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Teaching Reading Strategies in English Lessons

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Table of contents

1. Introduction.....	4
2. Introducing Reading Strategies	5
3. Cognitive and Metacognitive Reading Strategies	5
4. Teaching of reading strategies	7
5. What is metacognition?.....	8
6. The Reading Strategy Based on the Metacognition Structure	8
7. Determinative moments of good practice.....	8
8. Teaching reading strategies	9
9. The main difficulties between weaker and stronger readers regarding the use of reading strategies	10
10. What can we do with these problems?	11
11. The Project	11
11.1 The presentation of the target group survey.....	11
11.2 Criteria to test and improve thinking skills by reading comprehension	13
12. The books.....	14
12.1 Introduction to the book analysis.....	14
12.2 Virginia Evans-Jenny Dooley: Spark 1 Student's Book.....	15
12.2.1 The understanding of knowledge	15
12.2.2 The application of knowledge	16
12.2.3 Problems, analyzing of problem situations and apply the solutions	18
12.2.4 Learning to learn.....	18
12.3 Virginia Evans-Jenny Dooley: Spark 2 Student's Book.....	19
12.3.1 The understanding of knowledge	19
12.3.2 The application of knowledge	19
12.3.3 Problems, analyzing of problem situations and applying the solutions....	22
12.3.4 Learning to learn.....	23
12.4 Derek Strange: Chatterbox Pupil's Book 1	23
12.4.1 The understanding of knowledge	23
12.4.2 The application of knowledge	24

12.4.3 The benefits of Chatterbox 1.....	25
12.4.4 Summary of the tasks in this book	25
12.5 Derek Strange: Chatterbox Pupil’s Book 2	26
12.5.1 The understanding of knowledge	26
12.5.2 The application of knowledge	26
12.5.3 The benefits of Chatterbox 2.....	27
12.5.4 Summary of the tasks of this book	28
13. The comparison charts.....	28
14. The survey	32
14.1 The introduction of the survey	32
14.2 About the class.....	32
14.3 “General reading lesson plan”	34
14.4 “Process-based lesson plan”	35
14.5 The results of the effectiveness of the methods.	36
15. The comparison of the charts	43
16. Conclusion	46
17. Appendix	
18. Bibliography	

1. Introduction

This skill is one of the most important ones of the four basic skills. We may ask why the reading skill is so important for us. I think it is because we regularly use this skill in everyday life. If we take a look at the Pisa 2012 result, and we examine the reading comprehension, our results are not good enough. If we take a look to the results we can see that we are among the low performers. The OECD countries' average are 496.5 pt. and the Hungarian students had got 488 pt. which is not too promising. Our performance in the case of reading comprehension became weaker if we compare that with the 2009 results. In the OECD the proportion of the excellent students is 8,4 %, while on average the results for Hungary is 5,6%. . That is interesting because only Mexico and Chile that do not reach the 5% limit of the OECD countries. Between 2009 and 2012 our results fell, but not significantly. That means between the two results there is no statistical difference, but the measurement of the attenuation was enough for our results to be below average. If we analyse the results of Hungary from this point of view between 2000 and 2012, we can clearly see that our performance is one of the worst among the OECD countries. Furthermore, if we take a look at the results of PIRLS 2011 we can also see some important things. The PIRLS project measures the reading comprehension of the 4th and 8th graders worldwide. In the last PIRLS research (2011) 49 countries took part. If we compare the results of 2011 with 2006 we can make the following statement. The 2011 results were worse compared with the 2006 results. The cause of the weaker results cohere with the boys' performance and the weaker students became even weaker.

I would like to look into how we can use reading strategies. There are a lot of good, helpful strategies which nowadays we do not use in the classroom in Hungary. I would like to present them and look into how we can use them and why they are helpful for children. I took part in an ADORE project in Kecskemét Teacher's College where we used these strategies among 3rd and 4th graders and after the occupations we measured how effective these strategies were. After this project I decided to write about this topic and to start studying the process of the reading and the effectiveness of the strategies in another environment .

So, I would like to introduce some strategies and how a good practice, methods work, and of course how we can teach them to students as a teacher. Finally I would like to introduce some criteria, which are important to develop this skill more generally in the primary school.

2. Introducing Reading Strategies

We have to know a lot of different things so that we can talk about strategic thinking. These are selection, implementation, supervision and evaluation. These things help us to reach our goals, depending on reading skills. The other thing that is really important is that during the implementation we monitor and see the solution method. This process should be self-conscious. The listed things show us that we know the text that we are reading about, we have to apply these steps.

We can distinguish two types of these reading strategies. The first are *general reading strategies*. The essence of them is that the reader chooses the reading mode that is the most effective for him/her. These are actually reading modes. The most used modes are *skimming, overviewing, scanning, selective and corrective reading*. The second are the *process-based* or *metacognitive reading strategies*. These strategies are about understanding the text, and if we talk about them we often say they are the *before, during, and after reading* strategies. These strategies are called *preparing the comprehension, sustaining and correcting strategies*.

Literature says that the good strategist has extensive knowledge, motivation, has a knowledge on the metacognitive factor, possesses several reading strategies, and is a good analyzer. These are very important things, because if the person possesses this knowledge, then reading and understanding become much easier. So we can see that reading strategies and the comprehension of a text are linked to each other.

3. Cognitive and Metacognitive Reading Strategies

Teaching cognitive and metacognitive reading strategies is necessary, because those who have problems and difficulties with reading have a very serious problem; they cannot identify their problems with reading. One of the most important things in students' life in this case is that we can teach them to use the strategies according to the text and it will be conscious. Hereinafter two types of listing that I want to show. The first one is more schematic than the second one.

A. *McLaughlin and Allen say that the most important view of teaching is the:*

- Previous overview (we have to activate or knowledge, designation of prediction, goals);
- Formulating questions;
- Exploration of context;
- Visualization (mental image creation);
- Knowing how the words work.
- Monitoring (the process of comprehension of text);
- Summarizing (synthesizing of the most important thoughts);
- Evaluation (decisions, judgments about the text).

B. *Paris, Wasik and Turners list that grouping by types all of these:*

1. *Preparation for reading:*

- Clarifying the purpose of reading.
- Scanning the text (because we have to collect some information about the length and the structure of the text).
- Activating the previous knowledge.

2. *Meaning-making during reading:*

- Undertaking selective reading (fast reading of irrelevant information, for important information, re-reading the difficult texts).
- Defining the most important thoughts.
- Making predictions.
- Drawing conclusions.
- Interpreting and evaluating.
- Integrating thoughts with the context of the text.
- Monitoring of understanding.

3. *Overview of the read, reflection on the text:*

- Formulating questions because of understanding.
- Evoking the strategies used.
- Summarizing.

4. *The purpose of reading continuing the process:*

Maybe we can see better what those operations and activities are which can develop the ability of reading.

4. Teaching of reading strategies

According to a survey made in the USA a good reader can be characterized in the following way:

- He/she has a positive attitude towards reading.
- He/she reads fluently, while concentrating on the meaning of the text.
- He/she uses what he/she knows about reading.
- The meaning of the read he/she sharing with the critical evaluation of the text.
- The good reader uses the effective variety of reading strategies to intensify his/her own comprehension of text.
- A good reader can read different texts for different goals.

As we read it, we can recognize that there are a lot of criteria connected with reading strategies in a direct or indirect way.

Unfortunately in Hungary we do not teach these strategies but they are teachable in an easy way and they can become automatic if we practice them a lot.

There were a lot of methods how to teach reading strategies, and maybe the most thorough is the *transactional reading strategy*. The creator of this strategy was Michael Pressley and his staff. The essence of this is that teachers should not teach too many strategies at a time and those were gradual. They explained them, showed them to children who then they practised with them. After this the children showed them to each other, and explained how the strategies work. The teachers often said what the name of the strategy is and they make children felt that their thoughts are important.

After the program the founder felt that it was hard for children to transfer learned strategies, but they were successful.

5. What is metacognition?

Metacognition is not just the child's own cognitive process and abilities in acquiring knowledge, but his/her own abilities in reading and comprehension.

6. The Reading Strategy Based on the Metacognition Structure

Steklács János and his staff made a teaching method that is based on the metacognition and is adjusted to the Hungarian conditions. The method is based on the following reading strategies:

1) Strategies before reading

- Schema (activating (the) prior knowledge)
- Text study.
- Previous overview.
- Text anticipation.

2) Strategies during reading

- Text anticipation.
- Testing ideas, correction.
- Making internal pictures, verbalization, expression.

3) Strategies after reading

- Summarizing.
- Conclusion.
- Synthesis.
- Corrective strategic elements.

7. Determinative moments of good practice

It is very important to know that all of the reading strategies are based on metacognition and metacognitive knowledge and skills.

The strategic reader knows what his/her goals, and he/she can select the best approaches to reading, and find the appropriate strategies to his/her reading situation, those that are all based on his/her individual abilities.

The strategic reader has a higher level of (metacognition) reading and language awareness than the less strategic reader. (Paris, Wasik and Turner, 1991).

Why is this important? Because the reader who has an awareness of his/her own abilities, also knows what his/her weaknesses and strengths are and can better identify these problems, so that a strategic reader is more self-confident.

8. Teaching reading strategies

What is one of the most important things in teaching and reading comprehension is to make the process of reading independent from reading tasks.

So what is a very important goal in this process is that students can discover their weaknesses and strengths in their own reading process.

In a traditional school system these aspects are not current, although they would play an important role in the enhancement of reading performance. With the appearance of hypermedia, a new age has started regarding self-regulated reading and learning strategies. This short reading process needs a more complex application of strategies.

So nowadays the visualized and interactive learning and reading milieu requires the students to apply previously developed skills and self-regulatory processes such as planning, monitoring and selecting the appropriate strategy. We need to teach students how to use this self regulated reading and learning strategies in the school system, because it is a determinative factor for the social equality.

Researches into reading education shows how important both cognitive and metacognitive factors are. The most important statement is how the reading strategies help to increase the effectiveness of scaffolding and self-regulated reading.

Perhaps one of the most critical points in teaching reading strategies is that of transfer. This refers to students' problem in employing well-known reading strategies they are accustomed to when reading a new, different kind of text.

The most effective way of teaching how to use reading strategies is to apply only just few strategies at time.

The teacher reads and after that tells the children about his/her own strategy to and ask

them that they do the same later (Pressley et al. 1992). The group work shows that it will be the effective way of teaching in the classroom (Wood et al. 1997). This effective teaching of strategy is direct and explicit, and shows how and when to apply these strategies.

Summarizing the researches and observations Dunston indicates that the effective reading strategies must include:

- *1. teachers repeatedly modelling and demonstrating strategies in the context of school-related and real-world-related reading.*
- *2. concentrating on one strategy over an extended period of time.*
- *3. assigning tasks that require students to apply knowledge.*

(Dunston, 2002: 136)

Reading and teaching strategies in the schools of Europe are often ineffective because they are not used continuously, in with a wide variety of texts.

9. The main difficulties between weaker and stronger readers regarding the use of reading strategies

Botsas and Padeliadu (2003) wrote a study, where they summarized what the differences between the weaker and the stronger students are. So weaker students who have reading difficulties avoid working with texts, avoid cognitive engagement. Furthermore, since they cannot identify their problems, they cannot value the reading process, and their reading habits are inactive.

When they (*Botsas and Padeliadu*) compare students in their researches who have difficulties with reading with those who do not, they find that those who have no problems with reading have strong and adaptive characteristics, and they monitor the texts during the reading process. These properties are often found in skilled readers, who know the details about their own reading process. They could use several types of reading strategies and monitor them during the process, compared with their partners who have difficulties with reading.

The other problem with the weaker readers who have suffered from reading difficulties is that they were not able to use the varieties of monitoring, or they could were only able to use them superficially. This is a well-known phenomenon among weaker readers. Moreover, they frequently overestimate their own comprehension skills (*Steklács, 2003*).

