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**Кафедра філології**

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**Кваліфікаційна робота**  
**РОЗУМІННЯ ЧИТАННЯ АНГЛІЙСЬКОЮ МОВОЮ УЧНІВ 9-ГО**  
**КЛАСУ: ДОКАЗИ ТЕСТІВ ТА АНКЕТУВАННЯ**  
**НОДЬ КОТОЛІН АТТІЛІВНА**

Студентка 4-го курсу

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Department of Philology**

**READING COMPREHENSION OF FORM 9 LEARNERS: EVIDENCE  
FROM TESTS AND QUESTIONNAIRES**

Bachelor's Thesis

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a 4th year student

**Professional Education program:**

014 Secondary education. Language and literature (English)

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## Introduction

What exactly is reading? Understanding written texts is the aim of reading. It's a hybrid practice that combines vision and reasoning. Word understanding and comprehension are two intertwined mechanisms of reading. The method of determining how written symbols translate to one's spoken language is known as word recognition. Comprehension is the ability to make sense of words, sentences, and related ideas. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

This study is a part of a larger study on assessing reading in English among form 9 students, especially in Transcarpathian Hungarian schools.

The study's first goal was to see how form 9 students in Transcarpathian Hungarian schools progressed in solving comprehension tests, especially reading comprehension tests.

The second aim of the study was to clear whether form 9 pupils in Transcarpathian Hungarian schools are at the expected level of their English knowledge, in their case it should be the A2 level.

Transcarpathia is one of Ukraine's administrative regions, with a population of about 1250000 people, of whom about 150 000 claim to be of Hungarian descent (Molnár & Molnár D., 2005). There are 104 Hungarian schools serving this ethnic group, all of which are part of the Ukrainian educational system. All of these schools teach at least three languages: Hungarian, which is the learner's mother tongue; Ukrainian, which is the learner's second language; and yenglish, German or French, which are the learner's third language. These times English gets more popularity (Husztí, 2009) .

Researchs support the use of a balanced approach in teaching reading comprehension. Because reading comprehension depends on efficient word recognition and comprehension, instruction should develop reading skills and

strategies, as well as build on learners' knowledge through the use of authentic texts (Mohamad,1999).

**The aim** is to analyze the existent problems in teaching reading comprehension and find the ways out of this problem by suggesting a series of exercises that can be useful in classroom activities.

**The scientific novelty:** A considerable amount of academic literature has been published on the problems of reading comprehension. The major contribution to the field was made by Alderson. Alderson (2000, 1987) in his study claims that “reading involves the written conception of language visually or kinesthetically”, it means that the aim of the reader is comprehension. Without comprehension, reading is a frustrating, pointless exercise in word calling. It is no exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives.

We know today that reading is not isolated skill, but a complex ability that is closely interrelated with the general personal development of the person. One of the main goal of reading comprehension instruction is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers. Physical well-being, emotion, thought, mood, experience, rate of generation maturation, and similar factors are all included in reading growth.

**The theoretical and practical value** of the research work consist in the material that was used during the investigation work which may be used in further researches and be helpful in lectures on methodology of the English language as well as to teachers and students in their practical lessons.

The bachelor's thesis is made up of an introduction, 3 parts, conclusions, resume, references, and appendices. Part 1 provides a theoretical and conceptual framework for the study by reviewing literature on reading comprehension in foreign language teaching. Part 2 contains a brief summary about kinds of reading and useful suggestions for making reading comprehensions. Also it provides a collection of Reading Comprehension tasks on A2 level. Part 3 presents the procedure, results and discussion of the empirical investigation, and pedagogical implications.

It is hoped that the description of the topic detailed in the present paper will be of use to both practising English teachers and students before starting their career of an English teacher.

## **PART 1**

### **Literature review of Reading Comprehension**

Reading is not as easy as many people believe; it requires a strong interest as the first step toward reading comprehension. There were also other items that needed to be done in order to progress from the level of interest in reading to the level of reading fluency and comprehension. It is necessary to conduct a test and evaluation in order to determine such a reading level.

Testing reading is crucial to do in order to determine the ways that can be used to come up with an appropriate method of evaluating and defining the needs to be taken into consideration when it comes to reading.

Due to a lack of understanding of the things to be checked, testing reading appears to be perplexing. Reading comprehension, fluency, and pace, as well as the text of the exam, its validity, reliability, complexity, and forms, should all be taken into account.( Alderson, Clapham & Wall, 1995)

#### **1.1. Reading as a Process**

Listening and reading skills have traditionally received less focus in language instruction than productive skills such as speaking and writing. Teachers often neglected to devote explicit attention to reading abilities, believing that comprehension would arise on its own, due in part to a lack of awareness regarding receptive skills. More recently, however, the profession has recognized that merely exposing learners to oral or written input is not sufficient and that explicit teaching of comprehension strategies is needed. (DeBruin-Parecki, 2004)

Reading is a two-way interaction between the reader and the text that results in comprehension. The text contains meaning-encoding letters, words, sentences, and paragraphs. To figure out what the sense is, the reader employs intelligence, skills, and tactics. (DeBruin-Parecki, 2004)

Reader knowledge, skills, and strategies include :

- Linguistic competence: the ability to grasp the elements of the writing system; vocabulary knowledge; understanding of how words are arranged into

sentences. Discourse competence is the understanding of discourse markers and how they link different sections of a text together.

- Sociolinguistic competence: understanding of various types of texts, as well as their typical structure and content.
- Strategic competence: the capacity to use top-down tactics as well as linguistic proficiency (a bottom-up strategy).

The specific knowledge, skills, and techniques that readers must apply to achieve comprehension depend on the purpose(s) for reading and the type of text. As a result, reading comprehension entails a lot more than just decoding. When a reader understands which skills and techniques are suitable for the type of text and how to apply them to achieve the reading goal, they have mastered reading comprehension. (DeBruin-Parecki, 2004)

## **1.2. Testing Reading**

When it comes to language proficiency, there will be four abilities that can be tested. When someone is tested in literacy, such as reading aloud, he or she appears to talk and listen to any of the things that will be tested, such as intonation, stress, tones, applying phonics, and so on. Testing reading seems to be very easy at first glance but it would be very difficult when trying to conduct at various level and types of the tests. The fundamental issue, according to Hughes (2003), is that responsive skills lessons (reading and listening) do not often express themselves clearly in overt behavior since we can see and hear when people write and talk, but we also have little to experience when people read and listen. There are some reflections to be involved when doing the test of reading and those should be considered such as what to test and assess, types of test, how to test, and when to test.

When taking a reading exam, it is important to consider whether you want to measure so you can choose the right kind of test. After agreeing on the first move, the tester must determine the testee's level and age, since each age group has varying reading abilities. (Mohamad, 1999).

Preparation for expeditious reading test will be the tester's ability in how to test whether it will be skimming, search reading, and or scanning . Mohamad (1999) said that when tester is preparing the assessment, s/he may go through some of the considerations such as ensuring that tester elects an appropriate text, making sure that the language used in the text is suitably pitched to his/her students' proficiency, and scrutinising the text to ensure that the information in each paragraph is tested .

Dealing with the operation or the preparation of the test, Hughes (2003) suggests careful reading operation as follow:

1. Identifying proniminal reference.
2. Identifying discourse markers.
3. Interpreting complex sentences.
4. Interpreting topic sentences.
5. Outlining logical organisation of a text.
6. Outlining the development of an argument.
7. Distinguishing general statements from examples.
8. Identifying explicitly stated main ideas.
9. Identifying implicitly stated main ideas.
10. Recognizing writer's intention.
11. Recognizing the attitudes and emotions of the writer.
12. Identifying addressee or audience for a text.
13. Identifying what kind of text is involved (e.g. editorial, diary, etc.)
14. Distinguishing fact from opinion.
15. Distinguishing hypothesis from fact.
16. Distinguishing fact from rumour or hearsay.

After making preparation, then a tester should be better to make some inferences such as the following:

1. Inferring the meaning of an unknown word from context.
2. Making propositional informational inferences, answering questions beginning with who, when, and what.

3. Making propositional explanatory inferences concerned with motivation, cause, consequence and enablement, answering questions beginning with why and how.

4. Making pragmatic inferences.

Another significant factor to remember is the candidates' quality of success. This can be discovered so that the measure or forms of test can be determined, and the test itself can be used to decide the degree. The quality of success refers to how candidates fare in relation to one another. He (Hughes, 2003) went on to say that the only way to go about determining the standard is to use the evaluation objective itself. As a result, the tester should be aware of whether the testees have a medium, intermediate, or high degree of ability. The next step is to pick the text.

When choosing a letter, it's necessary to consider the candidates' abilities to read comprehension, as well as their level of success. According to Hughes (2003), good text selection is based on experience, judgment, and a certain level of common sense.

He (Hughes, 2003) recommended some considerations as follow:

1. Keeping specifications constantly in mind and try to select as representative a sample as possible. Do not repeatedly select texts of a particular kind simply because they are readily available.
2. Choosing texts of appropriate length. Expedious reading tests may call for passages of up to 2.000 words or more.
3. Including as many passages as possible in a test in order to obtain both content validity and acceptance reliability.
4. Looking for passages which contain plenty of discrete pieces of information in order to test search reading.
5. Finding texts which have the specified elements that have to be scanned for. This is for scanning.
6. Making sure that the text has a clearly recognizable structure to test the ability to quickly establish the structure.



7. Choosing texts that will interest the candidates but which will not over-excite or disturb them.
8. Avoiding texts made up of information that may be part of candidates' general knowledge.
9. Assuming that it is only reading ability that is being tested, do not choose texts that are too culturally laden.
10. Do not use texts that students have already read.

The last consideration is concerning the techniques. Hughes (2003) recommended that the techniques used should interfere as little as possible with the reading itself, and that they should not add a significantly difficult task on top of reading. The common techniques can be Multiple Choice, Short Answer, Gap Filling, Information Transfer, Matching the Two Parts of Split Sentences, The completion of sentences, summaries, diagrams, tables, flow charts, notes, and matching paragraph headings (more detail in Part 2) (Brown, 2004).

