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Кваліфікаційна робота

Перевірка рівня розуміння читання англійською мовою учнів 9-го класу (на основі ДПА)

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Introduction

Reading is a complicated process. Children learn reading-related skills one at a time, one after the other; it is a gradual process. Instead, kids must simultaneously master the skills of word recognition, understanding, fluency, and motivation. By listening to books read aloud, they start to build these skills. That is one of the reasons it is so crucial for kids to experience books before starting kindergarten. Good reading teaching is crucial since the majority of kids do not develop independent reading skills until they receive formal training in school. It is very important that students should understand the text what they read. Understanding what has been read through the acquisition and use of reading abilities is known as reading comprehension. The emphasis on comprehension in reading instruction in schools is rising.

The *subject* of this study is the importance measuring English reading comprehension of From 9 learners.

The *object* matter of the study are the types of reading, approaches to teaching reading, strategies of reading comprehension.

One of the foundational components of reading is reading comprehension. A person engages in a wide range of cognitive processes when they read a text. We use our knowledge of phonemes, phonics, and our capacity to grasp or infer meaning from text at the same time. The term "comprehension" is also occasionally used to refer to a series of questions that students may be required to respond to after reading a material. Vocabulary knowledge and text understanding are the two components that make up the process of reading comprehension. The reader must be able to comprehend the vocabulary used in the text in order to understand it.

The paper includes a comprehensive literature review of the topic. In order to examine the theme, theoretical research *methods* were used such as: literature analysis, classification and generalization.

A large and growing body of literature has been investigated on the given topic for example, Czachesz 1999, Nagy 2004, Csenger 2009, Gerald 2009, Janice 2012. This year paper has been divided into and introduction, three parts, a conclusion, a summary in English, reference list, and a resume.

The first part provides a theoretical framework based on the literature on the topic, such the main meaning of reading, reading in foreign language, types of reading. The second part is about the measuring English reading comprehension of From 9 learners (based on SST). The third part includes the procedure (the methodology, the participants) and the results of the empirical investigation of successful English reading comprehension.

The theoretical and practical value of the research lies in the pontential applications of the results. After all, reading is very important. To fully comprehend what they have read,

students should read more. The thesis also provides insight into which tasks the students solve more easily and which more difficult.

PART I LITERATURE REVIEW

1.1. What is reading?

There are four language skills, one of which is reading. Reading broadens our vocabulary, and answering a specific question becomes easier and faster as we read more. It also helps to write various types of texts for various purposes.

In addition to the above-mentioned acquisition of the mother tongue, learning to read necessitates general cognitive development, which children achieve at around 6-7 years of age, assuming typical development. It cannot be a coincidence that children all over the world are starting to learn written language at this time(Ádamikné Jászó, 2010). Such fundamental cognitive functions include intact intelligence and well-developed acoustic and visual processing. As previously stated, the reading process is divided into two parts: decoding (deciphering letters based on visual experience, matching them with appropriate speech sounds, and separating the word) and separating the word. Understanding, on the other hand, entails recognizing the segmented word and determining its meaning.

During these two processes, two types of logic must function. One is the visual system. This is responsible for processing the elements of writing, the symbols. The other one is the auditory processing system – which plays a decisive role in separating and distinguishing the sounds of words(Adamikné Jászó, 2010). The cooperation of the two areas of the brain system, i.e. the so – called audiovisual integration, is essential for reading. Recent research shows that this is the area of the network involved in reading that undergoes the strongest developmental change between the ages of 7 and 12, meaning it can only really develop through the practice of reading.

1.2. Reading in a foreign language

Language is a method of communication. Although originally every language was only spoken, written evidence of languages dates back thousands of years. Literature became a fundamental part of human history(Csenger, 2009). This is one of the reasons why modern language learners should focus on reading a foreign language whenever they get the chance. Learning to read in German, French, or Italian is relatively easy for native English speakers. Thanks to Latin letters, these languages don not require you to learn new alphabets. However, Greek, Russian, or any Asian language can prove more difficult(Pinter, 2011). The learner will have to learn the look of the new letters, the sounds they make, and their meaning. Learning these fine details of the characters in your new language takes a lot of time and effort.

1.3. First language of the learners and the learners' age

Each language is structured differently. Each has their alphabet, pronunciation, writing and reading methods. When we learn our first language our brain 'tunes into' the way the particular first language works, and we learn to attend to the particular because to meaning that are most helpful. When we learn or we know a new/other language, our mind automatically tries to use the first language. Even if someone ask something we automatically answering at our mother tongue.

At the age of 6-7 learning the first language it is a little bit hard. At primary school age the brain is already use to read and write, but its rather in mother tongue(Csenger, 2009). At this age to the brain is something new the reading and the writing term. First off all, they should to be able to read and write at their mother tongues.

Teaching children at the age of 6-9 to read and write in English we can use methods or teach them as the childrens whos mother tongue English (Csenger, 2009). Their brain at this age are more advanced and ready to learn read and write at English. They are able to think at another language.

By the time the learners reach 10 years of the age, the oracy and the literacy and oracy level are quite firmly established(Csenger, 2009). At this age they are already understand about how written text works. The children able to make a difference between languages.

When we are young we are admiring that how adults can read so beautiful, quickly and understandable. To start reading is not an easy thing, but not impossible(Pinter, 2011). We should start from the beginning, learn the letters, how to pronunciat it. After that with small steps we can try to read. Very important that the reader should read what interests him/her.

1.4. Types of reading

There are five types of reading: skimming, scanning, intensive reading, extensive reading, loud and silent reading.