They do not have enough monitoring criteria, and so that is probably why they miss clear goals, lacking awareness and metacognitive knowledge skill. Failures in self-awareness may also be responsible for the problems (*Botsas and Padeliadu 2003*).

10. What can we do with these problems?

With reference to the problems and situations dealt with above we can now reflect on the possible solutions could be, or whether there is a solution at all.

Probably yes that is why the Kecskemét Teacher Training Faculty has written a national reading project and has received support.

11. The Project

11.1 The presentation of the target group survey

Education is one of the areas where it takes a long time for researches and theoretical results to be incorporated into practice.

One of the causes is that traditions and habits are parts of the pedagogical work. As we know the aversion and caution compared with the new things is present not just in this “industry”, still we have to admit that in education innovation and using new ideas can be realized in a hard way. The power to change is in the output control.

But it is very important to see that addition the measuring outcome evaluation systems, teaching and methods of skill development of the school can change even slower.

Nowadays the number of students who struggle with reading difficulties is average, and among the high school students also.

Children often do not understand what they read, and that is very important because this problem has an effect on other areas.

If children do not understand what they read, they cannot learn because it prevents them to learn any other things.

The cause of the weak reading comprehension is that the vocabulary of children is often below average.

Reading is a complex, organized and constructive process in which the student can understand the meaning. In the process of reading, understanding has a central role, because this is the goal of reading.

This means firstly understanding the literal meaning of the text; secondly, decoding the hidden messages of the text, exploring the context; and finally wording the text of the lesson.

During the reading comprehension the main focus is on the previous knowledge, that is why we can recognize the broader context of the text and that is why we have a conclusion of the text.

The process called “reading comprehension” contains several “parts of the process”. On the one hand, the grammatical form and the lexical meaning are important, but on the other hand, the reactions to the information are relevant, as are the students’ reviews of the text.

Reading comprehension is a reconstruction of an encrypted message. We can understand a text via reading or listening. When we come into contact with a text, we try to understand and interpret it. The process of reading comprehension is an active and creative action.

During this process it is obligatory to give to response to the text. When we read a text, we look for connections within the text and between the texts. The terms of teaching reading comprehension is the most important thing to organize in an environment where the student dares to talk about his/her difficulties and problems and he/she dares to ask for help.

During the development of reading comprehension it is very important that the student can orient to the text. So if we do development activities, it is advisable to start with parts of the text.

It is also important that the questions being linked to the text always follow the order of the paragraphs, and then the student will know where they have to search the answers for the questions in the text. It is also good to learn the outline of the text, as it is the essence of that part. Students can do this task in parts, and making a sketch can help. This is important because this activity is essential in the learning process, and in the acquisition of knowledge. Making a sketch is a higher level activity in the reading comprehension.

A harder task is sequencing events. It is also important to get students to do reviews, because they like to give their own opinion about things, and this stimulates their thinking.

The other important technique is to end the story the way they like. Furthermore, it improves both their creativity and reasoning abilities.

11.2 Criteria to test and improve thinking skills by reading comprehension

1. Developing reading comprehension is a concentrically expanding task, which means that a typical characteristic of age (*particularly the developing forms of thinking*) is taken into account when we choose or develop a task.
2. Expedient in the developing process is to plan the topics of themes that move from the concrete, subjective texts towards the abstract, objective texts.
3. In every situation we have to take into account what kind of text is easier for the student, and what kind of text is harder for them to understand. The proportion of text type depends on what the student knows.
4. We must keep the principle of gradualness; that is that, during the learning of literacy levels from the information retrieval, we have to move towards comparison of texts.
5. Developing comprehension competence and our teaching goal is not that students get a mark, but that we prepare them for the challenges of the information society.

Reading comprehension is among the most important parts of mother tongue competence, and the success depends on several factors:

- The appropriate reading technique;
- the background knowledge of the real world;
- the difficulty level of the text;
- the micro skills of reading comprehension (*how he/she can use his/her background knowledge; how he/she can recognize the correlations in the text; how he/she can find out the meaning of unknown words; how he/she can solve his/her problem in the process;*
- how he/she can perform the tasks of the comprehension (*context, relations, etc. ...*)

Each of the listed areas affects the quality of the reading comprehension and the level of the information processing. The knowledge of each of these areas is important because if a part of the process is missing, or does not work as it should, reading comprehension and the information processing are unsuccessful or not effective enough.

We can assess by using tests, which areas are deficient for the students.

Reading comprehension is based on the *mechanical reading*. On this level the student can understand the concepts and the meanings of that in the text, the connections between them, and he/she can filter the important and not important information, he/she can drawing inferences.

Interpreting reading means that the student can read between the lines. So he/she can filter a kind of information from the text that is not written in the text.

Teaching reading strategies is effective if it starts in the 3rd and the 4th grades, and it is built up from stable decoding skills: That is why it is good if in the 1st and the 2nd grade we just prepare these.

Teaching strategies starts in the 3rd and the 4th grades with introducing the basic strategies. Furthermore, an important point of view is that we just teach a few strategies at a time, not all of them, and one at a time. Teaching strategies is continued in the 5th and the 6th grade, and later we practice the strategies with this end in view, so that decoding and text reading comprehension skills do not go under a critical level.

12. The books

12.1 Introduction to the book analysis

I have chosen four books in order to compare them with each other in respect of reading strategies. I will analyse how these strategies appear in these books and how these books use these strategies. Before we start the book analysis, I would like to introduce some changes about the new rules and regulations in Hungarian education. It is widely known that in pedagogy a lot of things have happened and changed in connection with textbooks. Nowadays we use other kinds of tasks, exercises, and pedagogical tools compared with twenty years ago. Between these two kinds of book series, there is more than a twenty-year difference. This is one reason why it is important and exciting to compare these books. The other thing is that there is a new law according to which every textbook needs revising. New

textbooks should fit the 2012 curriculum. It is known, it brings dramatic changes in the textbook market. Furthermore, the textbook market licensing is not finished yet, so we do not know which textbooks will be allowed to be used and which not. This process pays attention only to the books. Among the books that are excepted from 'nationalization' are foreign language books. Here the market is therefore freer compared with other curriculum areas. Teachers can chose from a range of books but there is a criterium that the books have to fit the curriculum of 2012. In this section the foreign publishers have been allowed to remain as providers despite of the Hungarian. As a consequence teachers are free to choose the book as they want and they have to choose a book based on professional criteria. One of the criterias is how the given book teaches reading strategies. That is why I started to test these two kinds of book families. I would like to introduce these books one by one.

12.2 Virginia Evans-Jenny Dooley: Spark 1 Student's Book

12.2.1 *The understanding of knowledge*

The material and the layout of the book help to understand and develop the basis of learning. This book consists of a starter unit and eight modules.

The topics of this book are very close to the field of interest of the students and the levels of the topics gradually intensify.

There is an e-book, a workbook, a grammar book and a student's multiROM that can be used with the book.

This book is mostly usable among lower graders because of the level of the exercises; but it really depends on when the children have started to learn the foreign language. The purpose of this book is not just to practice grammatical structures but also learn new lexical items.

The grammatical structures mostly connect to the topics of the unit. That is why learning these structures are easier for the students.

12.2.2 The application of knowledge

The book consists of a starter unit and eight modules. The starter revises the alphabet, the basic questions with “what” (eg: What is your name?), counting, spelling, numbers, using a/an, colours, the days of the week, greetings and some classroom language.

The purpose of this starter unit is to give an insight that is necessary to know before to start to “learn” from this book. What is the basic knowledge about the foreign language what students have to know. For those students who know this book it is a “warm-up” part of the book. At the same time this book is also good to show what kind of pictures, charts, structures, exercises will appear the next parts of the book, so that it will not be absolutely unknown for the students when they open it later. Teaching how to learn is also a purpose of this part because later the students will know how to orient in the book.

The modules 1-8 follow the same scheme. Each module consists of 8 several “units” like reading, vocabulary, grammar, skills, everyday English, across the curriculum, writing, “Monstertrackers” what is a cartoon, and at the end there is a unit called ‘fun time’.

At the beginning of the modules there is always a “presenter page” what shows those words and linguistic or grammatical pattern or structures that students will see later in the module. However, this page is also good to arouse interest in this topic.

Every module starts with improving the receptive skills (listening, speaking) and reading and comprehension tasks connect to them. The imagery is very rich in this book, helping the speaking exercises, and providing a very good stimulus for the spontaneous reactions of the students.

The grammatical structures appear in every module in the **a** and **b** part. The typical approach of the book is the inductive language learning that means that firstly the book makes the well known language knowledge be practiced and meanwhile students discover the new grammatical rules. It follows the stamping: after the new grammatical structures always come exercises with them.

At the end of the units there are always exercises which use the new knowledge and help to organize that. Most of the time this involves a writing task.

The unit **c** helps to deepen the new grammatical structures and teaches learners how to apply them. In these units the reading is the pattern to make new or similar texts or answer questions.

The units **d** are the “Everyday English” units. This unit has a typical structure that is always the same. We meet everyday situations in these units followed by exercises. We can meet the Greetings, Introductions and Asking Personal Questions (pp. 15), Buying things (pp. 27), Talking about your room and your things (pp. 39), Telling the time (pp. 51), Expressing fear (pp. 63), Buying clothes and accessories (pp. 75), Ordering food/drinks (pp. 87), Describing a past event (pp. 99).

At the beginning of these exercises there are always a listening and repeating part and after them a dialogue comes. After a question from the text and students have to read again the dialogue. Finally there are some exercises come to check whether students understood the text or not.

The unit **e** contains several kinds of topics like the four seasons, the family, national animals around the world, landmarks and so on. These topics practice speaking and children have to answer some questions according based on the text.

The units **f** start, most of the time, with an e-mail or a description about something. This is the writing part of the unit that helps to practice the grammatical structures, and use of passive vocabulary. This unit is usually connected to the topic of unit **e** that which is also good because it helps to improve the correlations insight between the units.

At the end of every unit we can find a self-styled “Monstertrackers” which is a mini cartoon and the children have to do some exercises according to the text. Most of the times these are a true or false, a quiz, completing sentences and things like that. We have to mention that after that there is a “FunTime” where in which the students usually listen to a song and have to fill gaps, do a crossword, or possibly do solve a puzzle. It is important to notice that each unit is inter-connected with the others.

12.2.3 Problems, analyzing of problem situations and apply the solutions

In the exercises within each module, problem-solving has a major emphasis, as well as improving critical thinking skills.

- They have to find the answer in the text in foreign language. (eg: pp. 63. Unit 5d. exercise 2. Read the dialogue again and answer the question.)
- Searching for text passages. (e.g.: pp. 63. Unit 5d. exercise 3. Find parts of the dialogue which mean:...)
- Verbalizing visual information. (e.g.: pp. 40. Unit 3e. exercise 2. Write a sentence about each landmark in the photographs. Tell the class.)
- Choosing exercises (eg: pp. 49. Unit 4b. exercise 8. Fill in: do, does, don't or doesn't.)
- Matching tasks. (eg: pp. 11. Unit 1a. exercise 4. Match the countries to the nationalities; pp. 12. Unit 1b. exercise 2. Match A to B, then complete the sentences. Use 'm, 's, 're, 'm not, isn't, aren't.)
- Letter writing and composition tasks. (e.g.: pp. 65. Unit 5f. exercise 5. Write a short article about your pet for the school magazine (50-70 words). Use your answers in Ex. 4. and find a title for your article. Follow the plan.)
- True or false exercises based on read or listened texts. (e.g.: pp. 79. exercise 2. Read and mark the sentences T-true F-false or DS-doesn't say.)
- Answering questions based on read or listened texts. (e.g.: pp. 62. Unit 5c. exercise 2. Read the texts and answer the questions.)
- Replacement of missing language elements based on listened texts. (e.g.: pp. 59. Unit 5a. exercise 7. Listen and complete the fact file about the bald eagle.)

We can see there are several types of exercises in this book that help to improve the problem solving for this age group.