### **1.2.1 The Reader**

The reader brings his or her cognitive abilities (attention, memory, essential analytic capacity, inferencing, visualization) to the act of reading, along with motivation (a reason for reading, interest in the material, self-efficacy as a reader), skills (vocabulary and knowledge of the subject, linguistic and discourse knowledge, knowledge of comprehension strategies), and experiences. These attributes vary considerably among readers (inter-individual differences) and vary even within an individual reader as a function of the particular text and activity (intra-individual differences). Although considerable research has shown that each of these attributes relates to comprehension outcomes. (Mohamad, 1999)

### **1.2.2. The Text**

The characteristics of any text have a significant effect on comprehension. The reader creates different representations of the text when reading, which are necessary for comprehension. Those representations include the surface code (the exact wording of the text), the text base (idea units representing the meaning of the

text), and the mental models (the way in which information is processed for meaning) that are embedded in the text. (Pumfrey, 1977)

### **1.2.3. The Activity**

The reading practice entails one or more goals or activities, certain text processing processes, and the activity's results, all of which take place in a particular context. As the reader reads, the activity's original intent will shift. That is, a reader can come across information that prompts new questions, rendering the original goal inadequate or irrelevant. Processing the text involves decoding the text, higher-level linguistic and semantic processing, and self-monitoring for comprehension—all of which depend on reader capabilities as well as on the various text features. (Pumfrey, 1977). Based on the sort of reading performed, such as skimming (getting the gist of the text) or learning, each aspect of text processing has differing degrees of significance (reading the text with the intent of retaining the information for a period of time). Finally, reading results are a part of the activity. Increased comprehension, a solution to a real-world challenge, and/or interaction with the text are all possible outcomes. These results, on the other hand, may or may not correspond to the reader's original reading goal. Reading has long-term benefits, such as better reading comprehension, increased understanding, and enhanced interaction with the text. (Clapham, 1996) .

### **1.2.4. The Context**

The classroom is the first subject that comes to mind when thinking about the context in which reading is learned. Reading, on the other hand, is learned in a sense that stretches well beyond the classroom. In particular, variations in reading ability can be attributed to the various sociocultural contexts in which children grow up and learn to read to some degree. (Carrell, Devine & Eskey, 1988). Learning and literacy are viewed partly as cultural and historical activities, not just because they are acquired through social interactions but also because they represent how a specific cultural group or discourse community interprets the world and transmits information.

### **1.3. What to test and assess?**

When it comes to reading exams in a second language, the aim is usually to assess language abilities rather than intelligence. When it comes to comprehension, the talent applies to the ability to decode words, read fluently, easily, and comprehend them. The first three categories of skill reflect the fundamentals of reading comprehension and will be tested in assessing reading. (Mohamad,1999).

#### **1.3.1. Reading Decoding.**

This is the most fundamental reading skill. The ability to decode the sounds expressed by each letter or combination of letters in a word is known as reading decoding. For years, it was assumed that if children could learn to correctly translate sentences, they would be able to read written text. Although it is true that decoding accuracy is vital for fluency, readers must not only decode words correctly, but also decode them automatically and with ease. When it comes to reading decoding, the tester wants to see how the kids can encrypt or decode sounds and phonics in letters and terms. This form of test is appropriate not only for infants, but also for adults who are still having difficulty spelling certain letters or alphabets. Tests used to assess candidates' reading comprehension can be tailored to their level and use a variety of techniques. (Field, 2003)

#### **1.3.2. Reading Fluency.**

To reach optimum comprehension, reading fluency entails precise and automatic decoding of the words in the language, as well as expressive representation of the text. Fluent reading necessitates rapid word identification, encoding precision, and oral expressiveness, all of which must be measured. Oral comprehension is one of the easiest ways to measure a child's reading fluency. This is also critical for them to increase their reading speed and vocabulary. The method is simple: the parent reads aloud at the pace at which they want their child to progress. This is done as their child listens to them read. This should serve as an example of reading fluency. It aids the kid in reading more quickly. This task should be completed with a grade-appropriate book to avoid frustration for the boy. The

tests used to assess candidates' reading fluency can be tailored to their level and use a variety of techniques. (Wagaman, 2013)

### **1.3.3. Reading Speed.**

This measure is similar to measuring reading fluency, except the focus is on time level. According to Hughes (2003), speed is described as follows: Words per minute may be used to measure reading speed. For careful and expeditious reading, a different pace would be required. Of instance, the applicants are not able to read any of the words in this situation. The amount of time required for the exam, or a portion of it, will be determined by the estimated reading pace, as well as the number and complexity of the objects. ( Mohamad, 1999)

### **1.4. Reading Comprehension**

Comprehension is a positive method in which students generate meaning based on their prior experience, according to Gunning (2010). It is easier to interpret comprehension in terms of reading that it refers to the ability to locate meaning in what is read or the ability to comprehend what is read. He (Gunning 2010 ) went on to say that the more context information you have, the more you can appreciate an article or story. It does take time to comprehend something; according to Blachowicz & Ogle (2008), comprehension is a phenomenon that happens over time rather than happening all at once. It of course needs times to be able to comprehend what is read so it needs to read as a habit.

Since the word is so commonly used and its meaning is believed to be widely understood, a formal description of reading comprehension can appear redundant. Reading comprehension is described by teachers as what students are encouraged to do in reading education in the early grades and the reading abilities they are required to demonstrate in middle and high school. Reading comprehension is regarded by taxpayers and employers as one of the skills that high school graduates may have learned through their education. High standards of reading comprehension are seen by university professors as a requirement for a student's achievement. However, arriving at a generally agreed formal description proves to be a challenge. (DeBruin-Parecki,2004).

There are a few different approaches to assess a student's reading comprehension abilities. A systematic appraisal of reading passages accompanied by questions about the passage is one approach.

Informal tests are another choice. Teachers may use this approach to have students talk about what they read or retell a story or experience in their own words. There are three major strands or stages of comprehension: literal, interpretive, and critical (Alderson, Clapham & Wall, 1995) (Alderson, 1987).

- The first step is the most obvious: literal understanding. At this stage, comprehension is limited to surface definitions. Teachers may ask students to locate facts and ideas that are specifically mentioned in the text at this stage. It's also a good idea to put your vocabulary to the test. "Being able to interpret for literal words of mentioned ideas is conditioned by one's mastery of word meanings in context," Karlin (1971) writes.
- Interpretive or referential comprehension is the second stage or strand of comprehension. Students at this stage read for deeper concepts and go beyond what is said. They should be able to read objectively and critically analyze what they've read. Students must be able to see connections between theories, such as how ideas go together and the implicit implications of these concepts. It is also self-evident that before our students can do this, they must first comprehend the concepts presented (literal comprehension). Interpretive or referential comprehension involves thinking processes such as gathering conclusions, making generalizations and predicting outcomes. At this level, teachers can ask more challenging questions such as asking students to do the following (Alderson, 1987).
  - Re-arrange the ideas or topics discussed in the text.
  - Explain the author's purpose of writing the text.
  - Summarize the main idea when this is not explicitly stated in the text.
  - Select conclusions which can be deduced from the text they have read.
- Finally, the third level of comprehension is **critical reading** whereby ideas and information are evaluated. Critical evaluation occurs only after our

students have understood the ideas and information that the writer has presented. At this level, students can be tested on the following skills:

- The ability to differentiate between facts and opinions.
- The ability to recognize persuasive statements .
- The ability to judge the accuracy of the information given in the text.

The terms extracting and building are used to stress both the significance and insufficiency of the text as a determinant of reading comprehension if reading comprehension is described as the process of simultaneously extracting and constructing meaning through interaction and engagement with written language. Comprehension entails three elements: (Quandt, 1977).

- The reader who is doing the comprehending
- The text that is to be comprehended
- The activity in which comprehension is a part.

All of the capabilities, skills, expertise, and experiences that a person brings to the act of reading are considered when evaluating the reader. Text is a general term that refers to any written or electronic file. The goals, procedures, and effects involved with the act of reading were taken into account when contemplating practice. (DeBruin-Parecki,2004)

Reader, text, and activity are also interrelated in dynamic ways that vary across pre-reading, reading, and post-reading. Each of these three “microperiods” considered in reading because it is important to distinguish between what the reader brings to reading and what the reader takes from reading. Each act of reading is potentially a microdevelopmental process. For example, in the prereading microperiod, the reader arrives with a host of characteristics, including cognitive, motivational, language, and non-linguistic capabilities, along with a particular level of fluency. (Wagaman, 2013) Any of these reader characteristics can change during the reading microperiod. Similarly, any of this same reader characteristics, or other reader characteristics, can alter during the post-reading microperiod of the same reading case. Much reading comprehension study has concentrated on particular factors (e.g., vocabulary knowledge) without stating whether or not the impact of

that factor represents a relationship between reader, text, and behavior, or whether the factor can shift from pre-reading to reading to post-reading.

The comprehension mechanism also has a macrodevelopmental component. It evolves over time as the reader matures and improves cognitively, as the reader has more familiarity with more difficult texts, and as the reader learns from teaching.

