

MTA-PTE Reading Fluency and Comprehension Research Group

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Report for the Academic Year 2022-23 Reading Fluency and Comprehension Research Group (<https://btk.pte.hu/en/reading-fluency-literary-research-group>) The primary aim of the Research Group's program is to execute a research project in Hungary in the field of oral reading fluency, defined as one of the most influential elements of effective reading comprehension in the international academic literature. Furthermore, it aims to introduce the paradigm of thinking about this topic to researchers, teacher educators, and teachers working in public education. In line with the commitments outlined in the research plan, we initiated the first year by organizing activities that can be grouped into five tasks. These areas of focus are as follows:

- The first task involved conducting an exploration of the international academic literature on reading fluency, its theoretical background, and synthesizing this information in the form of a systematic literature review. We have also presented our findings at conferences. In the field of reading comprehension, we conducted theoretical research on the reciprocal teaching method, and a Hungarian-language article on this topic has been published.
- The second task was establishing connections with schools and the participants in our survey and research. We have successfully accomplished this by selecting participating schools and initiating collaboration with the selected classes and students. Data collection has already commenced in the first school in Baja, and the rest will follow in October and early November.
- Our third task planned for the second semester was to start the assessment of reading fluency, reading comprehension, and reading strategies. In this area, we conducted pilot surveys and research on topics such as reading interruptions, self-correction, and the comprehension of deaf and hard-of-hearing students)
- Task fourth involved examining the beliefs of teachers and students regarding reading and learning. Part of this was related to our international ProMeTom research, and in September, we began an online questionnaire survey on Learning Support Strategies. Additionally, we conducted a research among students using eye-tracking technology. We will be presenting the results of this research at a conference in November.
- The fifth research task outlined in the proposal was to initiate the study of oral reading abilities and self-correction processes. This work was based on our previous research. Studies have been conducted or are in progress on pauses, self correction, narrative techniques, errors, and the associated eye movements, although unfortunately, they have not been accepted for publication yet. In addition to the concurrent research activities outlined in the application, we have also did publications related to our ongoing research. Notably, we highlight the study by Ágnes Bálint and Zoltán Dienes connections with the pedagogy of mathematics. The most significant platform for presenting our domestic results over the past year was the 2023 National Educational Science Conference, where we will have two symposiums with the following titles: 1. The Development of Metacognition, Theory of Mind, and Epistemological Awareness in ProMeToM Teacher Training, 2. Investigation and Measurement of Reading Fluency and Reading Techniques Throughout the past year, we held several meetings and initiated work in smaller groups in line with different research areas. During the academic year, we acquired the Tobii Pro Fusion 120Hz eye-tracking instrument and the Tobii Pro Lab software as part of the grant. Although administrative delays caused the equipment to arrive only in the second semester, data collection still began in September 2023. Members of the Research Group became familiar with the use of the instrument, and we also shared our experiences with eye-tracking research technology during a joint meeting with the Metacognition Research Group. Additionally, we

learned about the eye-tracking equipment they use. The Research Group is involved in the international collaboration known as ProMeTom, which focuses on research and teacher training in the areas of metacognition, theory of mind, and epistemological beliefs in primary schools. The research was led by Ágnes Bálint, and the training was coordinated online by Csaba Csíkos, Ildikó Zank, and János Steklács. Finished and submitted dissertations: DSc (Doctor of Science): Judit Bóna: Fluency and Disfluency in Speech. Nóra Huszár-Samu: The Significance of the Reciprocal Teaching Method in Developing Reading Comprehension. Doctoral School of Linguistics, University of Pécs. Supervisor: János Steklács. Zsóka Sipos: Reading Technique Characteristics of Fourth-Grade Students and Their Pedagogical Relevance. Doctoral School of Educational Sciences, University of Szeged. Supervisor: János Steklács. Orsolya Volentér-Kis: Diagnosis of Acquired Reading Disorders Associated with Adult Aphasia, Development and Application of an Adult Reading Test in Clinical Settings. Doctoral School of Educational Sciences, University of Szeged. Supervisor: János Steklács. (successfully defended) Ildikó Zank: Action research as a framework for teacher education. A possible model for reflective-cooperative competency-based teacher training embedded in action research. Doctoral School of Educational Sciences, University of Pécs. Supervisor: Júlia Mrázik.