12.2.4 Learning to learn

This book contains a lot of strategic elements and exercises which the student can use, not just in an English lesson but for other subjects as well, for example mapping precognition

and activating the available knowledge (e.g.: pp. 40. Unit 3e. exercise 1. What do you know about the landmarks in the pictures? What else would you like to learn? Write one question for each; pp. 58. Unit 5a. exercise 1. What do you know about the fish in the pictures? What would you like to know about them? Write three questions).

Learning new vocabulary is an important part of the book. We can see it is very varied and interesting for children because they can pay attention to individual learning strategies, but this is not a direct vocabulary teaching. At the end of the book we can find all of the words in columns.

12.3 Virginia Evans-Jenny Dooley: Spark 2 Student's Book

12.3.1 The understanding of knowledge

This book is very similar to the first part of it. The material and the layout of the book is also similar and very helpful for this age group. This book consists of Starter Unit and eight modules. What we can say about this book is that the topics are very close to the field of interest of the students, and the levels of the topics also gradually intensify.

This series similarly consists of an e-book, a workbook, a grammar book and a student's multiROM which, in my opinion, is very useful in the age of computers.

This book is useable among lower graders but I think it really depends on when the children started to learn the foreign language, or rather whether they have used the first part of this book or not, because the course books connect to each other.

Every book has a purpose like this. This purpose is not just to practise grammatical structures but also to learn new lexical items, and structures. Most of the time these structures connect to the topics of the unit. I think this is a good reason why it is easier for the students to learn these structures.

12.3.2 The application of knowledge

The book consists of a starter unit and eight modules. This starter part revises the verb "to be", the "have got" structure that includes has/hasn't and have/haven't got, this/these and that/those, there is/there are and there isn't/there aren't, subject/object pronouns - possessive

adjectives – possessive pronouns, the parts of the body, telling the time, can like ability, greetings and introductions, and last but not least asking for/giving personal information like “What is your name?”.

The purpose of this starter unit is to repeat the grammar already learnt and the lexical units from the first part of this book. This part is very useful because for those who used Spark1 this is a practice section and help to recall the material already learnt. Otherwise this part shows the structure and what kind of pictures, charts, structures and similar things will appear in this book and later it will be helpful to the students because it will not be an unknown thing. And finally this “unit” shows the children how to orient in this book.

We can say about Spark2 that the modules 1-8 follow the same scheme. Each module consists of 8 several “units” like reading, vocabulary, grammar, skills, everyday English, across cultures or across the curriculum, writing, Monstertrackers (a cartoon), and at the end there is a unit called “Fun Time” that usually contains a crossword, a song, a quiz and similar interesting things.

In each case every topic starts with a “presenter page” that shows the students those words and linguistic or grammatical pattern or structures that they will meet later in the given module. So it is good for not just this but good to arouse the interest in this topic.

All module starts with improving the productive skills writing, speaking like in the Spark1, and reading and comprehension tasks that connect to them. The imagery is absolutely rich in this book and it is helpful because it helps the speaking exercises and provides a good stimulus for the spontaneous reactions of the students as well.

Every module has **a, b, c, d, e, f** parts and these parts connect to each other but they are different. Each time the grammatical structures appear in every module in the **a** and **b** part. The typical structure of the book is the inductive language learning that means that the first time the book enables the well known language knowledge to be practised and meanwhile the students discover new grammatical rules. And it can work because after every new grammatical structure always come exercises with them which help to consolidate them.

As I have mentioned, there are exercises that use the new structures at the end of the units and organize them. In all cases those are writing tasks. Unit **c** helps to deepen the learners’ understanding of these structures and how to apply them. In these units the reading task is the pattern and helps to create new or similar texts or answers.

Unit **d** is called “Everyday English”. This unit is always the same: very simple but very useful for “everyday English”. We meet everyday expressions in these units in each lesson and in these units followed by exercises. We can see exercises like Making suggestions (pp. 15), Recommending a film (pp. 27), Narrating past events (pp. 39), Asking for and giving advice (pp. 51), Buying a train ticket (pp. 63), Asking for and giving information (pp. 75), Sharing opinions (pp. 87), Asking for/giving directions (pp. 100). At the beginning of these exercises there is always a listening and repeating section and after them always comes a dialogue. The students receive a question after the dialogue and then they have to read again. At the end there are some exercises to check what the students remember from the text.

The unit **e** is called across the curriculum or across cultures and it contains many kinds of topics like national pastimes, the Maya, wet festivals, eco-friendly houses, natural wonders of the world, the time machine, amazing sights, markets around the world and so on. These topics help to practice speaking because the students have to answer some questions from the text.

The unit **f**, the writing part of the book, is very varied because it starts with blog entries, or a story, or an e-mail, or with a pie chart. There are several kinds of exercises with these texts that help to practice the new grammatical structures, and activate the passive vocabulary as well.

At the end of the units we can find a cartoon called “Monstertrackers”. This cartoon is not a serial cartoon, but every part is a separate story. The students have to do some exercises according based on the text. Most of the time these are to establish “what is the story about” and involve reading and completing sentences, labelling the pictures, correcting the mistakes, answering ‘true or false’, finding words to complete a list, doing quizzes, and things like that so on. Furthermore at the end of every unit we can find a part called “FunTime” where usually the students listen to and sing a song, resolve the quiz, fill in a crossword, and a lot of similar things etc.

12.3.3 Problems, analyzing of problem situations and applying the solutions

In the exercises within the modules problem-solving is given a major emphasis, together with improving critical thinking skills.

- They have to find the answer in the text in foreign language. (e.g.: pp. 15. Unit 1d. exercise 2. Read the dialogue and answer the questions.)
- Searching for text passages. (e.g.: pp. 15. Unit 1d. exercise 4. Find phrases in the dialogue which mean...)
- Verbalizing visual information. (e.g.: pp. 64. Unit 5e. exercise 2. Think of a place of natural beauty in your country. Make notes under the headings: Name, Location, Activities. Use your notes to write a text about it for an international tourist magazine (50-60 words).
- Choosing exercises (e.g.: pp. 25. Unit 2b. exercise 10. Fill in the correct preposition of movement.).
- Matching tasks. (e.g.: pp. 23. Unit 2a. exercise 8. Match the adjectives (1-6) to their opposites (a-f); pp. 95. Unit 8a. exercise 3. Match the places to the signs.)
- Letter writing and composition tasks. (e.g.: pp. 89. Unit 7f. exercise 3. Carry out your own class survey about favourite types of films. Use the questions 1-4. Group the answers in different pie charts. Write your report (60-80 words).)
- True or false exercises based on read or listened texts. (e.g.: pp. 79. exercise 2. Read and mark the sentences T-true or F-false.)
- Answering questions based on read or listened texts. (e.g.: pp. 62. Unit 5c. exercise 2. Listen again and answer the questions.)
- Replacement of missing language elements based on listened texts. (e.g.: pp. 71. Unit 6a. exercise 7. Listen and complete the gaps.)

We can conclude that there are many kinds and several types of exercises in this book that help to improve the problem-solving skills of this age group.

12.3.4 Learning to learn

We can say this book contains strategic elements and also exercises a lot which this group of age can use in the English lessons but also for other subjects, e.g. telling an example, mapping precognition and activating the available knowledge (e.g.: pp. 60. Unit 6a. exercise 1. What do you know about London? Look at the text and read the subheadings. Think of five questions about it. Read the text and see if you can answer your questions.).

The new vocabulary that students have to learn is an important part of this book. As we can see it is very variable, “colorful”, and last but not least interesting for this age group because it takes notice of the individual learning strategies and this is not a direct vocabulary teaching. At the end of the book we can find all of the words in columns in a wordlist.

12.4 Derek Strange: Chatterbox Pupil’s Book 1

12.4.1 The understanding of knowledge

This book is simpler than Spark as we can see. The layout and the material of the book are not complicated but simple. This book consists of fifteen modules and it has not got a Starter part or something that helps to get familiar with the basics of the book. The topics of the book are interesting for children because they are appropriate to their interests.

The book has got an exercise book wherein there are exercises connected to the topics of the book, and a cassette for the stories.

This book teaches basic grammatical structures and vocabulary that could be important for a lower grader student. That is why this book is mostly usable among lower graders. The purpose of this book, of course, is to teach and practice new grammatical structures and lexical items.

The structures, of course, always connect to the topics of the unit.

12.4.2 The application of knowledge

This book consists of fifteen units and there is no starter part. This presupposes that children know nothing in English because this book begins with very simple and basic things.

There are fifteen units in this book but the units have no separate parts as Spark does. Most of the time there are these kinds of exercises in this book: “Listen and repeat.” ; “Listen and sing.” ; “Read and match.” ; “Listen, look and point.” ; “Look and say.” ; “Listen and repeat.” ; “Listen and match.” , and every unit has a “cartoon” with permanent characters like Captain Shadow.

The units start with several kinds of exercises or tasks. We can say about this book that the emphasis is on the improvement of listening skills, but this is understandable because the book assumes that the child knows nothing in this foreign language.

There are a lot of pictures in this book that help to understand what the given topics are about. We can find some photos in the book but mostly we can find drawings. So we can determine that the imagery could be richer than this.

Grammatical structures appear at the beginning of every unit except for the first three ones because in those units there are just some simple phrases. This book does not include inductive language learning because every grammatical unit is new and unknown for children. After they meet this new or unknown structure, they have to tell, practice or do something with those and usually the cartoon at the end of the unit uses these grammatical structures. What is interesting is that there is no writing task in this book.

Every unit has a topic that teaches several types of structures, phrases, grammar to children. These are: Greeting and saying farewell; Asking someone’s name; Introducing yourself; Introducing others; Talking about possession (Unit 1); Commands; Identifying things; Further greetings and responses (Unit 2); Counting; Talking about age; Telephone numbers (Unit 3); Naming common toys and household objects (Unit 4); Talking about possession (Unit 5); Asking for information; Specifying particular objects (Unit 6); Describing people: faces and hair, Members of the family (Unit 7), Asking for information; Describing people (Unit 8); Talking about ability, Talking about possession, Zoo animals; Giving directions (Unit 9), Colours; Clothes (Unit 10); Parts of the body, Saying where

people or things come from (Unit 11); Describing situations; Asking for information; Specifying location (Unit 12), Asking about number; Shops and places in town (Unit 13); Asking and telling the time (Unit 14); Talking about shape (Unit 15);

12.4.3 The benefits of Chatterbox 1.

- This book stimulates student's interest, motivates them to learn something new and helps to learn the basics of the English language.
- Varied forms of activity that can make the process of the language learning a real experience.
- Very simple and unequivocal situations that promote the life-like language usage.
- Permanent, progressive and balanced development of language skills, which is consistent with the early childhood teaching and the curriculum framework.
- A single age-appropriate level of awareness in the development of language skills (pronunciation, vocabulary and grammar).
- For children there is an exciting and humorous story frame displayed in the form of serialized comics, which is attractive for this age group.
- Children's thoughts, emotions are close to the world of actors who help to act out linguistic elements, easy to practise, active in acquiring.
- Stories in the audio cassette contain radio play-like processing, original sound effects, dialogues, songs and rhymes in a hilarious show, which makes learning very enjoyable, promotes multiple hearing in the curriculum, the correct pronunciation of recording, communication, imagination and emotions, development and allows dramatization.

We can see from this list that problem solving is not the strength of this book but it has got a lot of positive features.

12.4.4 Summary of the tasks in this book

As we see, Chatterbox is a different kind of book that teaches the basics of the English language without any preparation. Learning new vocabulary is an important part of the book.

Summarizing this issue, it is a light and simple collection that takes children closer to the new, foreign language.

12.5 Derek Strange: Chatterbox Pupil's Book 2

12.5.1 The understanding of knowledge

This book is the second part of the Chatterbox series and, all in all, the layout and the material of this book is the same as the first book. This book also consists of fifteen modules and there is no starter section at the beginning. Probably that is why the children who use this book (the first part of it), will know how to use this book. The content of the book is absolutely appropriate for this age and to their interests.

