teachers use, how they teach reading and develop reading literacy within their school. It also gives information about the English major students' primary school reading experiences and teaching practice experiences as well.

This paper is suitable for those who are interested in the development of reading literacy at primary school, or make inquiries about various types of methods and exercises which help to acquire reading and also to improve it.

The thesis-paper has been organised in the following way: introduction, three parts, a conclusion, a summary in English and Ukrainian, appendices.

During the research an analytical method was used by searching for information then collecting and analyzing the different facts. Throughout the research, pieces of information were gathered from books connected to the development of reading literacy, teaching strategies, approaches, methods and techniques, vocabulary instructions, researches about reading at the primary school years, extensive and intensive characteristics and reading tasks, etc. Among the used studies and literatures the following can be mentioned: the book written by Harris P., Turbil J., Mckanzie B. and Fitzsimmons P. „Reading in the Primary School Years (2012), Lambirth A. „Planning Creative Literacy Lessons” (2005), Horton S., Beattie L., Bingle B. „Lessons in Inspiring Reading Comprehension in Primary Schools” (2015), Bland J., Lütge C. „Literature in Second Language Education” (2013) etc.

Part1 provides theoretical information about the development of reading literacy at the primary school. It begins with the enumeration of some approaches in teaching reading, the following approaches are mentioned: psycholinguistic, sociocultural and the cognitive-psychological. Then it deals with the development of reading comprehension by mentioning tools, which helps to develop it, and five stages of literacy development and its characteristics are noted. It also mentions the reading processes such as the alphabetic code, sight vocabulary and comprehension. The importance and impact of a family's contribution to literacy development is explained. Finally, it deals with promoting struggling readers, explains the traits of successful readers, traits of those who are at risk of failure and gives advice about how the struggling readers can be motivated for reading.

Part2 deals with the pedagogical value of the research paper. First of all, it deals with methods and techniques to teach reading for primary school learners by mentioning creative

reading activities. There are separate points that deal with intensive and extensive reading activities and mention the advantages of independent reading as well. The usage of such literary genres as poetry, nursery rhymes, tales are noted and exercises are also presented.. Then it gives ideas about various reading strategies for primary school learners in order to develop reading literacy. The last point is about reading assessment by mentioning different types of assessment and their aim.

Part3 deals with the practical value of the thesis paper. It was accomplished with the help of a survey and an interview. The aim of the research is to show the Transcarpathian English teachers' and English major students' attitude towards literacy development. The interview was made with ten participants who are English language teachers in Transcarpathian schools. The survey was accomplished by forty English major students who answered questions about their primary school literacy development experiences and teaching practice observations.

Reading literacy itself is more than just knowing the alphabet, it is also a skill, which requires plenty of processes, improvement and practice. It includes the proper understanding of a text and knowledge of strategies and methods in order to become a more fluent reader. The development of reading literacy has to be begun at the primary school, because it is the most suitable stage to build a firm foundation for that necessary skill.

PART 1

DEVELOPMENT OF LITERACY COMPETENCE AT PRIMARY SCHOOL

„The way we communicate without being present, through a myriad of symbols on a blank surface, would seem to be uniquely human trait. While production of the signs and symbols is miraculous enough, being able to access their meaning connects us to people and places we may not come across in our daily lives.” [19, p.1]

Reading and writing are parts of our everyday life. Everyone from childhood is exposed to it in different ways – from television, magazines, newspapers, etc. Numerous theories and researches exist about the development of reading literacy at primary school and about the everyday contexts in which children learn to read and write.

Reading is the ability to share or get information, ideas or opinions. Literacy involves two important actions: decoding and comprehension. Both are essential in the process of literacy development.

Thus, it becomes obvious that the reading process is a complex phenomenon. It requires numerous cognitive processes such as the alphabetic code, sight vocabulary and comprehension that should be acquired by the learners.

During the first process, which is the alphabetic code, children develop three separate abilities: phonemic awareness, phonics and spelling. Sight vocabulary, which is the second process, is the ability to read words automatically. It requires fluency in reading and by this the reader can understand the meaning of any text quickly and efficiently. Finally, during the comprehension teachers should develop critical readers who can understand and decode the meaning of different texts read by them.

Different approaches exist upon the process of teaching reading and developing reading literacy. In this passage three approaches will be listed which deal with the development of reading literacy. These approaches are the following: Cognitive-Psychological, Psycholinguistic and Sociocultural approaches.

Onwards motivating and non-motivating factors and classroom characteristics are listed in order to help struggling readers to develop reading skills as it is a very significant element in any learning process.„Motivation is a great factor in the reading progress. Those children who lack motivation about learning to read or write, have never experienced purposeful and pleasurable experiences with books and literacy or experienced continued failure tend to avoid reading.” [41, 2 p.]

Thus, it becomes clear that primary education has the purpose to prepare children for future learning processes. The central point is the development of reading literacy because it is the basis for further improvement in other areas of learning as well.

1.1 Main approaches in teaching reading

Reading is one of the most important skills that a child should learn, because not only the success at school depends on it but also the later life. Different approaches can help to teach reading for children and to apply them.

Different approaches exist and there is the possibility to argue which are the most effective among them. All of them can teach English in a different way and it leads to arguments among the proponents with the aim to attack each other with the blame that any of them is not appropriate to teach reading.

According to Lambirth (2011), there are three approaches that are influential in the teaching of reading. These three approaches are the following: Cognitive-Psychological, Psycholinguistic and Sociocultural approaches. [23]

1.1.1 Psycholinguistic Approach

According to the Psycholinguistic approach reading is an ability which provides the opportunity of sharing information with each other. It is believed that reading becomes a meaningful and enjoyable appearance of human behaviour.

But it is distanced from the Behaviourist theories. The teacher or the expert reader provides real books and shares literacy experiences in case to extend and develop learners' reading competences.

The reading environment has to be adjusted accordingly to meet the reader's needs. The teacher or the expert reader should assess the learners continuously, through observation of children's practices. [19]

1.1.2 Sociocultural Approach

According to Lambirth, school literacy is not neutral or autonomous, it is based on ideological position affirmed through social and cultural practices. This approach was first used by a psychologist Lev Vygotsky. In his views, parents, teachers, peers and the culture itself are

responsible for developing higher order functions. It means that social learning has an impact on the development.

In accordance with Horton, [19] there are two levels in the child's cultural development. The first is the social level, which happens between people and it is also called interpsychological level. The second is the individual level, which happens inside the child after the social level, it is also called as intrapsychological level. Young children are curious and active in their learning process. The teacher's or instructor's role is to show example how to solve a problem and at the same time controlling the learning environment. The students have to be at an environment where they are relaxed without feeling threatened and can expand their knowledge step by step without feeling frustrated.

In the classroom peers can work in pairs or groups, in order to share ideas, views and opinions with one another. They have to be free to ask questions or to put forth ideas. In this case the teacher has to identify goals that the students have to accomplish and later on demonstrate understanding. [19]

1.1.3 Cognitive-Psychological Approach

In the Cognitive-Psychological approach there should be experienced readers and learners. The experienced reader should instruct the progressive readers to improve reading competence. For the development of reading skills it is important to establish a so called grapheme-phonetic correspondence before the emergent readers began their individual comprehension of the written word. One of the characteristics of this approach is the trait that learners begin from the sounds or symbols (grapheme/phoneme correspondence) and from the way they are displayed in the text and in this way step by step build up to reading words, sentences and texts. [19]

1.2 Developing Reading Comprehension

Reading gives us the ability to share information, ideas and perspectives. Written texts, different kinds of books can be inspiring and wonderful by taking us to different places and times. But for most of the children in primary schools the messages conveyed through texts are not totally understood and it obviously has consequences for their learning development. [9]

First of all, to comprehend a text the child has to understand the language properly. In this case pupils should improve their oral language skills in order to be able to have a rich vocabulary. According to the researches, poor vocabulary leads to poor comprehension skills. By comprehension proper understanding of spoken and written language is meant. [19]

1.2.1 Developing Reading Comprehension through Visual Tools

Illustrations and reading pictures can be crucial in developing meaning. According to O' Neill, „There is much to be read from a picture, much to be inferred and understood implicitly as well as what is obviously depicted [31, p22]. Using pictures as means for developing reading comprehension may be inconvenient for some teachers but the researches show that for students they are beneficial.

According to Vicki Cohen and John Cowen, students need to construct their own visual tools and in that case they develop metacognitive behaviours. This would allow them to see their own thinking by the help of visual representations and they would learn to think about their own thinking and learn how to assess their own learning. Visual texts allow and help students to increase reading comprehension by the fact that allows the reader to represent their thoughts and understanding of the text visually. It helps to keep and develop visual image as a representation [10].

There are some recommendations which should be followed during the teaching progress:

The steps are:

- 1) The first step is to present a visual tool.
- 2) The second is to show how to make either the same visual tool or any other.
- 3) The next should be to teach how to construct the visual tool by showing the pupils the procedural knowledge.
- 4) On the next level the pupils should practice constructing and thinking about their own visual tools, the teachers role in this step is to give feedback to the pupils, support and help them in some cases.
- 5) The last step is to coach the pupils when they proceed to work independently on constructing or thinking about their own visual tools.

Visual tools can have different functions during a reading lesson. It can be a prereading, during-reading, postreading activity. To use it as a prereading activity, pupils can make the so called brainstorming activity, in this case they can speak about the topic by using their extant knowledge. Having it as a during-reading activity, can be helpful if they use it to keep as a serial of events and an organizer. It also helps to store the read text in the short-term memory. Using visual tools in during-reading process is more beneficial with longer and more complicated texts than with short and simple texts. It is explained by that it can help to store the main important events, but does not distract from the overall flow of the text. Disrupting from the text can happen if you use visual aids for shorter and more simple texts. As a postreading activity visual tools help to revise the text again and to store the information in the long-term memory, because

it is graphically organized in such way that it makes the text easier for children to understand, remember and later on to recall. [10].

1.3 Literacy in Reading

Literacy itself, is the capability of such relevant actions as speaking, reading, writing, thinking and even listening. In the first place children begin to develop speaking and listening skills mainly at home and later on by coming to school with a language base reading and writing skills are taught, developed and improved mainly at school. Thus, we can see that it is something that can be and should be developed by individuals throughout their school years or even life. The best way to improve these skills is to participate in real experiences by getting instructions from the teacher or experienced instructor at the same time.

Reading involves two important processes. These processes are – decoding and comprehension. The first deals mainly with pronunciation of the written text. So, in this case the learners' task is to know or to figure out the pronunciation of the words involved in the text, next is to determine the meaning of those words. In the decoding process it is vital to check out the correct pronunciation, especially for foreign learners.