Skimming can save the learners hours of laborious reading. However, it is not always the most appropriate way to read. It is very useful as a preview to a more detailed reading or when reviewing a selection heavy in content(Czachesz, 1998). But when the learners skim, they may miss important points or overlook the finer shadings of meaning, for which rapid reading or perhaps even study reading may be necessary.

Young learners should use skimming to overview their textbook chapters or to review for a test. Skimming can be used to determine whether the learner need to read something at all, such as during preliminary research for a paper. Skimming can tell to the reader enough about the general idea and tone of the material, as well as its general similarity or difference from other sources, to determine whether the reader need to read it at all.

To skim, the learners prepare themselves to move rapidly through the pages. They will not read every word; readers will pay special attention to typographical cues-headings, boldface and italic type, indenting, bulleted and numbered lists. Readers will be alert for key words and phrases, the names of people and places, dates, nouns, and unfamiliar words.

Another useful tool for speeding up reading is scanning. When scanning, as opposed to skimming, readers look for a specific fact or piece of information without reading everything. People scan when looking for a favorite show in the cable guide, a phone number in the phone book, or sports scores in the newspaper(Gerald, 2009). To be successful at scanning, the scanner must understand how the material is organized as well as what scanners read in order to find the specific information sought. Scanning also allows for the quick retrieval of details and other information.

Readers typically scan information that is organized alphabetically, chronologically, non-alphabetically, by category, or textually. Alphabetical information is arranged alphabetically, whereas chronological information is arranged numerically or chronologically. Non-alphabetic order, such as a television listing, or category, such as an auto parts catalog, can also be used to organize information(Gerald, 2009). Information is sometimes found within written paragraphs of text, as in an encyclopedia entry, and is referred to as a textual sense.

The readers read a short text carefully and attentively in order to comprehend as much detail as possible. This means that the learner is more concerned with the language than with the text. The readers read the text, focusing on new vocabulary, grammatical forms, the author's purpose, and the text's problems. These activities, such as skimming and scanning a text for specific information and reading for detailed information, help to improve reading skills. As a result, intensive reading helps students focus on accuracy. Furthermore, while the topic level is very appropriate for the learner, because it is chosen by the teacher, it may not meet their interests. Furthermore, the advantages of intensive reading include improving reading comprehension, assisting students in understanding sentence structure, and developing critical thinking as students must answer all required questions after reading. It also improves student collaboration, as it is sometimes done in pair or group work.

Extensive reading is the process of reading longer, easier texts for an extended period of time without losing concentration, feeling overwhelmed, or needing to take breaks. It differs from intensive or academic reading, which focuses on a close reading of dense shorter texts that are typically not read for pleasure (Janice, 2012). Extensive reading, while used as a teaching strategy to promote second-language development, also refers to free voluntary reading and recreational reading both in and out of the classroom. The assumption behind extensive reading is that we learn to read by reading. Extensive reading is the process of reading longer, easier texts for an extended period of time without losing concentration, feeling overwhelmed, or needing to take breaks (Janice, 2012). It differs from intensive or academic reading, which focuses on a close reading of dense shorter texts that are typically not read for pleasure. Extensive reading, while used as a teaching strategy to promote second-language development, also refers to free voluntary reading and recreational reading both in and out of the classroom. The assumption behind extensive reading is that readers learn to read by reading.

The foundation for literacy development is reading aloud. It is the single most important activity for successful reading. It shows children how to read in a phrased, fluent manner. It demonstrates the benefits of reading and fosters the listener's interest in books and desire to be a reader. Listening to others read develops key understanding and skills, such as an appreciation for how a story is written and familiarity with book conventions, such as "once upon a time" and "happily ever after". Reading aloud demonstrates the relationship between the printed word and meaning – children understand that print tells a story or conveys information – and invites the listener into a conversation with the author. Children can listen at a higher language level than they can read, reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not common in everyday conversation (Janice, 2012). This, in turn, aids their understanding of book structure when reading independently. It exposes less able readers to the same rich and engaging books that fluent readers read on their own, enticing them to improve their reading skills. Students of all ages benefit from hearing an expert read a great book.

Silent reading is a reading skill which allows one to read without voicing the words. This may involve subvocalization or silent speech, is defined as the internal speech made when reading a word, thus allowing the reader to imagine the sound of the word as it is read (Janice, 2012). When reading, this is a natural process that helps to reduce cognitive load and allows the mind to access meanings in order to comprehend and remember what is read. Although some people associate subvocalization with moving one's lips, the term actually refers to the movement of muscles associated with speaking, rather than the literal movement of one's lips. Most subvocalization is undetectable, even by the person doing it.

1.5. Approaches to teaching reading

Reading approach is one of methods that can be used by teacher. It is one of way that will help students to solve their problem in reading. In reading approach, students will improve their knowledge and get something new because they are demanded to read more. Reading becomes important because it is an active skill which involves inferencing, guessing, predicting. By reading students will know about the tenses, kinds of tenses and how to use it(Nagy, 2004). They also will know about the different of culture by reading cross cultural understanding, and they will learn how to pronounce the words correctly. In reading approach, many things that will be achieved by students and they can master English well. There are five approaches:

- Phonic approach
- Whole-word/Look-and-say Approach
- A “balanced approach” to reading insruction
- Pedagogical approach
- Communicative approach

1.5.1. Phonic approach

Phonics is a method of teaching young children to read and write. It teaches children how to hear, identify, and use different sounds in the English language to distinguish one word from another. Written language is analogous to a code, knowing the sounds of individual letters and how those letters sound when combined will aid children in decoding words as they read. Understanding phonics will also assist children in determining which letters to use when writing words(Nagy, 2004). Phonics is the process of matching spoken English sounds to individual letters or groups of letters. The sound k, for example, can be spelled as c, k, ck, or ch. Teaching children to blend letter sounds together assists them in decoding unfamiliar or unknown words by sounding them out. For example, after learning the sounds for the letters t, p, a, and s, a child can begin to build the words "tap", "taps", "pat", "pats", and "sat".