The book has got an exercise book wherein there are exercises connected to the topics of the book, and a cassette for the stories.

This book teaches new and unknown grammatical structures and vocabulary that could be important and that it is not in the first part of the book, and of course, most of the time it is useable with lower graders. This book is ready to teach new elements of grammar and lexical units.

We can say about this part that the structures always connect to the topics of the unit.

12.5.2 The application of knowledge

The book has fifteen units without a starter part. This is because the children who used the Chatterbox 1, got used to this structure and know how to use the second part of the book, as both of the books are very similar.

There are fifteen units in the book, and the units have no separate parts like Spark. We can find several types of exercises in the book, like: "Read. Then listen and point to the right picture." ; "Look and say." ; "Read and match." ; "Listen and repeat." ; "Answer the questions." ; "Listen and sing." ; "Listen and read.", and so on... And in every unit we can find a cartoon like in Chatterbox 1.

The units start with a lot of many kinds of exercises or tasks and we can say about this book that the emphasis is on the improvement of the listening skills, but the proportion of it is

not as high as in the first part of the book. It is understandable because the children who use this book, presumably know this series and of course they will have met English language earlier.

The book consists of a lot of colorful pictures that help to understand what the topics are about and just simply help to acquire the curriculum. We sometimes can find photos in the book, but most of the time there are drawings.

This book is not about the inductive language learning because it is not that kind of book but it gives a good basis to the children. Most of the times children meet unknown structures or words in this book and they always have to listen to or tell the given structure, sentence. The cartoon helps a lot in learning the new grammatical structures because the drawings make them absolutely more understandable. As we see, there is no writing task in this book.

Every unit has a topic that teaches several types of structures, phrases, grammar to the children. These are: Negative commands; Talking about location (Unit 1); Counting; Asking about number (Unit 2); Talking about food; Talking about small quantities (Unit 3); Describing on-going actions (Unit 4); Revision (Unit 5); Describing the weather; Some countries of the world (Unit 6); Talking about likes and dislikes; Talking about food; More countries of the world (Unit 7); Expressing wants; Specifying a choice (Unit 8); Asking and saying where people live; Rooms of the house; Points of the compass (Unit 9); Talking about food (Unit 10); Talking about daily routines and habits (Unit 11); Days of the week; Talking about school timetables and subjects (Unit 12); Months of the year; Specifying days and dates; special days in the year (Unit 13); Talking about the past (Unit 14); Revision (Unit 15).

12.5.3 The benefits of Chatterbox 2.

- This book stimulates the student's interest, motivates them to learn something new and helps them to learn the basics of the English language.
- Varied forms of activity what can making experience the process of the language learning.
- Very simple and unequivocal situations whose promote the lifelike language using.

- Permanent, progressive and balanced development of language skills, which is consistent with the early childhood teaching and the curriculum framework.
- A single age-appropriate levels of awareness in the development of language skills (pronunciation, vocabulary and grammar).
- For children, exciting and humorous story frame and display in the form of serialized comics, which is attractive for the ages.
- The children of thought, emotion and close to the world of actors who help the player linguistic elements, easy practicing, active in acquiring.
- It follows a carefully graded syllabus.
- It involves children in a variety of other fun activities, such as songs, rhymes, games, and puzzles.

We can see from this list that the problem solving is not the strength of this book but it has got a lot of positive features. These features are like Chatterbox 1, because these books are very similar.

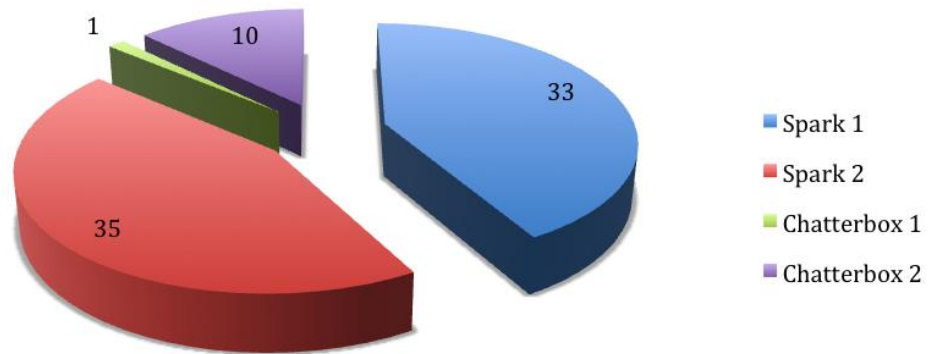
12.5.4 Summary of the tasks of this book

This book is the second part of the Chatterbox series and there is a lot of revision in this book. It helps to learn new grammar and vocabulary as we saw it in the first part, but this can be expected from a language coursebook. To sum up, this book helps to consolidate the learned items for the children, and it is not too difficult; it is easier than other publications.

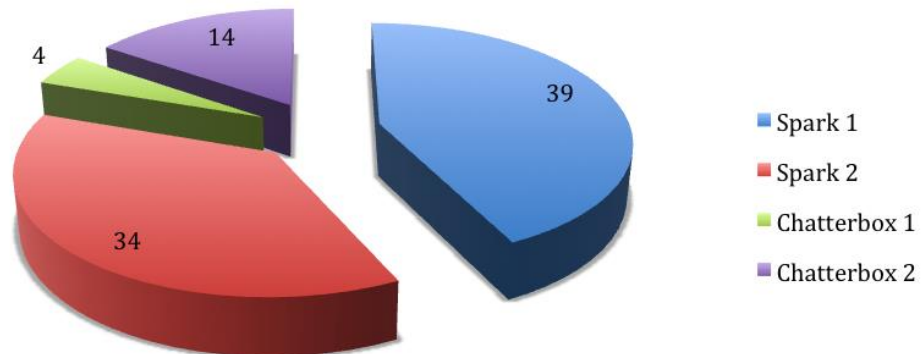
13. The comparison charts

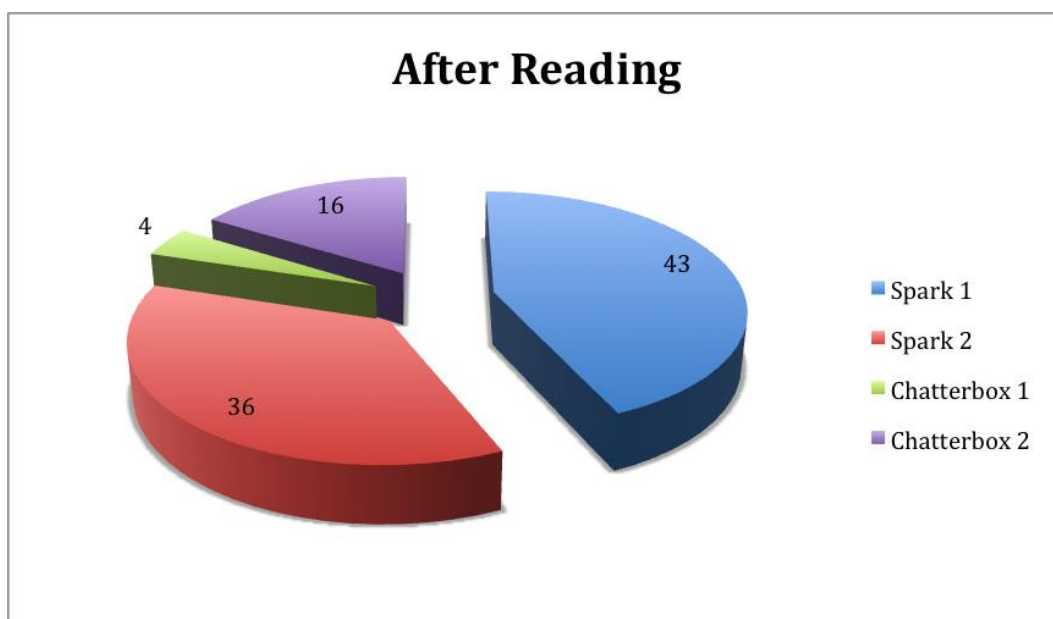
As we see in the previous chapter I have analyzed two kinds of books, Spark and Chatterbox. Now I will show a chart to illustrate the differences are in reading strategies and what kinds those are. Furthermore, I will show how many pre-reading, during reading, and after reading exercises there are in the books.