In comprehension, which is the second process involved in reading, the learners have to deal with the meaning of the written words, sentences or text. It is more critical than decoding. Foreign learners are able to understand and associate the words properly if they have those words in their own language as well. In this case decoding and comprehension or pronunciation and meaning are always the two key points in the development and improvement of reading. According to Shaywitz's theory, students become more experienced in decoding, so in pronunciation, they will be able to pay more attention to constructing the meaning of the words and texts. [10]

1.3.1 Five Stages of Literacy Development

Researchers claim that there are five different stages in the development of literacy. The stages are the following:

- 1. Early Emergent Literacy**
- 2. Emergent Literacy**
- 3. Beginning Reading and Writing**
- 4. Almost Fluent Reading and Writing**
- 5. Fluent Reading and Writing [10]**

The first stage is called The Early Emergent Literacy. In this stage children develop the basics of literacy. It is usually developed before children begin to enter the kindergarten. Firstly, its main aim is to introduce the child to printed texts and to develop oral language.

The next stage is the Emergent Literacy. Children move through this stage during the last years of kindergarten. At this stage children become more interested in literacy and printed texts. During this stage they begin to recognize a word and begin to name letters. Comparing to the first stage children use more standard oral language patterns and begin to form and name letters.

The third stage is called as Beginning Reading and Writing. This continues throughout the first year, but for some students this period can be longer and goes throughout the second and third years as well. At this stage students begin to read and write in conventional ways. Their oral language expands and children develop fluency in reading. They are learning new words and understand the meaning of more words.

The next stage is called the Almost Fluent Reading and Writing. Usually it may begin at the end of the second grade and continues into the fourth and fifth grade, but for some students it can begin at the end of the first grade. During this stage oral language shows increasing vocabulary. Children begin to read more silently than in the previous stages.

The last stage is called the Fluent Reading and Writing. This stage develops from the beginning of the fourth grade and continues throughout the elementary grades and high school. But in fact it continues throughout our life. At this stage reading and writing can be used for different purposes.

1.4 Children and the Reading Process

The teacher has a big role in the contribution to the pupils reading process. There should be a reading community established with the whole class in order to give an opportunity for children to participate in the ongoing literacy life. It helps to give advice and to support each other. Where everyone can share and develop reading strategies or methods, attitudes towards reading and reading experiences.

Teachers have to encourage the pupils for independent reading and to support all of the occasions when the children are making meaning for reading. Giving supportive and enriching material, which gives the opportunity to improve reading and to grow. There should be assessments, tracks or monitors which help to reflect on pupils reading progress with the aim to develop teaching and learning strategies and methods that will give help for children to grow as a reader.

The reading process is a complex phenomenon. It requires numerous cognitive processes such as the alphabetic code, sight vocabulary and comprehension, which should be acquired by the learners. [5]

1.4.1 Learning the Alphabetic Code

In the first place understanding how the writing system works is indispensable before its efficient usage. This system works on an alphabetic principle, which means that words can be reduced into component sounds that are represented in print and writing by certain groups of letters.

According to Westwood, in order to have a full understanding on the topic how alphabetic system works pupils must have these skills:

1. The ability to analyse words into phonemes
2. To understand that phonemes are present in all words
3. To know which letter symbols represent those particular phonemes
4. To know and understand that there is a relationship between each phoneme and letter in all positions in a word.

To become a skilled reader, one must learn the relationship between letters and group of letters. Pupils should have phonic skills instead of phonic knowledge. The improvement of phonic skills began at a very early stage of learning to read and write. It includes a basic level but helps the reader to understand some important factors in the reading process. For instance, some sound units in speech need to be represented by a group of letters like: bl, ch, tr, str, tion etc. And at the same time one group of letters may represent one sound, for instance: ight. [46]

With the alphabetic code children develop three separate abilities:

Phonemic awareness. With this ability, children are aware of the fact that spoken words are made up of group of sounds and it can segment or blend sounds in spoken English. The change and manipulation of the sounds of oral language are noticed and learned.

Phonics. Converting letters into sounds and blending them in order to recognize them are learned.

Spelling. The ability to segment spoken words into sounds and convert the sounds into letters to spell words are learnt. Basic knowledge of sound-symbol patterns is necessary because if the pupils are aware of this spelling strategies that use phonic knowledge to spell unfamiliar words can be used. [40]

1.4.2 Sight Vocabulary

One very important factor in reading is an extensive vocabulary of words recognized by sight. These are often called as “sight words” or “sight vocabulary”. It develops with increasing reading experience because children should decode more and more new words which over a long period of time become part of the sight vocabulary.

Sight vocabulary is the ability to read words automatically. It requires fluency in reading and by this the reader can understand the meaning of any text quickly and efficiently. [46]

1.4.3 Comprehension

Most of the teachers and researchers agree that comprehension is something that should be taught at the earliest stages and not after children have acquired how to decode words or identify them. It has to be a central point when it comes to teach reading literacy for pupils. Teachers should develop critical readers who can understand and decode the meaning of different texts read by them. It is very important to discuss the meaning of different texts together with the learners, there should be questions asked by them upon the read topic.

Reading is a complex intellectual process which involves numerous abilities. The readers have to use already known and acquired information by them in order to filter, interpret, organize, reflect upon the topic and establish relationships with the new, read information. When it comes to the reading process a lot of definitions claim that reading is the process of getting meaning from the printed text. It is a way to gather more information about topic we need and a skill which helps us to search for information and make meaning for themselves in what they read.

In order to be able to understand a text thoroughly we have to identify the read words rapidly and to be aware of almost all of the words and finally to combine the read words and their meaning into a coherent and understandable message.

There are different cognitive processes used during reading process among pupils who themselves are able to understand and comprehend the texts. For instance:

Ask questions to themselves and seek for the answers in the text during the reading process.

Pupils who are able to comprehend texts by themselves are usually generating visual images during the reading process, while reading a particular type of text. It happens mainly when they read narratives.

Mentally summarise the most important points.

Reflect upon the read topic and consider the relevance of what they have read.

One of the main traits of a good reader is that they always have a particular feeling or reaction to what they have read. A good reader is willing to use texts as tools to gather and obtain more information, get new ideas, to solve problems or to use it as a source of enjoyment.

Those pupils who are good comprehenders are those who use effective comprehension strategies during the working process. One of the main points of teaching comprehension strategies is to teach children to evaluate the read information. An effective comprehension requires that the reader understands the meaning during the reading process. If the meaning is lost the reader should take compensatory actions.

Those readers, who are more strategic, use metacognition to analyse their own level of understanding during the reading process. For example, they tend to pause and go back to those parts of the text and sentences which were not understandable for them, check the meaning of some words. [46]

1.5 Family's Contribution to Reading

Family and social environment plays a crucial role in the development of reading literacy. There is a special name for this kind of literacy, this is called home literacy environment (HLM). It contributes in the development of learning the so called emergent literacy. One of the traits of this kind of literacy is that it is continuous and begins before the formal instruction that takes place at school. Emergent literacy includes oral language skills, phonological awareness, knowledge of letters, perceptions of print. This all contribute in the later reading literacy development.

Children can develop formal and informal literacy skills or experiences at home. Formal literacy experiences include knowing the alphabet, being able to write down their name, and being able to read simple words.

To the informal literacy experiences include more advanced reading skills, indirect effects of informal literacy experiences by vocabulary on reading comprehension. [32]

Before the school years children have time to form a picture of how to make meaning in the world occurs. Home is an intimate space and it offers various possibilities to improve reading literacy. At family literacy children can feel the comfort and pleasure with different kinds of texts and this can motivate them to develop into skilled readers or writers. [36]

1.6 Helping to Struggling Readers

The concept of the meaning of being literate has been changing in the society. Becoming literate requires developing some basic skills and strategies which may include critical thinking, being able to personalize meanings to individual experiences.

There are different varieties of texts: books, magazines, pamphlets which are available through the internet, e-mail, television screens, computer screens and numerous other electronic screens and devices.

Those pupils who are considered to be struggling are one or more years below at the reading process than their current grade level but do not have an identified learning disability of any own. [41]

1.6.1 Traits of Successful Readers

According to the researches, this learning process follows different typical patterns. Some children have normal or above average language skills and motivating, pleasurable early childhood experiences with books and written texts. Usually adults cared about their literacy development by involving them in literacy experiences during the early childhood years. They had the opportunity to get to know and identify letters, printed texts.

Rhyming, singing and language play also help to develop comprehension skills and to develop awareness of the internal structure of spoken words. They need adults to be with them in order to give explanations to them.

At school, children get experiences that help them to comprehend and use reading to make meaning with print. Have frequent and intensive opportunities to practice reading and writing, the alphabetic code, structure of written words. At these schools successful readers are built from the earliest stage of their life. [41]

1.6.2 Young Readers who are at Risk for Failure

For the teacher it is important to know the learners as individuals. Those children come to the classroom with well-defined influences on their lives. A lot of factors can affect the children's development, for instance the family, group or situations in which the child resides.

Children with limited proficiency in English tend to have reading difficulties in that language. In those cases when the children's mother tongue is not the English language then the presence of reading difficulties increases. As well as when the child is from a family where

nonstandard dialect of English is spoken then the speaker can have reading difficulties in the future.

Family background and environment can also affect the child's reading capacity. Children of those parents who had difficulty of learning to read have higher than normal chance of having difficulties with reading. As well as children who live in communities or attend schools where low socioeconomic status is widespread are likable to have reading or writing difficulties.

There are psychological factors as well. Children with attention deficit hyperactivity disorder (ADHD) have higher rates of having reading or writing difficulties. Studies show that from the beginning of formal schooling reading disability is common with children of inattention problems.

Motivation is a great factor in the reading progress. Those children who lack motivation about learning to read or write, have never experienced purposeful and pleasurable experiences with books and literacy or experienced continued failure tend to avoid reading.

In those schools where classroom practices are deemed to be ineffective are more likable to have lower level of reading accuracy. This is common to those schools where there are lower rates of student time-on-task, less new material presented by the teacher, lower rates of teacher communication, more classroom interruptions, more discipline problems take place. [41]

But none of these factors can be barriers to literacy development and none of these factors function and take place alone as a single one. Linguistic and cultural differences can also take place. There are an increasing number of children who emigrated from different countries and families who speak different languages. There are some facts that teachers should keep in mind when they have students from different cultural backgrounds and speak in a different dialect.

Firstly, all of the students should bear in mind that language diversity is common in all classrooms. Every speaker has a unique dialect which is called „idiolect” and some speakers can speak a more standard form than the other students. Secondly, correcting all nonstandard utterances is not effective and should be avoided. But repetition in the standard form of dialect and asking questions related to the meaning is a more effective and helpful response. Teachers should know their students very well and in those cases when there are students from different cultural backgrounds and speak in a different dialect the teacher's job is to learn as much as possible about the student's culture in order to be able to use it as an assessment.