1.5.2. Whole-word/Look-and-say approach

The look-and-say method of teaching reading connects entire words to their meanings without first breaking them down into sounds. It is critical to understand the meaning of the word and how it can be used in various contexts. Children must remember the shape and appearance of the word in order to recognize it when they see it again - in other words, it is dependent on a child's visual memory. If the teacher only employs this method, the child may become disoriented if the words are not recognized. As a result, when teaching reading, effective teachers combine the phonics method and the look-and-say method(Czachesz, 1998).

"Balanced literacy" is a term that arose from the 1980s "reading wars" between the "whole language" and "phonics-first" camps, with the idea that a combination of the two approaches would be most effective. Instead, over the last three decades, research has pointed strongly to a set of approaches known as "The Science of Reading." This research-based approach demonstrated that a child's reading proficiency is the result of two factors: decoding skills and background knowledge(Czachesz, 1998). The curriculum also includes daily, content-rich module topics ranging from trees to the Harlem Renaissance to help students build vocabulary and background knowledge. These units are built around high-quality texts that pique children's interest while creating "windows and mirrors" into a variety of worlds. Because the term "balanced literacy" can refer to a variety of practices in various combinations, evaluating it as a method of teaching reading has proven difficult. However, several common balanced literacy practices, such as three-cueing, leveled texts, and separating reading and writing, have not been supported by numerous studies. A balanced literacy approach relies on a reader's experiences and context to understand the text rather than relying solely on three-cueing to teach reading. Students are taught to look for:

- (1) meaning cues, i.e., "does it make sense?,"
- (2) sentence structure cues, "does it sound right?,"
- (3) graphic/visual cues or "does it look right?."

Students in the balanced literacy classroom frequently engage in teacher-guided reading of leveled texts that are not controlled for spelling patterns. Instead, they are graded based on prior knowledge, sentence length, font size, and repetition. These texts frequently cover a wide range of topics rather than assisting students in developing knowledge in a specific area. Students also independently read texts on the specific topic at their level in order to gain background knowledge.

The pedagogical approach is built around a reading passage that is supplemented with comprehension questions. The passage is typically used to reinforce structure and vocabulary. Passages with syntactic structure and lexical items that are beyond the learner's competence are

difficult to understand. In this case, the procedure is to provide a list of the problematic words and phrases, as well as their meanings, before allowing students to read the passage(Dubin, 1991). The communicative approach to language teaching has given teachers a new perspective on the role of reading in the language classroom and the different types of texts that can be used in instruction. When communicative competence is the goal of instruction, everyday materials like train schedules, newspaper articles, and travel become appropriate classroom materials because reading them is one way communicative competence is developed(Dubin, 1991). Reading instruction and practice are thus essential components of language teaching at all levels. The communicative approach is one in which comprehensible input and task-based learning can coexist.

1.6. Aspects of the process of reading

Phonics, phonemic awareness, vocabulary, fluency, and comprehension are the five components that make up reading skills. These elements work together to produce strong, rich, and consistent reading abilities, but they are frequently taught separately or in unequal distribution.

Phonics is the association of different sounds with different letters or groups of letters. For example, the letter's' produces the /s/ sound, but adding a 'h' produces the /sh/ sound. Phonics is the foundation of the reading process. It enables students to link random symbols on a page to verbally expressed language. Even if a child does not understand what a word means, they can phonetically sound it out(Dubin, 1991). Phonics also improves students' ability to 'read by sight,' that is, to register whole words at a glance without having to sound out each individual letter. Students will be able to quickly sight-read phonic patterns even within unfamiliar words. Both of the preceding developments result in increased reading fluency. Students can read much faster and more efficiently because they don't have to stop and process the letters every time they encounter a new piece of vocabulary. There are various approaches to phonics instruction, but these activities are appropriate for any classroom.

- Rhyming games: any activity that requires students to rhyme words will help them improve their phonic understanding. This could include writing a poem as a class or mixing and matching rhymed words.
- Guess the word: students write a set of five words and place them in the center of the table. The teacher or nominated student must then choose a word and provide clues (for example, "it ends with -ig") while the others guess what it is.
- Word jumble: place individual graphemes on separate cards and assign students the task of manipulating them to create as many words as possible.

Phonemic awareness is the ability to manipulate and arrange individual phonemes to form words. This may appear to be similar to phonics, but there is a distinction. Phonemic awareness is concerned with sound-word knowledge, whereas phonics is concerned with letter-sound knowledge. Phonemic awareness is thus focused on auditory comprehension rather than words on a page. English is written in an alphabetical system, with each letter representing a separate phoneme(Hager, 2015). This may seem obvious, but it is not true in other languages where characters represent entire syllables or even entire words. This means that students must be aware of phonemes before they can understand words on a page. For example, in order to read the word "cat" aloud, students must understand what the phonemes /c/, /a/, and /t/ sound like when combined. It's also not easy — phonemes must overlap and flow together to form fluent speech.

As a result, research has identified phonemic awareness as the best early predictor of a student's reading potential. It lays the groundwork for phonics and virtually every other aspect of literacy. Methods to improve phonemic awareness for reading:

- Isolation of phonemes: students recognize individual phonemes in words, for example, "What is the first sound in 'ball?'" (/b/).
- Phoneme identification: students identify the shared sound in various words, such as "Tell me the sound that is shared by 'blue,' 'boy,' and 'boat.'" (/b/).
- Phoneme classifications: students identify the word with the odd sound in a sequence, e.g. "Which word does not belong? Bus, bell, rug." (rug).