Pre Reading

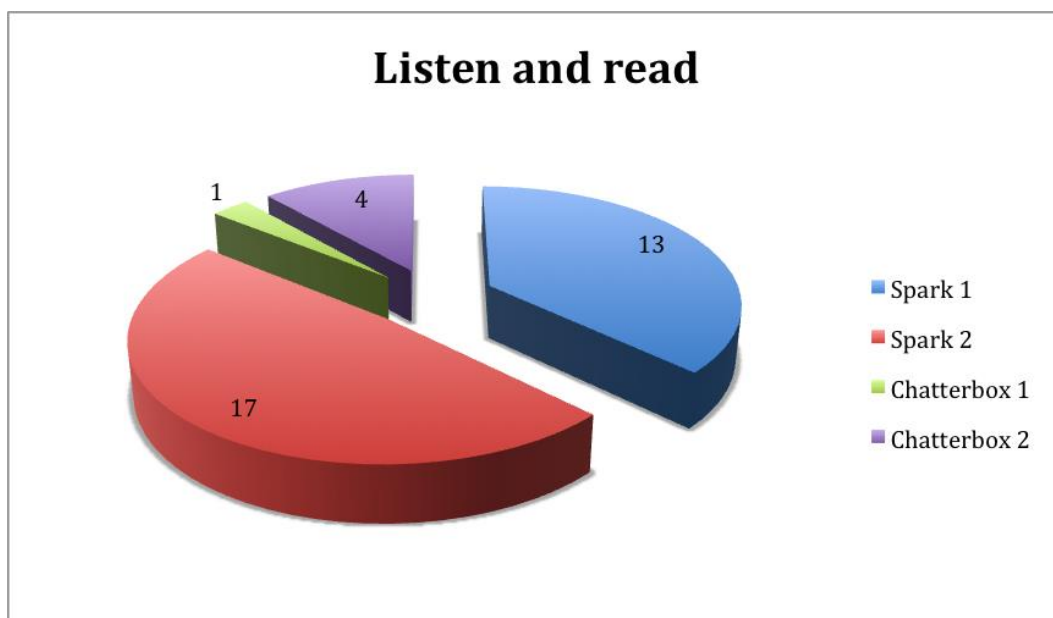


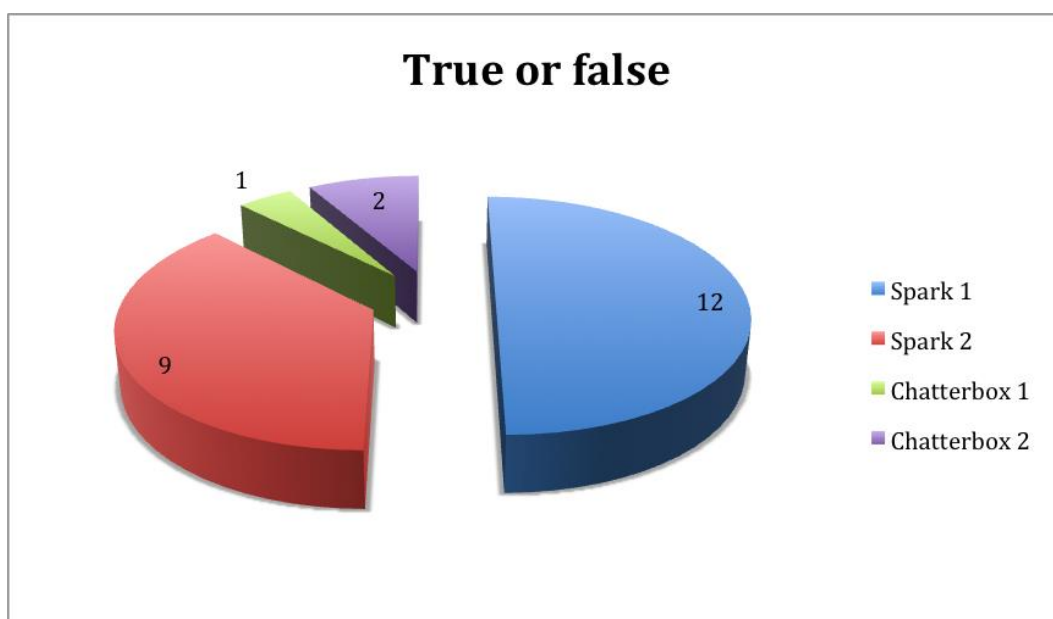
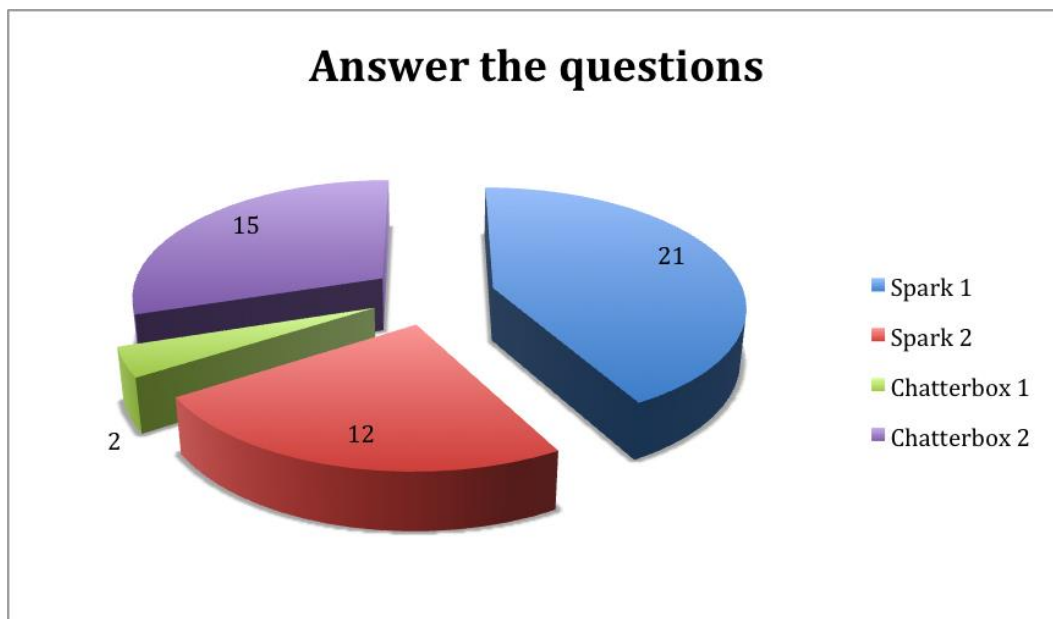
During Reading





We can see exactly that Spark and Chatterbox series are absolutely on another level in the volume of tasks and in the quantity also. Now, I would like to present how many exercises in the books are the same.





As we see, I have chosen three kinds of exercises that are in both series, both in Chatterbox, and Spark. In each case the Spark series contains more exercises in the given kind of task. This is important because we see that both of the books are different in strength.

Furthermore, Spark series uses individual learning strategies then again Chatterbox, and if we take the researches as a basis we can see this is more effective.

There are some kinds of exercises in the Spark that belong to another category and we cannot find them in the Chatterbox, so I cannot compare the two books from this aspect.

These kinds of exercises are: Listen and read the texts; Read the dictionary entry; Read the table; Listen, read and match the pictures to the postcards; Listen to the dialogue. In pairs, read it out; Read and match the pictures to the texts; Read the box. What are these words in your language; Find subject/object pronouns in the text; Read it and complete the table; Read the table. Say the examples in your language; Read and complete the gaps with these words; Read the examples and complete the rules; Read the box. Then say it in your language; Read the examples then use the verbs.

14. The survey

14.1 The introduction of the survey

Confirming and proving the things that I have written, I have decided to do a survey at the place of my regional practice in an elementary school. The task of my survey is to prove that the *process-based* or *metacognitive reading strategies* work much better than *general reading strategies*.

What does it really mean? It means that I believe those strategies (process based or metacognitive) are more effective in a lesson than in a general lesson, where we just work with the text in a conventional way. Conventional way means we just read the text, collect the new words, and translate the text. Now I will show two kinds of lesson plans: A conventional and a process based one, and I will show with numbers and facts how much more effective the process based one is. The first one is the conventional.

14.2 About the class

I made my practice in Soltvadkert at Kossuth Lajos Evangelical Elementary school. I have taught in several classes, but I made my survey among the 6th graders. It is very important to know that in this school the English teaching starts in the fourth year. It is because this area or city is mostly a German speaking area, and most of the families came from Germany circa one hundred and fifty years ago. So mostly we could say this is a “German language centred” community.

The 4th graders start to learn from a book called “Zoom”, and after they use the book called “To the Top 1”. In this school there are selected classes that means the children are with children of similar skills and capabilities in this group. In this group where I have taught children were at level two. In this school there are four levels in each year, and the first is the best abilities’ children, and the lower levels are weaker if we are talking about the abilities.

I can tell that this group has better abilities, and working with them was easier, but sometimes not, for example when I have taught them grammar structures. If I have to talk about reading they were good readers and in the class there were two or three children who were better readers than the whole class. In this class there were two girls and twelve boys, so I cannot tell that the class was mixed. Speaking in a general way there was no difference between the girls and the boys if we are talking about abilities in the classroom.

Taking everything into account, children were of equivalent abilities, comparatively good readers but their reading comprehension was not the best. That is why I wanted to survey how well they complete this task, and I wanted to see how these strategies are working in practice.

14.3 “General reading lesson plan”

Time/Session	Teacher's work	Student's work	Curriculum	Methods, strategies, tools for the learning
Warming-up. 6'	Giving introductions to the students.	They have to write words to each other's back and they have to guess the word.	The words from a previously read text, like: pancake, flower, surprise, card, gift, etc...	Working in pairs, warming up.
6'	I write a word to the board: TURKEY.	Students have to tell words with each letters of this word.	Evoking the learned words.	Reading comprehension, reflection.
24'	I use the CD to make sts listen to the new text. After that I read the text to them.	Listen to the text. Listen to the text and following that in the book. Underline the unknown words. Reading and translating the text, writing out the new words.	Processing the new reading called Red Nose Day.	Silent reading, underline the unknown words. Individual and frontal work.
2'	Giving instructions to check the homework.	Read the written sentences, self control.	Worksheet.	Student and teacher common activity.
3'	Showing some pictures about activities.	Talking about the pictures in Present Continuous Tense.	Pictures about activities, like swimming, eating, running, etc...	Sentence creation.
2'	Giving words.	Acting out the word.	Words.	Sentence creation.
2'	Reflection, evaluation.	Forming opinions.		Reflection.

(See: Appendix 1.)

14.4 “Process-based lesson plan”

Time/Session	Teacher’s work	Student’s work	Curriculum	Methods, strategies, tools for the learning
Warming-up 6’	I write a word on the board: THANKSGIVING	Students have to tell words starting with each letter.	Evoking the learned words.	Reading comprehension, reflection.
29’	The text we will work with: Mayday. Ask the children what they know about Mayday. I write three columns to the board: What I know about the text? What I have learned? What I would like to know? I write the words into the columns. I play the text for them. I read the text for them. I ask them to tell everyone which the most important or interesting information for	Children reflecting to my questions, and telling me, what they know about Mayday, and what they would like to know. They write the same words into the columns in their exercise book. They listen the text. They follow the text and underline the unknown words. They translate the text. Telling the most important or interesting information.	The Mayday in the United Kingdom. Pictures, and text.	Activating previous knowledge. Sentence creation. Improving imagination. Monitorizing the text. Activating background knowledge. Telling independent opinion.

	them is. I draw a spider web diagram on the board. I ask them about the words they have written. I give them some sheets of paper with true or false statements	They draw a spider web diagram to their exercise book. Telling me the words. They have to decide that the sentences are true or false.		Individual work. Write into the circle the most important four words from the text by heart. Making good decisions. Deciding statements, true or false.
8'	I give them words, like car, drink, or something like that.	They have to tell sentences in Present continuous and present simple	Present continuous and present simple.	Oral work, making sentences with grammatical units.
2'	Reflection, evaluation.	Forming opinions about the lesson.		Reflection.

(See: Appendix 2.)

14.5 The results of the effectiveness of the methods.

After each lesson the students got a questionnaire with three tasks. One of these was an evaluating exercise where the students had to give a number to each statement from one to five. In this task I wanted to assess whether the text was motivating, interesting, and how much they can use it in real life. The questions were:

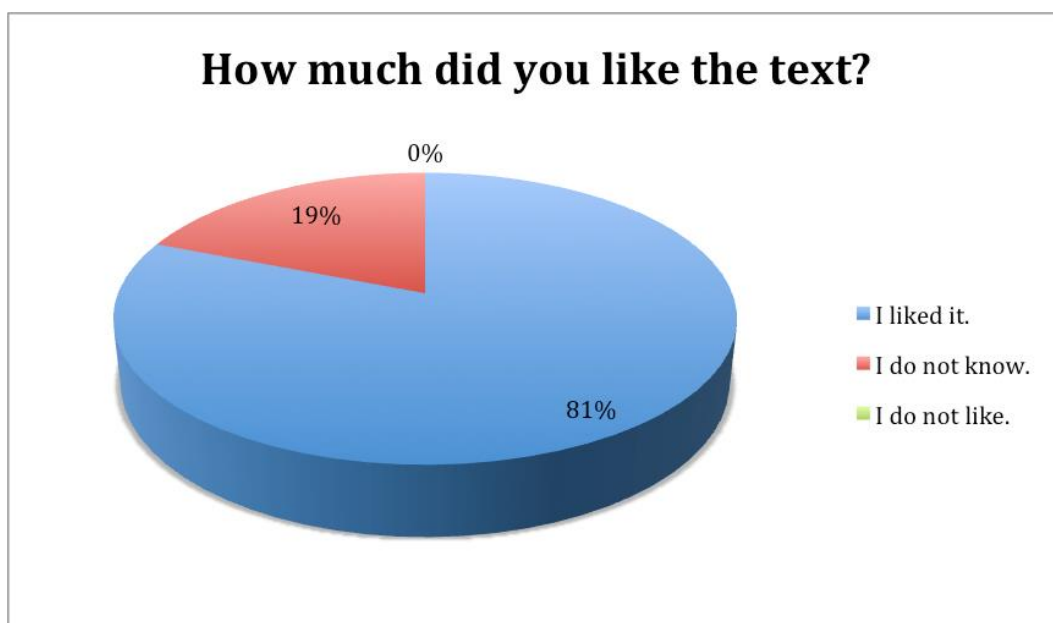
1. *How much did you like the text?*
2. *How much new information was in the text for you?*
3. *If you have to talk about this topic in English, how well can you?*

After these three questions the second task came: *Write down the three most important information for you from the text.* In this task I would like to know what kind of information

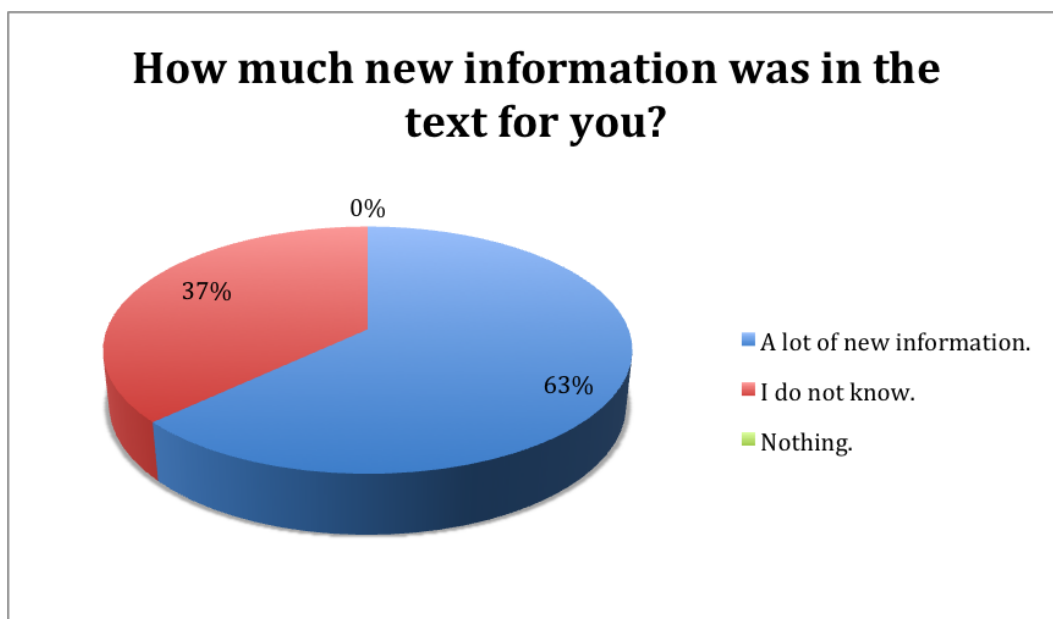
in the text was that the children know and remember, and how many appreciable response that they can give to me. And the last task, the third one was: *Write down what the best thing we did was, or what was not.* This question connected the method of the lesson. From the answers to this question we can see how much they liked the general or the process-based lesson. (See: Appendix 3.)

