Acta Beregsasiensis

A II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola
tudományos évkönyve

Науковий вісник
Закарпатського угорського інституту ім. Ф. Ракоці II

A Scholarly Annual
of Ferenc Rákóczi II. Transcarpathian Hungarian Institute

2010
IX. évfolyam, 1. kötet
Том IX, № 1
Volume IX, № 1

Acta Beregsasiensis

A II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola
tudományos évkönyve

Науковий вісник
Закарпатського угорського інституту ім. Ф. Ракоці II

2010/1
IX. évfolyam, 1. kötet / Том IX, № 1

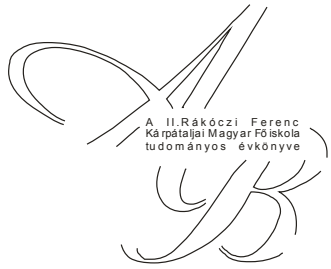
Szerkesztés: Kohut Attila, Penckófer János
Редакція: Когут А., Пенцкофер І.
Korrektúra: G. Varcaba Ildikó
Коректура: Г. Варцаба І.
Tördelés: Garanyi Béla
Верстка: Гороній А.
Borító: *K&P*
Обкладинка: *K&P*
A kiadásért felel: dr. Orosz Ildikó, dr. Soós Kálmán
Відповідальні за випуск: Орос І., Шовш К.

A kötet tanulmányaiban előforduló állításokért minden esetben a szerző felel.

A kiadvány megjelenését a

támogatta

ISBN: 978-966-7966-89-8
Készült: PoliPrint Kft. Ungvár, Turgenyev u. 2. Felelős vezető: Kovács Dezső


A II.Rákóczi Ferenc
Kárpátaljai Magyar Főiskola
tudományos évkönyve

Tartalom

Földrajz, turizmus, kertészettudomány

Ilona Huszti[*]

Analysis of Hungarian and Ukrainian children's English reading errors

Rezümé A jelen tanulmány egy olyan kutatást mutat be, melyben magyar és ukrán gyerekek hibáit vizsgáltuk angol olvasás közben. Az volt a feltételezésünk, hogy a gyerekek által ejtett hibák között különbség van az anyanyelvi befolyás és különbségek miatt (a magyar a finnugor nyelvcsaládhoz, az ukrán pedig az indoeurópaihoz tartozik; a magyar a latin ábécét használja, az ukrán a cirillt). A kutatás három hibatípusra összpontosított (hangtani, szókincsbeli, nyelvtani). Az eredmények azt mutatják, hogy a magyar gyerekek kevesebbszer hibáznak angol olvasás közben, ami az anyanyelv idegen nyelvre való hatásának is betudható.

Резюме У роботі представлено результати, пов'язані з дослідженням помилок під час читання учнями англійською мовою. Рідна мова цих учнів нетотожна: для одних – угорська, для інших – українська. Гіпотезою дослідження було те, що між помилками, які допускають учні, є відмінності, спричинені впливом різних рідних мов, відмінностями у граматичній і лексичній системах, а також їх походженням (напр., угорська мова відноситься до угро-фінської мовної сім'ї, а українська – до індоєвропейської; угорська мова використовує латинський алфавіт, а українська – кирилицю). Дослідження зосереджено на трьох видах помилок, пов'язаних з вимовою, лексичним запасом та граматикою. На підставі результатів дослідження встановлено, що учні, для яких рідною є угорська мова, допускають менше помилок під час читання англійською мовою. Це явище пояснюється впливом рідної мови на іноземну мову, яка вивчається.

1 Introduction

The research described in this paper was carried out among eleven-year-olds in a bilingual context. The learners were native Hungarian and Ukrainian children who studied English as a foreign language (EFL) in Beregszász, a small provincial town in Transcarpathia, Ukraine. The population of the town is multi-national and multi-lingual. The various languages of the nations living side by side have evident impact on each other (Bárány, 2005). The main aim of conducting the investigation was to obtain empirical evidence whether the two languages also influence the acquisition of a third one when learners learn a language as a foreign one.