A student's vocabulary is the set of words that he or she can understand and use in context. Students' vocabularies expand as they read and are introduced to new words, making them more of a toolbox than a skill. Only words that you understand have meaning. Students who have a larger vocabulary are more confident when reading difficult or unfamiliar material. They can figure out unknown words based on context clues or resemblance to familiar pieces of vocabulary. Regular reading in and out of the classroom can help students expand their vocabularies(Csépe, 2014). Methods for developing a stronger vocabulary for reading greater reading vocabulary:

- Word of the day: make a daily roster of students who will share a new or unusual word with the class. They could explain the word by coming up with their own definition, acting it out, or compiling a list of synonyms.
- creative writing: compile all of the 'words of the day' collected over the week and assign students the task of writing a story using as many new words as possible. This ensures that they understand how to apply new vocabulary in context.
- Vocab bookmarks: have students design and create a bookmark with a space to write

down any new words they discover while they read.

Fluency is the ability to read quickly, clearly, and accurately. However, it is more than just information extraction; it is the ability to 'follow' a text, visualize its descriptions, and hear the auditory expression of words in our heads even when reading silently. Fluency is what allows students to experience the 'flow' of a text. Struggling readers, for example, read aloud in a jerky, clipped manner, as if each word begins a new sentence. Others may be oblivious to a text's changing tone and pace, reading it in a steady monotone with no expression. Even if students can successfully decode individual words, the reading process becomes painful and awkward in both cases. Fluency and comprehension are inextricably linked. Without the ability to read fluently, a student cannot fully comprehend the meaning and ideas contained within a text.

Comprehension refers to a student's comprehension of the information conveyed by a text, such as:

- who
- what
- when
- where
- ideas
- meanings.

Comprehension enables students to derive meaning and information from a text, and it also elevates reading from a purely functional activity to one that elicits thought and emotion(Grant, 2012). Ways to develop comprehension skills for reading:

- Drawing: request that students draw or paint a scene from a written text. This encourages them to imagine the words themselves representing the concrete details.
- Questioning: after reading time, ask open-ended questions that encourage students to think deeply about the text. When reading a narrative, for example, you might ask students how a character changed throughout the story, or how a central problem influenced the action.
- Make connections: encourage students to draw parallels between their own lives and other texts they have read. Incorporate this into your post-reading discussion or questioning to connect comprehension to real-world concepts that your students can relate to.

- Make reading a habit: the more students read, the more confident and astute their comprehension skills will become.

This component of the thesis includes the literature review. In this section, I explained in further detail who the reader is, what the reading levels are, and what the reading approaches are. Before we begin teaching a young student to read and interpret a section of the read content, we must first learn and appreciate these elements.

PART II

Measuring English reading comprehension of Form 9 learners (based on State Summary Testing / SST)

2.1. What is reading comprehension?

Initially, most comprehension instruction focused on imparting specific techniques for each genre that, when combined, would enable students to be strategic readers. However, since the 1930s, testing various methods has never seemed to gain traction in empirical research. The technique is one such strategy for improving reading comprehension. Between 1969 and 2000, a number of "strategies" for teaching students to use self-guided methods for improving reading comprehension were developed. The Re Quest, or Reciprocal Questioning Procedure, was designed in 1969 and found empirical support in the traditional teacher-centered approach due to its sharing of "cognitive secrets." It was the first method to use cognitive modeling between teachers and students to convert fundamental theory such as social learning into teaching methods. Since the turn of the twentieth century, comprehension lessons have typically consisted of students answering teacher questions or writing responses to their own questions or teacher prompts. This detached whole group version only assisted students in responding to portions of the and improving their writing skills individually (Czachesz, 1999). Evidence accumulated in the last quarter of the twentieth century that academic reading test methods were more successful in assessing rather than imparting comprehension or providing a realistic insight. Rather than using the prior response registering method, research studies have concluded that teaching novice readers a bank of "practical reading strategies" or tools to interpret and analyze various categories and styles of text is an effective way to teach comprehension.

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood conveyed for assertions, questioning, commanding, refraining, and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer (Czachesz, 1999). The process of extracting and constructing meaning through interaction and involvement with written language is defined as reading comprehension. While there are a number of components of literacy that can be assessed, reading comprehension is central because 'it encompasses all sub-tasks of reading and is related

unambiguously with end benefit'. Despite the importance of high-level literacy proficiency in life outcomes, most literacy research in low- and middle-income countries has focused on foundational early literacy skills, such as decoding, rather than more complex skills, because the majority of early grade students in low- and middle-income countries are at the emergent or beginner reading levels(Gerald, 2009). Reading comprehension is typically assessed through a series of questions posed by an assessor after the participant reads a passage or through a cloze task in which participants are given a series of phrases with words removed and asked to fill in the blanks with the correct words. Sentence-based tasks have been used less frequently. However, less research has been conducted in low- and middle-income countries, despite the fact that researchers and practitioners have identified a number of potential issues with the common measurement assessments used in international development and research projects. There are numerous reading strategies that can be used to improve reading comprehension and inferences, such as expanding one's vocabulary, performing critical text analysis, and engaging in deep reading(Gerald, 2009). The ability of readers to comprehend text is influenced by their skills and ability to process information. When students struggle with word recognition, they use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

2.2. Strategies of reading comprehension

Understanding and interpreting what is read is referred to as comprehension. To accurately understand written material, children must decode what they are reading, make connections between what they read and what they know, and then reflect deeply on what they have read and understood(Cubukcu, 2007). There are three levels of reading comprehension:

1. Literal level of comprehension
2. Interpretive level of comprehension
3. Applied level of comprehension

Literal comprehension is the understanding of information and facts directly stated in the text. It is recognized as the first and most basic level of comprehension in reading(Dubin, 1991). Students can employ literal comprehension skills as defined under – keywords, skimming and scanning to better locate the information efficiently.