For English language learner the teacher should tell the language instructions in the native language and in English language as well. They have to talk about what they read, write or study and the teacher should give explanations about the topic to the students in order to make sense of what they learn. [41]

1.6.3 Motivating Struggling Readers and Writers

Motivating the learners is a crucial element in any learning process [8]. There are many factors which contribute in the learner's motivation of learning to read and write.

According to Baker and Wigfield, students cannot be characterized as motivated or not motivated, but simply as differently motivated. [5].

There are different motivating factors for non-struggling readers, like for some children the challenge of a particular text. But for a struggling reader a motivating factor can be their interest or familiarity with the text because they can more easily understand what they read. The classroom circumstances and the environment plays a great role as well. A struggling reader prefers reading in a small group rather than in a large group. [41]

Struggling readers have difficulties with the reading process and they tend to find themselves in a cycle of failures. Because of that, they often avoid reading activities which do not allow them to get enough practice. Researches had shown that this contributes in the development of other aspects as well, for instance in vocabulary knowledge, verbal and spelling fluency.

There are six characteristics of classroom that helps to develop reading literacy for most of the students:

1. The teacher as an explicit reading model;
2. A book-rich classroom environment;
3. Opportunities for choice;
4. Opportunities to interact socially with others;
5. Opportunities to become familiar with lots of books;
6. Appropriate reading-related incentives. [41]

The first point is the teacher as an explicit model. It points out that those teachers who are not explicit models are not effective neither. It is important that teachers have to speak about their own literacy experiences and their love of books. Effective teachers are curious about reading and writing and serve as models of reading and writing. A good teacher helps to develop a personal interest of students in reading and writing.

The second point is a book-rich classroom environment. Access to books is an important factor in the development of reading literacy and of the motivation of learners. There are differences between the books which are available for the students. It could be effective to give time for the students so they could look for the books and read those books in which they are interested in. A classroom library should include books for strong and weak readers as well. The

teacher can use the book collection as bonus points from students' book clubs or use it in the lesson procedures.

The third point is the opportunity for choice. It means that having different choices or ways to improve literacy development can be effective. For example, literature circles, silent sustained reading, writing workshop, fluency-building activities. But those students who have reading difficulties and have not had many positive literacy experiences cannot select a book what they want to read. Usually they need the teachers' help. The teacher should know the interests of the pupils and have to introduce them to books which are suitable for them, helping and guiding them through the review of some books. Pupils have to be taught to make a choice.

The teacher can use the five-finger method which aim to help insure easy books for the students' independent reading level. The pupils have to come through a text which contains at least one hundred words and each time when they come through a word which is too difficult for them to read they have to hold up one finger. If there are at least 5 words which are too hard for them then it means that the text is too difficult for them.

The fourth point is the opportunity to interact socially with others. Literary groups can be good motivators for pupils. There are several social teaching techniques. For instance the Think-Pair Share. In this method the pupils work in pairs. They have time to consider something like quotes, concepts, texts, poems, and have to tell their opinion to that person who sits near them and then ask his or her partner's opinion about the topic.

In order to give opportunities for the students the teacher have to give small group tasks or other activities in which the pupils can interact with each other or collaborate with a classmate.

The fifth point is the opportunity to become familiar with lots of books. As it was mentioned in the second point, classroom library is a helpful environment to develop reading literacy among learners. They have a wide range of books that they can read easily, with instructions or with the help of a teacher, or those books which are not for their literacy level and are hard for them to understand.

If the pupils have enough time for reading, they become familiar with more books. And when they read more and more there would be the possibility to become more familiar with different authors, genres, types or topics and later on they are able to choose those books which they are interested in.

The sixth point is the appropriate reading-related incentives. According to some researches, those primary school students who were rewarded with a book for their reading activity, named an activity which they liked the best and which was used as a tool to develop reading literacy. The primary school pupils liked the activities more than the book they have got for the activity.

As it was mentioned in the previous point, reading with friends or classmates can help in the development of reading literacy and a great motivator.

Rewards are great motivators as well. But rewards for good reading achievements have to be in connection with reading itself (for instance teachers can give books). But being noticed or having a competition are also effective motivations for some pupils. In those cases, children can get certificates as a present for good achievements.

Teachers can create situations, which inspire reading. Different kinds of inspiring situations can be created when regular activities are not motivating enough. Such kinds of ideas are given as: multimedia book review, biography parades, visiting authors, publishing possibilities. [41]

Reading is a complex process that requires a lot of efforts. Different approaches exist which helps to understand the reading process and helps to acquire it easily, for instance the Cognitive-Psychological approach, the Psycholinguistic approach and the Sociocultural approach. Reading involves the processes like: learning the alphabetic code, which includes the phonemic awareness, phonics and spelling, sight vocabulary and the comprehension of words, phrases and paragraphs.

A range of factors stipulate a readers' ability for instance the family background, psychological disorders or motivation. The home literacy environment (HLM) contributes to the development of emergent literacy which takes place before the formal instruction at school.

Motivation plays a crucial role in the development of reading literacy. There are certain strategies which helps to motivate the learners. For example creating a book-rich environment, organizing literature circles, writing workshop, fluency building activities etc.

In conclusion, reading literacy is more than just knowing the alphabet, it also includes the proper understanding of a text, the knowledge of strategies which helps to become a more fluent reader. Becoming literate is a long process which requires plenty of efforts, time and motivation. Although, it is a skill which can be improved by anyone. Developing reading literacy at primary school is the most suitable stage because a firm foundation can be built which gives future opportunities of becoming more fluent.

PART 2

METHODS AND TECHNIQUES OF TEACHING READING AT PRIMARY SCHOOL

One only has to become “literate” once. [39, p. 160].

Different methods exist which help to teach vocabulary for primary school learners. Vocabulary teaching is crucial at a very young age because according to some researches it can predict future reading abilities.

In order to develop reading literacy it should be considered that the literacy of the first language leads to the literacy of the second language.

At the early literacy stages three main points should be considered, the phonemic awareness, semantics, syntactic. The first which is the phonemic awareness, deals with the symbols which are the letters and the sounds they stand for. At the very early stages learners should be taught that there is a direct link between the sounds (phonemes) and the letters (graphemes). The next point is semantics. Young learners should be aware of the fact that all of these symbols have a particular meaning and they carry a certain message. The third point is syntactic. It helps to understand that all of the languages can have differences in symbols.

There are two types of reading called extensive and intensive reading. The main goal of extensive reading is to have the opportunity to read for pleasure. The content of the text should be interesting and motivating for the readers. At this case the learners will be interested and encouraged to read the text. The readable text should be at the right level of the learners and the teacher should guide them through the text. After that they can move to independent reading.

During the intensive reading process students read short pieces of texts and it provides daily opportunity for the students to read different kind of texts and to practice reading. It helps to be more fluent in the reading process. It is important to choose those texts which are based on the level of the students language proficiency.

Poems, nursery rhymes, tales or short stories can be used in order to teach reading at primary school. These can be both enjoyable and useful for the learners because these types of literary genres can be didactic, sentimental, funny or vigorous.

2.1 Methods to Teach Vocabulary for Primary School Learners

According to James F. Baumann vocabulary assessment can be challenging and troublesome for foreign language teachers. There were several researches derived upon the topic and according to the results, vocabulary at a very young age can predict a child's future reading abilities.

For instance, there was a research made by Cunningham and Stanovich, which showed that there is a relationship between different ages and age spans. According to the results, first-grade vocabulary predicted children's reading comprehension in the eleventh grade. [18]

Another study which was derived by Walker, Greenwood, Hart and Carta showed that the quantity of words learned by children by age 3 predicts the child's language abilities and vocabulary up to the third grade. [43]

2.1.1 Techniques of Teaching Vocabulary

Vocabulary learning takes place throughout our school, academic years and our life. Those language learners are considered to be effective users who are capable to use the already known words and expressions. There are some techniques which can be used by teachers during the lesson in the classroom.

For example, the teacher can use objects, pictures or realia to teach different words. It is an effective way at primary school. As objects or realia the teacher can show different objects, as a pencil, a bag, a pen, a doll, a chalk, a leaf etc. With pictures some interesting activities can be done, for instance, matching activity by using the pictures, paraphrasing different objects or things shown on the picture, colouring them, etc.

Using texts is an easy and effective way to teach vocabulary. The teacher can make different activities by using texts. For example the teacher can choose some words which the students have to learn and the meaning of the words in a mixed up order should be given. The learners have to find the meaning of all the words and practicing it until they learn all of the words.

[29]

According to Graves, August and Martinez, vocabulary can be divided into two groups. These two groups are the receptive and the productive. Under the receptive those words are meant, which people understand when others use them and under the productive those words are meant which people use themselves. Vocabulary itself can be classified into oral and written. Considering it everyone has four vocabularies:

1. Receptive/oral – these are words which we understand when we hear them.
2. Receptive/written – words people understand during the reading process.
3. Productive/oral – words which are used in speaking.
4. Productive/written – words which are used in the writing process. [17]

The researches show that the four vocabularies are not the same for everyone. Children have larger oral vocabulary than reading while adults have larger reading vocabulary than oral.

The receptive vocabulary is better for both children and adults than productive which means that we understand more words than we use in our speech. [17]

There were several researches made to find out what is meant by knowing a word. In one of the researches which was derived by Back, Kucan and McKeown in 2002, the following criteria are made:

- 1) Narrow, context-bound knowledge;
- 2) Knowing the words' meaning and their relationship to other words, metaphorical uses.
- 3) Knowing the general sense of a word.
- 4) To know the word but not being able to recall it only in the appropriate situations.

Another research shows that knowing words is the ability to apply them in different situations in which they are appropriate, knowing different meanings of a word and being able to identify in which situations they fit in.

According to researches, it means depth and precision of meaning, the ability to understand each other and being adaptable to use them in different situations. For instance, understanding metaphors, analogy and the overall ability to use our words expressively. [17]

2.2 Creative Reading Activities

Nowadays it is indispensable to bring creativity to the classroom in order to make the teaching-learning process more interesting. Teachers can think of various possibilities to encourage creativity within the classroom. There are certain traits of a creative mind listed by Shallcross:

- 1) Creative people are flexible to new experiences.
- 2) Independent;
- 3) Self-confident;
- 4) Risk-taking;
- 5) Humorous;
- 6) Sensitive;
- 7) Single-minded
- 8) Motivated [38]

2.2.1 Intensive Reading

One of the main advantages of intensive reading activities is the daily opportunity to read different kind of texts and to practice reading. During the intensive reading process the students

read short pieces of texts and after that usually do follow-up tasks. It helps to be more fluent in the reading process. It is important to choose those texts which are based on the level of students language proficiency. If the text is difficult they can cope with it with the help of a teacher's assistance.

After the reading process a short comprehension task can be made which helps and encourages the students to stay focused on the text in order to understand it clearly. If the students continue to practice reading then their fluency have to improve. [44]

There should be certain procedures during the intensive reading process. The process can begin with a pre-reading task which is a guide to the text itself. The students together with the teacher discuss the text and the teacher can show some pictures about it as well.