### **1.5.Variability in reading comprehension**

It is very difficult to consider context in the same manner as reader, text, and action are treated because context does not necessarily coexist with the other elements; rather, it communicates with all of them at every point in the reading process. (Blachowicz & Ogle,2008). Many of the variables that influence and distinguish readers are sociocultural in nature, varying as a result of economic wealth, local culture, cultural affiliation, and family preference. Schools reflect specific types of sociocultural environments that differ significantly for certain learners and only slightly for others from the contexts of home and culture. Classrooms may also be interpreted as contexts with their own set of rules governing who can read what text and for what reason. These guidelines can be subtle or concrete, and they can be designed to ensure that all children do well or to continue to challenge those children. (Clapham,1996)

#### **1.5.1.Variability in readers**

A wide range of skills and dispositions are brought to the challenge of reading by proficient students. Reader variations in skills such as word recognition fluency, oral language capacity, and domain awareness, as well as differences in dispositions such as inspiration, goals, and purposes, are significant causes of heterogeneity in reading comprehension. As determinants of success on a given reading assignment, certain variables communicate with one another and with the content to which the reader is introduced (the text may be narration, expository, etc). (acquiring knowledge in a domain, performing a comparative analysis, solving a problem, etc.) (DeBruin-Parecki, 2004). The reader's skills and dispositions, his or her interest in and responses to given texts, and the nature of the outcomes provided by the act of reading for any reason are all influenced by cultural and subcultural factors,

socioeconomic status, home and family experience, peer influences, classroom culture, and instructional history. These many and overlapping causes have an effect on both inter- and intraindividual variations in reading proficiency. Reader heterogeneity is caused, in part, by the fact that children are born into and learn to read in a variety of sociocultural contexts. According to Alderson (1987), understanding variability of readers begins with an understanding of how members of specific discourse groups build their identities as readers (through their ways of behaving, communicating, valuing, thinking, believing, listening, reading, and writing).

### **1.5.2. Variability in text**

It has long been recognized that texts should become more complex as readers' capacities grow and that the characteristics of various genres and subject matters create varying challenges for readers. Here considered the characteristics of text that challenge various readers, recognizing of course that ultimately it is the match or mismatch between these characteristics and a reader's capabilities that determines the likelihood of successful comprehension. The texts that children read in today's schools are substantially more diverse than those in use several decades ago. Thirty years ago, children were assigned specific readings that were crafted for instructional purposes, or they were exposed to a select group of books in the narrative, descriptive, expository, and persuasive genres.

We now live in a world that is experiencing an explosion of alternative texts that vary in content, readability levels, and genre. They incorporate multimedia and electronic options and pertain to a variety of cultures and groups. This variety makes it much more difficult for teachers to select appropriate texts for individual readers.

One place to start in understanding variability in texts is to look at all the categories of texts and the dimensions on which they vary. These categories and dimensions include the following:

- Discourse genre, such as narration, description, exposition, and persuasion.
- Discourse structure, including rhetorical composition and coherence.



- Media forms, such as textbooks, multimedia, advertisements, hypertext, and the Internet.
- Sentence difficulty, including vocabulary, syntax, and the propositional text base (the explicit meaning of the text's content drawn from propositions in the text, i.e., statements or idea units, but without more-subtle details about verb tense and deictic references [here, there, now, then, this, that]).
- Content, including different types of mental models, cultures, and socioeconomic strata; age-appropriate selection of subject matter; and the practices that are prominent in the culture.
- Texts with varying degrees of engagement for particular classes of readers.

If the number and variety of alternative texts increase, assigning texts to individual readers becomes more complex. Text assignment should creatively align a student's curiosity in the subject matter, the student's degree of progress, the specific difficulties encountered by the student, the curriculum's pedagogical priorities, and the availability of texts. (DeBruin-Parecki, 2004).

### **1.5.3.Variability in activity**

The different reasons for reading cause variation in behavior. Reading for fun, reading to assemble a piece of furniture, or reading to learn about dinosaurs are both self-generated uses. Other reasons may be placed by the teacher, such as reading to answer questions, reading to write a book essay, or reading to study for an exam on Friday. When the teacher-imposed intent is ambiguous to the learner or contradicts the learner's purpose, comprehension will suffer. While some level of success at concentrating on the task of reading, reading words, and parsing sentences is required for any level of comprehension success, the degree of ease with and dependence on the other operations is obviously highly variable. Any teaching exercises focus on basic operations, while active students clearly participate in other activities on their own. (DeBruin-Parecki, 2004).

### **15.4.Variability in the context**

The most concerning feature of background heterogeneity is the degree to which reading instruction differs between schools serving economically stable,

English-speaking European-American families and those serving economically disadvantaged families and families from other ethnic and linguistic communities. Not unexpectedly, the results differ almost as much. Reading comprehension is inextricably tied to and influenced by wider sociocultural backgrounds, much like teaching and learning. Recognizing that reading comprehension is a cognitive, linguistic, and cultural task is essential for understanding its complete complexity (DeBruin-Parecki,2004).

### **1.6.The General Characteristics of Teaching Reading Comprehension**

Traditionally, learning to read in a language has been done to gain access to literature written in that language. Reading materials in language learning have historically been drawn from literary sources that reflect "higher" aspects of culture. This method proposes that students learn to read a language by learning its vocabulary, syntax, and sentence form rather than by translating it. Lower level learners read only sentences and paragraphs created by textbook writers and instructors in this approach. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them (Collins & Smith,1990).

The communicative approach to language teaching has provided teachers a new perspective on the importance of reading in the language classroom and the kinds of texts that can be used in instruction. When communicative competence is the aim of teaching, daily resources like train schedules, newspaper stories, and travel and tourism Web pages become suitable classroom materials because reading them is one way communicative competence is created. Reading instruction and practice have since become central components of language teaching at all levels.

Reading is a purposeful practice. A individual can read to learn facts, confirm established knowledge, or to criticize a writer's ideas or writing style. A individual can also read for pleasure or to improve their knowledge of the language being read. The reader's collection of texts is driven by the purpose(s) for reading.

The best approach to reading comprehension is often determined by the intent of reading. A individual who wants to know whether she can afford to eat at a specific

restaurant must understand the price details on the menu, but she does not need to know the name of any appetizer mentioned. A individual reading poetry for pleasure must understand the words used by the author and the forms they are combined, but does not need to recognise the main concept and supporting information. An individual using a science paper to justify an argument, on the other hand, must consider the evidence and cause-effect sequences posed, as well as accept theories presented as hypotheses and givens. (Klychnikova, 1972).

Reading research shows that good readers read extensively, integrate information in the text with existing knowledge, have a flexible reading style, depending on what they are reading (Pumfrey, 1977).

## PART 2

### TASK COLLECTION

In the case of reading, variety of performance is derived more from the multilocity of types of texts than from the variety of overt types of performance.

#### **2.1. Perceptive reading**

Reading aloud: the test-taker sees separate letters, words, and/or short sentences and reads them aloud one by one. Since the assessment is reading comprehension, any recognizable oral approximation of the target response is considered correct.

Written response: the same stimuli are presented and the test taker's task is to reproduce the probe in writing.

Multiple choice: Multiple option responses entail more than just selecting one of four or five possible replies. Other formats, such as same/different, circle the answer, true/false, choose the letter, and matching, are particularly useful at the lower levels of reading. (Brown, 2004)

#### *Grapheme recognition task*

Test-takers read:\* Circle the "odd" item, the one that doesn't "belong."

1. piece    peace    piece
2. book    book    boot
3. pat    pat    pit
4. more    move    more

#### *Minimal pair distinction*

Test-takers read:\* Circle "S" for same or "D" for different.

1. led            let            S    D
2. bit            bit            S    D

Picture-Cued Items: test takers are shown a picture along with a written text and are given one of a number of possible tasks to perform.



Source: (Brown, 2004)

*Picture-cued true/false sentence identification*

Test-takers read:		
The pencils are under the table.	T	F
The cat is on the table.	T	F
The picture is over the couch.	T	F

**2.2. Selective Reading**

Multiple choice: by far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple-choice format, mainly for reasons of practicality: it is easy to administer and can be scored quickly. The most straightforward multiple-choice items may have little context, but might serve as a vocabulary or grammar check. (Brown, 2004).

*Multiple choice vocabulary/grammar task:*

- |  |
|--|
| <ol style="list-style-type: none"><li>1. He is not married. He is .....</li><li>a. young</li><li>b. single</li><li>c. first</li><li>d. a husband</li></ol> |
|--|

Matching tasks: the test-taker's task is simply to respond correctly, which makes matching an appropriate format. Matching tasks have the advantage of offering an alternative to traditional multiple-choice or fill-in-the-blank formats are sometimes easier to construct than multiple-choice items (Brown, 2004).



*Sentence completion task:*

The obvious disadvantage of this type of task is its questionable assessment of reading ability. The task requires both reading and writing performance thereby rendering it of low validity in isolating reading as the sole criterion. Another drawback is scoring the variety of creative responses that are likely to appear. It is avoidless to make a number of judgment calls on what comprises a correct response. (Brown, 2004)

**2.3. Interactive Reading**

Cloze tasks: they are usually a minimum of two paragraphs in length in order to account for discourse expectancies. Cloze test are usually a minimum of two paragraphs in length in order to account for discourse expectancies. They can be constructed relatively easily as long as the specifications for choosing deletions and for scoring are clearly defined. Typically every seventh word is deleted, But there are some cloze test designers who use a rational deletion procedure of choosing deletions according to the grammatical functions of the word.

There are two ways to scoring cloze measures that are widely used. The exact word system allows test takers credit only if they substitute the exact word that was previously deleted. The second form, accurate word scoring, rewards test takers for including every grammatically correct and contextually appropriate word. (Brown, 2004)

*Cloze procedure, fixed-ratio deletion (every seventh word)*

The recognition that one's feelings of (1)..... and unhappiness can coexist much like (2)..... and hate in a close relationship (3)..... offer valuable clues on how to (4)..... a happier life.

### *Cloze procedure, rational deletion*

The recognition that one's feelings (1)..... happiness(2)..... unhappiness can coexist much like love and hate (3)..... a close relationship may offer valuable clues (4)..... how to lead a happier life. It suggests, (5)..... example , that changing (6)..... avoiding things that make you miserable may well make you less miserable (7)..... probably no happier.

Short-answer tasks : the test taker read the question that must be answered in a sentence or two. (Brown, 2004)

Editing (longer texts): there the discussion is limited to a list of unrelated sentences, each presented with an error to be detected by the test-taker. (Brown, 2004)

Ordering tasks: test takers have assemble sentences into a story, sometimes called the "strip story".(Brown, 2004)

Scanning: scanning is strategy use dby all redaers to find relevant information in a ext. assesement of scanning is carried out by presenting test-takers with a text and requiring rapid identification of relevant bits of information:

- a one- to two-page news article,
- an essay,
- a chapter in a textbook,
- a technical report,
- a table or chart depicting some research findings,
- a menu
- an applicaion form. (Brown, 2004)

### **2.4.Extensive Reading**

Skimming Tasks: the test taker skims a test and answers questions.

