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THE RESULTS OF THE EXPERIMENTAL CHECKING OF THE EFFECTIVENESS OF THE METHODOLOGY OF TEACHING STUDENTS DIFFERENT TYPES OF READING

In the article examined results of experimental techniques to test the effectiveness of training of the second course students of various types of reading. Described the method of conducting experimental studies and test verification of existing knowledge and skills of different kinds of reading. Analyzed the results.

Key words: *reading, experimental groups, evaluation criteria, students of the second year, intensive reading, selective reading.*

(стаття подано мовою оригіналу)

We conducted the experiment under natural conditions, and classified it as vertical as we checked the level of formation of reading skills of students through the learning material. It was Vertical in nature due to the lack of specially developed techniques for teaching second year students reading skills.

Classes in the experimental groups were carried out for two months due to the additional individual hours under the guidance and actually developed by the author of the methodology. Every lesson was devoted to the formation of reading skills. All the tasks for the students were feasible and organized into topics, which corresponded to the thematic cycles of the textbook. Lexico-grammatical load of the texts met standards and was within the subject that was studied. All the tasks were tailored to their precise sequence. At the end of each topic, the students prepared and presented their projects.

Considering pretesting that we conducted in the experimental groups to determine the initial level of reading skills we classify it as a test, aimed at measuring the level of formation of reading skills.

The problem of determining the assessment criteria is one of the most important in the methodology of teaching languages [2, 92-95]. However, at the present stage there is no single approach to the selection of the criteria for evaluating the level of reading skills.

Students' Speech product will be assessed by a different number of points according to a certain criterion.

Now we must consider the criteria in more detail. Table 1 shows the distribution of the criteria for the types of test tasks 1-4 (skimming, scanning, intensive reading).

Table 1

The distribution criteria according to the types of the test tasks

| <i>criteria</i> | <i>The distribution of the test questions</i> | <i>The maximum number of points</i> |
|-----------------|---|-------------------------------------|
| T1 | TASK 1: to define the ability of the students to scan for specific information..... | 1 |
| T2 | TASK2: to define the skills of intensive reading | 1 |
| T3 | TASK3:to define the skills of skimming reading skills; | 1 |
| T4 | TASK 4: to define the skills of intensive reading. | 1 |
| T5 | TASK 5 to define the skills of scanning reading | 1 |
| T6 | TASK6 to definethe skills of intensive reading | 1 |
| T7 | TASK7: to define the skills of scanning reading | 1 |
| T8 | TASK8: to define the skills of intensive reading | 1 |
| Total 8 | | |

The first criterion is designed to determine the level of scanning reading skills of the second year students. With this criterion we assess the level of reading skills by the question on getting specific information. In calculating this criterion is evaluated by the scores of “0” to “1” for each answer.

The second criterion is aimed at determination of the level of students' intensive reading. With this criterion, we measure the level of intensive reading skills. The maximum score for this criterion – 1.

The third criterion, which we introduce is to determine the ability of students to get specific information. In scanning with this criterion, we measure skill of reading. In calculating this criterion is evaluated by the scores of “0” to “1” for the correct answer.

The fourth criterion is designed to determine the ability to comprehend in the process of intensive reading. This criterion is measuring the students' levels of intensive reading skills. The calculation of this criterion is “0” for the incorrect one and ‘1’ for the correct one.

The fifth criterion is designed to determine the ability to comprehend details in the process of the intensive reading. This criterion is measuring the students' levels of intensive reading skills. The calculation of this criterion is “0” for the incorrect one and ‘1’ for the correct one.

The sixth criterion is designed to determine the intensive reading. This criterion is measuring the students' levels of intensive reading skills. The calculation of this criterion is “0” for the incorrect one and ‘1’ for the correct one.

The seventh criterion is designed to determine the intensive reading. The calculation of this criterion is “0” for the incorrect one and ‘1’ for the correct one.

Below there is an assessment scale. For criteria T1= T8 the performance is distributed in the following way:

- “0-2” the level of reading skills according to this criterion is almost absent,
- “3-5” the level of reading skills according to this criterion is very weak

“6-7” the level of reading skills according to this criterion is normal

“8” the level of reading skills according to this criterion is sufficient.

The maximum score is 8 for each test (further the 'T') which corresponds to the highest learning coefficient V. P. Bespalko 1.0 [1: 57].

Each student received a set of tests.