There are different ways to do the pre-reading task effectively. For instance, the class can be divided into small groups or into pairs where they discuss the title of the text or the pictures which wereshown by the teacher. They can answer some questions, for example „What is happening on the picture?“, „Where does it take place?“, How could this text educate us?“, „What can we do about it?“, etc. After the discussion each group or pair of students presents the results of the short discussion.

The second point of the intensive reading procedure is the reading task. At this stage the main focus is driven on the reading process itself. The readers have to focus on the text managing to identify the main idea of the text, finding details, identifying the topic. The students can work alone, in groups or in pairs during the reading process.

Afterwardsstudents have to identify the unfamiliar words given in the text. It can be done within the small group or the whole class. In this way the teacher leads the discussion and helps when it is needed. To make it more detailed the teacher can ask questions about word class, phonetic symbols and example sentences as well.

The next task is the discussion of the text. If the discussion is lead within a group then there is the possibility that all of the students are able to collaborate in it, expressing their own point of view and understanding of the text. The teacher's role is to guide the conversation by giving different questions which have to be discussed. The following questions can be given: „What are the pros and cons in the text?“, „What is the main argument in the text?“, „How does the topic realte to the title of the text?“.

When the discussion is finished all of the groups or pair of students can present the results of the discussion.

The following step is the post reading task.The aim of this task is to evaluate the students understanding of the given text. It can be done by writing an essay which is based on the text or

drawing a poster about it. It is useful because the students are able to express their own thoughts and encourages them to be more creative.

The final procedure of the intensive reading process is the reflection. The aim of the reflection is to allow the students to recognize what they have learned what was good during their learning process and what are those factors which they have to improve next time. It helps to understand the students learning progress. During the reflection process some questions can be asked by the teacher. [15]

2.2.2 Extensive Reading

The main goal of extensive reading is to have the opportunity to read for pleasure. During the extensive reading process huge amount of text is provided to read but before the learners move to this process they should improve their vocabulary skills in order to decode the meaning of different words.

During the extensive reading process the readers are engaged independently compared to intensive reading. Obviously, it has its advantages and disadvantages as well. When the students are self-sufficient the activities can be done by them at their own level and at their own competent speed. The main aim during this is to be able to understand the general meaning of a particular relatively long text.

The content of the text should be interesting and motivating for the readers. At this case the learners will be interested and encouraged to read the text. The readable text should be at the right level of the learners.

At the early stages of extensive reading the process may include reading in groups together with the other learners. The teacher should guide them through the text. After that they can move to independent reading.

[30, 12]

Independent reading can be effective when it is a positive part of the lesson. The learners should choose the books they would like to read including different genres because they are reading for enjoyment. Doing exercises or writing essays about the text which was read is not necessarily required but it can be discussed with the teacher or with the other learners.

According to a research made in 2008 by Lockwood, [1] during the lesson the learners did not enjoy reading aloud and felt that they are not good enough in reading but during the independent reading process they felt that they are getting well with the reading. They felt insecure reading aloud and feared that the others will make fun of them in front of the whole class.

Learners gave different comments and answers upon this question e.g. that reading independently is much easier than reading aloud because it makes us concentrate more. Most of the children were scared to read aloud or were disturbed by the others speaking during reading.

[1]

During the extensive reading process the learners read large pieces of works with the aim to get a general understanding of a text. This leads to the improvement of reading speed, getting larger vocabulary and better reading comprehension.

There are some activities which can be done during the extensive reading process. Learners can do timed readings. This activity is helpful if the reader wants to improve reading speed. Some pages and a set amount of time should be chosen. It helps to show the amount of text which was read during that particular set of time. After the first try the reader has to reread the previous sections faster.

Despite the fact, that extensive reading is somewhat an independent way of developing reading, readers can join book clubs which can be organized by teachers or experienced readers. At those clubs different discussions can be made about particular books. It can be motivating for the learners because ideas and thoughts can be shared and the other's thoughts can be heard. For those learners who learn the English language as a foreign language book club discussions can improve speaking and reading skills as well.

One of the main advantages of extensive reading is that learners can improve their vocabulary skills. Keeping a vocabulary journal is a helpful way to write down unfamiliar and new words. It would be effective to add the definition and example sentences of those words.

Writing also can be involved into the extensive reading process. Book reports or reviews can be written based on some interesting books. Readers have to write down what they felt during the reading process, how the book made them feel about the setting, characters and main ideas of the story, or the short plot can be written down by them. Creative writing can be involved as well. In creative writing the reader has to rewrite the plot of a text or book after it was finished. It can improve writing skills and creativity as well. [8]

According to some researches, extensive reading helps to develop positive attitude towards reading. It is an effective way to develop a reading habit. Another advantage of this is it helps to improve reading abilities and comprehension. The readers can develop their own reading skills and strategies. Besides that it improves language competence for instance passive vocabulary, language awareness, writing and speaking skills, confidence and fluency in speaking. [4]

2.3 Using Poetry to Teach Reading at Primary School

Poems can be enjoyable for both children and adults. Obviously, there are pieces of works which cannot be appropriate for both of them, those poems which cannot be comprehended and understood by children. Today's poetry which can be appropriate for children comes from the distant past when the Old English was changing into Middle English. These works include: fragments of poems, songs, ballads, superstitions, charms, slogans etc. It usually includes rhythm and some kinds of play which engage children. During the plays children can use their fingers, hands and other body movements such as jumping, clapping, skipping during the song.

According to David Booth and Bill Moore, [5] poetry for children has changed during the centuries. While at the turn of the 20th century poetry for children was didactic, sentimental, and moral, the contemporary poems are more light-hearted and vigorous. But both old and new poems can be introduced to children. Old poems are interesting for children. There are famous lines written by such well-known poets as William Blake, William Wordsworth, Kate Greenway, Lord Tennyson. For instance:

„The cock is crowing,
The steam is crowing,
The small birds twitter,
The lake doth glitter,
The green field sleeps in the sun...”

(William Wordsworth)

„Little wind, blow on the hilltop;
Little wind, blow down the plain;
Little wind, blow u the sunshine;
Little wind, blow off the rain.”

(Kate Greenway)

„The city mouse lives in a house; –
The garden mouse lives in a bower,
He's friendly with the frogs and toads,
And sees the pretty plants in a flower”

(Christina Rossetti) [5]

By poems different skills can be improved. There are different essays which tell about the importance of using poems. Reading literacy can be developed as well. This exercise is taken from the book written by Rasinski B. And Bagert B. at the book *Poems for Building Reading Skills*. [35]

„Red Means Stop
 Stop, stop!
 Lease, do not go.
 The big red sign
 Tells us so.
 I know that,
 And so doe Joe.
 Red means stop,
 And green means go”

(Tim Rasinski) [35]

Before the learners begin to read the poem the teacher can give a short introduction. As this poem tells us about green and red traffic lights the teacher can give small pieces of red and green paper to all of the students. The teacher tells different pair of words, if the words have the same ending then the learners have to hold up the green piece of paper, but when the words do not have the same ending then they have to hold up the red piece of paper. For example the words book and cook has the same ending and the learners have to raise the green piece of paper, but the words flower and tree has different endings and the learners have to raise the red paper.

The children can play a game which is called „The Red Light, The Green Light.” The teacher has to tell the rules of this game. The teacher has to stand in front of the classroom, the rest of the class stands at the opposite side. When the teacher says „green light” the students can move forward to the teacher but when she tells „red light” they have to stop. The one student who reaches the teacher can be the next who directs.

Reading together can be effective at the primary school. According to Rasinski [35] while children read the poem together they can use coloured pens, pencils or crayons. Their task is to circle the word stop and go with a particular colour, red would be appropriate for stop and green for go.

Word building is an effective task in order to improve vocabulary skills. In this case children can read poems and after that write down words from the poem in different particular groups.

Rasinski uses these three groups:

Words ending with –o	Words ending with -op	Words About Directions

[35]

2.3.1 Nursery Rhymes

Teaching nursery rhymes is important before children begin to talk. It can be called as an introduction to poetry. Different nursery rhymes can be distinguished, for example alphabet rhymes, counting rhymes, finger plays, chants. The melody and rhythm makes poems enjoyable and interesting for children. Plenty of nursery rhymes are there in the English language.

„Little Bo Peep has lost her sheep,
And doesn't know where to find them
Leave them alone, and they'll come home
Wagging their tails behind them.”

Nursery rhymes usually have a moral teaching. Children can learn that life can be difficult and sad but later everything turns all right. Some rhymes are humorous, these are taught with the aim of laughing.

„... went to the cupboard,
To fetch the poor dog a bone;
But when she got there,
The cupboard was bare,
And so the poor doggie had none.”

A lot of nursery rhymes are filled with imagination and fantasy.

„I had a little nut tree;
And nothing would it bear,
But a silver nutmeg,
And a golden pear.
The King of Spain's daughter
Came to visit me,
And all because
Of my little nut tree.”

„Mary, Mary quite contrary,
How does your garden grow?
With silver bells and cockle shells,
And pretty maids all in a row.”

[5]

When the teacher's aim is to read poems throughout the lesson there are some important steps that should be followed.

1. Firstly there should be given an introduction to the chosen poem. Speaking about its main idea.
2. Secondly, the teacher can pass out the text of the poems and while the teacher reads it the learners have to follow it.
3. Next the learners and the teacher read together the poem chorally.
4. Perhaps there would be unfamiliar words, especially for those who learn the English language as a foreign language, the teacher has to introduce the learners to those particular unknown words.
5. If there are character parts in the poem then those parts should be divided among some learners who will read it individually.

There is a great difference between poems. The teacher has to choose it wisely. Firstly the lesson can be started with a playful, funny or humorous one as an icebreaker. It can be read chorally. Some poems have conversation parts, so the learners can choose to be one of the characters and act out the poem. The main idea of the poem can be discussed in small groups or in pairs. [42]

2.4 Improving Reading Comprehension through Short Stories

Using short stories or tales is considered to be the most effective way to develop reading comprehension. It can encourage the learners to express their own thoughts about the story. For some learners it is relaxing and makes the reading comprehension easier. Furthermore it makes the students to become more effective readers. They will be able to read the texts and paragraphs more easily and correctly. [40]

Sea Turtles

„A grown up sea turtle is huge! It can weigh two hundred pounds! It is also strong. It has to be strong to swim in the ocean. A sea turtle is large and strong and heavy! The female sea turtle does not lay her eggs in the ocean. She swims to the shore to lay her eggs. She comes out of the ocean and digs a nest in the sand. The sand warms the eggs. The sand protects the eggs from the birds. Some birds near the sea like to eat turtle eggs. When the eggs hatch, the new baby turtles try to get to the water. They crawl slowly in the sand. Birds fly down and eat the baby turtles! Only a few baby turtles get to the water safely. Then they begin their lives in the ocean.”

