

The second annual report of the *MTA-SZTE Reading and Motivation Research Group* – Research Programme for Public Education Development of the Hungarian Academy of Sciences

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September 30, 2023

The project of the Research Group, which is titled Motivation-based reading-comprehension development (reference number of supporting document: SZKF-15/2021), aims to develop and launch an intervention program which targets upper elementary (grades 5–8) teachers to empower them to enhance and monitor the reading strategies and reading motivation of their students within the framework of the subject they teach. In addition, the projects aims to add to the knowledge on the development and enhancement of reading-comprehension and reading motivation.

1. Summarizing the work of the Research Group during the first 2 years

1.1. In order to check the effectiveness of our intervention program, we developed and adapted instruments to assess reading motivation, the classroom motivational climate, and reading strategies. Our publication which describes the development of the instrument that measures the classroom motivational climate was published in *Social Psychology of Education*.

Fejes, J. B. (2023). Unpacking classroom goal structures based on students' own words. *Social Psychology of Education*. <https://publicatio.bibl.u-szeged.hu/26492/>

Tary, B., Fejes, J. B., Vigh, T., Hódi, Á. & Szenczi, B. (elfogadva). Olvasási stratégiák használata – a MARSI-R validálása 5–8. évfolyamos tanulók körében. Országos Neveléstudományi Konferencia. Budapest, 2023. október 26–28.

Szenczi, B., & Józsa, K. (2022). Az énképet vizsgáló SDQ I. (Self-Description Questionnaire I.) kérdőív hazai adaptációja. *Iskolakultúra*, 32(5), 76–95. <https://publicatio.bibl.u-szeged.hu/24747/>

Tary, B., & Molnár, E. K. (2022). A MARSI-R kérdőív magyar adaptációja – olvasási stratégiák vizsgálata anya- és idegen nyelven egyetemi hallgatók körében. *Iskolakultúra*, 32(5), 57–75. <https://publicatio.bibl.u-szeged.hu/28245/>

1.2. Relying on the international literature, we summarized for teachers in Hungary how to enhance students' reading strategies and reading motivation within the framework of the subjects they teach. At the end of the project, we will publish a methodology book, which will rely on the international literature as well as on the lessons learned during our intervention program. This methodology book will consist of four main units: (1) the relevance of reading-comprehension development among upper-elementary students in Hungary; (2) subject-specific teaching of reading strategies; (3) strategies that support reading motivation; (4) lessons learned during our intervention. The first two units have been covered in three Hungarian publications:

Tary, B., Fejes, J. B., Hódi, Á., Szenczi, B. & Vigh, T. (2023). Javaslatok a szövegértés tantárgyakba ágyazott fejlesztéséhez – az olvasási stratégiák tanítása II. *Anyanyelv-pedagógia*, 16(1). <https://publicatio.bibl.u-szeged.hu/28230/>

Tary, B., Fejes, J. B., Hódi, Á., Szenczi, B. & Vigh, T. (2022). Javaslatok a szövegértés tantárgyakba ágyazott fejlesztéséhez – az olvasási stratégiák tanítása I. *Anyanyelv-pedagógia*, 15(4). <https://publicatio.bibl.u-szeged.hu/27049/>

Fejes, J. B., Hódi, Á., Szenczi, B., Tary, B., & Vigh, T. (2022). Nem érti, amit olvas! Kinek a feladata az olvasás tanítása? *Anyanyelv-pedagógia*, 15(2). <https://publicatio.bibl.u-szeged.hu/25293/>

1.3. We have launched a quasi-experiment which involves 12 teachers and 14 classes. Following a training, teachers teach reading strategies and use special exercises which strengthen students' reading motivation during history and science classes for grade 5 students. Prior to the 12-week intervention, teachers completed a 3-day training. Six teachers have already completed their training, and the intervention was launched in September 2023 in 7 classes within the domain of history. Another 6 teachers will receive their training in January 2024. Their classes are the control groups in the first phase of the ongoing intervention.

1.4. Further research activity within the project included the following:

1.4.1. We analyzed the role of parents in students' reading motivation among grade 3, 5, and 7 students. The English-language publication which describes our findings was accepted with revision. The study has been submitted after revision to *Reading & Writing Quarterly*.

Szenczi, B., Fejes, J. B., Vigh, T., Hódi, Á., & Tary, B. (submitted after revision). Home reading support in grades four, six, and eight: Does student reading motivation matter? *Reading & Writing Quarterly: Overcoming Learning Difficulties*.

1.4.2. We analyzed the relationship between text-format-specific reading achievement and reading motivation, as well as the gender differences in a representative sample of grade 2 students. The English-language publication which describes our findings has been submitted to *Reading Research Quarterly*.

Hódi, Á., Fejes, J. B., Szenczi, B. & Tóth E (submitted). Gender differences in second-graders' text format-specific reading achievements, reading motivation, and their relationships. *Reading Research Quarterly*.

1.4.3. We performed a large-sample assessment among teachers about their perceptions on the usefulness and feasibility of reading strategies, which is of crucial importance from the perspective of dissemination of the results of the intervention. Data analysis is in progress, the first results will be presented on a Hungarian peer-reviewed conference in October.

Fejes, J. B., Vigh, T., Tary, B., Hódi, Á. & Szenczi, B. (elfogadva). Pedagógusi nézetek az olvasási stratégiák hasznosságáról és alkalmazhatóságáról. 150 éve a pedagógusképzésért - Neveléstudományi Konferencia. Szeged, 2023. október 12–13.

1.4.4. We are performing a systematic review of empirical studies on pre-service and in-service teachers' use of reading strategies. The first results will be presented on a Hungarian peer-reviewed conference in October.

Hódi, Á., Tary, B., Szenczi, B., Vigh, T. & Fejes, J. B. (elfogadva). Tanárok és tanárjelöltek olvasási stratégiái: szisztematikus szakirodalmi áttekintés. 150 éve a pedagógusképzésért - Neveléstudományi Konferencia. Szeged, 2023. október 12–13

1.4.5. We examined social problem solving profiles among students. The relevance of this research lies in the methods used for the MTA-SZTE Reading and Motivation Research Group. We have tested a person-centered approach in this research, which has rarely been used in Hungary. The person-centered approach is relevant both in examining the effectiveness of the intervention

program and in analyzing teachers' perceptions about reading strategies. Our analysis was published in *Helyion*.

Fejes, J. B., Jámbori, S., Kasik, L., Vígh, T., & Gál, Z. (2023). Exploring social problem-solving profiles among Hungarian high school and university students. *Helyion*, 9(8). <https://publicatio.bibl.u-szeged.hu/28113/>

The tasks and publications proposed for the first two years have been completed (the peer-review process of the scientific journals is slower than anticipated).

Website of the Research Group: <http://edu.u-szeged.hu/omk/>