Now let us see the results and the differences between the two kinds of lessons.

Firstly, we see the results of the lesson using general reading methods.

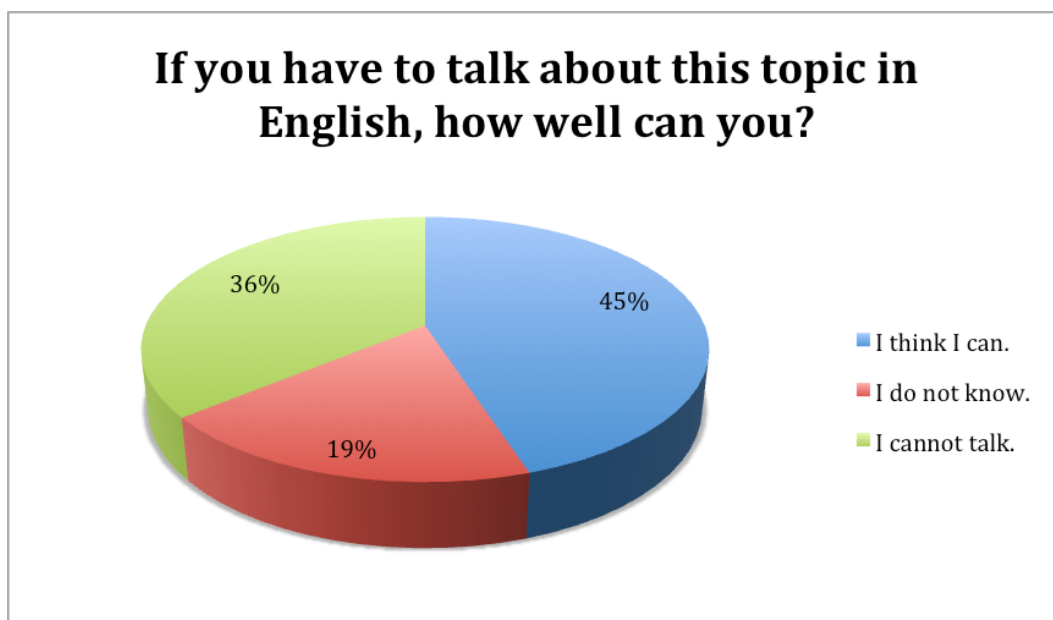


At this point actually I just wanted to make a survey on how much the children like the text, of course after reading. Nine children said that they liked the text but two children not.



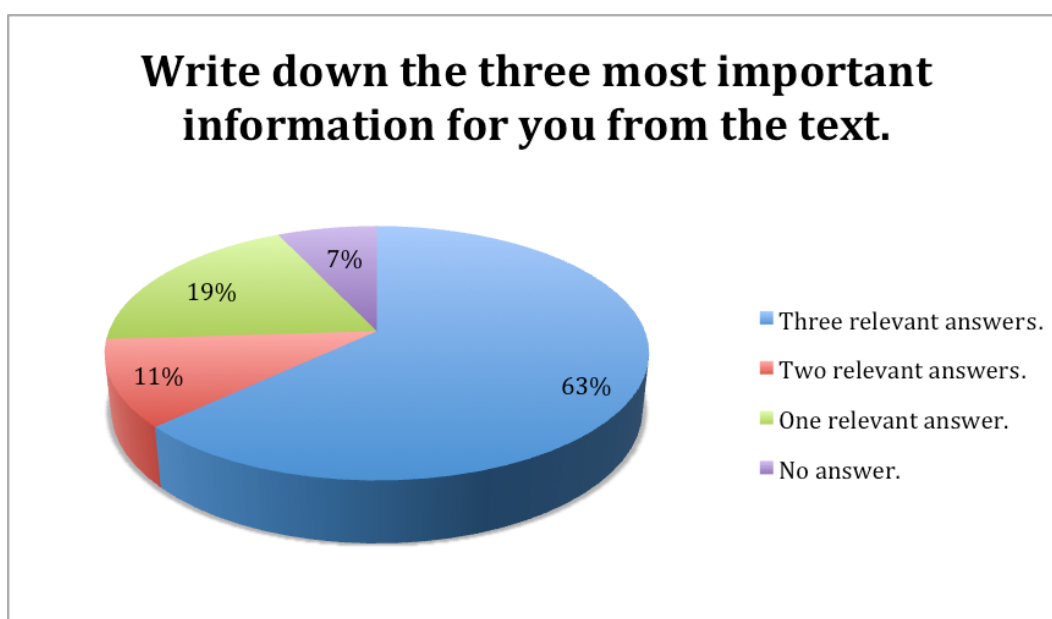
With this question I wanted to know if there was any new information in the text for them or not. Actually in this text there was some because the text is titled “Red Nose Day” which is a British charity event mostly unknown in our country.

Seven children said they had a lot of new information but four did not know.

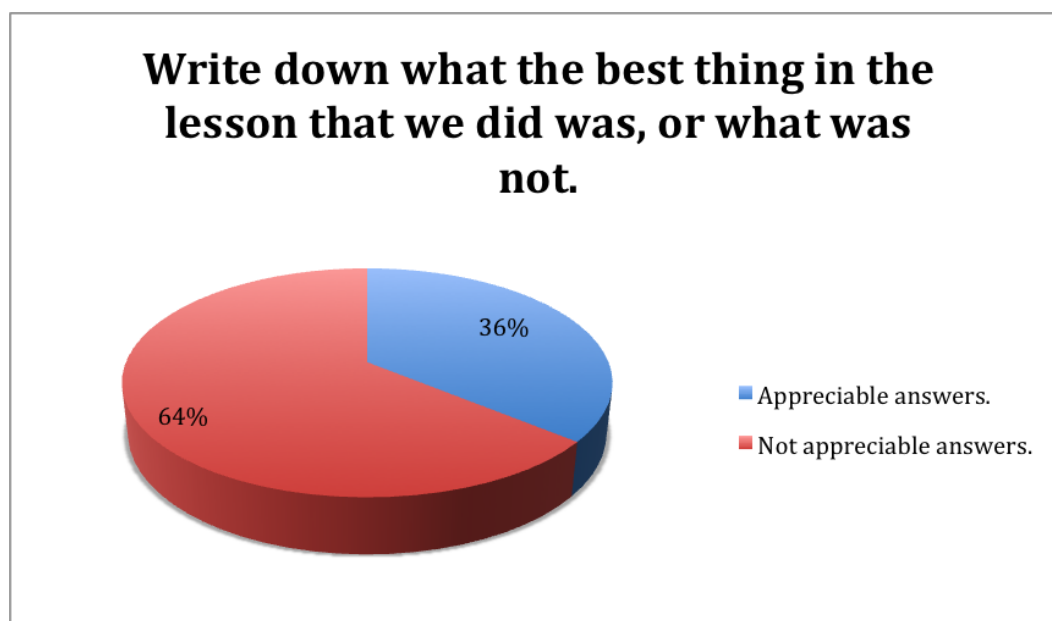


It is clear that with the general method I could not reach good results. Children were not confident in that they could talk about this topic to somebody in a foreign language.

Five children said they could talk in English about this topic, four children not, and two children did not know.

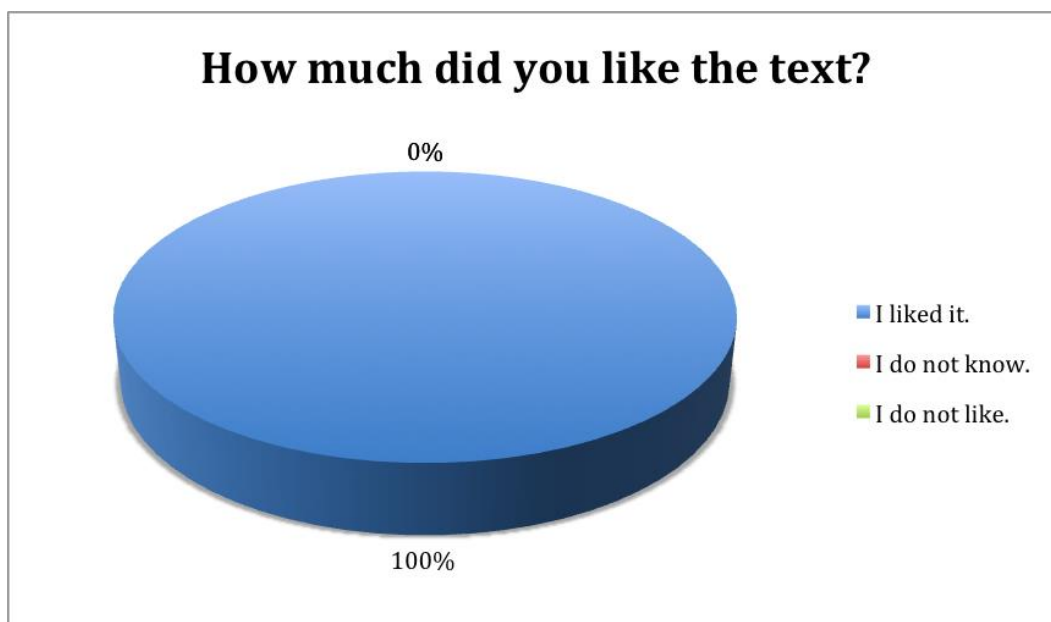


With this question I wanted to measure how much they remember something important or relevant information from the text. This chart shows us how many relevant answers they could give to me. Seven children could write three relevant answers, two could write one relevant answer, one child had two relevant answers but one had no answer. In this case relevant answer means something that is the essence of the text, something without which the text is not comprehensible.