Skimming is the process of rapid coverage of reading matter to setrmine its gist or main ide. It is a prediction technique used to provide a reader with a sense of the subject and intent of the book, the organization of the text, and the writer's viewpoint or point of view.

Responses are oral or written depending on the context. (Brown, 2004)



What is the main idea of this text?

What is the author's purpose in writing the text?

What kind of writing is this (newspaper, article, manual, novel, etc.)?

What type of writing is this (expository, technical, narrative, etc.)?

Summarizing and Responding: test takers have to write a summary of the text.

Summarizing requires a synopsis or overview of the text, while responding asks the reader to provide his or her own opinion on the text as a whole or on some statement or issue within it. (Brown, 2004)

*Directions for summarizing*

Write a summary of the text. Your summary should be about one paragraph in length (100-150 words) and should include your understanding of the main idea and supporting ideas. (Brown, 2004)

## TASK COLLECTION ON READING COMPREHENSION SKILLS

### 2.5.1. Aren't firefighters cool?

Yesterday I was playing video games in my room when I heard people screaming. I went out and saw: my neighbors' house was on fire!

In less than 10 minutes the firemen arrived and fought against the fire for one hour until they made it. Wow! They are really brave! One of them entered the house and saved the Johnson's dog that was trapped in the fire. („Aren't firefighters cool?" – reading comprehension, n.d.)

I made a decision: I want to be a fireman when I grow up. I'll be strong and brave enough to fight against the fire, to save people's lives and property. I can't wait! I can already see it in the newspaper: "Brave fireman rescues a family of four", Mom will be really proud. („Aren't firefighters cool?" – reading comprehension, n.d.)

#### *True/False*

1. The boy's house was on fire.
2. It took one hour to extinguish the fire.
3. He wants to be as strong and brave as the firefighters.
4. The boy wants to be a firefighter when he grows up.
5. It took long the firemen to arrive.
6. The boy thinks the firemen are brave.
7. A fireman saved the dog's life.
8. He admires the firefighters.
9. The boy's neighbors have a pet.

(Source: „Aren't firefighters cool?" – reading comprehension, n.d.)

#### *Choose the correct answer!*

Why did he decide to be a fireman in the future?

- Because he admires video games
- Because he admires the policemen
- Because he admires the firemen

What was the boy doing when the neighbors' house caught fire?

- He was calling his friend
- He was reading a book
- He was playing video games
- He was relaxing

How does the boy think his mother will feel?

- He thinks she'll be festive
- He thinks she'll be sad
- He thinks she'll feel proud
- He thinks she'll be happy

What qualities does he think are essential for being a fireman?

- He thinks they must be brave and strong.
- "He thinks they must be well equipped
- He thinks they must be smart
- He thinks they must be fast and strong

Who do you think the newspaper is referring to?

- It's referring to a fireman
- It's referring to a policeman
- It's referring to a soldier
- It's referring to the boy in the future.

What can he already see in the newspaper?

- "a brave fireman rescues a family of four"
- "a brave fireman rescues a family of seven"
- "a brave fireman rescues a family of five"
- "a brave fireman rescues a family of six"

### 2.5.2.A terrific cook

Do you see how slim I am? It's not on purpose and it's not my nature either; there's a good reason for me keeping in shape: Mom. She's a disaster in the kitchen, and besides being unable to fry an egg properly, she always causes accidents.

I can't keep track of all the times the kitchen was on fire because of something weird she decided to do, despite our advice to keep out of the kitchen – especially the stove. She doesn't pay attention to our advice and we have to eat what she prepares – or at least we eat what we can – so we live constantly on an undesired diet. ("A terrific cook – reading comprehension + grammar, n.d.)

The last time she tried to prepare roast beef the result was a burning kitchen; Dad could barely save the family and extinguish the fire. When she goes to the kitchen we start fearing for our lives (and stomachs) and thinking of a sickness we'll fake in order to avoid the "result".

Despite the bad cook we have at home, our house is always full of guests for lunch and dinner. I suspect they come just to have fun watching the disasters. And – of course – they want to be the first to tell our friends what her latest calamity was like. ("A terrific cook – reading comprehension + grammar, n.d.)

#### *True/False*

1. The girl's mother is a terrific cook.
2. The girl's mom tends to cause accidents in the kitchen.
3. The girl's mother knows how to cook.
4. The girl's mom gave up cooking.
5. The family asks the woman to stop cooking.
6. The woman keeps cooking and doesn't listen to her family.
7. They have to eat what she cooks.
8. She set fire in the kitchen more than once.
9. They have guests because they appreciate her food.

( Source: "A terrific cook – reading comprehension + grammar, n.d.)

***Choose the suitable word!***

The girl's mother is a \_\_\_ cook.

- terrible
- inventif
- terrific
- creative

The girl is \_\_\_ because of her mother's cooking.

- normal
- skinny
- thin
- fat

Because of the cook, the family is always in a(n) \_\_\_ diet.

- healthy
- low-calorie
- poor
- endless

There are tons of \_\_\_ for dinner at the girl's house.

- curious people
- friends
- helpers
- guests

The guests want to \_\_\_.


- go on a diet with them
- dance
- have fun and gossip

(Source: "A terrific cook – reading comprehension + grammar, n.d.)

### 2.5.3.Celebrity Profile

**CELEBRITY PROFILE**

We all know **Katniss Everdeen** in *The Hunger Games*, but who is the actress who plays her, **Jennifer Lawrence**?



**Fast Facts**

Name: **Jennifer Shrader Lawrence**  
Place of birth: **Kentucky, USA**  
Date of birth: **August 15, 1990**  
Profession: **TV and film actress**

**Jen's family**

Mother: **Karen Lawrence**  
Father: **Gary Lawrence**  
Brothers: **Ben and Blaine Lawrence**

**Did you know?**  
Jennifer has never had acting classes.

When she was a child Jennifer liked sports and she played hockey and basketball for an all-boys team. She also worked as a model. At the age of 14 she knew she wanted to be an actress, so she went to New York City to look for work. She appeared in advertisements for MTV and the fashion company H&M and got work as an actress on TV. Her family moved to Los Angeles so that Jennifer could work on TV and in films. In 2010 she acted in the film *Winter's Bone* and she was nominated for many awards including an Oscar. In 2012 she starred in the film *The Hunger Games* as Katniss Everdeen. When she isn't working, Jen likes painting, surfing and playing the guitar.

([https://learnenglishteens.britishcouncil.org/sites/teens/files/films\\_and\\_entertainment\\_-\\_exercises\\_6.pdf](https://learnenglishteens.britishcouncil.org/sites/teens/files/films_and_entertainment_-_exercises_6.pdf))

***Put these sentences about Jennifer Lawrence's life in the correct order! Put the letters into the correct buckets!***

- a. She moved to Los Angeles.
- b. She moved to New York.
- c. At school she played basketball for a boys' team.
- d. She played Katniss Everdeen in the Hunger Games.
- e. Jennifer was born in Kentucky.
- f. She was nominated for an Oscar.

g. She appeared on TV for the first time.

1	2	3	4	5	6	7

(Source:

[https://learnenglishteens.britishcouncil.org/sites/teens/files/films\\_and\\_entertainment\\_-\\_exercises\\_6.pdf](https://learnenglishteens.britishcouncil.org/sites/teens/files/films_and_entertainment_-_exercises_6.pdf))

***Multiple choice. Underline the correct answer!***

1. What sports did Jennifer play at school?

basketball                  chess

hockey                        tennis

2. What films has Jennifer Lawrence starred in?

Titanic                        Transformers

Winter's Bone                The Hunger Games

3. What cities has she lived in?

London                        Los Angeles

Miami                         New York

4. What jobs has she done?

actress                        model

fashion designer            waitress

5. What does Jennifer do in her free time?

play hockey                 painting

surfing                        play the guitar

6. What are her two brothers called?

Karen                        Ben

Gary                         Blaine

(Source:

[https://learnenglishteens.britishcouncil.org/sites/teens/files/films\\_and\\_entertainment\\_-\\_exercises\\_6.pdf](https://learnenglishteens.britishcouncil.org/sites/teens/files/films_and_entertainment_-_exercises_6.pdf))

#### *2.5.4. Why do people collect?*

**Petra Engels** owns 19,571 erasers, Carol Vaughn has 1,221 bars of soap, and Ralf Shröder has a collection of 14,502 packets of sugar. Many people love to collect things, but why? Psychologists and collectors have different opinions. (Test English, n.d.)

The psychologist **Carl Jung** believed that collecting is part of our ancient human history. Thousands of years ago, humans collected nuts and berries. They kept them carefully and ate them when there was no food. The best collectors survived long cold winters or seasons without rain. Their genes passed to future generations. Nowadays, we still have a collecting instinct. (Test English, n.d.)

Historian **Philipp Bloom** has a different opinion. He thinks collectors want to make something that will remain after their death. By bringing many similar items together, the collector gains historical importance. Sometimes their collections become museums or libraries, for example, Henry Huntington, who founded a library in Los Angeles to house his collection of books. (Test English, n.d.)

Author **Steve Roach** thinks that people collect things to remember their childhood. Many children collect things, but few have enough money to buy the things they really want, and they lose interest. In later life, they remember their collections fondly. Now, they have enough money and opportunity to find special items, and they start collecting again. This way, they can re-live and enjoy their childhood years. (Test English, n.d.)

Art collector, **Werner Muensterberger**, agrees that collecting is linked to childhood. But he believes we collect in order to feel safe and secure. While babies hold blankets or toys to feel safe when their mother isn't there, adults collect things to stop feeling lonely or anxious. (Test English, n.d.)

Autograph collector **Mark Baker** agrees that collecting is emotional, but he doesn't collect to reduce anxiety. "For me, it's the excitement," he says. "I love trying to get a famous person's autograph. Sometimes I succeed, and sometimes I fail. Also, by collecting autographs, I feel connected to famous people. I don't just watch them on television. I actually meet them." (Test English, n.d.)