Key words are the content words that carry the most meaning in a text. Students can underline or highlight the key words.

Skimming is reading quickly from a text to get main idea(Dubin, 1991). Students can skim read from the text headings and sub-headings, pictures, diagrams, captions, any italicized or bold words, and the first and last paragraphs of the text.

Scanning is locating the particular elements or specific details in a text, such as key concepts, names, dates or certain information in answer to a question(Brown, 1994). Students can easily scan the text and locate the key words to find the specific information quickly.

Literal level of comprehension is identifying the information by using the context clues to supply meaning, following specific directions, sequences, identifying stated conclusions and identifying explicitly stated relationships and organizational patterns(Brown, 19994). These organizational patterns can include cause, effect as well as comparison and contrast. For example:

1. What words state the main idea of the story?
2. How does the author summarize what she/he is saying?
3. Outlining the first paragraph of the story.
4. What happened first, second and last?
5. How are these things alike? How are they different?

Interpretive level of comprehension is an interpretive or parallel level, the focus shifts to reading between the lines, based on the meaning of the text or the text being studied. It requires readers to piece together pieces of information to form beliefs about the author's purpose and message(Brown, 19994). Directing students to recognize these imaginative relationships improves comprehension and reduces the risk of being overwhelmed with the complexity of visual, audible or readable text. Further to clarify, the Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view. The following questions are usually asked:

1. What does the author value?
2. What is the theme?
3. What effect does this character/event have on the story?
4. How do you think this story will end?

Applied comprehension concerns itself with why the author says what he or she says(Brown, 19994). This high level of comprehension requires the reader to use some external criteria from his/her own experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. The reader will react emotionally and intellectually with the material. Because everyone's life experiences are varied, answers to some of the following questions will vary:

1. Could this possibly happen?
2. Is this argument logical?
3. What alternatives are there?
4. Is this a fact or an opinion?
5. Do you agree or disagree with the author?
6. What is the best solution to this problem?

2.3. General strategies for reading comprehension

Reading comprehension strategies concentrate on students' comprehension of written text. Students learn a variety of techniques to help them understand what they read. Inferring meaning from context; summarizing or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves are examples of these. Strategies are often taught to a class and then practiced in pairs or small groups. On average, reading comprehension strategies have a high impact (Bremer, 2002). It is an important component of early reading instruction, along with phonics. It is critical to identify the appropriate level of text difficulty, provide appropriate context for practicing the skills, and provide enough challenge to improve reading comprehension. Effective reading difficulty diagnosis is critical for identifying potential solutions, especially for older struggling readers. Pupils may struggle with decoding words, understanding the structure of the language used, or comprehending subject-specific vocabulary. A wide range of strategies and approaches can be successful, but for many students, they must be explicitly and consistently taught. It is critical to assist students in independently applying comprehension strategies to other reading tasks, contexts, and subjects. There are a variety of strategies used to teach reading. Strategies are key to help with reading comprehension (Grant, 2012). They vary according to the challenges like new concepts, unfamiliar vocabulary, long and complex sentences, etc. Trying to deal with all of these challenges at the same time may be unrealistic. Then again strategies should fit to the ability, aptitude and age level of the learner. Some of the strategies teachers use are: reading aloud, group work, and more reading exercises. To improve students' reading comprehension, teachers should introduce the seven cognitive strategies of effective readers: activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing.

Activating - this strategy requires readers to activate their prior knowledge and use it to better understand what they are reading. Background knowledge is made up of a person's experiences with the world (including what he or she has read) as well as concepts for how written text works, such as word identification, print concepts, word meaning, and text organization (Janice, 2012). According to research, readers' prior knowledge is critical in determining their ability to comprehend what they read. Schema theory is one of the most important contributions made by cognitive scientists to our understanding of how comprehension works. This theory is founded on how people organize and apply their knowledge. According to schema theory, as people learn about the world, they build a vast network of knowledge structures, or schemas, each of which is linked to a plethora of others. These schemas develop and change as a person gains new knowledge through experience and reading. A very young child's schema for dog, for example, may only include her or his understanding of the family pet — something white, furry, and fun to play with. The dog schema will expand and refine as the child gains more experiences with different dogs in different settings (Janice, 2012). It may be linked to other schema, such as dog types, dog colors, dog foods, places where dogs stay when the family goes on vacation, dangerous dogs, veterinarians, and locations of important dog shows. When cognitive scientists applied schema theory to reading comprehension, they discovered that good readers constantly connect their prior knowledge to the new knowledge they encounter in a text. In fact, it appears that they activate a schema as soon as they begin to read. The initial schema then activates others, influencing how readers understand and respond to a text. Text organization schemas are particularly important for comprehension. Students' understanding of a text improves when they understand how it is organized.

Making inferences - this strategy necessitates readers evaluating or drawing conclusions from textual information. Authors do not always provide detailed descriptions or explicit information about a particular topic, setting, character, or event (Janice, 2014). However, they frequently provide hints that readers can use to "read between the lines"—by drawing inferences from the text and their prior knowledge. It has been demonstrated that teaching readers how to make inferences improves their ability to construct meaning. According to research, the ability to make inferences is critical to successful reading.