TEST 1

You are going to read a newspaper article about attending a new attraction for film fans in the US. For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers **on the separate answer sheet.**

Star for a Night

For 45 dollars, visitors to Tinseltown Studios are treated like their Hollywood idols on Oscar night. Laurel Ives joins the would-be stars. line 36

It is a warm evening in Los Angeles, and I am standing in a long queue outside a fabulous-looking place called Tinseltown Studios. Nervous chatter and the noise of a distant, six-lane freeway hum in the air. Women busily re-apply their lipstick and smooth their dresses. Like me, they are hoping that they are about to get a taste of what it feels like to be a star. We are spending an evening at one of the newest and strangest ideas dreamt up by the American entertainment industry. Tinseltown's owners, Ogden Entertainment, claim that, for one night only, they will 'turn ordinary individuals into screen legends' – and I can hardly wait. Our evening begins at 7.30 p.m. Handing over my ticket, I walk down the long red carpet ahead. 'Fans' approach and ask for my autograph. I graciously agree. 'Reporters' ask where I got my outfit and who will star with me in my new film. On my right, a 'television crew' is interviewing two girls. A 'journalist' approaches. 'Congratulations,' she says, 'you are nominated as Best Actress tonight.' She turns out to be one of the organisers of the event and she tells me that, along with three other nominees, I will be edited into a scene from a famous movie so that it will seem as if I am the star. The eight scenes (showing four men and four women) will then be broadcast over dinner and the Best Actress and Best Actor chosen. Nominees are chosen by staff at the beginning of the evening, on the basis of who they think looks (Line 36) as if they have the most guts. So why did they choose me? Suddenly, the nerves that the staff did not detect come to the surface. Coping with people who are pretending to be fans, journalists and TV crews is one thing, but being broadcast acting badly in front of 200 people? I didn't know if I could handle that. Then I and the other three nominees are shown into a lift and taken upstairs to the studio. I am to replace Genevieve Bujold as the Queen of England in *Anne of a Thousand Days*. They show me the scene, hand me a costume and push me in front of a camera. My five lines are written onto a large (Line 50) whiteboard and held in front of me. Suddenly, it is all over. Once all four nominees have been filmed, we join the rest of the 'stars' in the vast banquet room. Over the first course, videos are shown on a screen above us. The show begins with the red carpet 'interviews' filmed as we, the guests, arrived. First up is a man called John Richardson. Is he pleased to be nominated for an award tonight, asks the 'reporter'? 'You know, being a stunt man isn't as glamorous as being an actor,' he replies. 'Most of the time, people watching the picture think that it is the actors doing the stunts, so it's good to finally get some recognition.' John's friends, who are sitting at the table next to mine, are loving his interview, applauding every time he speaks. 'Who'd have thought that, in real life, he is just a dull computer programmer?' says one of them. He is right: as more 'stars-for-a-night' are interviewed, I am struck by how competently these people express themselves.

A waiter approaches with a warning: I am about to be 'spotlighted'. I am introduced to the audience, my blushing face appears on the big screen and then, as I squirm with embarrassment in my chair, the film of me, edited (rather badly) into *Anne of a Thousand and Days*, is shown. I am also handed a prescribed speech – with blanks so I can say a thank-you to whomever I choose – just in case I am chosen as Best Actress. However, my performance was so wooden that I don't win. Yet now that I know I won't have to make a speech, I feel a moment of real disappointment.

1. When the writer is waiting to go into Tinseltown Studios, she

- A. thinks she has little in common with the other people.
- B. wants to find that the claim the company makes is true.
- C. fears that the event may go on for too long.
- D. is surprised by the appearance of the building.

2. As she goes into the building, the writer

- A. gets confused as to who some of the people are.
- B. acts as if she really is a star.
- C. is unable to respond to certain questions.
- D. is impressed by some of the other visitors.

3. What is meant by 'guts' in line 36?

- A. experience
- B. ambition
- C. energy
- D. courage

4. What does 'it' in line 50 refer to?

- A. the filming of the writer
- B. the white board
- C. the filming of all four nominees
- D. the writer's last line

5. John Richardson answers the question he is asked by

- A. denying an accusation.
- B. explaining a change in attitude.
- C. expressing satisfaction.
- D. admitting to being confused.

6. The writer notices that the other people who are interviewed

- A. try to respond in the same way that John Richardson did.
- B. try to appear more interesting than they really are.
- C. have similar jobs to John Richardson's in real life.
- D. have little difficulty in giving good answers to questions.

7. When the writer is 'spotlighted', she

- A. finds that she is unable to speak.
- B. quickly looks away from the screen.
- C. clearly feels uncomfortable.
- D. becomes convinced that she will win.