What do some birds near the sea like to eat?

Why can the birds catch the baby turtles easily?

Why does a sea turtle need to be strong?

Where does a sea turtle lay her eggs?

Why does she lay her eggs there?

Sid you ever see a turtle? Write a story about a turtle. [7]

2.5 Reading Strategies for Primary School Learners

According to Amy Benjamin [Benjamin, A., 2007] the reading process can be divided into three main parts: skimming, scanning and close reading. The aim of skimming is to get a general idea about the text. There are different purposes of skimming. First of all the reader can decide whether that book is worth reading or not. Secondly, it gives the general idea of the text.

Scanning is the way to consult some specific information, for instance using the content to search for the paragraphs we are interested in. Bookmarks or small notations are effective to find useful information later on.

Close reading is the third process. Close reading is required for reading comprehension tests and for serious literature. This kind of literature can be interpreted and understood in several ways. It can be technical as well, it can contain specific words or phrases or it can be lengthy but highly complex grammatically. [1]

According to Laura Robb [36] there is a difference between strategies and skills. Skills are tools which are practiced by the learners in order to improve reading. Skills can easily turn into strategies when the learner is able to use them independently focusing on how that works and being able to apply them in new reading materials. By this explanation, strategies are the indepth awareness of different skills.

Robb [36] has observed that for some readers it is hard to go through a text which contains unfamiliar words or complex and confusing sentences. There is a difference between effective and not effective readers. Effective and good readers use different supportive strategies. At the book: „Reading Strategies that Work: Teaching Your Students to Become Better Readers”

There is a list of different characteristics of good readers.

- 1. The first strategy is visualization. Effective readers use visualization in order to enjoy the reading process.**
- 2. Book selection is another strategy which is recommended for everyone who aims to read. Books have to be chosen according to the reading level of a person.**
- 3. Pausing, retelling or note-taking are useful because it helps to store information about important details.**
- 4. Rereading, thinking-aloud helps to understand complicated parts.**

5. **Using Context Clues or Skipping are effective because it helps to search for useful information or vocabulary from the texts.**
6. **Finding explicit or inferred data in text to support ideas helps to make connections between information. [36]**

Amy Benjamin [1] has made researches about reading strategies and came to the conclusion that everyone who aims to read should establish a purpose for reading. There are different purposes listed by her:

1. **Reading with the aim to find out specific information**
2. **To define a term**
3. **To get a general overview of a specific topic**
4. **Reading different researches or different point of view about the same topic**
5. **To clarify something**
6. **To follow directions**
7. **To enjoy the beauty of a language**
8. **To derive an emotional response**
9. **To pass the time**
10. **To improve reading literacy [1]**

According to S. Horton, in order to develop reading literacy the learners should be taught the following:

1. **The pleasure in reading and vocabulary understanding should be developed.**
2. **Listening to and discussing different contemporary and classic works such as poetry, stories, novels etc.**
3. **Clarifying the meaning of different words.**
4. **Discussing the unfamiliar words**
5. **Discussing which words are the learner's favourite.**
6. **Having group works where everyone can have discussions about books or any literature works.**
7. **Being able to explain and tell their opinion about books, poems, novels or any kind of literary works they had read or listened to.**

2.6 Assessing Reading

According to Harris, assessment is the process of collecting data that provides the means to evaluate a learning act. It plays a vital part during the teaching and learning process. The NESAs

(New Education Standards Authority) English K-6 Syllabus states that there are three forms of assessment: formative, summative and diagnostic. [21]

Formative assessment is based on day-to-day classroom activities, there should be informal interaction and observation of the learners. With the help of this special type of assessment the teacher can get an ongoing profile of the student.

Summative assessment is the second type of assessment. Its main aim is to provide formal judgements about the learners' achievements. Summative assessment should be used by the end of a unit or semester. Its results are a form of a record or report of the learners' achievements. These two types of assessment work together because there no judgements can be made about the learners' achievements without the collected information about the learners' day-to-day teaching-learning progress.

The next form of assessment is called the diagnostic assessment. During this process the learners' needs are determined by gathering and using information about their learning process.

[21]

Reading is an ability which can be improved and developed. Different methods and strategies exist which can help to be more effective in the literacy development. There are different types of reading activities. Two main types are the extensive and the intensive reading.

With the help of the extensive reading the learners can read for pleasure, using long pieces of texts. Usually the, context of those texts are interesting and motivating for the reader. During the intensive reading process short pieces of texts are used which aim is to search for specific information. Different types of texts can be used to teach reading at primary school, for example poems, short stories, nursery rhymes etc.

PART 3

EMPIRICAL RESEARCH

3.1 Introduction to the Topic

As it was mentioned in the previous parts of the thesis paper, reading is an essential skill which should be developed from the primary school years. A teacher plays a crucial role in the learners' development of reading literacy. Motivation and creation of a pleasurable atmosphere for the learners depends on the teacher. There are certain strategies which can help in the development of reading literacy and there are various types of texts and reading tasks to choose from. Teachers can create a book-rich environment, organize literature circles, writing workshops which are effective methods to make the reading process enjoyable for the learners. Besides that, there are various types of reading approaches which serve the aim to be more effective in the teaching process. Thus, reading is a skill which can be and should be developed.

The aim of the research is to show the literacy knowledge of some Transcarpathian Hungarian primary school learners. It was examined how often they practice reading and what kind of reading tasks they accomplish during the English lessons.

In some Transcarpathian schools there are two English language lessons in a week. The hypothesis is that two English lessons are not enough for practising all the skills effectively, including the reading skill. Because of the fact, that the pupils do not have enough opportunity and time to read in English at school and this can lead to difficulties in reading in the English language. Taking into account that the pronunciation and the written text differs from each other in most cases. The research was accomplished with the help of an interview. The interview was derived with 10 English language teachers who teach English in Transcarpathian schools with Hungarian language of instruction. The interview with the teachers was made in Hungarian language and it included 17 questions.

3.2 Participants

The participants of the research are teachers from Transcarpathian Hungarian schools. The participants were chosen by virtue of their teaching experience, and region, because the investigation aims to show the literacy knowledge of some Transcarpathian Hungarian primary school learners.

The interview was derived in anonym form. The following personal information is known about the participants: age, total years of teaching English.

Table 3.2.1 Age and Teaching Experience of the Interviewees

Participants	Age	Teaching Experience
2	26-29	6-7 years
6	31-35	7-10 years
2	36-40	12-16 years

3.3 Procedure of the Research

The participants of the interview were female teachers who teach English as a foreign language in schools of Transcarpathia. There are teachers who have been teaching English for 6 years and there are teachers who have been teaching English language for 19 years.

The first question interrogated whether they think that it is important to practice reading systematically at primary school. The answers given to this question were pretty similar. All of the participants think that it is important to practice reading and to develop reading skills at primary school. Expert 1 answered the following: “Yes, I think it is important because it makes them to get used to the English alphabet and practice the English pronunciation”. Expert 8 had the same opinion and said that not just practicing reading, but practicing all the other skills are crucial at primary school. “Of course, regularity is very important for me not only in reading, but in the development of all the other skills as well. We can learn to ride a bike just by practice not by staring at it only”. All the interviewees think that practicing reading at primary school is important, there were different justifications mentioned, for instance, because it helps to improve pronunciation, like in the first example or it helps to improve vocabulary: „Yes. By reading, vocabulary can be improved. And beside that they can learn how to form the already known words or phrases into sentences and how the sentences form a coherent text”. The next question was the following: “How often do the pupils read in English in your lessons?” The responses were not varied in this case. The interviewees had the same opinions and all of them claimed that they try to practice reading in every lesson or almost in every lesson. Expert 1 answered the following: “It depends on the topic and on the exercises, we practice it often, almost in every lesson”. Expert 4 said: “It depends on the form too, but at the third and the fourth forms almost in every lesson. It is crucial to practice pronunciation”. Expert 6 told that she tries to practice it even if they have only a little time for sentences. We read in every lesson, even if only 1-1 sentences by the pupils. Expert 2: „I try to practice reading every lesson, but the most important is to do it playfully, because to be honest, just a few children like to read even in their mother tongue”. There were other answers given by different teachers as well, and all of the teachers said that they try to involve the reading process during the lesson. According to the given

answers for the first and the second question, reading plays an important role throughout the English lessons.

The next question was the following: "When do you usually correct reading mistakes of a child, during or after the reading process?". The teachers had different opinions and gave different answers to this question. Expert 1, 2, 6, 7, 8, 10 stated that it should be corrected after the reading process, because children should not be disturbed during it. Expert 2: "I correct the mistakes after the child finished reading, if I correct the child during the reading process, it disturbs the child in concentration". There was a similar answer given by Expert 10: „Definitely after, under no circumstances we do not have to focus on mistakes. Every child is different, many of them are struggling with an impediment in speech, that is why it is important to keep in mind the pupils' individual development, of course there are mistakes, for someone a lot, for someone less."

However, according to Expert 3, 4, 5, 9 correction of reading mistakes should be done during the reading process, despite the fact that methodologically it is not correct. As it was mentioned by Expert 3 and 9 correction during the reading process is disturbing and it can create anxiety and frustration. „During the reading process, while they have the words in front of them. If I correct it later they do not pay attention because it is harder to retrieve the given word." Expert 9 told the following: Both can happen. But usually during it! It makes them to revise the sentence more correctly. In this way they can easily remember the correct pronunciation of the words. The more we sound it the better it remains in our memory."

"How do you correct the pupils's pronunciation? What methods are the most appropriate or effective?"Expert 2 stated the following: "Usually I show how we have to pronounce it correctly, and then try to revive how we have to pronounce the given sound." Mainly all of the participants answered that choral repetition of the mispronounced words is effective, which is according to the researches true. There were similar answers given to the question, like this: „By revising the mispronounced word." There was another answer given, by Expert 4, where the participant explained that she tries to correct a child silently letting the child to realise his/her mistake independently, but it can be hard at primary school because the others can shout out the correct answer. And she pointed on that: "Usually it depends on the child. In a lot of cases it is enough when I go to them and silently point on a word, for example on a word which is mispronounced, without admonishment, they think about it independently and usually correct the word in the right way. But at the primary school pupils are very active and in a lot of cases, the eager pupils can correct their classmate by shouting out the answer anxiously. We should control it as well, because it can make the child feel that he/she is not aware of that, not like the other pupils.