Monitoring-clarifying - this involves readers' ability to recognize when they understand what they read, when they do not, and when they need to use appropriate strategies to improve their understanding when it is obstructed. Metacognition includes comprehension monitoring (Pintér, 2011). As they read, good readers are aware of and monitor their own thought processes. The strategies used by good readers to improve comprehension are known

as "repair" or "fix-up" strategies. Rereading, reading ahead, clarifying words by looking them up in a dictionary or glossary, or asking for help are all specific repair strategies. Good readers, in general, employ a variety of strategies, such as the ones just discussed, to construct meaning as they read. However, not all good readers employ the same strategies; rather, good readers develop and employ the strategies that are most useful to them. Furthermore, good readers are adaptable in their strategy use: they switch from strategy to strategy as they read, and they employ different strategies for different types of texts. The point is that because good readers have conscious control over their strategy use, they can decide which strategies to use and when to use them(Nagy, 1994). The majority of good readers accomplish this with little or no explicit strategy instruction. Most students, on the other hand, can greatly benefit from organized, explicit instruction that teaches them specific strategies for understanding text. The good news is that specific comprehension strategies can be taught and learned, and that readers who use them deliberately improve their comprehension.

Questioning- this strategy has readers asking themselves questions as they read a text. Readers' ability to ask themselves relevant questions as they read is especially helpful in integrating information, identifying main ideas, and summarizing information(Muhammad, 2006). By asking the right questions, good readers can concentrate on the most important information in a text. Creating good questions may also lead to readers focusing on comprehension issues and taking action to address these issues.

Searching-selecting - beginning readers frequently use the strategy of searching for and using information. This strategic action occurs when your child notices and employs the words, images, meaning, and style of writing to read and comprehend a text. A beginning reader examines the printed symbols on each page, noticing their distinguishing features. They solve problems as they search for the information they require to figure out the words on the page and whether the words they believe they are make sense within the context of the story or information(Nagy, 1994). They are also considering whether the word sounds correct or if it sounds similar to a word they have heard or used previously.

Summarizing - this strategy involves readers' ability to gather or synthesize information from a text in order to explain what the text is about in their own words. Summarizing is an important strategy because it allows readers to quickly recall text. It can also increase readers' awareness of text organization, what is important in a text, and how ideas are related. Condensing the steps in a scientific process, the stages of development of an art movement, or the episodes that led to a major historical event are all examples of effective summarizing of expository text(Ropolyi, 2003). Connecting and synthesizing events in a story line or

identifying the factors that motivate a character's actions and behavior are examples of effective narrative text summarizing.

Visualizing - this refers to readers' ability to create mental images of a text in order to comprehend processes or events encountered while reading. This ability can indicate that a reader comprehends a text. According to some research, readers who visualize as they read are better able to recall what they have read than those who do not. When it comes to narrative texts, visualizing is especially useful (Ropolyi, 2003). When reading narratives, readers can often gain a clear understanding of what is going on by visualizing the setting, characters, or plot actions. However, visualizing can also be used to help readers remember abstract concepts or important names when reading expository texts, with readers visualizing steps in a process or stages in an event or creating an image to help them remember some abstract concept or important name.

2.4. Using prior knowledge/previewing

Previewing is a strategy used by readers to recall prior knowledge and set a reading goal. It encourages readers to skim a text before diving in, looking for features and information that will be useful when they return to read it in depth later. Text previewing can help with comprehension (Smith, 2004). Previewing a text prepares readers for what they are about to read and gives them a reason to read. The reader's methods for previewing are determined by the genre:

- Readers preview nonfiction to determine what they already know about the subject and what they want to learn more about. It also assists them in comprehending how an author has organized information.

- Readers skim biographies to learn something about the person in the biography, the time period, and possible places and events in the person's life.

- Fiction is previewed by readers to determine the characters, setting, and plot. They also preview in order to predict the story's problems and solutions.

Readers use previewing as a strategy both before and during reading. When readers preview a text before reading it, they first consider whether it is fiction or nonfiction.

- If the text is fiction or biography, readers examine the title, chapter headings, introductory notes, and illustrations to gain a better understanding of the content and possible settings or events.

- If the text is nonfiction, readers examine text features and illustrations to determine subject matter and recall prior knowledge, determining what they know about the subject.

Previewing also assists readers in determining what they don't know and what they want to learn.

2.5. A collection of sample SST

Test 1

I. Read the messages and mark if the statements are T (true) or F (false) as in the example.

Nadia: Andy, I don't think I'll be able to play on Saturday night, sorry.

Andy: What??! Why not, Nadia? We need you. It's an important night and we can't get another trumpet player before then. And no one in the band can learn to play the trumpet in three days!

Nadia: I'm in bed with a cold and a temperature. I cannot play the trumpet right now.

Andy: Well it's only Wednesday. Surely you will be better on Saturday?

Nadia: Perhaps, but I can't practise at the moment, obviously. My throat hurts too much. So I've decided to stay in bed.

Andy: Well, are you doing anything about your cold? Are you taking any medicine? Perhaps your doctor can give you an injection.

Nadia: Hey Andy, I'm ill here! I don't enjoy having a temperature, you know. I can't stand lying here and doing nothing!

Andy: OK, sorry - but you have to play on Saturday. Some people from a recording company are coming. They're looking for new jazz bands like in it's our big chance.

Nadia: What? Really?

Andy: Yes, really. If they think we're good enough, they might offer us a record deal.

Nadia: OK, I promise to try. I'll do everything I can to get better. I hate being ill and I don't want to let you down. I'm going to get better! Let's chat again tomorrow.

Andy: OK. Thanks a lot. Get well soon, OK? I mean it!

0. Nadia is the trumpet player in a band. T
1. There are two days before the band plays.
2. Nadia has got a sore throat.
3. Nadia thinks Andy is being very understanding.
4. Nadia doesn't want to take any medicine.
5. A recording company wants new Jazz bands.
6. Nadia doesn't want to play on Saturday.