**Read the text and for questions 1 to 8, match each sentence with the person who might say it. (test-english.com )**

1. People collect things because it makes them feel comfortable.
2. I collect because I enjoy trying to achieve something.
3. People have always collected because we need to stay alive.
4. People collect because they want to remember a former hobby.
5. People collect because they want to be famous for something important.
6. People start collecting again when they can afford to buy special things.
7. Collecting gives people something to do during bad weather and cold or wet seasons.
8. Collecting links ordinary people to the lives of well-known people.

Mark Baker		
Carl Jung		
Werner Muenstreberger		
Philip Bloom		
None of the people in text		
Steve Roach		

(Source: Test English, n.d.)

### ***2.5.5.Shopping***

Gatesbridge's new Merriwether Mall is opening this September. With an area of 320,000 square metres, the Merriweather Mall will be the biggest mall in the south west. It's located close to the motorway, has its own bus station and 2000 car parking spaces, so it is convenient for everyone. (Exam English Ltd, n.d.)

The mall has five areas, all under cover. The largest, Main Street, is a shopping area on three floors. Here, you'll find all the major chain stores and department stores. You can buy fashion items and all the famous brand names. There is also a large chemist. (Exam English Ltd, n.d.)

Situated on two levels, the market square is where you can find traditional market stalls. On the lower floor, there are food stalls, including a butcher's, baker's, a fishmonger's, greengrocer's and delicatessen. On the upper floor, you will find stalls selling hardware and haberdashery. (Exam English Ltd, n.d.)

Bohemia is at the rear of the mall. Here, you'll find quirky, independent shops selling everything from second hand music and books to clothes and handicrafts. The Palisade is more upmarket. Here you will find fashion boutiques, jewellers, antiques and furniture. There are also two banks and a post office located along The Palisade. (Exam English Ltd, n.d.)

The Showground is the entertainment centre of the mall. On the ground floor, there is a food court where you'll find cuisine from around the world, including Chinese, Japanese, Thai and Italian food. There is a large arena where events will take place through the year. There is also an eight-screen cinema, a night club and a bowling alley. (Exam English Ltd, n.d.)

And if that is not enough, we are offering you a voucher which will give you £10 off any purchase over £40 that you make in the Merriwether Mall between 10th and 16th September. You can't afford to miss it! (Exam English Ltd, n.d.)

***Read about the new shopping mall and answer the questions with full sentences!***

Where is the best place in the mall to

- buy an expensive necklace?
- buy some bacon?
- buy some Nike trainers?
- buy a used CD?
- have a meal?
- buy an expensive, old cupboard?
- see a film?
- buy some bacon?
- buy some shampoo?
- mail a parcel?

( Source: Exam English Ltd, n.d.)

### **2.5.6. WORLD'S OLDEST PERSON TURNS 128**

Dominicans yesterday celebrated the birthday of the World's oldest living person Elizabeth (Ma Pampo) Israel who turned 128. Unfortunately, the Guinness Book of World Records has not officially recognized Ma Pampo since they are still checking the facts. A certificate has been issued by the Roman Catholic Church with her birth date stated as January 27, 1875, but since it is not an official record, it cannot be used to confirm the claim. The claim was further thrown into doubt when it was learned that at some point in her life she was called Minetta George. Guinness officials have said that it is important to clarify these issues before Ma Pampo can be given the title of the oldest person on earth. Born in Portsmouth, Dominica, and the daughter of slaves, she started working on a plantation at the age of 25 and retired 79 years later. Ma Pampo says the reason for her long life is her diet - including lots of dumplings (cooked food made from flour and water) and bush tea. She has survived her husband and two children. Dominica's largely untouched and unspoilt environment, which is still unpolluted, has been given as the main reason for longevity on the Island. Editor's Note Since the publication of this article in January 2003 Ma Pampo died in October of that year without ever being recognised as the World's Oldest Person by the Guinness Book of World Records. Unfortunately, her death came before the scientific community could confirm her age. (2019)

***Read the text again and choose the best answer (A, B, or C) for items 1-6.***

1. The text is about someone who
  - A. was the world's oldest person.
  - B. will be the world's oldest person.
  - C. may have been the world's oldest person.
  
2. Who says Ma Pampo is the oldest person on earth?
  - A. The Church.
  - B. People in her country.
  - C. The Guinness Book of Records.

3. What is the position of the Guinness Book of Records?

- A. They refuse to give Ma Pampo the title.
- B. They want to check the facts.
- C. They will give Ma Pampo the title.

4. What is Ma Pampo's explanation for her long life?

- A. She worked hard all her life.
- B. She ate lots of cooked food.
- C. She ate the right kind of food.

5. Ma Pampo's husband is

- A. still alive.
- B. younger than her.
- C. dead.

6. Why do people in Dominica live a long time? Because

- A. of the clean atmosphere.
- B. the country has a small population.
- C. the people live in a happy society.

( Source: <https://worksheetspdf.com/wp-content/uploads/2019/12/Oldest-Person-Turns.pdf>.)

### ***2.5.7. A message to a new friend***

Hi Lucia

How are you? It was so nice to meet you last week in Sydney at the sales meeting. How was the rest of your trip? Did you see any kangaroos? I hope you got home to Mexico City OK. ("A message to a new friend", n.d.)

Anyway, I have the documents about the new Berlin offices. We're going to be open in three months. I moved here from London just last week. They are very nice offices, and the location is perfect. There are lots of restaurants, cafés and banks in the area. There's also public transport; we are next to an U-Bahn (that is the name for the metro here). Maybe you can come and see them one day? I would love to show you Berlin, especially in the winter. You said you have never seen snow – you will see lots here! ("A message to a new friend", n.d.)

Here's a photo of you and me at the restaurant in Sydney. That was a very fun night! Remember the singing Englishman? Crazy! Please send me any other photos you have of that night. Good memories.

Please give me your email address and I will send you the documents.

Bye for now

Mikel

("A message to a new friend", n.d.)

***Match the sentences (a–d) with the places (1–4).***

Places

1. .... Berlin
2. .... London
3. .... Mexico City
4. .... Sydney

Sentences

- a. Mikel and Lucia met here.
- b. Mikel's new offices are here.
- c. Mikel used to live here.
- d. Lucia lives here.

*Are the sentences true or false?*

1. Mikel and Lucia were friends from school.
2. They work for a company that sells things.
3. The new offices are in a very good location.
4. There is a metro next to the offices.
5. Mikel has never seen snow before.
6. Mikel and Lucia had dinner together.
7. Mikel doesn't have Lucia's email address.
8. Lucia wants to send Mikel some documents.

(Source: "A message to a new friend", n.d.)

### 2.5.8. *Edinburgh Festival*

Every year, thousands of people come to Edinburgh, the capital city of Scotland to be part of the Edinburgh Festival. For three weeks every August the city is filled with actors and artists from all over the world. They come to Edinburgh for the biggest arts festival in the UK. During this time the streets of the city are alive with music and dance from early morning until late at night.



You can even see artists painting pictures on the streets. One of the best parts of the Festival is the 'Fringe', where students do comedy shows in small halls and cafes. ("Edinburgh Festival } A2 Key Reading Part 3 | Pre-Intermediate Level", n.d.)

Tens of thousands of tourist come to the Festival to see new films, plays and hear music played by famous musicians. This year, you can see over eight hundred performances with actors from more than sixty countries.

The tickets for these performances are quite cheap, and it is usually easier to see your favourite star in Edinburgh than it is in London. So come to Edinburgh next summer, but remember it can be hard to find a room, so why not book your hotel now. ("Edinburgh Festival } A2 Key Reading Part 3 | Pre-Intermediate Level", n.d.)

#### ***Choose the correct answer for each of the questions!***

1. How long is the Edinburgh Festival?

- a. Less than a month.
- b. A month.
- c. More than a month.

2. Why do actors and artists come to the Festival?

- a. It is the biggest in the world.
- b. It is the biggest in Europe.
- c. It is the biggest in Britain

3. Who takes part in the 'Fringe'?

- a. Students.
- b. Famous Artists.
- c. Famous Actors.

4. How many performers are there this year?

- a. Less than eight hundred performances.



- b. About eight hundred performance.
- c. Over eight hundred performances.

5. What are difficult to find during the Festival?

- a. Places to stay.
- b. Tickets for the shows.
- c. Famous people.

(Source: "Edinburgh Festival } A2 Key Reading Part 3 | Pre-Intermediate Level", n.d.)

## 2.5.9. Travel guide



# Discover America California

### 1 San Francisco

Fisherman's Wharf is a historic marketplace on the seafront with trendy restaurants, shops and street performers. Visit Ghirardelli Square, home to the amazing Ghirardelli Ice Cream and Chocolate Shop, and Pier 39, a lively marketplace with shops, restaurants and music. From here you can take a cruise round the Bay.

### 3 Alcatraz Island

Once a high-security prison, Alcatraz Island is one of the Bay Area's most interesting tourist attractions. Take the ferry from Pier 41 and visit the dark cell blocks that were home to America's most wanted criminals.

### 5 Venice Beach



This is where skateboarding started, so you must visit the famous skate park right on the beach. Also watch the bodybuilders at Muscle Beach Gym, which is where Arnold Schwarzenegger started his career.

### 6 Hollywood

You can stand in the footprints of Johnny Depp at Grauman's Chinese Theatre and then meet his strangely accurate wax model, along with Hugh Jackman, Lance Armstrong, and Brad and Angelina, all at Madame Tussauds Hollywood. Discover how films are made at the working movie studio at Universal Studios Hollywood, where there are also exciting park rides and shows.



### 2 Golden Gate Bridge

Connecting San Francisco and Marin County, this is the largest suspension bridge in the world and one of the most famous Californian landmarks. As you cross the 4200-ft bridge below the famous orange towers, you'll enjoy awesome views of the entire Bay Area.