The hypothesis was that the mother tongues of the learners did have impacts on the process of their acquiring English language reading skills. Based on this hypothesis, the research questions were formulated: What errors do young Ukrainian and Hungarian learners make when reading aloud in English? What might account for these errors? Are there differences between good and poor readers in terms of quantity and quality of miscues?

2 Theoretical considerations

2.1 Reading as a language skill

Chastain (1988) determines reading as a receptive skill because the person who reads a written text is receiving a message from the one who has written

[*] PhD, English teacher and teacher trainer, Department of Philology, Ferenc Rákóczi II. Transcarpathian Hungarian Institute.

the text. Various authors have also referred to reading as a decoding skill, which terminology derives from "the idea of language as a code, one which must be deciphered to arrive at the meaning of the message" (Chastain, 1988, p. 216).

There are various kinds of reading, e.g. silent and oral reading, analytical and syntactic reading, etc. (Stronin, 1986). The current study deals with oral reading. It is a type of reading during which the reader says a written text aloud (Sztanáné Babits, 2001). It is a bottom-up approach to the reading process (Urquhart & Weir, 1998) which means that 'the reader begins with the printed word, recognizes graphic stimuli, decodes them to sound, recognizes words and decodes meaning' (Alderson, 2000, p. 16).

The bottom-up approach is associated with 'phonics' approaches to the teaching of reading stating that first the recognition of letters (and the identification of the sounds they correspond to) must be learned by children before they can read words, phrases and sentences (Alderson, 2000). Reading aloud is mentioned in the academic literature as an assessment technique by which reading is tested or checked (see Fordham, Holland & Millican, 1995; Alderson, 2000), while other researchers attach importance to it in a different way. Panova (1989) says that reading a text aloud is important for maintaining and perfecting the pronouncing skills of the learners. It helps overcome psychological barriers and fear of starting to speak in a foreign language. Panova considers that by means of oral reading it is possible to master the sound system of a foreign language and it strengthens the phonetic ability to re-code signals at the letter level, as well as at the level of word, sentence and text. She believes that at the elementary stage reading aloud is an important means to develop a reading technique, while at the advanced level of language learning it mainly plays the role of control or expressive reading.

2.2 Good and poor readers

In the reading literature, readers are divided into good or successful readers and poor, or weaker, or unsuccessful ones. Sometimes they are also called fluent and less fluent readers (Alderson, 2000). One distinguishing feature between these two categories of readers is the use of reading strategies. Good readers use strategies flexibly. Among such strategies Alderson (2000) includes:

- recognising the more important information in text,
- adjusting reading rate,
- skimming,
- previewing,
- using context to resolve a misunderstanding,
- formulating questions about information,
- monitoring cognition (p. 60).

Although poor readers might possess the strategies mentioned above, they do not frequently know when and how to apply them. This is not surprising because studies on strategies used by unsuccessful second language learners revealed the same results (Vann & Abraham, 1990). Poor readers also differ from good ones in poor phonetic decoding, intensivity to word structures and poor encoding of syntactic properties (Vellutino & Scanlon, 1987, in Alderson, 2000). Six component parts in the fluent reading process are suggested by Grabe (1991):

- automatic recognition skills,
- vocabulary and structural knowledge,
- formal discourse structure knowledge,
- content/world background knowledge
- synthesis and evaluation skills/strategies,
- metacognitive knowledge and skills monitoring.

Based on recent accounts of the fluent reading process, it is possible to conclude that fluent reading is rapid and purposeful, it is flexible and develops gradually (Alderson, 2000).

2.3 Reading errors or miscues made by foreign language learners

It is generally accepted that both good and poor readers make errors when reading. These mistakes are present in the silent reading process, but they are more distinguished when reading aloud. A reading error is the violation of speech communication by means of printed text (Wallace, 1992). Thus, for the purposes of the present study the construct of a reading error is defined as a case when during loud reading the reader's response to the text (i.e. observed response) differs from what is actually printed on the paper (i.e. expected response). Such errors are also referred to as miscues (Goodman & Burke, 1973). Reading errors can be approached from different angles, e.g. linguistic and psychological. From the lingual point-of-view, Klychnikova (1972, 2003) groups miscues into three categories: phonetic, lexical and grammatical.