Test 2

Read the texts and match the headings (A-G) to the paragraphs (1-6) as in the example.

- A. More Comfortable in Water than on Land
- B. Living Conditions and Description
- C. Learning How to Swim
- D. Danger of Extinction
- E. Always Hungry and Thirsty
- F. A Friendly Giant
- G. Elephants in Danger

HARP SEAL

(0) B

There are eighteen different kinds of seal. Some live in the Arctic, some in the Antarctic, and some live in warmer waters. The harp seal lives in the icy cold Arctic. It has thick grey fur with a dark patch on its back. Baby harp seals have white fur.

(1)___

Adult seals are excellent swimmers. They can dive very deep into the sea. Some can even stay under the water for an hour. Their bodies are the perfect shape for swimming, but they find it very difficult to move on land.

(2)___

Baby harp seals are born early in the spring but they don't swim immediately. For about two weeks they stay on large blocks of ice floating on the sea. Later, they dive into the water with their mothers to catch fish and shrimps.

(3)___

Many species of seal are in danger of dying out because they are hunted for their beautiful fur. Another reason for hunting them is that many people believe that seals take too many fish from the sea.

AFRICAN ELEPHANT

(4)___

The African elephant is the largest living land mammal in the world. It is also the strongest. However, studies have shown that it is also very gentle and social, too.

(5)___

The African elephant has a huge appetite. It can eat up to 225 kilos of grass, leaves and plants per day, and can drink up to 136 litres of water at a time! They usually eat and drink at night, or in the early morning or evening.

(6)___

African elephants usually live for about 70 years. However, many die younger because hunters kill them for their long tusks, which are made of valuable ivory. Although hunting and ivory trading are illegal now, some people continue to break the law, so efforts to save this beautiful animal are failing.

Test 3

Read the text and mark if the statements are T (true) or F (false) as in the example.

CARS

Can you imagine our world without cars? We have only had cars for about 20 years. People laughed at the first cars. They were slow and noisy. Two German engineers, Daimler and Benz, made the first car with a gasoline engine in 1885. It had only three wheels. From about 1905, companies like Rolls-Royce started to make cars. They were very expensive because people made each car by hand. Then, in 1913, the Ford Motor Company started to make their Model T car in a special factory. Ford's factories produced cars quickly, so the Model T was less expensive than other cars. By 1927, there were more than 15 million Model Ts on the roads.

Gasoline in the USA was cheap and people wanted to travel long distances, so by 1960, American cars were large. In Europe and Asia, drivers preferred small cars that were better in city traffic.

Sports cars, like the Bugatti Veyron, are fast. This helps the car to go fast because air can move easily over it. The Bugatti Veyron goes faster than 400 kilometres per hour. It costs 1,5 million American dollars, and the people who make the cars have only sold a few hundred since they started to produce them in 2005.

The Peel P50 is the smallest car in the world. It was first made in 1993. It is 134 centimetres long and 99 centimetres wide. Its top speed is 61 kilometres per hour.

The world's longest car is the American Dream. It has 24 wheels and it is 30,5 metres long! It has a swimming pool and a helicopter can land on it.

0. The first car had four wheels. F
1. The Ford Model T was expensive to produce.
2. Rolls-Royce sold 15 million cars between 1913 and 1927.
3. Small cars are good in city traffic.
4. People in the USA travelled the long distances because of the cheap gasoline.
5. The Bugatti Veyron is 134 centimetres long.
6. The top speed of the smallest car is 61 kilometres per hour.

PART III

Empirical research on successful strategy use in State Summary Testing

3.1. Methodology

The following research deals with measuring English reading comprehension of Form 9 learners (based on State Summary Testing / SST). The target of the research is to find out, how the learners understand the given text, how they can deal with the comprehension tasks.

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Firstly, useful pedagogical insights could be gained, because this information can be used to improve the procedure of reading comprehension.

Secondly, the investigation reveals how our students acquire different reading skills the most effectively.

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3.2. Participants

Thirty-five Transcarpathian high-school students were recruited for this study. The participants were chosen randomly, except for one criterion: the students must be from 9 Form.

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All of the participants were aged between fifteen and sixteen. 90% of them students were fifteen, 10% of them were sixteen years old. Percentage of female participants were 60% of and 40% of them were male. These age groups were chosen because these students will have State Summary Test at the end of the nine Form. Furthermore, these students also proved to be suitable for the research they are old enough to recognize certain reading strategies and even use them consciously in their everyday learning. The aim of the research was to assess the English reading technique and comprehension of the fifteen and sixteen years olds. The research questionnaire was available to the students, which they successfully filled out.

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3.3. Research instruments

The target of the research was to get information about the English reading comprehension of high-school students. In the process of designing the research, the first step was deciding the number of participants, which eventually became thirty-five. The questionnaire was sent to the students, and they should to answer to the question online and send back to me.

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The main objectives in designing the questionnaire were to maximize the response rate and due to this expand the amount of obtained information and to get relevant data for the research.

The questionnaire contained five tests. The test contained a given text, a little story and after texts were questions connected to the story. In each task were five-six open-ended questions. Due to the open format questions, insight could be gained into the respondents' experiences and knowledge about comprehension.

3.4. Procedures of research

In order to get information about the English reading comprehension by 9 Form students, questionnaire research was conducted.

The research was carried out between 5 February and 31 March, 2023. Thirty-five students were selected to take part in the questionnaire study.

The participants were asked to answer the questions, not omit any of them and read through the questionnaire carefully to make sure they understand everything before they would answer. Respondents answered all questions in the research.

3.5. Findings

The respondents were Transcarpathian pupils of different schools, such as in High School №5, Gábor Bethlen Hungarian High School, Lajos Kossuth High School; pupils who attend these schools study in grade 9. The questionnaire was created especially for measuring English reading comprehension in 9th grade students.