### 4 Santa Cruz

Go to the Santa Cruz Surfing Museum, which is in a lighthouse, and see classic boards including one eaten by a shark – the surfer survived! Next stop, the Santa Cruz Beach Boardwalk for a ride on the Giant Dipper rollercoaster.



### 7 Los Angeles

Have you ever wanted to record yourself? Now you can at the fascinating Grammy Museum. You can also learn how to dance like Michael Jackson, and find out about the links between blues and rap.



### 8 Disneyland

One of the most magical places in the world, Disneyland Park has hundreds of rides such as Space Mountain, Indiana Jones Adventure, Matterhorn and Pirates of the Caribbean. A day in Disneyland is a day you will never forget!

(Travel guide, n.d.)

***Are the sentences true or false?***

1. Fisherman's Wharf, Ghirardelli Square and Pier 39 are all in San Francisco.
2. The Golden Gate Bridge is the shortest suspension bridge in the world.
3. Alcatraz is still a prison today.
4. You can see a surfboard damaged in a shark attack in the museum in Santa Cruz.
5. Ice skating is a popular activity on Venice Beach.
6. You can meet real film stars at Madame Tussauds in Hollywood.
7. The Grammy Museum in Los Angeles is dedicated to music and dance.
8. Space Mountain is the name of one of the hotels in Disneyland.

(Source: Travel guide, n.d.)

***Match the person to the destination they will enjoy most.***

1. 'I love ferry rides. They're so much fun. I also like visiting places with an interesting and unusual history.'
2. 'I'd love to have my photo taken with all my favourite film stars!'
3. 'I really want to go on some exciting rides. I've just taken up surfing too so I'd like to learn more about that.'
4. 'I'm a keen photographer so I want to go to the place with the best views.'
5. 'When I'm on holiday, two things are most important for me: great shopping and great food.'
6. 'I'm a music lover and my dream is to record a song.'

- a) Madame Tussauds Hollywood
- b) Grammy Museum
- c) Alcatraz Island
- d) Golden Gate Bridge
- e) Santa Cruz Surfing Museum
- f) San Francisco

1.	2.	3.	4.	5.	6.

(Source: Travel guide, n.d.)

## 2.5.10. Phone Chat

**Group Chat | Funky Friends**

Cat Lakey joined  
Marc Benson joined

Hey Marc, what time are we meeting tonight?  
Cat Lakey 2:19pm

Hiya Cat, 7ish do you think? Does Iggy know? Haven't heard from him in a while.  
Marc Benson 2:20pm

Not sure. Will contact him.  
Cat Lakey 2:20pm


Iggy Waters joined

Hi guys, what's the plan?  
Iggy Waters 2:25pm

We thought film, eat, dancing. You OK with that?  
Marc Benson 2:25pm

That's cool with me. Found out about a new place last night, check this out.  
Iggy Waters 2:26pm

**The Island Club**  
42 High Road, Hoburn  
[www.islandclub.uk.net](http://www.islandclub.uk.net)



Looks awesome.  
Marc Benson 2:27pm

Yeah, my mate Barney knows it, says there's a great DJ, amazing dance music.  
Iggy Waters 2:27pm

Yeah, right, we know about your taste in dance music, really loud, really techno.  
Cat Lakey 2:28pm

No, you'll like this, promise. If you don't we'll go somewhere else.  
Iggy Waters 2:28pm

OK, let's try it. Do you want to get a coffee before the film?  
Cat Lakey 2:28pm

Sure. What film are we going to see anyway?  
Iggy Waters 2:29pm

We thought that new comedy with Zac Efron.  
Marc Benson 2:29pm

Hmmmm, I don't know...  
Iggy Waters 2:29pm

Not keen?  
Cat Lakey 2:30pm

Sounds awful. How about that Japanese gangster film?  
Iggy Waters 2:30pm

You always go for the arty films.  
Marc Benson 2:30pm

Bit violent, isn't it?  
Cat Lakey 2:30pm

No, not really, but not an art film either – here, I'll send you a review.  
Iggy Waters 2:31pm

[www.filmreviews.uk/TokyoGangs](http://www.filmreviews.uk/TokyoGangs)

Well, maybe. You up for that, Cat?  
Marc Benson 2:32pm

OK. Funny how we always end up doing what you want, Ig!  
Cat Lakey 2:32pm

I just always have the best ideas.  
Iggy Waters 2:33pm

("Phone chat", n.d.)

***Fill the gaps with the correct name!***

1. \_\_\_\_\_ suggests what time to meet.
2. \_\_\_\_\_ 's friend has recommended a good nightclub.
3. \_\_\_\_\_ likes Iggy's suggestion to go to The Island Club.
4. \_\_\_\_\_ suggests having a coffee before the film.
5. \_\_\_\_\_ likes techno.
6. \_\_\_\_\_ comments that Iggy always has his way.

( Source: "Phone chat", n.d.)

***Choose the correct option to complete the sentence.***

They're meeting up at \_\_\_\_.

- a) 7 o'clock
- b) about 7 o'clock
- c) about 2 o'clock

They're going to \_\_\_\_.

- a) have something to eat
- b) have a coffee
- c) go dancing before the film

The Island Club plays \_\_\_\_ music.

- a) dance
- b) rock
- c) pop

\_\_\_\_ has been to The Island Club before.

- a) Iggy
- b) Marc
- c) Barney

They're going to see a \_\_\_\_.

- a) gangster film
- b) comedy
- c) musical

(Source: "Phone chat", n.d.)

## **PART 3**

### **RESEARCH**

#### **3.1.Methodology**

This study investigates how pupils in Transcarpathian Hungarian schools solve reading comprehension in English. Although the focus of interest is on the ninth grade of upper-primary form pupils. This study is thought to support the theory that students who solve the requisite A2 level reading comprehension do not do so quickly because they lack enough expertise of vocabulary and grammar to solve the comprehension; instead, they determine by the text from what they learn without understanding the context of the words and therefore solve tasks. Language learners need to develop four skills: speaking, listening, reading and writing. The skill of reading is not only important in itself, but it contributes to the other three skills. Given the importance of reading not only in the development of language proficiency but also in the development of a comprehensive and comprehending view of the world and of life in this world, this reluctance to read is a matter of concern. The importance of reading in language learning and language proficiency is well-documented. Successful reading comprehension depends on various skills and attributes such as automatic word decoding, knowledge of grammatical structures, and background knowledge, but some of these skills can best, or sometimes only, be developed by reading itself. (Blachowicz, & Ogle, 2008)

Mastering vocabulary, phonics, fluency, and reading comprehension skills leads to effective reading comprehension. A person with strong comprehension skills is called an active reader because he or she is able to communicate with the words by knowing their full context and the idea behind them. Thus, the ability to comprehend reading separates an active reader from a passive reader who just read the text without getting its meaning. (Blachowicz & Ogle, 2008)

##### **3.1.1.Planning the study**

The reason for choosing this topic for the theme of the bachelor's thesis is that we have been dealt with this topic in the previous years. Furthermore, not much is known about how can pupils in Transcarpathian Hungarian schools solve a reading



comprehension. Reading requires one to identify and understand strings of words in a fluid manner. At the same time, students reading absorb grammar and vocabulary, improving their ability to read, write, speak and understand spoken English. It is a detailed process that includes comprehension, word recognition, engagement, and fluency. In the present paper we wanted to highlight and assess the reading skills of the pupils in Transcarpathian Hungarian schools.

### **Research hypotheses**

1. Pupils who solve the required A2 level reading comprehension at ninth grade are not easily do it, because they do not have appropriate knowledge in vocabulary and grammar to solve the comprehension.
2. Pupils judge by the text from what they read without knowing the meaning of the words and thus they solve tasks.

### **Research question**

The research question of the present study is defined as follows: How form 9 learners accomplish an A2 level reading comprehension in English in Hungarian schools of Transcarpathia?

#### **3.1.2. Research participants**

The participants of the research were from the upper-primary form pupils as it is indicated in the title of the present paper. More exactly, the reasearch was built up to the ninth form pupils. These learners were native speakers of Hungarian. They were at the age before high school, and this research gave a base about how pupils accomplish an A2 level reading comprehension at this point of their educational progress.

The sample consisted of 34 ninth grade pupils . Participants had to complete an online reading comprehension worksheet anonymously.

The place of research are 3 types of schools. Thus the results can be compared in schools which are urban schools of Transcrapathia, and from rural schools of the region. From the urban types of schools there are two types, one which is under the reign of the government and one which is private, like a lyceum.

### **3.1.3. Research instrument**

A Reading Comprehension test was used as the instrument of the research. The Reading Comprehension test assesses the pupils' ability to read and comprehend written information quickly.

This assessments focuses on identifying the main idea of a passage, understanding vocabulary in context, making inferences. After reading the passage, students are asked to answer questions based on what they read to demonstrate their understanding of the passage.

The first tool in the comprehension test is text itself. The text itself is easily understandable, gives a summary about how a woman climbed the Mount Everest. The test consist of 5 Multiple Choice questions and 6 True/False statements. For each Multiple choice questions there is only one possible answer.

### **3.1.4. Procedure of the research**

The research was carried out in spring, 2021 in Transcarpathia, Ukraine. Student got the reading comprehension in an online format. Due to the Covid-19 pandemic the classroom encounter was not possible. A reading comprehension measure was applied during the research to check the learners' understanding of the main messages of the texts they had read. Then they were asked to answer comprehension questions to further measure how well the research subjects understood the texts.

This invsetigation of form 9 learners was designed to provide an insigth into their reading comprehension knowledge and development in Transcarpathian Hungarian schools.

### **3.2. Findings**

The reading comprehension test was filled by 34 pupils of form 9 from 3 different Hungarian schools of Transcarpathia.

Two types of tasks were included in the comprehension test, 5 Multiple Choice questions, and 6 TRUE/FALSE questions. As it is shown in Chart 1. 88,5 % of the answers given by the students were correct, and just a minimum of 11,4% were incorrect.