The next question interrogated about different kinds of effective methods which can help in the improvement of reading literacy. Different kinds of methods, techniques and activities were mentioned, for instance, doing activities in pairs or in small groups, doing activities playfully or using synthetic methods. There were different kinds of exercises mentioned, like text comprehension, answering questions, doing true/false exercises, etc. Expert 3: "In all cases playful methods are the most appropriate at the primary school. A lot of small group work, work in pairs, where we do not focus only on reading, but do something more actively or do something other as well. For example, they like when I stick sentences on the wall and they have to find, match and read them. They do not see reading in it, but a game and their reading skills improve." Expert 5 told, that they should read in the entire lesson and that listening English texts is helpful. „In order to develop reading techniques, reading in every lesson can be very helpful. First, we listen to a record than I read it for them, slowly, and articulating, then they read in a choir then independently. Beside that I pay attention to text comprehension. With the exercises I check how much they understood the text." Expert 8 mentioned that they use the synthetic method and the global reading approach while using descriptive and narrative texts as well.

The following two questions was about the usage of texts in the English lessons. These questions were about the kinds of texts which are used throughout the reading process and about the source of those texts. For the first question which was about the different kind of texts read by primary school learners, there were answers given which told that the learners usually read texts which are connected to the topic of a particular lesson. The answers for this question were the following: Expert 1, „Short texts which are connected to the topic of the lesson." According to the answers the most important viewpoints are the topic of the lesson and the age of the learners. Expert 5: „We have compulsory topics which children read about according to their age: dialogues, monologues, songs."

In some Transcarpathian schools the textbook written by Oksana Karpiuk is the one which is the most widely used book by the English language teachers. The participants of the interview told that during the English lessons, beside the textbook they usually use worksheets or different tales, short stories, dialogues which is not in the textbook: Expert 6: „From the textbook or from worksheets."; or: "From the textbook or from short stories, tales."

Some of the interviewees mentioned the usage of Ukrainian textbooks and the opinions about the books were divisive. There were positive conceits about the book, for example: Expert 4: „In the book written by O. Karpiuk some dialogues can be found which can be incredibly useful for children, because it helps to practice communication derived in different situations." On the other hand, there were negative opinions as well. Expert 7: „Using Ukrainian textbooks for foreign language is a problem for several years. It is very important that the texts we read

were interesting, colourful and full of pictures. We are regularly using materials from the internet.” The opinions about the different textbooks were absolutely different as well. Some of the interviewees prefer the book „Smart Junior” written by H.Q. Mitchel and said the following: Expert 7: „With the Smart Junior I am satisfied. There are no long texts, but continuously the texts get longer and more complex. The already learnt words are used and the unknown words are explained in the lesson. Moreover, there are original records for listening tasks. The book written by Karpiuk contains plenty of mistakes.” On the other hand, there were different views as well: Expert 8: „If we take into consideration the book written by Karpiuk then I am satisfied, because the other book (Nesvit) contains complicated texts and exercises, which is too much for a primary school learner.”

In conclusion, it becomes clear that three English textbooks are common in the examined Transcarpathian primary schools, the book written by O. Karpiuk, the book written by Alla Nesvit „We learn English” and the book written by H. Q. Mitchell „Smart Junior”. According to the interviewees the most common book at primary school is the one written by H.Q. Mitchell „Smart Junior”. But the usage of books written by Oksana Karpiuk and Alla Nesvit is also very common. None of the participants have mentioned foreign textbooks e.g, Oxford Publishing or Express Publishing textbooks.

There were questions about the reading tasks they do during the lesson. The regularity and types of reading tasks were asked. The typical answer for this question was that they often do reading tasks and that they try to involve reading tasks after each text. For example, the response given by Expert 4: „Often, after every text read by the pupils.” The same interviewee answered that they sum up the text, do true or false exercises, answer questions which are connected to the topic. „We sum up the plot of the text, true/false statements, answer questions which are connected to the text.” For the question „What type of reading tasks do the pupils do?”, different types were mentioned: true/false statements, answering questions, yes/no questions, matching exercises, making pairs. Only Expert 5 mentioned that they often read tales and usually answer questions which are connected to the tale. „For example, as we finish reading a particular tale, the pupils can give answers to different questions: 1. What was the title of the tale?; 2. Who were the characters?; Search for the words which indicate actions; 4. Find the synonyms of the words; 5. Find the antonyms.”

From the answers given by the interviewees it became clear that reading and doing reading tasks in the English lessons are very common in Transcarpathian schools. The following question referred to the frequency of doing reading tasks for homework and the types of reading tasks done by the primary school learners. First of all, it was mentioned by many teachers that at the first and at the second forms there is no homework given for primary school learners: It

depends on the form. Expert 1: „There is no homework at the 1-2 forms, at the 3-4 forms, perhaps a short dialogue or sentences.” It was mentioned by some of them that the texts for homework are always connected to the topic of the lesson and contains the words learnt during the lesson, or they have to read those texts which were already read during the lesson. Expert 5: „There is no homework at the 1-2 forms. Otherwise, I only give those texts about which we have talked, have already translated if it was needed. Mainly I give exercises connected to the text.” On the other hand, there were different answers given, some of the teachers told that they usually give reading tasks for homework in order to develop reading and pronunciation: Expert 6: „More often, in order to develop fluent reading and proper pronunciation.” While there are teachers who use reading tasks rarely during the English lessons. Expert 9: „I give reading tasks rarely. If yes, than that is connected to the topic of the lesson. And besides reading I give true or false statements for younger children.” Considering the answers, giving reading tasks for homework is clearly depends on the teacher’s experiences and methodological knowledge.

According to the previous answers, developing reading literacy at primary school is crucial. Children often practice reading in English and do reading tasks after that. There was a question which interrogated the attitude of primary school children towards reading. It questioned that according to the teachers’ observations, how do the learners feel when they have to read aloud in English, whether they like reading or not, are they frustrated or anxious about that. Mainly all of the teachers said that obviously it depends on the learners. Expert 6: „It depends on the learner. There are those who love reading and those who do not. It depends on how much the learner is able to read.” Another typical observation was that primary school learners are curious about reading. My experience is that the primary school learners’ like it and they are interested in reading and studying.”; Mainly they are active and love reading. When they manage to read a whole sentence alone without help they tend to be very happy. They like learning new things.” While one teacher mentioned that in her opinion, this generation does not show any interest towards reading and books, however, with an appropriate motivation good results can be achieved. From the answers it becomes clear that primary school learners’s reading can be developed, because they show interest towards reading and learning.

One of the last questions was connected to the teachers’ methodological knowledge learnt during the university or college years. The aim of the question was to find out what the teachers had learnt about the teaching methods in reading development. The following reading methods were mentioned: traditional reading method, analytical reading method and synthetical reading method.

3.4 Results and Discussion

In conclusion, taking into account the answers given for the questions it becomes ascertained that reading and reading tasks in some Transcarpathian primary schools are essential. Despite the fact that pupils have only two English lessons in a week, the teachers pay attention to the literacy development of children. According to the interviewees, developing reading literacy in this age is important not only for reading but for pronunciation as well. They usually try to involve reading during the lesson and pay attention to the children's literacy development. There is always a particular topic what the learners read various kinds of texts about. The most common types of text are dialogues, monologues, short stories, sentences and tales. It means that the teachers use the intensive reading method, read short pieces of texts and do exercises. As primary school learners need more activity during the lesson, the teachers try to involve playful activities, pair or group works in the lesson. They do reading tasks after reading a particular text. The most common reading tasks are: true/false statements, matching exercises, answering questions, yes/no statements.

Transcarpathian primary school learners study from three books: the book written by O. Karpiuk, the book written by Alla Nesvit „We learn English” and the book written by H. Q. Mitchell „Smart Junior”, but the teachers have to use worksheets or additional materials during the lesson. The opinion about these books is divisive among the interviewees, different teachers prefer different books, but from the answers it becomes clear that the book written by H. Q. Mitchell is the most beloved and useful, according to the interviewees. Practicing reading during the lesson is more common than doing it as a homework, the reason is that the teacher can help and can correct the mistakes made during reading throughout the lesson, as a homework the learners usually have to read only those texts or sentences which they have already read during the lesson, or contain those words which they have already studied. The teachers try to involve reading in all of the lessons, even if they have a short time for that, which indicates that it is essential to begin the development of this skill at the primary school

3.5 Introduction to the Survey

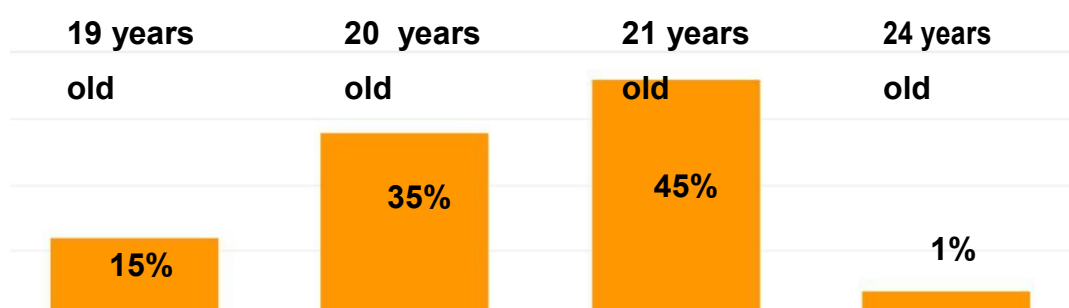
The second part of the research was derived with the help of a survey. The aim of the survey was to find out and assess the personal experience in developing reading literacy of English major students during their primary school years and also to find out what were their experiences during the teaching practice connected to the primary school pupils reading abilities. The questionnaire was derived with English major students, who have some experiences not only in learning English, but in teaching as well.

3.6 Participants

The questionnaire was filled in by 40 college students. The first question referred to the gender of the participants. Among them, 85% (34) are females and 15% (6) are males.

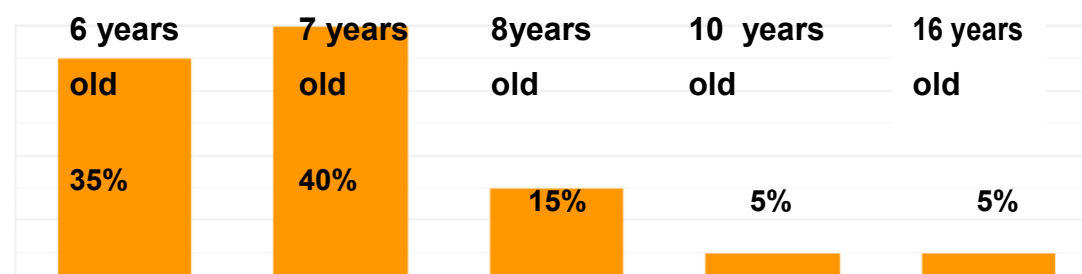
The age of the participants varies between 19 and 24, but mainly the students are 20-21 years old. Diagram 3.6.1 shows the age of the participants.

Diagram 3.6.1 Age of the Participants



According to the survey, there are slight differences between the age when the participants started learning English. Most of them started at the primary school, mostly at the age of 6-7, at the Transcarpathian schools these are the first and the second forms. On Diagram 3.6.2 the age is mentioned when the participants started learning English.