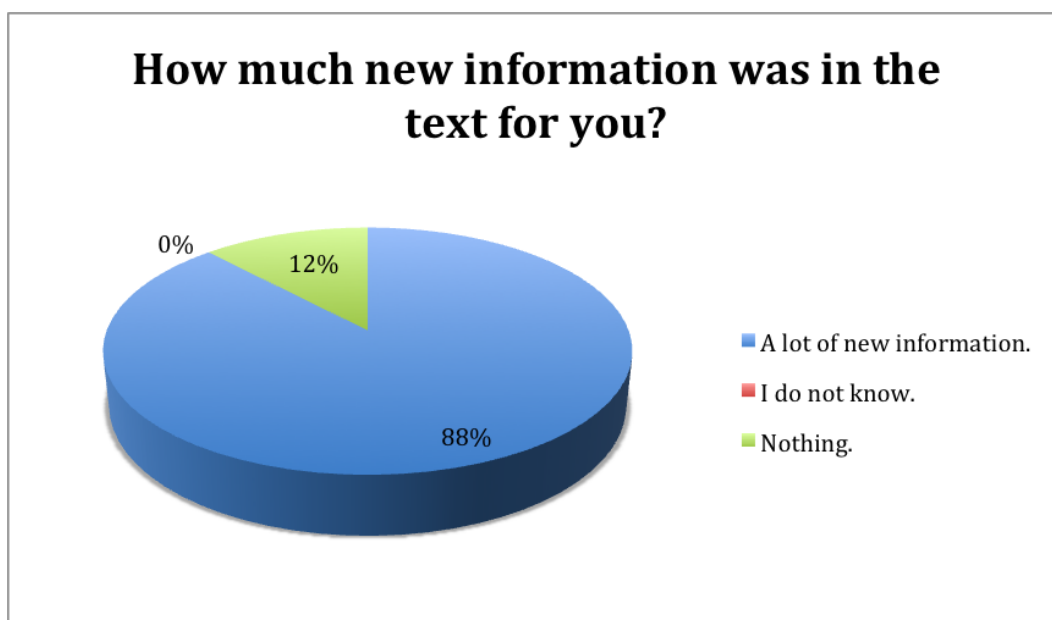


From this question we can see how children relate to this general method, how interesting it is for them, or how “good”. It is important to know that with this method we firstly listen to the text from a CD, after that we read it together, translate that, and write out the new or unknown words from the text. Seven children could not write appreciable answer and four could write. We can see that most of the students cannot give me appreciable answers. It means this lesson, this kind of “tools” were boring for them. That is sad as they are not so motivated if a lesson is boring for them. If they are not motivated, working with the text will be harder for them, and their performance will reach a lower level.

Now, let us see the *process-based* or *metacognitive reading strategies* “effectiveness”.

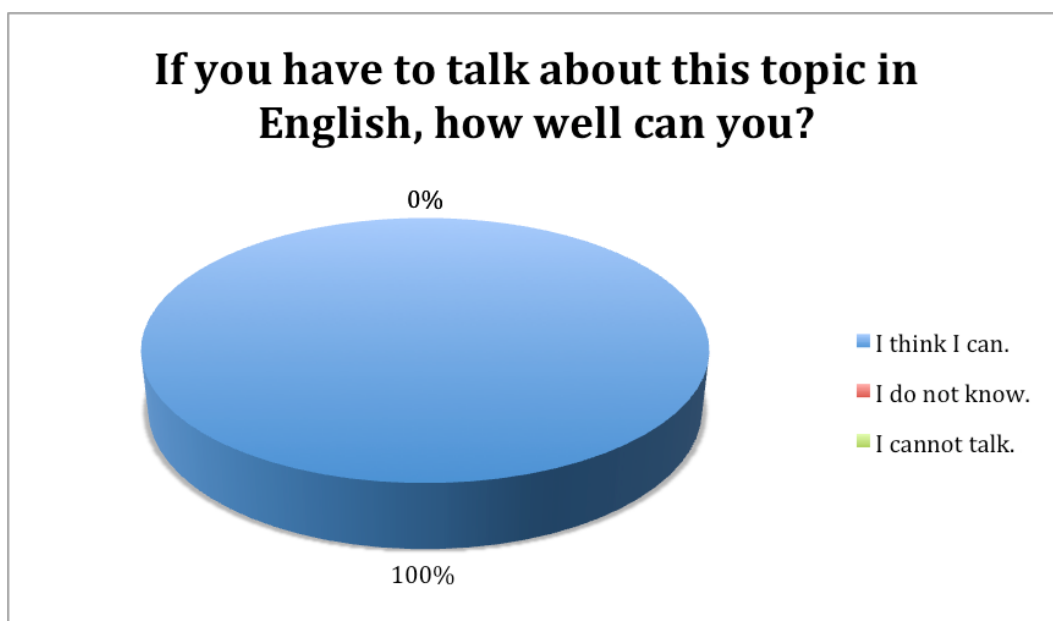


For some reasons children preferred this text to the previous one. The difference is not too big, maybe one or two student. All of the nine children preferred and liked this text. As I told it could be important because of the motivating for the work.

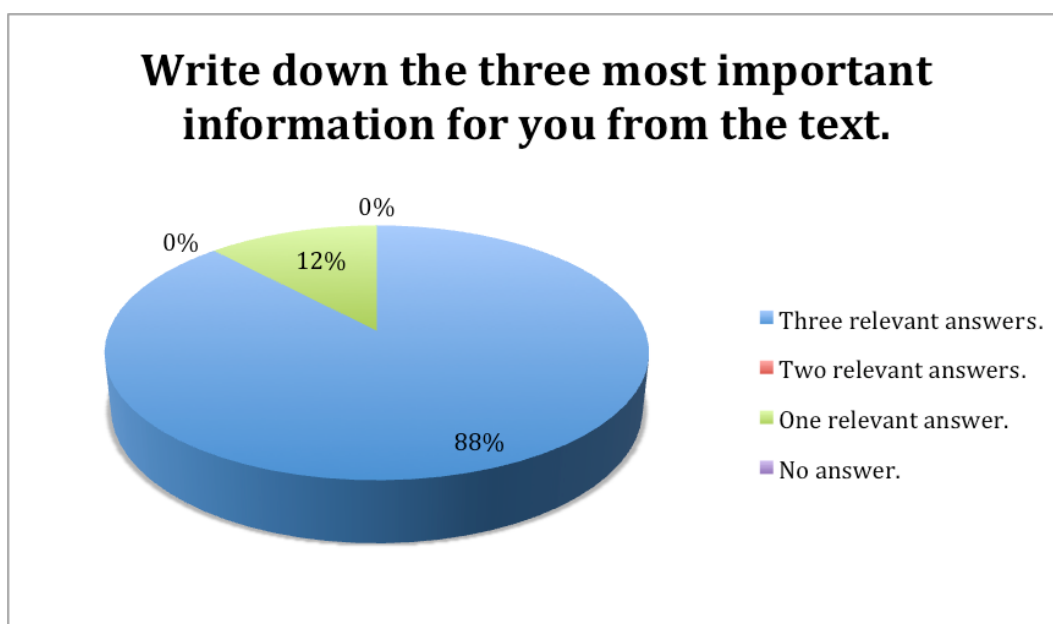


As we see there was more new information in this text than in the previous one. The interesting thing is that the text titled “May Day” was more familiar for them,

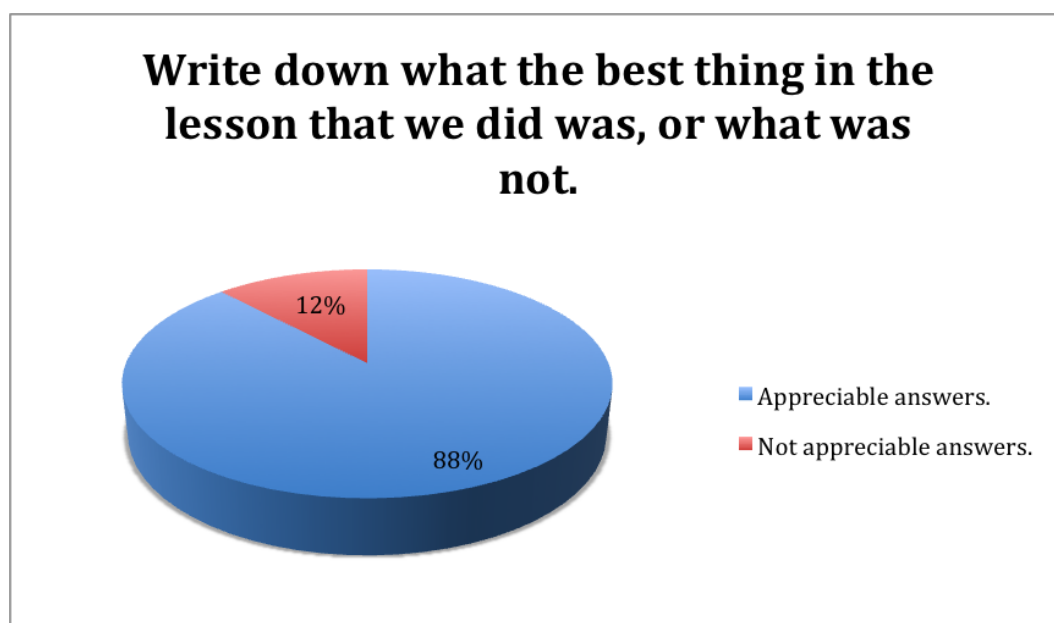
so I think children know more about it than about Red Nose Day. Eight children could find new information in the text but one could not.



At this question can we see that the process-based strategy is more effective than the general method. The numbers reflect facts. It is particularly a good result, because if we compare this chart with the one about the other topic, we can see that it is one hundred percent against the forty-five at the general method. All of the nine children said they could talk about this topic in English.



This chart shows children could write much more relevant or useable answers, except for a small percent of them. Do not forget that at the general the three relevant answers there was sixty-three percent against eighty-eight with this exercise. Eight children had three relevant answers and one children had one relevant answer. Almost everybody could give relevant answers. I think this chart shows us the most important difference between the two strategies. It is absolutely unequivocal which works better, which is more effective for this group.

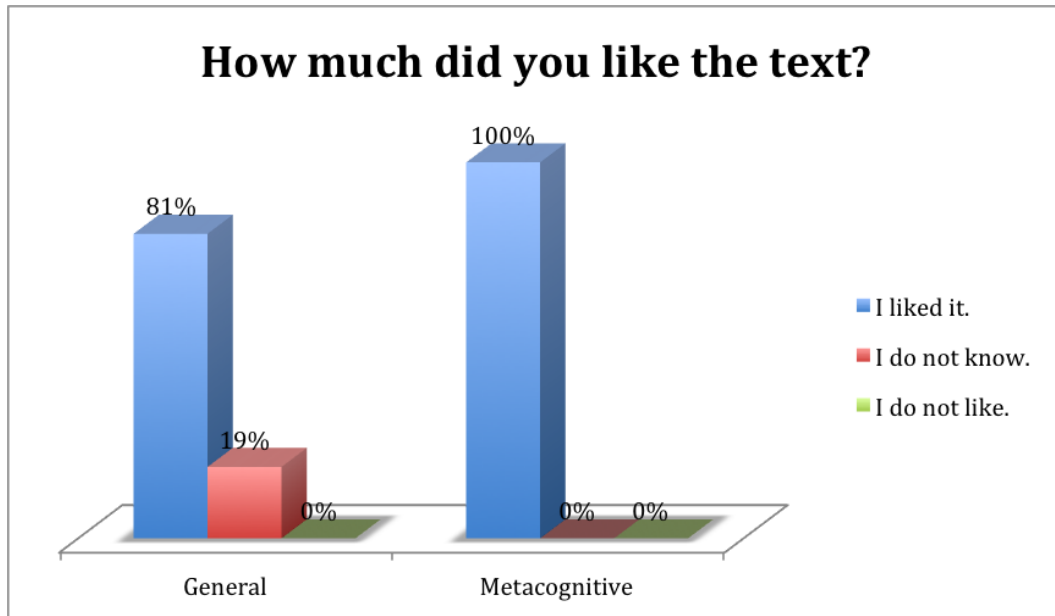


Last but not least we can see from this chart that they preferred the process-based method. Of course they did not know what it means, but the variety of the exercises was bigger, the tasks were easier, more practical, and more helpful for them.