The students' gender is irrelevant, unlike their accurate age. According to this criterion, the respondents were between 15-16 years old. The questionnaire was created in accordance with the criteria. The students understand it, because every of them study English of the first grade. However, 60% of students have more English lessons per week.

In the questionnaire there are six tasks. The first, second and fourth task was to read the dialogue and then select the proper true or false answer. In the first task was 64.21% correct answer, while 31.86% was incorrect option. In the second task 65.68% of the answers were accurate, while 24.01% were incorrect. And in the fourth task 68.63% chose the correct answer, while 25.96% chose the erroneous one. Based on the three tasks, the final results are 66.17% correct answers, and 27.27% incorrect answers.

The percentages clearly show that the pupils did not fully comprehend the offered content, as they frequently did not mark the correct response. Students must practice these types of exercises frequently in order to grasp the text and solve the challenges appropriately.

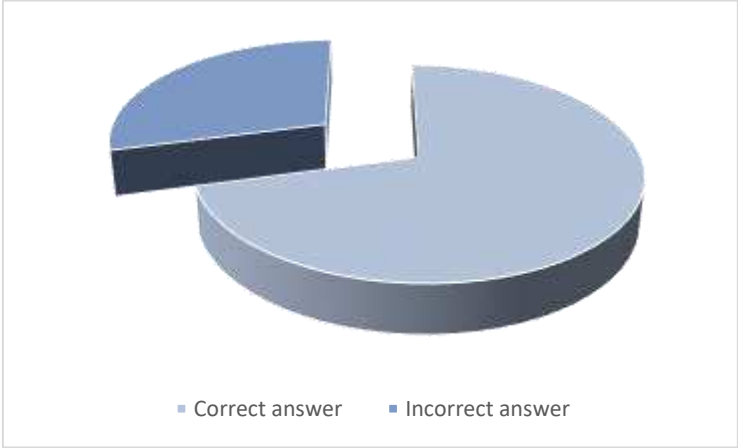


Figure 1

The next tasks were read the text and mark the correct sentence (A-G) to fill in the blanks (1-6). The correct answer in the second task was 17.83%, while the correct answer in the fifth task was 6.16%. This work was not completed well enough for the pupils, as seen by the percentages. They must put in a lot of practice time reading and understanding because they frequently did not know the correct response because they did not understand the given text or the answers.

According to the findings, just a small minority of those polled knew the correct response. Because students read so little, their reading comprehension is likewise low. This is evident from the survey results. Unfortunately, today's pupils read very little fiction, which benefits and strengthens their reading skills and comprehension.

CONCLUSION

English reading comprehension a much-researched topic these days, and researchers want to know how this process takes place. This research aims to contribute to the knowledge on this topic.

The first part of this work summarizes the literature review of the reading processes, strategies and approaches. The second part provides a range of analysis of measuring English reading comprehension of Form 9 learners (based on State Summary Testing).

In the third part of this thesis, the research carried out is described, both in terms of the circumstances in which it was carried out and the results. It examines the measuring English reading comprehension of students. And also this research showed that the students have difficulties with comprehension. The participants were randomly selected students between age 15 and 16.

The research instrument was the questionnaire, which include five tasks.

The results revealed that the students did not read enough. They should read more and practice reading and comprehension skills. Young people should read a lot more fiction, whether at school or at home.

I also discovered that just a few percent of students understand what they read and can complete the reading activities.

In contrast, all the thirtyfive learners are completed the reading tasks. Some of them were able to progress well, while others had difficulties.

These result can be useful for foreign language teachers, as they reveal which reading strategies should learners practise more. These pedagogical implications could improve the measuring English reading comprehension. By raising learners' awareness of the strategies, techniques, approaches, teachers can increase their students' motivation to read more. This is why it is important to teach students to understand what they read.

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Резюме

Розуміння прочитаного англійською мовою є темою, яка сьогодні багато досліджується, і дослідники хочуть знати, як відбувається цей процес. Це дослідження спрямоване на розширення знань з його теми.

Перша частина цієї роботи підсумовує літературний огляд процесів читання, стратегій і підходів. У другій частині подано ряд аналізів вимірювання розуміння прочитаного з англійської мови учнями 9 класу (на основі підсумкового державного тестування).

У третій частині цієї дипломної роботи описано проведене дослідження як з точки зору обставин, за яких воно проводилося, так і з точки зору результатів. Він перевіряє вимірювання розуміння студентами прочитаного англійською мовою. А також це дослідження показало, що учні мають труднощі з розумінням. Учасниками були випадково відібрані учні віком від 15 до 16 років.

Інструментом дослідження була анкета, що містить п'ять завдань.

Результати показали, що учні недостатньо читають. Їм слід більше читати та практикувати навички читання та розуміння. Молоді люди повинні читати набагато більше художньої літератури чи в школі, чи вдома.

Я також виявила, що лише кілька відсотків учнів розуміють те, що вони читають, і можуть виконувати вправи з читання.

Навпаки, усі тридцять п'ять учнів виконали завдання з читання. Деякі з них змогли добре просунутися, а інші мали труднощі.

Ці результати можуть бути корисними для вчителів іноземної мови, оскільки вони показують, які стратегії читання учням слід більше практикувати. Ці педагогічні наслідки можуть покращити вимірювання розуміння прочитаного англійською мовою. Підвищуючи обізнаність учнів про стратегії, техніки, підходи, вчителі можуть підвищити мотивацію своїх учнів читати більше. Ось чому важливо навчити учнів розуміти прочитане.

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Виявлено модифікації тексту. Детальна інформація доступна в онлайн-звіті.

Замінені символи

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