Questions	CORRECT	INCORRECT	TOTAL
Multiple choice	152 89,4%	18 10,6%	170 100%
TRUE/ FALSE	179 87,7%	25 12,3%	204 100%
	88,5%	11,4%	

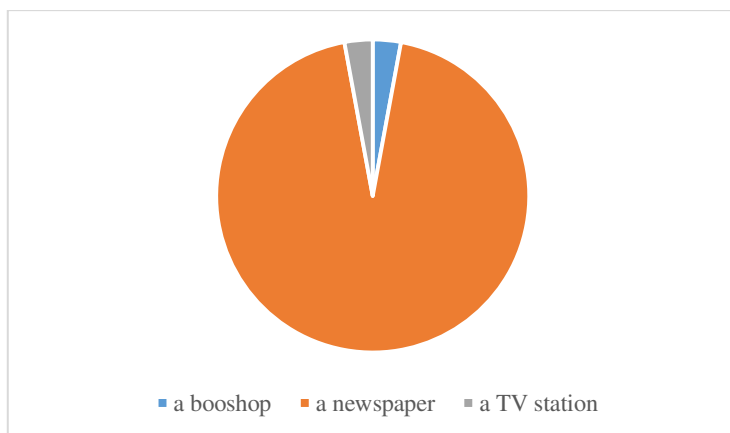
Chart 1.

Multipile Choice questions are the most liked by both students and teachers, as the correct answer is given, test takers just have choose the correct one.

89,41 % of the Multiple Choice questions were correctly answered, and just 10,59% were uncorrect. The results did not show big deviation among the questions.

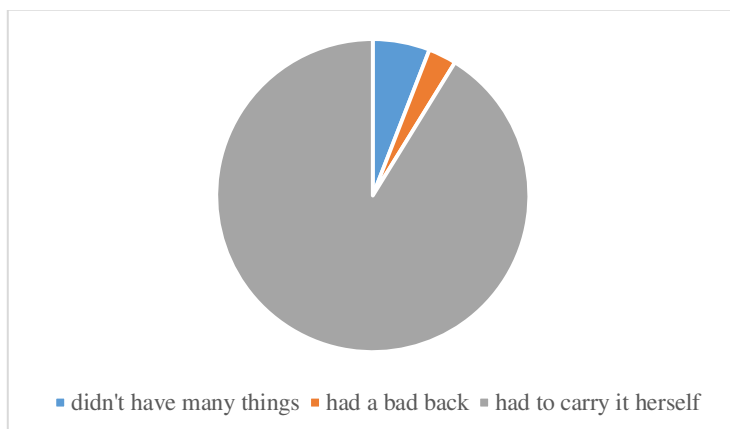
Question 1:

Before Rebecca climbed Everest, she worked for:



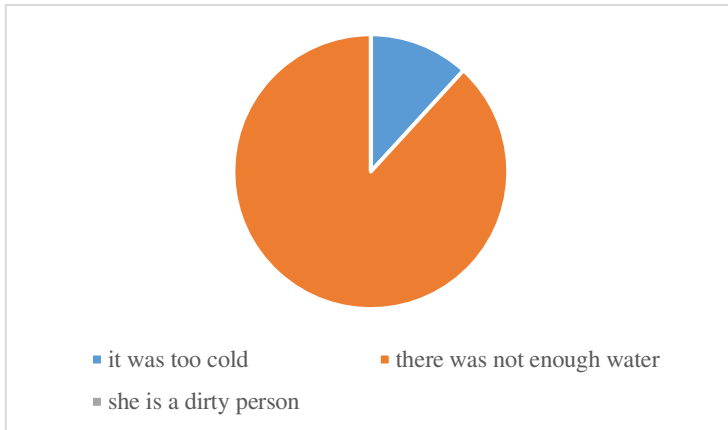
Question 2 :

Rebecca didn't take much luggage because she:



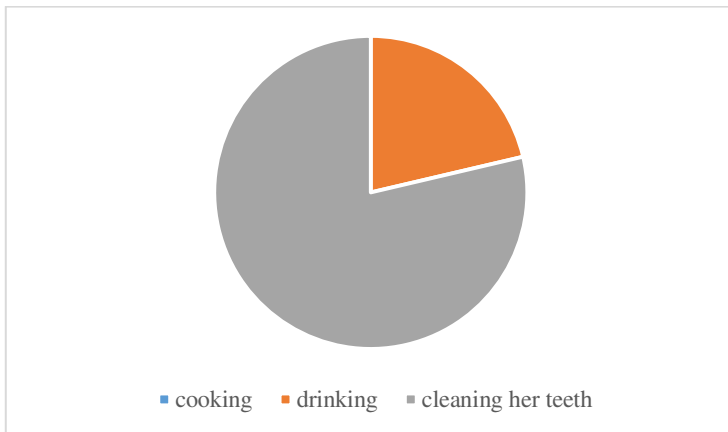
Question 3:

Rebecca didn't wash on Everest, because:



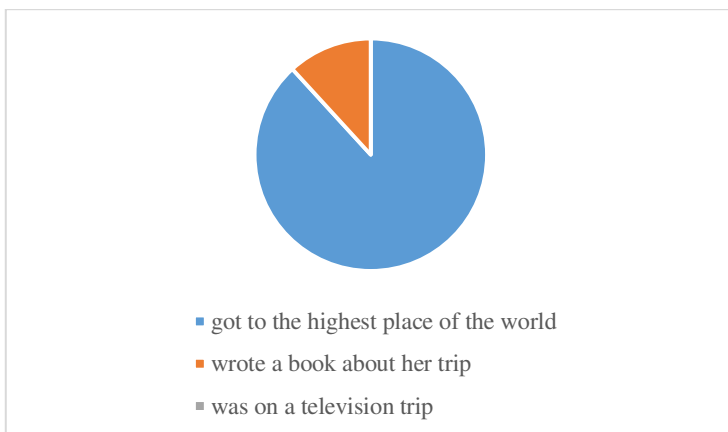
Question 4:

Rebecca carried water for



Question 5:

Rebecca became famous when she



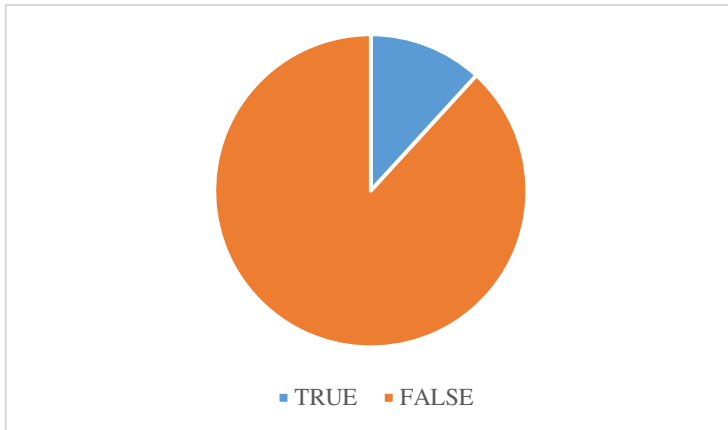
Questions	CORRECT	INCORRECT
Question 1	94,1% 32	5,9% 2
Question 2	91,2% 31	8,8% 3
Question 3	88,2% 30	11,8% 4
Question 4	88,2% 29	11,8% 5
Question 5	88,2% 30	11,8% 4

Chart 2. Multiple choice answers given by pupils

A true or false question consists of a statement that requires a true or false response. Statements were taken out from the text that was given to the pupils. Students managed to answer correctly an average of 88,74 % of the questions. Incorrect answer were an average of 11,26 %. Usually all the questions were answered correctly by 30-34 students except the second. Question 2 (Appendix 1) : *''Rebecca continued to work for a science programme on television''* were answered incorrectly by 14 students. According to this result we can state that pupils judge by the text from what they read without knowing the meaning of the words and thus they solve tasks. By this the second hypothesis of this study was proved.

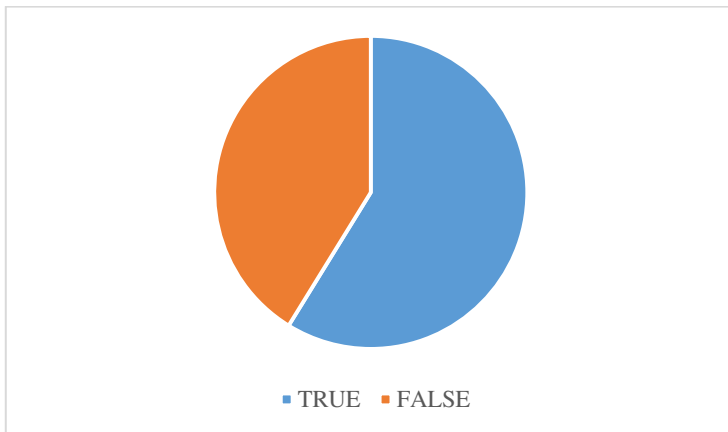
Question 6:

Before Rebecca climbed Mount Everest she was a famous person.