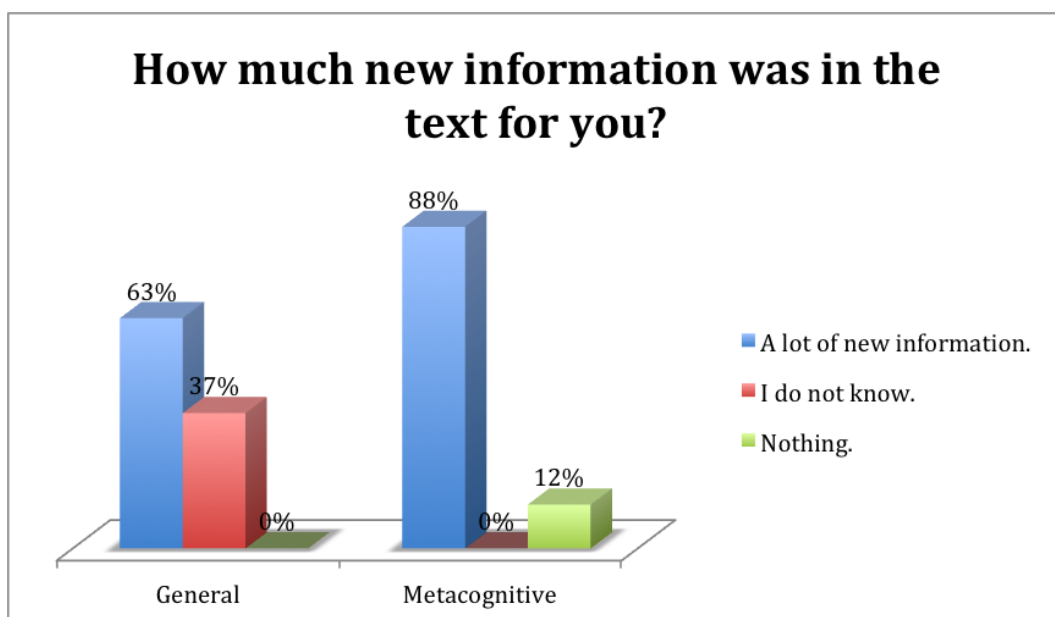
Eight children had appreciable answers and one had not answers or not appreciable. If we compare the charts with each other we can see the process-based reading strategies are more effective than the general methods, and not just more effective but children liked them more. As it is known if somebody likes something, they can be better at what they do.

15. The comparison of the charts

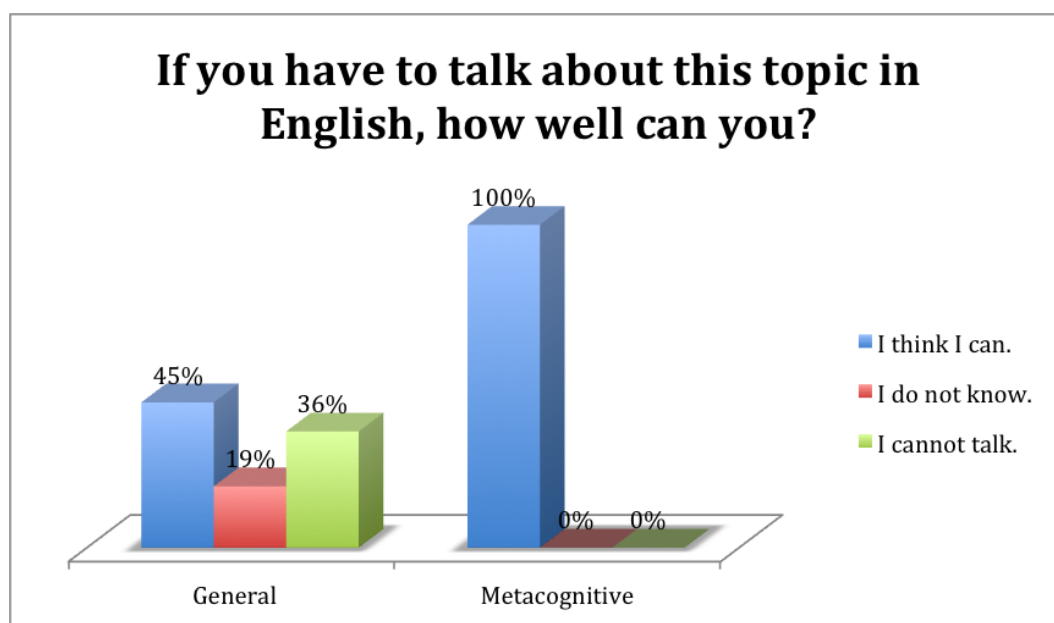
In this chapter I will compare the effectiveness two kinds of strategies . It is clearly shown which works better, which is simpler but more effective to the students.



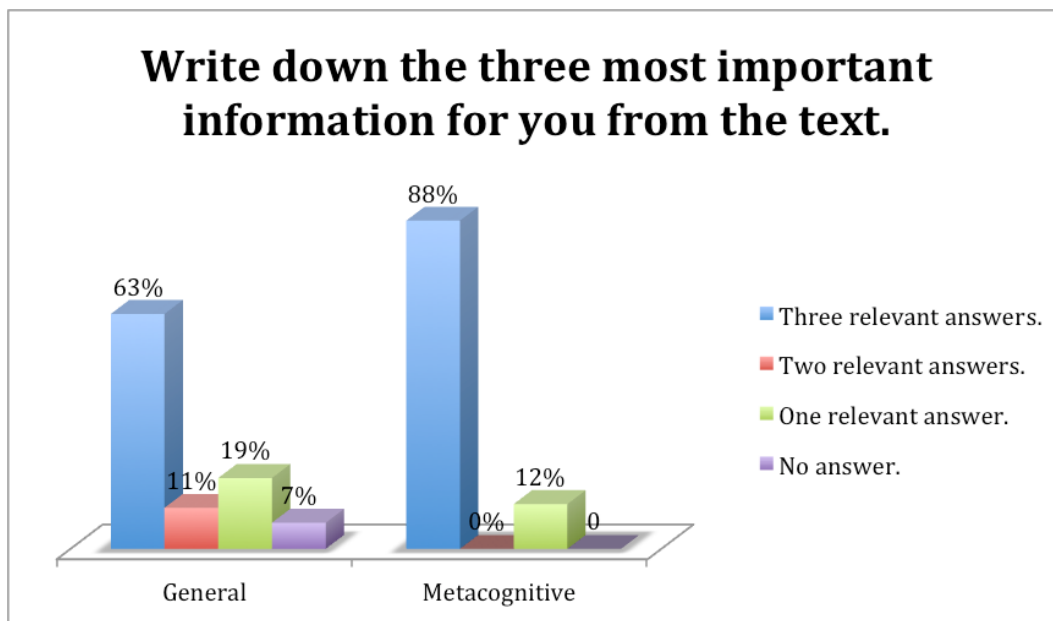
These columns shows us which text was more preferred among the children. This was important because we see how the students relate to the text. The next charts will explain why it is important in this case.



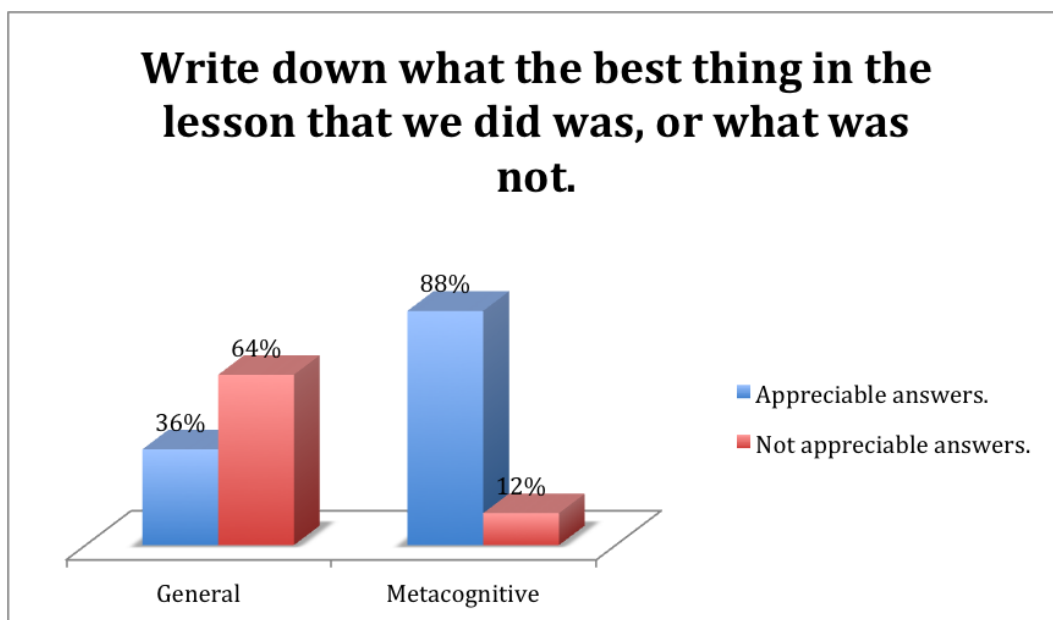
Now we can clearly see the differences between these strategies. Although we have read the text a lot of times when we have worked with the general method, and of course translated that, students did not give me more information. However, with the metacognitive strategies. It is important to tell when we worked with the metacognitive strategies we just read the text once, and some of the children have never heard about May Day which was a little bit strange for me. The metacognitive method worked better in this situation.



This chart proves us how much more effective the metacognitive strategies are. What is a big problem in Hungary usually in the case of learning a foreign language is that Hungarians cannot talk as well as they should. This is the case in classroom and everyday situations, too. If we used this kind of strategy more often in English lessons it could help to the students being more confident to talk to somebody else and use the language.



I wanted to measure with this question how much important information was in the text and whether without this information the text becomes incomprehensible. In the first case I have got some very strange and interesting answers and most of the time that was not connected to the text. I think if we look at these charts I cannot explain the second case.



This chart is important because we can clearly see that the students preferred metacognitive strategies. If somebody loves something, they will be much more motivated to work. If somebody is more motivated to work, their performance will consistently improve. They will understand the meaning of a text and could talk to somebody in a foreign language.

16. Conclusion

When I have learned about these strategies at the college, most of the times I did not understand why they were so important, and how these strategies really work in real life, in reality. As I have mentioned, reading is a basic thing, a basic knowledge for every person, and for every day life. That is why it is really important to develop reading skills, and if we do not develop them, then children will have a kind of areas that affect their later studies. The problem is that it will go not into positive but into negative direction.

That is why a teacher can be a good developer of children. As I experienced at the elementary school the conscious usage of reading strategies is not just very helpful, but more interesting and more motivating for children in the classroom. Of course, it is true not just in the English lessons, but in every other course.

I think in my later career I will use these methods and tools, because I noticed that they are absolutely working and useful for every learning type.

17. Appendix

Appendix 1.

What is Red Nose Day (RND)?

Every two years in the UK, the charity ‘Comic Relief’ organizes a special day to raise money. It’s called Red Nose Day. It’s a day full of fun and jokes. In the evening everyone stays at home and watches hours of comedy on their TVs.

Who takes part?

Lots of people take part – doctors, nurses, bus drivers, shop assistants, teachers schoolchildren, etc. Lots of famous people also take part in Red Nose Day, like Johnny Depp, Robbie Williams and Woody Allen.

What do people do?

Lots of silly things to get money. Teachers sometimes wear school uniforms, waiters wear wigs and dance in the restaurants and taxi drivers decorate their taxis. And of course, everyone buys a red nose and wears it!

What happens with the money?

All the money goes to poor countries around the world. It helps make the world a better place for everyone.

Appendix 2.

May Day

On 1st May people around the world celebrate the end of a long winter. In England, children and adults dance around a Maypole. Morris dancing is popular there too.

Morris dancers are usually men and they wear white clothes and coloured belts. They hold handkerchiefs and sticks and shake them. In some places, on the evening of 30th of April it is time for bonfires. Men light fires and lots of people jump over them three times for good luck.

Appendix 3.

Questionnaire

1. Rank from 1 to 5

- A. How much did you like the text? _____
- B. How much new information was in the text for you? _____
- C. If you have to talk about this topic in English, how well can you? _____

2. Write down the three most important pieces of information for you from the text.

- a. _____
- b. _____
- c. _____

3. Write down what the best thing we did in the lesson was, or what was not.

(According to the text!!!)

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