Phonetic errors show violation in the pronunciation of separate sounds, words, word combinations and sentences. They may be especially noticed when reading aloud, though they may occur during silent reading, too. From time to time they are connected with violation of meaning. At the same time, the visual image of a word is in most cases stronger than the pronouncing one, therefore there is no violation of meaning. For instance, the learner reads the phrase 'The pen is on the table'. Incorrect articulation of sound [p] in the word 'pen' does not lead to incorrect understanding of the concrete meaning of the given phrase, because for the learner the visual image of the word 'pen' is closely connected with its meaning. Even if we speak about loud reading, this is of importance only for the listener, and not for the reader.

The case is the same with incorrect intonation of the phrase 'Is this a big dog?' It does not cause any difficulty in loud or silent reading either, as it is graphically marked by the question mark acquired by the learner visually (Klychnikova, 1972, p. 48).

A typical phonetic error is when the ending of regular verbs in the past simple (-ed) following voiceless consonants is read as [id] instead of [t], e. g. instead of [laikt] students read ['laikid]. At the beginner and elementary levels pupils very often change the sequence of sounds in a word, e. g. the word 'big' is read as [gib], the word 'dog' is read as [god]. The reasons for these errors are various ranging from eagerness to pronounce words, phrases and sentences faster to interference of the mother-tongue on the foreign language learners.

Lexical errors occur when students replace one word by another when reading. Such examples of lexical errors were observed by Klychnikova (1972): reading 'river' instead of 'winter', 'bathroom' instead of 'birthday', etc. (p. 48). Goodman and Burke (1973) call this type of reading errors 'substitution miscues'.

Reading errors belonging to the grammatical type can be frequently observed when reading aloud. They are of different nature:

- agreement or concord between the subject and the predicate (a typical mistake here is omission of ending '-s' of the verb in the present simple third person singular), e. g. She plays with her sister' is read as 'She play with her sister';
- omission of plural ending of nouns, e. g. 'There are roses and daffodils there' is read as 'There are rose and daffodil there;
- reading the English articles. The most common errors while speaking about the article are that students do not read it, replace the definite article with the indefinite one, or add an article where there is not any, e.g. 'There are chairs in the room' is read as 'There are a chairs in room;
- incorrect reading of verb tenses (e.g. errors of sequence of tenses, incorrect use of aspect, etc.).

In order to understand the nature of the whole reading process, it is very important to investigate the categories of miscues described above which is the aim of the present study.

3 Method

3.1 Participants

Eight eleven-year-old learners of English in their second year of study (two Hungarian and two Ukrainian good readers, and two Hungarian and two Ukrainian poor readers) were selected as subjects for this study. Among the good readers there were three boys (two Hungarians and one Ukrainian) and a Ukrainian girl. There were three female poor readers (two Hungarians and one Ukrainian) and a Ukrainian boy. The Hungarian learners came from the same school and grade, and had the same English teacher. These were true for the Ukrainian learners. The research was conducted in November, 2000 at two urban schools in Transcarpathia, southern Ukraine. In one of them, the language of instruction was Ukrainian, while in the other one it was Hungarian. These two schools were chosen because they had the best reputation in their region, full of gifted children.

The participants were selected with the help of their teachers. There was a letter written to the two English teachers in which they were told about the purpose of the study and politely asked to help and select the participants for it according to certain criteria. These selection criteria were the following: good and poor readers were needed for the investigation. Based on the literature on fluent reading, a good reader was defined as somebody who

- had good phonetic decoding skills, i.e. could pronounce an unknown word on the analogy of familiar words having similar letter clusters (e.g. Vowel + Consonant + Vowel, Consonant + Vowel + Consonant, etc.);
- had sufficient vocabulary and structural knowledge for his/her level, i.e. knew the lexical and grammatical material laid down by the syllabus for his/her level;
- was rapid and precise in his/her word recognition, i.e. the process of recognising a word took no more than two seconds and the word recognised in this way was proper and correct.