Diagram 3.6.2 Age When the Participants Began Learning English



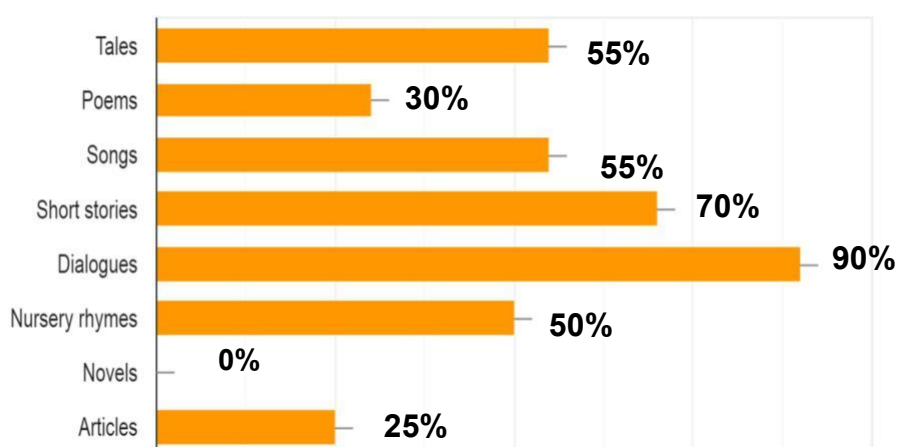
Among the participants, 25% (10 students) answered that their teacher used British English or American English literary works to teach reading at the primary school, for 35% (14 students), there were no such literary works used during the lessons, and 40% (16 students) were not sure about that.

For 55% (22) of the respondents it was difficult to read in English at the primary school and all of the justifications are connected with the English pronunciation and reading differences between the English and the Hungarian language, for instance Expert 12: “Yes, at the first years it was difficult. I did not know how to pronounce the words properly.”, Expert 9: “Yes, the difference in spelling and pronunciation.”, While, for 45% (18) it was not difficult or at least they do not have memories about any difficulties. Expert 2: “No, because we learnt the transcription as well.” “No, because the alphabet is the same as in the Hungarian language.”

3.7 Procedure of the Research

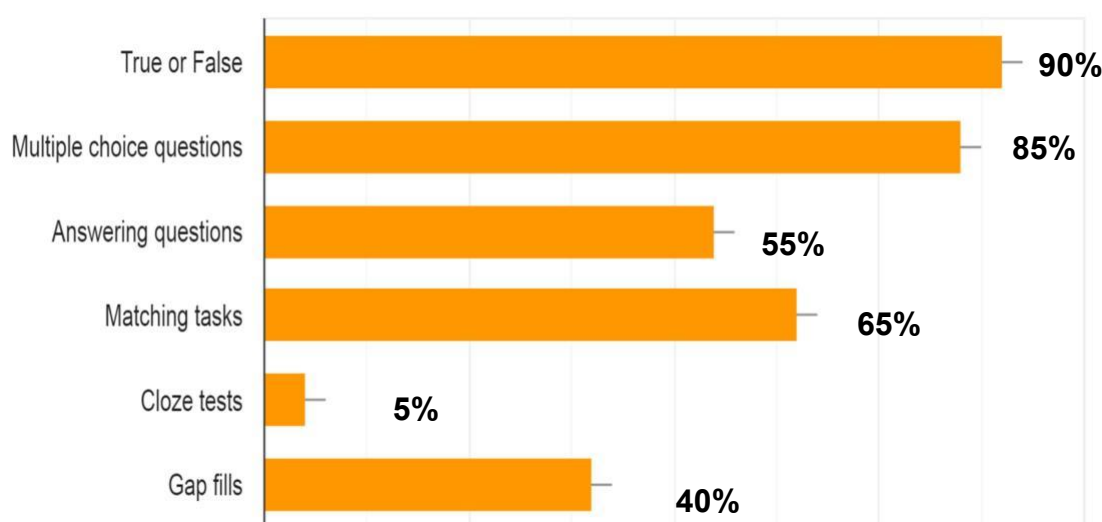
The survey included questions about the types of texts read during the lessons and about the types of reading tasks which were common at their school during the primary school years. The following types of texts were mentioned in the survey: tales, poems, songs, short stories, dialogues, nursery rhymes, novels, articles. In Diagram 3.7.3 a scale can be seen which shows the participants’ primary school experiences of frequency using these kinds of texts. According to the survey, the most common is the dialogue, 90% of the participants chose it, while the novel was not mentioned by anyone.

Diagram 3.7.1 Types of Texts Read During the Primary School Years



The following reading tasks were mentioned in the survey: true or false, multiple choice questions, answering questions, matching tasks, cloze tests, gap fills. The participants had to mention those exercises that were by them during the primary school years. On Diagram 3.7.4, the following results were derived: the most common reading task was the true/false, chosen by 90% of the participants, the least was the cloze test, chosen by 5% of the participants.

Diagram 3.7.2 Types of Reading Tasks Done During the Primary School Years



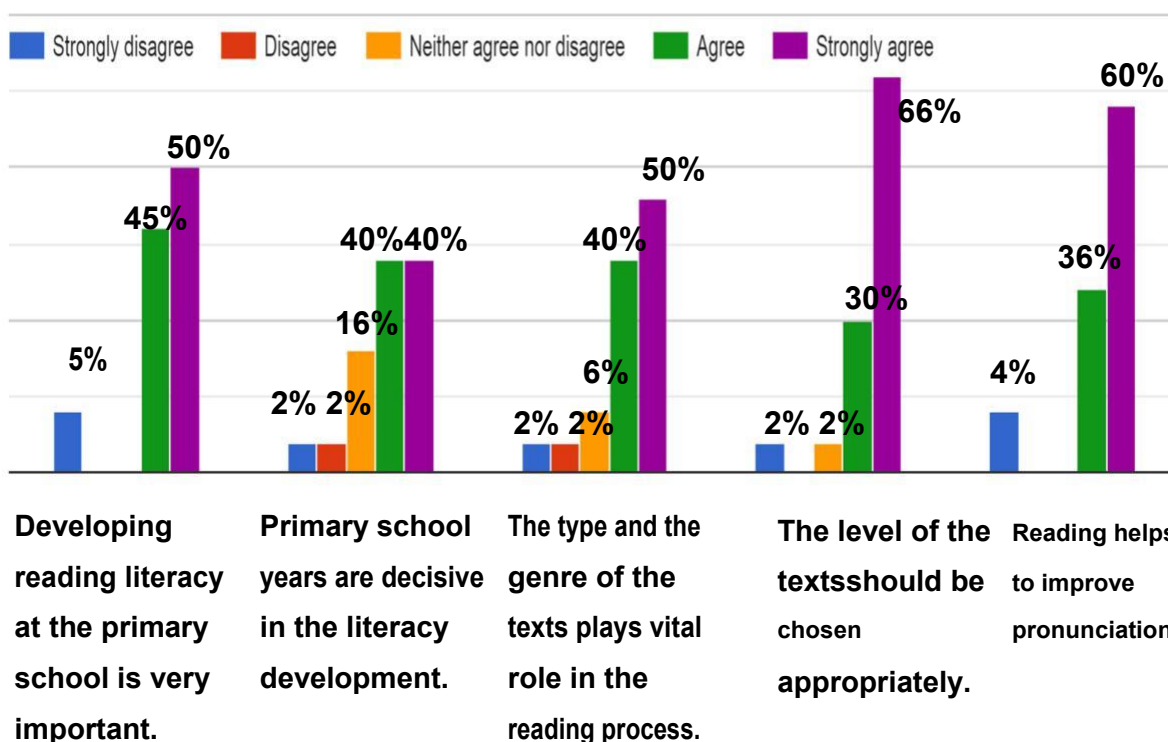
All the participants in the survey had taken part at the teaching practice. Their experiences during the teaching practice and observations about the pupils' reading ability and pronunciation were mentioned. The feedbacks given by the participants were different, including positive and negative as well. Obviously, the respondents had to take into account that the question mentions primary school learners, who have begun learning English recently. The participants had their teaching practice at different schools, which indicates that the English level of the pupils could diverge, which can be a reason of having different experiences and giving different feedbacks. The respondents mentioned that pupils have pronunciation mistakes, they are not absolutely aware of it, Expert 2: "I can say that children are aware of the reading rules, but have many pronunciation mistakes. In general, it depends on the classes. In each class, children have a different level of knowledge."; or "Most of the pupils at the primary school need help and encouragement from the teacher or experienced reader. Obviously, they are not absolutely aware of the English way of reading yet" While some respondents mentioned that pupils are aware of the English pronunciation and reading, Expert 3: "Mostly, they were aware of English pronunciation and reading. Of course, there were some cases when a child has difficulties

with reading. For example, he started to read the words with Hungarian pronunciation or he was too slow.”; or Expert 11: “In my opinion children are aware of the English pronunciation and reading.” However, more negative opinions were given upon this question, obviously children taking their first steps in learning English and perhaps they need more practice.

The last point of the survey was about five statements, upon which the respondents had to react, whether they strongly disagree, disagree, neither agree nor disagree, agree, strongly agree with the given statements. The following statements were given:

1. Developing reading literacy at the primary school is very important.
2. Primary school years are decisive in the literacy development.
3. The type and the genre of the texts plays vital role in the reading process.
4. The level of the texts should be chosen appropriately.
5. Reading helps to improve pronunciation.

Diagram 3.7.3 Participants' Attitude Towards Reading Literacy Development



In the diagram it can be seen that developing reading literacy at the primary school is very important. According to the respondents, primary school years are decisive in the literacy

development. The answers for all of the statements range with the studies and literature about literacy development, which also states the importance of the primary school years in the pupils' language learning process. The type, genre and level of the texts are also crucial factors in teaching reading, which indicates that the level of the texts should not be above or below the knowledge of the learners. The last column of the diagram shows statements that by reading, pronunciation can be improved.

3.7 Results and Discussion

The survey was filled in by English major students and interrogated their primary school and teaching practice experiences. All of the participants had taken part in the teaching practice. The responses given by them were similar to the studies and literatures written in books about developing reading literacy.

One question interrogated whether the respondents had difficulties with reading in English during the primary school years. For 55% of the learners it was difficult, while for 45% it was not. The justifications were connected to the English pronunciation and transcription. The difference between the written word and the pronunciation makes reading harder for foreign learners.

According to the respondents, the most common type of text read by them at the primary school were dialogues, short stories, tales, songs and nursery rhymes. The answers coincide with the result of the interview made by the teachers at the first part of the research, where the dialogues, short stories and tales were mentioned too. The most common reading tasks mentioned by the respondents were: true or false statements, multiple choice questions, matching exercises, answering questions. These answers also overlap with the teachers' responses from the interview.