8. When she discovers that she has not won, the writer

- A. understands why she was not chosen as the winner.
- B. is glad that she will not have to make a speech.
- C. wishes she had not agreed to be filmed.
- D. regrets not having a better part.

(Fce_reading-paper_www.learninginstitute.ch.pdf)

Keys: 1 B2 B3 D4 A5 C6 D7 C8 A

Thus the total student score in Test№1 will be the sum of the scores for each of the criteria separately where $S_m = T1 + T2 + T3 + T4 + T5 + T6 + T7 + T8$ for the tasks 1-8.

Let's present a formula for calculating the amount of scores in the Test1 $S_m = T1 + T2 + T3 + T4 + T5 + T6 + T7 + T8$, therefore $S_{max} = 1+1+1+1+1 = 8$ points.

We have developed a system for measuring the level of reading skills. The next step is to show the method for the final results calculation.

In order to structure the evaluation method and the criteria for the processing of the results we have to introduce the necessary notation: let's mark St. 1, St. 2-14 the students (Alina D-va, Kristina L-uk and etc. correspondingly) of the groups (see Appendix B), EG-1, the first experimental group, and EG-2, the second experimental group as g1 g2, there were 14 students in each experimental group. Let's mark each of the selected criteria T_n , where n is the number of the criterion from 1 to 8; Each criterion T_n corresponds to t_n that is quantitatively equal to the student scores for each of the eight T. For each t_n we have developed the maximum scores, taking into consideration the value of each T. $t_1= 1, t_2=1, t_3= 1 t_4= 1 t_5= 1 t_6= 1 t_7= 1 t_8= 1$, $S_{max}= 1 + 1 + \dots = 8$ points (formula 1).

Let's mark the amount of points earned by each student of the group g in test m (1 to 4) for the task i (1 to 8) S_{iT}^m , then $S_{it}^m = \sum_{n=1}^8 p_{ni}$ (formula 2), where p is the student number from 1 to h_g ($g = 1 \div 4$). Now let's take our 4 groups (g_1, g_2, g_3 and g_4) of the students where $p = 1 \div 14$ each. The total number of points got by the student $p = 1 \div 14$ of the group g in the experiment for all test tasks is $S_{(mg@p)} = \sum_{i=1}^8 S_{(mg@ip)}$, (formula 3) where p is the number of the student $p = 1 \div h_g$ from the group g ($g = 1 \div 4$), m number of test ($m = 1 \div 4$), l number of the task $1 \div 8$. The maximum value of each Test $S_{ipgMAX}^m = 8 p$ oints for all Tests student gets the mark $S_{i=1 \div 8}$, the maximum score $S_{pgMAX}^m = 4 \times 8 = 32$ points. With the purpose of evaluating the effectiveness of the (using) of the developed (methodology) let's introduce the coefficient TE,

$$TE_p^{mg} = \frac{S_p^{mg}}{m} \cdot S_p^{MAX}$$

where TE (formula 4), the average coefficient for learning

efficiency in group g S_g^m we calculate using the formula $S_g^m = \frac{\sum_{p=1}^{h_g} TE_p^{mg}}{h_g}$ (formula 5), where p – is the number of the student p from 1 to h_g , g (g 1 ÷ 4), the number m – the number of test (m 1 ÷ 4) [3, 41-44].

We analyzed all the materials of the pre and post – experimental tests (Tests 1-4) and got an overall picture of the reading skills development of the 2nd year students before the experimental studies and after. The results are presented in the tables.