Consequently, a poor reader was someone who

- had poor phonetic decoding skills;
- had insufficient vocabulary and structural knowledge;
- was slow and imprecise in his/her word recognition.

Thus, four types of readers were required for the research. It was decided to have two subjects of each reader type, eight participants altogether. This number of participants was considered to provide an adequate number of miscues for reliable and valid qualitative analysis.

3.2 Research instruments

3.2.1 Texts

For tape-recording the selected participants' oral reading performance in English, a text was required which was unknown to the subjects. The text had to be short not to frustrate the participants, and authentic, or at least written by a native writer. A text which met the above requirements was selected (see Appendix 1).

The text needed piloting to see if it was appropriate for the research. One Hungarian boy aged 11 was chosen who was considered a poor reader by his teacher according to the criteria described above. It was considered that if a poor reader was able to read the text aloud, then it would be relevant for the present research. Before reading the text, the boy was given two minutes to get acquainted with the text. The recording was transcribed in order for the data to be retrievable. However, it turned out that the text did not serve its purpose: it was too long (more than ten typed lines), full of unknown words which the child pointed out after the recording (e.g. thousands, fireworks, soldiers), and proper names that caused anxiety in the child and influenced his oral reading performance (e.g. Edinburgh, Tattoo). Therefore, it was evident that the first text had to be changed for another one.

Based on the experience of the piloting of Text 1, new criteria for selecting the text for this research were created:

- the text had to be no longer than ten typed lines,
- its vocabulary had to be relevant for the learners' level of knowledge of English,
- it had to contain no proper names.

Taking into consideration these new criteria, Text 2 was selected (see Appendix 2). It was piloted in the same way as Text 1 was, but with another learner. As no difficulties emerged during the piloting of this text, it was decided that Text 2 should be used for the investigation.

3.2.2 Interview

An interview protocol was designed for conducting an interview with the English teachers of the learner participants. For better understanding between the interviewees and the researcher, it is advisable to use the respondents' native language (Seliger & Shohamy, 1990), therefore the two interviews were conducted in the mother tongue of the two teachers, i.e. Hungarian and Ukrainian. The interview protocol contained seven questions asking for information about oral reading tasks in the English lessons, e.g. how often such tasks are used in the lessons, why it is important to use oral reading tasks, etc. (see the English version of the interview protocol in Appendix 3).

4 Procedure

The research was carried out in November, 2000 in Beregszász, Ukraine. Before the recording of the learners' oral reading, a letter in which their help was asked to select the participants for the study was sent to the two English teachers. First, the recording of the Ukrainian subjects took place. After two good and two poor readers of English had been singled out according to the criteria enumerated above, the four learners were called in a room familiar to them one by one, but where their teacher was not present. Every child was shown the text to be read. They had the opportunity to look at it for two minutes to get familiarise themselves with it, as far as it was a completely unknown text. It was thought that this preparation time was needed to lessen the stress and anxiety the learners felt when facing an unknown person (the researcher), a tape-recorder and a task the circumstances of which were new to them.

The same procedure was followed a week later with the Hungarian subjects. The oral reading performance of the participants was transcribed phonetically with the help of the symbols of the International Phonetic Alphabet (Kenworthy, 1993). In both cases the teacher interviews were conducted after the recordings of the learners, the same day. The place of the interview in the first case (with the Ukrainian teacher) was the same classroom where the Ukrainian participants performed their task; in the second case, it was the staff-room of the school where the teacher worked.

5 Results and discussion

5.1 Teachers' answers to interview questions

To make sure that the Hungarian and Ukrainian participants were similar and comparable, there was need to ask a few supplementary questions from the teachers. So, to Question 1 (What method do you use in teaching reading in English to learners?), both teachers answered that they begin teaching reading in Form 5 (learners aged 10) using the method of Starkov and Dixon for this purpose (Starkov, Dixon, & Rybakov, 1990). This is a bottom-up phonic approach to teaching reading which means that first letters and sounds are taught, then words and whole sentences (answer to Question 2: What is the main point of this method?).