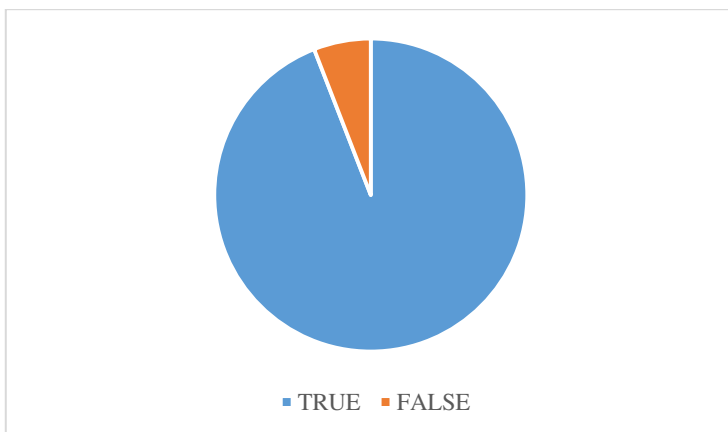
Question 7:

Rebecca continued to work for a science programme on television



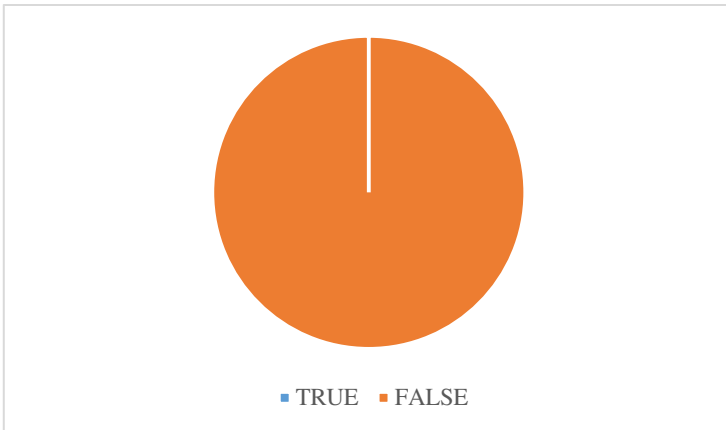
Question 8:

Rebecca didn't take her toothbrush, because she had no water to wash her teeth



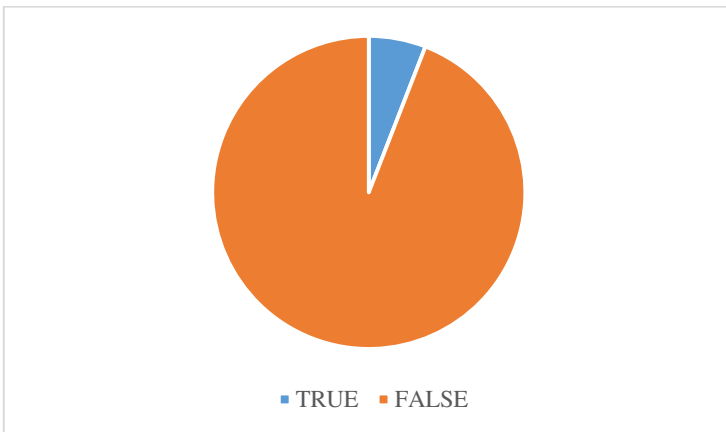
Question 9:

Rebecca lives in a big house in London



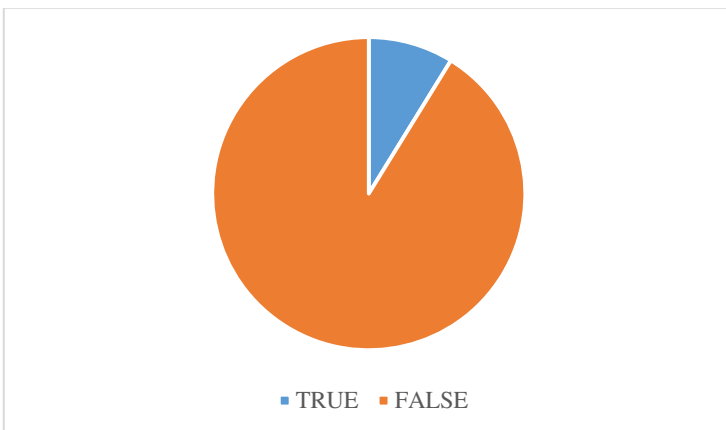
Question 10:

She found that life on Everest is not hard.



Question 11:

The best moment of Rebecca's life was when she wrote her book about the trip.



Questions	CORRECT	INCORRECT
Question 1	88,2% 30	11,8% 4
Question 2	58,8% 20	41,2% 14
Question 3	94,1% 32	5,9% 2
Question 4	100% 34	0
Question 5	94,1% 32	5,9% 2
Question 6	91,2% 31	5,9% 3

Chart 3. TRUE/FALSE answers given by pupils

### 3.3. Discussion and interpretation of results of the research

The main question of this investigation was to find out how form 9 learners accomplish an A2 level reading comprehension in English in Hungarian schools of Transcarpathia?

Taking every question into account used in the research instrument, 88,5 % of the pupils gave the correct answers to the questions. Returning to the question posed at the beginning of this study, it is now possible to state that form 9 learners accomplish an A2 level reading comprehension test with 88,5 % of the correct answers. It means that students in Transcarpathian Hungarian schools are reaching a good point when doing a reading comprehension test. Hereby, half of the first hypothesis is failed, because students accomplish an A2 level comprehension test in English, but they do not have the appropriate knowledge of vocabulary and grammar.

Although the findings of this study cannot be generalised, it can still well serve as a rationale or starting point for further research. Further study would be useful to analyze and study the methods and practice of teachers, to learn what strategies do they apply to develop their students reading comprehension skills. Although, it would be interesting to assess what kind of texts (fictious, descriptive, etc.) are more understandable for pupils. Another reaserach could be done about the most preferred types of reading comprehnsion tasks by both students and teachers.

The value of the research from both theoretical and practical side is that the determined rate can be compared to the results from the diverse schools of

Transcarpathia. Students' attitudes to L2 reading can be affected by experiences of L1 language learning and reading, but their attitudes to their L1 and FL are not likely to be the same.

## CONCLUSION

We already know that reading is a dynamic capacity that is closely linked to a person's overall personal growth. Reading is a two-way interaction between the reader and the text that results in comprehension.

The level of understanding of a passage or text is known as reading comprehension. It is considered suitable for reading comprehension if a student can understand the meaning of at least 75% of the total text given.

Reading Comprehension Testing has always been a useful method in assessing a student's skill because it offers input on the student's progress.

Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

Comprehension is the ultimate goal of reading. One of the main goal of reading comprehension instruction is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

The research used in the present paper is a part of an investigation on assessing reading in English of form 9 learners in Transcarpathian Hungarian schools.

The first aim of the research was to establish how form 9 learners in Transcarpathian Hungarian schools are developed in solving comprehension test, especially reading comprehension.

The second aim of the study was to clear whether form 9 pupils in Transcarpathian Hungarian schools are at the expected level of their English knowledge, in their case it should be the A2 level.

Evidence from the research show that form 9 learners in Transcarpathian Hungarian schools accomplish the required A2 level test in 88,5% correctly.



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## РЕЗЮМЕ

Це дослідження є частиною розслідування щодо оцінки навички читання на англійській мові учнями дев'ятих класів у Закарпатських школах з угорською мовою навчання. Досліджуване питання наступне: Як учні дев'ятих класів у школах з угорською мовою навчання на Закарпатті виконують аудіювання рівня А2 на англійській мові?

Гіпотези дослідження:

1. Учні дев'ятих класів досить важко виконують аудіювання на рівні А2, тому що вони не мають відповідний словниковий запас та рівень граматики, щоб вирішити таке завдання.
2. Учні, не розуміючи слова тексту, який вони читають, виконують завдання.

Дипломна робота бакалавра складається із вступу, 3 частин, висновків, резюме, посилань та додатків. Частина 1 забезпечує теоретичні та концептуальні основи дослідження шляхом перегляду літератури щодо розуміння читання при викладанні іноземних мов. Частина 2 містить короткий підсумок про види читання та корисні пропозиції щодо розуміння читання. Також він пропонує збірник завдань із розуміння читання на рівні А2. Частина 3 представляє процедуру, результати та обговорення емпіричного дослідження та педагогічні наслідки.

Експеримент складався з 34 учнів дев'ятих класів. Учнім потрібно було анонімно виконати онлайн-робочий аркуш аудіювання. Аудіювання використовувалось як інструмент дослідження.

Враховуючи кожне питання, що використовувалося в дослідницькому інструменті, 88,5% учнів дали правильні відповіді на запитання.

Цілісний підхід до викладання аудіювання підтримується дослідженням.

Дослідження є цінним як з теоретичної, так і практичної точки зору, оскільки визначену ставку можна порівняти з результатами різноманітних шкіл Закарпаття.

## Appendix 1

### Reading Comprehension Test

#### Form 9 (A2 level)

##### *Climbing Mount Everest*

Rebecca Stevens was the first woman to climb Mount Everest. Before she went up the highest mountain in the world, she was a journalist and lived in a small flat in south London.

In 1993, Rebecca left her job and her family and travelled to Asia with some other climbers. She found that life on Everest is hard. 'You must carry everything on your back,' she explained, 'so you can only take things that you will need. You can't wash on the mountain, and in the end, I didn't even take a toothbrush. I'm usually a clean person, but there is no water, only snow. Water is very heavy, so you only take enough to drink!'

When Rebecca reached the top of Mount Everest on May 17 1993, it was the best moment of her life. Suddenly, she became famous.

Now she has written a book about the trip and people often ask her to talk about it. She has a new job too, for a science programme on television.

Rebecca is well-known today, and she has more money, but she still lives in the little flat in south London, among her pictures and books about mountains!  
(<https://www.esleschool.com/a2-climbing-mount-everest/>)

Read the article about climbing Mount Everest and answer the questions!

***Choose the correct answer!(10points)***

1. Before Rebecca climbed Everest, she worked for

- a) a bookshop
- b) a newspaper
- c) a TV station

2. Rebecca didn't take much luggage because she

- a) didn't have many things.

- b) had a bad back.
- c) had to carry it herself.

3.Rebecca didn't wash on Everest because

- a) it was too cold.
- b) there was not enough water.
- c) she is a dirty person

4.Rebecca carried water for

- a) drinking.
- b) cooking.
- c) cleaning her teeth.

5.Rebecca became famous when she

- a) got to the highest place in the world.
- b) wrote a book about her trip.
- c) was on a television programme.

***Decide whether the following statements are TRUE(T) or FALSE(F)!(18points)***

1. Before Rebecca climbed Mount Everest she was a famous person.
2. Rebecca continued to work for a science programme on television.
3. Rebecca didn't take her toothbrush, because she had no water to wash her teeth.
4. Rebecca lives in a big house in London.
5. She found that life on Everest is not hard.
6. The best moment of Rebecca's life was when she wrote her book about the trip.

7.	8.	9.	10.	11.	12.

## NYILATKOZAT

Alulírott, Nagy Katalin 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.