Most of the respondents consider that, developing reading literacy at the primary school is very important and decisive for the language learners. The following factors as, the type, genre and the level of the text plays a vital role in the teaching process as well. From the last question, it became definite that most of the respondents think that reading can improve pronunciation.

CONCLUSION

Reading is a complex process, which requires plenty of efforts and practice. There is range of factors that influence the readers' ability, for instance the family background, motivation, school atmosphere, etc. Reading literacy is more than just knowing the alphabet, it also includes the proper understanding of a text, the knowledge of various strategies that helps to become a more fluent reader.

In the first part of the thesis paper, the reader can find information about different topics. There are numerous approaches and methods that help to develop reading literacy at the primary school. In the first part of the thesis paper, the following approaches were mentioned: sociocultural, psycholinguistic and cognitive-psychological. All of these approaches correspond to the development of reading literacy and there are different views and researches that prove its effectiveness or ineffectiveness. As reading comprehension is of the main processes in the reading literacy the reader can find pieces of information about the usage of visual tools in order to develop reading comprehension. As it was mentioned, visual tools can have plenty of functions and can be used as a prereading, during-reading and post-reading activity.

Literacy itself is the capacity to make sense of the world around us and it is the ability to use our skills effectively when it is needed. The two important processes are noted within reading literacy, which are decoding and comprehension. Both are essential in order to become a fluent reader and have to be taught and practiced throughout the primary school years. Literacy development at the primary school has five stages which are the early emergent literacy development, emergent literacy, beginning reading and writing, almost fluent reading and writing, fluent reading and writing.

Various factors contribute to the learners' reading ability, for example, the reading community established within the classroom, family background, the teacher, motivation, the absence or presence of psychological disorders, etc. The importance of these factors is mentioned in the theoretical part of the research paper. To be effective in the learners' literacy development the teacher can establish a reading community where all of the participants can have individual and common reading experiences. One of the advantages of a such community is that there is the possibility to share their opinions as observations after reading. Family and the social environment play a crucial role, the special name for that is home literacy environment (HLM), which contributes to the development of the emergent literacy. It usually begins before the formal instructions take place at school. Another important factor is motivation. Different learners can have different motivating factors, some of them are motivated by having challenges,

the others by having a good reading community, etc. The teacher as a reading model, a book-rich environment, opportunities for choice or to interact socially, etc are those factors that helps in the development of reading literacy

Reading is a complex process which requires a lot of cognitive processes, such as the alphabetic code, sight vocabulary and comprehension. Within the alphabetic code children should develop the following abilities: phonemic awareness, phonics and spelling. Sight vocabulary is the ability to read words automatically while comprehension is the ability to understand the written text.

In the second part of the thesis paper the reader can become acquainted with information connected to methods and techniques of teaching reading Creative reading activities are mentioned creative reading activities, both intensive and extensive reading, its benefits and characteristics and activities connected to them. During the intensive reading process, short pieces of texts are read which are followed by different reading exercises. While extensive reading includes long texts, where the overall meaning is important.

The usage of such literary works as poetry, short story, nursery rhyme are involved which are common at the primary school. Finally, it deals with reading assessment, where two types of assessment are mentioned: formative and summative assessment. The first one deals with day-to-day classroom activities, while the main aim of the summative assessment is to provide formal judgements about the learners' achievement.

In the Bachelor thesis paper there were some pieces of information gathered from books connected to the development of reading literacy at the primary school, strategies for literacy instructions, literature in the second language acquisition, developing reading comprehension, etc.

The practical part of the thesis paper deals with the research made upon the topic. It was completed with the help of an interview and survey. The interview was made with 10 English teachers, while the survey was accomplished with 40 English major students.

The aim of the research was to show the overall literacy knowledge of Transcarpathian primary school learners. The aim of the survey was to find out and assess the personal experience in developing reading literacy of English major students during their primary school years and also to find out what were their experiences during the teaching practice connected to the primary school pupils reading abilities. According to the answers given to the interview questions, reading and developing reading literacy is essential at the schools in Trascarpathia. Reading is practiced mainly in all of the lessons and plenty of reading tasks are done by the learners. The survey contained questions that were connected to the English major students reading experiences throughout the primary school years and observations made by them during

the teaching practice. The results of the survey were similar to the results of the interview. Most of the respondents consider that, developing reading literacy at the primary school is very important and that primary school years are decisive for the language learners.

The research connected to the reading literacy development of primary school learners requires further investigation that is conducting a more detailed research with more participants and various age groups. In addition, the research does not contain detailed information about all the teachers and students, hence, no generalizations can be made.

Despite the fact that, the bachelor thesis serves a limited amount of information about a given topic, it serves a useful guideline for foreign language teachers and learners. It has presented plenty of useful information about literacy development at primary school, including various methods, approaches and strategies. By the help of this thesis paper, the reader can find some reading tasks, that are suitable for literacy development. The pedagogical implication's aim is presenting findings of the empirical research, providing pieces of information about the importance and presence of literacy development in some Transcarpathian school.

In conclusion, the present study has provided assumption to the evidence that developing reading literacy at primary school is crucial and indispensable. This calls for an important pedagogical implication for teachers about using strategies, methods and various texts and reading tasks that contributes to the improvement of reading literacy

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РЕЗЮМЕ

Тема моєї роботи формує відомостей проте, що таке грамотне читання і як розвивати читання грамотності у початковій школі.

Тема дипломної роботи включає в себе інформації про розвивання читання у початковій школі. Дослідження має на меті дати загальний вигляд самого читання, перерахувавши інструменти, які допомагають розвинути читацьку грамотність, етапи, що лежать у розвитку вищезгаданої сприйнятливої навички, шляхи, які допомагають покращити читання як для бідних, так і для не борючих читачів, методи навчання читання та використання текстів різних типів на уроці.

Ця робота підходить для тих, хто зацікавлений у розвитку читацької грамотності в початковій школі або хоче дізнатися більше про різні види методів та вправ, які допомагають засвоїти читання, а також вдосконалити його.

Дипломна робота була організована таким чином: вступ, три частини, висновок, український резюме та огляд літератури.

Тема дипломної роботи - це читання грамотності, яка є основоположним і неодмінним навиком нашого життя. Це допомагає нам отримувати та ділитися між собою різними відомостями. Читання - це складне явище, яке потребує численних пізнавальних процесів всередині людського розуму.

Теоретична цінність дипломної роботи полягає в тому, що вона містить інформацію про розвиток грамотності читання в початковій школі, включаючи різні підходи та інструменти, згадуючи різні етапи розвитку грамотності та різні процеси читання, відзначаючи важливість і вплив внеску родини у розвиток грамотності, пояснення риста відмінностей між успішними і неуспішними читачами.

Педагогічна цінність цього документу полягає в тому, що дає інформацію читачеві про методи та прийоми, як розвивати читання та словниковий запас учнів початкових класів, відзначаються творчі великі та інтенсивні читання, способи використання віршів, дитячих рим чи казок на уроці щоб розвивати читацьку грамотність і згадувати види оцінння.

Практична цінність даної роботи полягає в тому, що вона показує ставлення закарпатських вчителів англійської мови та студентів до розвитку грамотності читання в початковій школі. Дає певну інформацію про те, які методи використовуються вчителями

англійської мови, як вони викладають читання та розвивають читання грамотності в межах своєї школи. Дає інформацію про досвід студентів про їхні досвіди під час викладацької практики та про перші роки вивчення англійської мови.

Відповідно до відповідей на питання інтерв'ю, читання та розвиток грамотності в читанні є важливим. Читання практикується в основному на всіх уроках, і багато завдань з читання виконуються учнями. Опитування містило питання, які були пов'язані з досвідом читання студентів протягом початкових шкільних років та спостереженнями, зробленими ними під час навчальної практики. Результати інтерв'ю були аналогічні результатам опитування. Більшість опитаних вважають, що розвиток грамотності читання в початковій школі є дуже важливим і що початкові шкільні роки є визначальними для вивчення мови.

Під час дослідження і виконання моєї роботи я використала аналітичний метод шукаючи інформацію про мою тему і збираючи та аналізуючи різні факти яких я знайшла. У першій частині роботи я шукала і збрала деякі відомості з книг, які пов'язаних з темою. У другій частині роботи зробила дослідження на зазначену тему роботи.

Грамотність з читання сама по собі - це більше, ніж просто знання алфавіту, це також вміння, яке вимагає безлічі процесів, удосконалення та практики. Він включає належне розуміння тексту та знання стратегій та методів, щоб стати більш вільним читачем. Розвиток грамотності з читання потрібно розпочати ще в початковій школі, оскільки це найбільш підходящий етап для створення міцного фундаменту для цієї необхідної майстерності.

APPENDICES

Appendix 1

Interview Questions

- 1. Age**
- 2. How many years have you been teaching English?**
- 3. Is important to practice reading systematically in primary school? Please, justify your answer!**
- 4. How often do the pupils read in English in your lessons?**
- 5. When do you usually correct reading mistakes of a child, during or after the reading process? Please, justify your answer!**
- 6. How do you correct the pupils pronunciation? What methods are the most appropriate or effective?**
- 7. What kind of methods do you know, in order to improve reading literacy?**
- 8. What kind of texts do the learners usually read in the English lessons?**
- 9. Where do they read those texts?**
- 10. How do the primary school learners feel about reading? Whether they like reading in English or it makes them feel anxious and frustrated?**
- 11. How often do you do reading tasks in the English lessons?**
- 12. What type of reading tasks do the pupils do?**
- 13. What is the name and the author of the English textbook you use at school?**
- 14. Are you satisfied with the texts and reading tasks in your textbook? Please, justify your answer!**
- 15. Do you use additional material or worksheets beside the textbook? If yes, then what kind of additional material or worksheets do you use?**
- 16. How often do the pupils do reading tasks for homework? What kind of text do they read?**
- 17. What kind of reading literacy teaching methods did you study about at the university or college?**

Appendix 2
Survey Questions

- 1. Gender**
- 2. Age**
- 3. When did you start learning English?**
- 4. Was reading in English difficult for you at the primary school?**
- 5. Did any of your teachers use British or American English literary works to teach reading at the primary school?**
- 6. What type of texts did you read at the primary school?**
- 7. What type of reading tasks did you do at the primary school?**
- 8. Have you taken part at the teaching practice during the college or university years?**
- 9. What were your experiences during the teaching practice? Were the primary school learners aware of the English pronunciation and reading?**
- 10. Do you agree with the following statement: developing reading literacy at the primary school is very important?**
- 11. Do you agree with the following statement: primary school years are decisive in the literacy development?**
- 12. Do you agree with the following statement: the type and the genre of the texts plays vital role in the reading process?**
- 13. Do you agree with the following statement: the level of the texts should be chosen appropriately?**
- 14. Do you agree with the following statement: reading helps to improve pronunciation?**

NYILATKOZAT

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

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

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