To Question 3 (How often do you have oral reading at the English lesson?), both teachers answered that oral reading, i.e. saying a written text aloud, is quite frequent, the Ukrainian teacher said she used this technique in every lesson, while the Hungarian teacher replied that oral reading was used in every second English lesson.

Question 4 inquired about the length of an oral reading task (How long does an oral reading task last?). Teachers replied that it usually ranged from five to ten minutes. The Ukrainian teacher said if there was need (e.g. in case of im-

proper pronunciation of separate words by learners), this kind of activity lasted for fifteen minutes.

When asked about the aim of oral reading in the English lessons (Question 5: What is the aim of oral reading in the lessons of English?), both teachers looked surprised at hearing such a question, as if they thought it was irrelevant to ask them about it. However, they immediately answered (excerpts from the transcripts are given in the author's translation):

> Oral reading in the lessons is good because learners can hear their own pronunciation. If they make a pronunciation mistake, I can immediately correct it. (Teacher of the Hungarian learners)
> Reading aloud is very important for practising English pronunciation, stress and intonation. (Teacher of the Ukrainian learners)

Thus, oral reading in the English lessons is mainly applied for practising good pronunciation. (This finding was supported by further studies conducted in the field of oral reading and reading miscues (Huszti, 2003; Huszti, 2007).)

The responses to the last two questions (Question 6: Do you give oral reading home assignments to learners? and Question 7: If yes, how often?) given by the two teachers are very similar. The English teacher of the Hungarian participants responded that she did not often give oral reading home assignments, these were quite rare. The English teacher of the Ukrainian participants said that

> I seldom give separate oral reading home tasks to my pupils, but I always emphasise that it's good for their pronunciation if they practise reading a text or anything aloud at home.

From the teachers' answers it is evident that oral reading plays an important part in the teaching process in these two specific situations. It is used to practise good pronunciation, word and sentence stress and proper intonation. It is quite frequent in the lessons, but home assignments including oral reading tasks are rare.

It is interesting to note that the teachers did not mention comprehension as the aim of reading. Anyway, as the English teacher of the Ukrainian learners pointed out, if her learners did not understand the text they read, they translated the sentences either with the teacher's help, or using a bilingual dictionary. Both teachers also stated that reading aloud meant a good opportunity for their learners to practise speaking in English. It is obvious that the teachers meant pronouncing words and phrases since speaking a language is not equal to reading it aloud. The teacher of the Ukrainian learners even added that Hungarian learners of English are advantaged in acquiring better pronunciation and intonation compared to Ukrainian or Russian children in Transcarpathia because Hungarian learners are already familiar with the Latin alphabet via their native language, whereas Russian or Ukrainian learners are not. This refers to the evident influence of the learners' first language on the foreign one.

5.2 Discussion of mistakes made by participants during oral reading performance

During the data analysis phase, the reading errors were analysed: the observed response (learners' reading performance) was compared to the expected one, i.e. the word or words on the page (Alderson, 2000).

Based on the classification of Klychnikova (1972), three categories of errors were singled out: phonetic, lexical and grammatical. Four errors constituting lexical miscues were found: one made by a good Ukrainian reader ('dirty' instead of 'dry'), another by a poor Ukrainian reader ('winter' instead of 'weather') and two by the poor Hungarian readers ('plates' instead of 'plants') (see Appendix 4, List 1). The reason for making these mistakes might be the fact that the learners were not familiar with the words so they pronounced words they knew and the visual images of which are very similar to those of the unfamiliar words.

Two common grammatical mistakes by Ukrainian readers were found (see Appendix 4, List 2). The first was made by one of the good Ukrainian readers: instead of the definite article 'the' she pronounced the indefinite article 'a'. In the second case, one of the poor Ukrainian readers omitted the definite article 'the' when reading the sentence 'Summer is the hottest season'. Two reasons may account for these miscues. Either the article causes a problem to Ukrainian readers because this part of speech does not exist in Ukrainian, or they were due to the readers' anxiety felt during the recording of the performance. A probable third explanation that clarifies the reason for omitting words when reading aloud might be that when short elements of the text are omitted, it possibly means that the reader was processing the content too quickly for accurate oral reproduction.