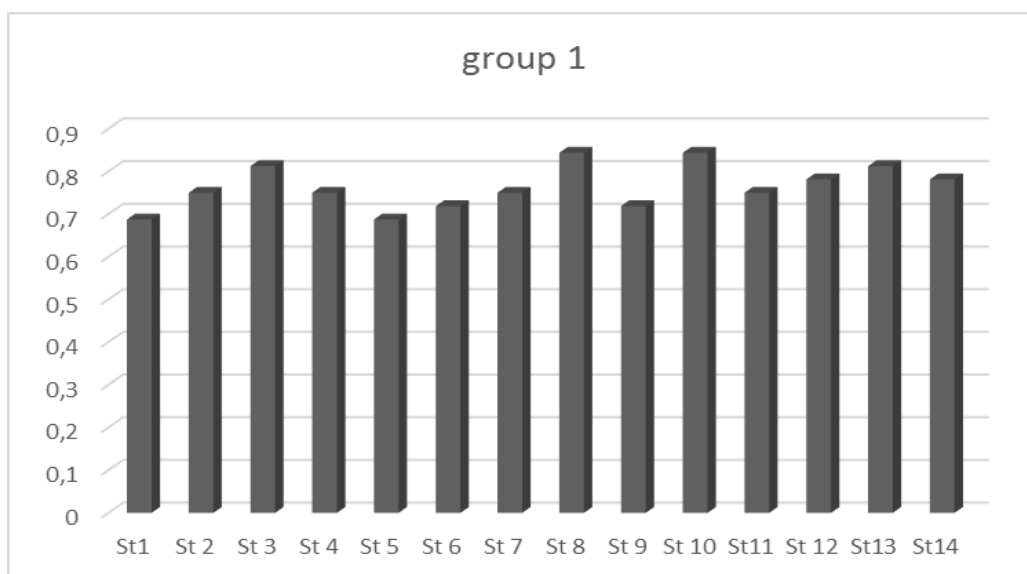
The first (preliminary) test was done in October 2014. Students performed Tasks 1 ÷ 8.

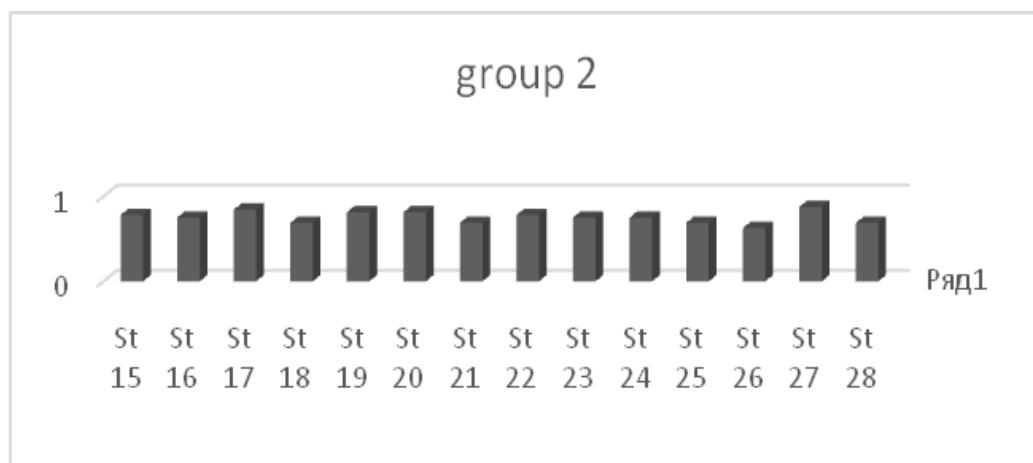
So, in this section we have presented the method of estimation of the quality of reading skills formation and evaluated the effectiveness of the developed methodology.

The third test was done in February 2015 p. The students performed tasks # 1 ÷ 8 .

The final test was done in March 2015. The results of the final tests indicate the growth of the learning factor of the students' reading skills grades compared to the previous testing.

Thus, we see that according to the results of the final test the average learning factor was 0,7569. The obtained results for group 1 and group 2 are presented in the following graphs.





So, in this article we have presented the method of measuring the level of the students' reading skills. In the next section we analyze the obtained data and test the effectiveness of the worked out methods via using the methods of mathematical statistics.

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AL GHANIMI QABAS JAMEEL RASHID. *Результати експериментальної перевірки ефективності методики навчання студентів другого курсу різних типів читання.*

У статті розглядаються результати експериментальної перевірки ефективності методики навчання студентів другого курсу різних типів читання. Описано методику проведення експериментального навчання та тестової перевірки сформованих навичок та вмінь різних видів читання. Проаналізовано отримані результати.

Ключові слова: *навички читання, експериментальні групи, критерії оцінки, студенти другого курсу, інтенсивне читання, вибіркоче читання.*

AL GHANIMI QAVAS JAMEEL RASHID. Результаты экспериментальной проверки эффективности методики обучения студентов второго курса разных типов чтения.

В статье рассматриваются результаты экспериментальной проверки эффективности методики обучения студентов второго курса разных типов чтения. Описана методика проведения экспериментального обучения и тестовой проверки сформированных навыков и умений разных видов чтения. Проанализированы полученные результаты.

Ключевые слова: *навыки чтения, экспериментальные группы, критерии оценки, студенты второго курса, интенсивное чтение, выборочное чтение.*