The most number of miscues found are phonetic (see Appendix 4, List 3). They can be subdivided into several subtypes. To Type 1 belong intonation miscues (two examples), Type 2 represents improper word stress (6 examples) and Type 3 miscues are errors of pronunciation of sounds in words (134 examples).

Type 3 phonetic errors can be arranged into further subcategories (see Appendix 4, List 3):

a) ending *-er* pronounced as [e] in words like *summer*, *flower*, *weather* by one good and one poor Ukrainian reader, and as Hungarian [ö][1] by one good Hungarian reader in the same words;
b) diphthongs pronounced as monophthongs in words like *daytime*, *flowers*, *wear*, *fly* by all the eight subjects;
c) wrong monophthong pronounced instead of the proper one in words like *honey*, *summer*, *and* by all the eight subjects;
d) short vowel pronounced instead of a long one in words like *short*, *season* by the good Ukrainian readers, one poor Ukrainian reader and one poor Hungarian reader;
e) long vowel pronounced instead of a diphthong in words like *fly*, *dry* by one good Ukrainian reader, two poor Ukrainian readers and two poor Hungarian readers;
f) [ð] pronounced as [z] by the four Ukrainian readers and as [d] by the four Hungarian readers in words like *the*, *they*;

[1] Hungarian [ö] is more rounded and closed than English [ə].

g) adding an extra sound to the word *hottest,* read as [hostist] by one good Ukrainian reader and one poor Hungarian reader;
h) wrong consonant sound pronounced instead of the proper one in words like *collect* [kolest], *bees* [di:z], *night-time* [haitaim], *hot* [not] by the four Ukrainian readers;
i) wrong diphthong pronounced instead of the proper one in the word *wear* [wie] by one of the good Ukrainian readers;
j) words read as written, e.g. *season*, *hottest*, *summer*, *short* by two poor Ukrainian readers and two poor Hungarian readers;
k) diphthongs pronounced instead of monophthongs in words like *bees*, *honey*, *nectar* by two poor Hungarian readers;
l) reversal miscue (when the order of sounds of a word is changed), e.g. *from* read as [form] by one poor Hungarian reader.

There are some very interesting cases among the miscues that have been singled out. In Type 3a, the ending -er of the words *flower, weather, summer* is read as [e] instead of [ə] by Ukrainian learners most probably because the latter does not exist in Ukrainian. The same ending is pronounced as clear Hungarian [ö], as this sound is the closest and easiest to pronounce for Hungarian learners whose English pronouncing skills have not been totally worked out yet. The influence of the learners' first language is evident from the mistake types 3b and 3h, when the visual images of Cyrillic letters correspond to letters in the Roman orthography (e.g. English 'y' is Ukrainian 'u'; English 'c' is Ukrainian 's', etc.).

Table 1 shows the number of reading errors made by learners during the oral reading performance. It is evident that both Ukrainian and Hungarian good readers make less miscues than their peers who were considered to be poor English readers by their teachers. It is also clear from the results that Ukrainian learners made almost twice as many reading miscues as their Hungarian peers. The reason for this can be traced back to the differences in the first language and its impact on the foreign language acquisition process.

Table 1. Number of miscues made by good Ukrainian readers (GU), poor Ukrainian readers (PU), good Hungarian readers (GH) and poor Hungarian readers

	GU	**PU**	**GH**	**PH**	**TOTAL**
Phonetic	38	47	20	37	142
Lexical	1	1	-	2	4
Grammatical	1	1	-	-	2
TOTAL	**40**	**49**	**20**	**39**	**148**
	89		**59**		

6 Conclusions and implications

The findings of the research supported the original hypothesis, i.e. they proved that the mother tongue of the learners has some impact on their acquiring reading skills in English as a foreign language. This influence is more significant among Ukrainian native speakers whose first language uses orthography (Cyrillic)

different from what the English language uses (Roman). This is not so salient among Hungarian learners whose mother tongue also uses the Roman alphabet.

As the results show, the most frequent error type among both the Ukrainian and the Hungarian learners was the phonetic one. This finding completely coincides with what Panova (1989) found among Russian learners. Another result shows that good readers make less miscues than poor readers.

The most crucial pedagogical implication of the study for English teachers is that they should pay more attention to learners' reading miscues. As the most frequent miscue type was phonetic, teachers should make learners more aware of and emphasize the differences between the norms of the learners' first language and English.

Another implication is for reading research: a comparative analysis of these learners' reading in Ukrainian and Hungarian as their first language and reading in English as their foreign language through miscue analysis. This research would answer the question whether there is a qualitative and quantitative difference between the miscues in these languages, and what difference there is between the processes of reading in Ukrainian and Hungarian and reading in English in general.

7 Limitations of the study

Finally, I am aware of the limitations of my study. First of all, more than eight learners should have been asked to participate in the research to obtain even more reliable and valid data on the processes investigated in the study.

Other aspects of the research methodology had limitations; for example, only one type of text was used to survey the learners' loud reading and no comprehension measures were applied to check how much the learners understood from what they read.

Nevertheless, I believe that the results of this research are of interest to those who research reading in a foreign language.

REFERENCES

Alderson, J. C. 2000: /Assessing reading./ Cambridge, Cambridge University Press.

Bárány, E. 2005: A nyelvek közötti kapcsolat néhány kérdéséről különös tekintettel a magyar – kárpátaljai ukrán (ruszin) nyelvi kölcsönhatásra Kercsa Tamara *Было ци не было (Hol volt hol nem volt)* meséskönyve alapján [About the relationships between the Hungarian and the Transcarpathian Ukrainian (Rusyn) languages on the bases of Tamara Kercha's book of tales titled 'Once upon a time']. -- In Huszti, I. – Kolyadzhyn, N. (eds.): /Nyelv és oktatás a 21. század elején/ [Language and education at the beginning of the 21st century]. Ungvár, PoliPrint. pp. 10--28.

Chastain, K. 1988: /Developing second language skills: Theory and practice./ New York, Harcourt Brace Jovanovich.

Fordham, P. -- Holland, D. -- Millican, J. 1995: /Adult literacy: A handbook for development workers./ Oxford, Oxfam/Voluntary Service Overseas. Gillett, K. 1993: /Sun and seasons./ Oxford, Oxford University Press.

Goodman, K. S. -- Burke, C. L. 1973: /Appendix for theoretically based studies of patterns of miscues in oral reading performance./ Wayne State University, U.S., Department of Health, Education and Welfare.

Grabe, W. 1991: Current developments in second-language reading research. -- /TESOL Quarterly./ 3. pp. 375--406.
Hill, D. 1996: /Scotland./ London, Longman.
Huszti, I. 2003: Why teachers of English in Transcarpathian Hungarian schools apply the oral reading technique in the English lessons. -- /Acta Beregsasiensis./ 3. pp. 35--41.
Huszti, I. 2007: /The use of learner reading aloud in the English lesson: A look at the micro and macro levels of oral reading./ Unpublished PhD dissertation. Budapest, ELTE University.
Kenworthy, J. 1993: /Teaching English pronunciation./ London, Longman.
Klychnikova, Z. I. [Клычникова, З. И.] 1972, 2003: /Психологические особенности обучения чтению на иностранном языке./ [Psychological peculiarities of teaching reading in a foreign language.] Москва, Просвещение.
Panova, L. S. [Панова, Л. С.] 1989: /Обучение иностранному языку в школе./ [Teaching foreign languages at school.] Киев, Радянська Школа.
Seliger, W. -- Shohamy, E. 1990: /Second language research methods./ Oxford, Oxford University Press.
Starkov, A. P. -- Dixon, R. R. -- Rybakov, M. D. 1990: /English textbook for form 5. Teacher's manual./ Kiev -- Uzhgorod, Radyanska Shkola.
Starkov, A. P. -- Dixon, R. R. 1989: /English textbook for form 6. Pupil's book./ Kiev, Radyanska Shkola.
Stronin, M. F. [Стронин, М. Ф.] 1986: Нужно ли учить умению читать вслух на иностранном языке? [Is it necessary to teach reading aloud in a foreign language?]. -- /Иностранные языки в школе./ 3. pp. 15--20.
Sztanáné Babits, E. 2001: Az olvasási készség fejlesztéséről [About the development of the reading skill]. -- /Új Pedagógiai Szemle./ 51 (7--8). pp. 180--184.
Urquhart, S. -- Weir, C. 1998: /Reading in a second language: Process, product and practice./ London, Longman.
Vann, R. -- Abraham, R. 1990: Strategies of unsuccessful language learners. -- /TESOL Quarterly./ 2. pp. 177--198.
Vellutino, F. R., -- Scanlon, D. M. 1987: Linguistic coding and reading ability. – In: Rosenberg, D. S. (ed.): /Reading, writing and language learning./ Cambridge, Cambridge University Press. Vol. 2, pp. 1--69.
Wallace, C. 1992: /Reading./ Oxford, Oxford University Press.

APPENDIX 1
Text 1
The Festival

Every summer thousands of people visit Edinburgh for the Festival. They can listen to music and watch plays and look at pictures. Every day for three weeks, visitors and Edinburgh people can see and do many different things in the mornings, the afternoons and the evenings.

One evening there is a firework display. On that evening there are no cars or buses in Princes Street. Princes Street and the gardens are full of people. They listen to music and watch the fireworks in the sky above the castle.

On other evenings there is the Tattoo. This is in the castle. Soldiers in different countries march inside the castle. There is music from Scottish pipers and other bands. Soldiers, seamen and airmen show their different skills.

At the end of the evening, one piper plays his pipes on the walls of the castle.

(Taken from: Hill, D. (1996). *Scotland*. London: Longman.)

APPENDIX 2
Text 2

Summer is the hottest season.
In summer, daytime is long and night-time is short.
In summer, many plants have flowers.
In summer, bees fly from flower to flower. They collect nectar to make honey.

The weather can be hot and dry.
What do you wear in summer?

(Taken from: Gillett, K. (1993). *Sun and seasons*. Oxford: Oxford University Press.)

APPENDIX 3
English Version of the Interview Protocol with Two English Teachers

1) What method do you apply for teaching reading in English to your learners?
2) Please explain the essence of this method.
3) How often do you have your learners read aloud in the lesson?
   In every lesson
   In every second lesson
   Once a lesson a week
   Once a lesson a month
   Once in two months
   Never
4) How long does a reading aloud task last?
5) What is the purpose of learners' reading aloud in the lesson?
6) Do you give oral reading home assignments to learners?
7) If yes, how often?

Thank you for your answers.

APPENDIX 4
Types of miscues

List 1. Lexical miscues

	Number of examples
dirty instead of 'dry'	1
winter instead of 'weather'	1
plates instead of 'plants'	2

List 2. Grammatical miscues

	Number of examples
a instead of 'the'	1
omission of the article the	1

List 3. Common phonetic miscues

Type 1	**Number of examples**
Hungarian-type intonation of special question	2
Type 2	
improper word stress	6
Type 3	
a) ending -er pronounced as [e] and Hungarian [ö]	16

b) diphthongs pronounced as monophthongs	29
c) wrong monophthong instead of the proper one	41
d) short vowel instead of a long one	4
e) long vowel instead of a diphthong	6
f) [z]or [d] instead of [ə]	13
g) additional sound	2
h) wrong consonant sound instead of the proper one	9
i) wrong diphthong instead of the proper one	1
j) words pronounced as written	8
k) diphthongs instead of monophthongs	4
l) reversal miscue (order of sounds changed)	1
TOTAL	**142**

Word count: 5560 words