WP 4 REPORT

ENGLISH A2

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IDEREC PROJECT

1   INTRODUCTION

THIS DOCUMENT DETAILS THE FINDINGS AND OUTCOMES OF THE 4TH WORK PACKAGE (WP4) OF OUR PROJECT, WHICH FOCUSED ON VERIFYING THE INTERVENTION PROGRAMME (IP) CREATED BY OUR PARTNERS IN PREVIOUS PHASES. THE VERIFICATION PROCESS WAS DIVIDED INTO TWO PHASES, WITH THIS REPORT SPECIFICALLY COVERING THE FIRST PHASE CONDUCTED FROM FEBRUARY 1, 2024, TO JUNE 25, 2024.

Three Polish partners were involved in the verification of the IP: Oxford Primary School from Bielsko-Biala (Classes 4b & 4c); Technical and Forestry Vocation School (ZSTiL) from Żywiec (classes 1L a & 1L b), and the University of Bielsko-Biala (coordination).

The University of Bielsko-Biała was responsible for coordinating the experimental teaching (application and verification of IPs for English), developing pre-tests and post-tests, and processing the data from these tests. During a meeting held on February 15, 2024, at the university, the school partners were informed about their responsibilities regarding experimental teaching and received supporting documents, including the test and questionnaire. They were briefed on the procedure, and a presentation explaining the data-gathering process was shared with them. After the data was collected, the coordinator received the tests and questionnaires from the experimental phase, coded the responses (see the APPENDIX), and analyzed the results, which are briefly presented below.

The main objectives of this work package were to test and verify the efficiency of the entire set of modules (10) designed for the Intervention Programme (IP) aimed at developing Foreign Language (FL) reading comprehension. At this stage of the project, English teachers, equipped with a theoretical background on the intervention process based on identified predictors affecting reading comprehension skills, and equipped with the IP coursebooks (Reading Comprehension in English. Test for Students) were asked to verify its effectiveness. The verification took the form of a quasi-experiment, where teachers used the IP with one selected class of students, whose English proficiency was identified as A2, and conducted regular lessons with the second group (without the IP). Two testing schemes were implemented: one at the beginning of the experimental phase and the other immediately after the experimental phase, which lasted ten consecutive weeks.

The experimental phase started in March, 2023 and ended in June 2024. Altogether 46 students from two schools participated in the experiment (23 in the control group and 23 in the experimental group). The exact distribution of the study subjects is presented below:
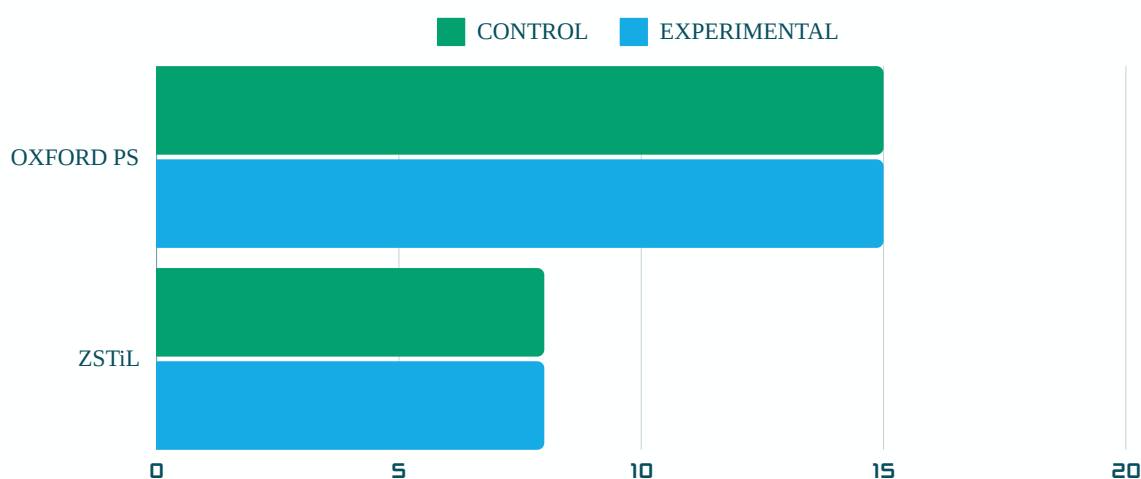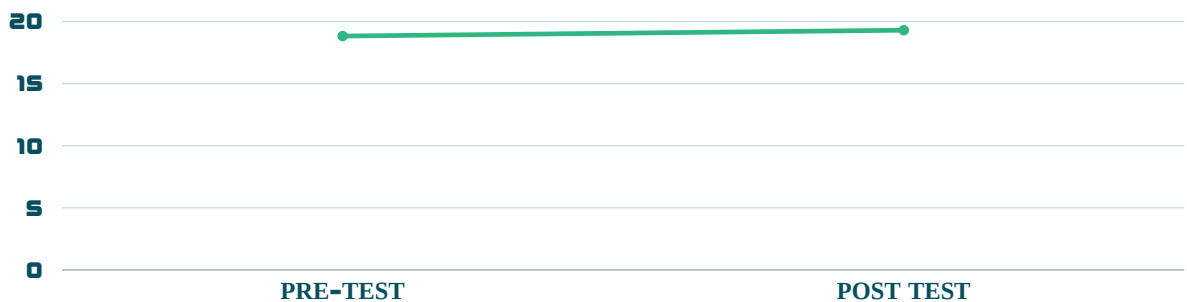
RESULTS

The experimental group's results in the pre–testing phase indicated a moderately high level of reading comprehension skills, with an average score of 18.43 out of 25, which equates to 74%. However, the group's post-test results were slightly lower, with an average score of 16.78 (67%). Although the post-test scores were lower, the observed difference was not statistically significant, with a t–value of 1.20989 and a p–value of 0.116391.
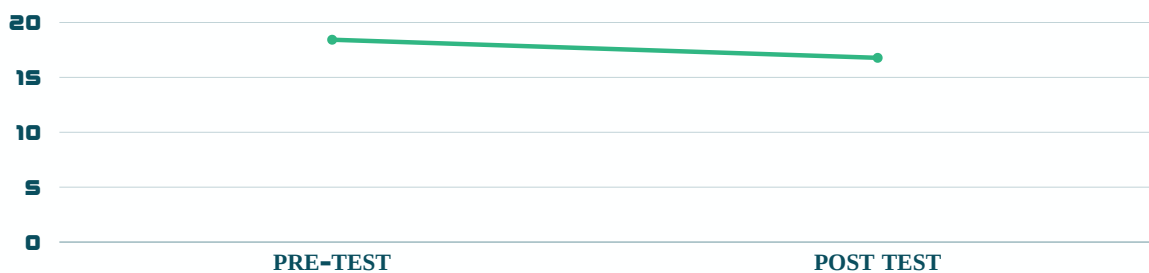
For the control group, the average score increased slightly in the post–test phase, rising from 18.83 (77%) to 19.30 (77%). Again, this observed change was not statistically significant, with a t–value of 0.38816 and a p–value of 0.349885.

Thus, the gathered results are inconclusive in determining the impact of the intervention programme on students' reading comprehension skills. When examining individual student results, 13 students scored lower in the post-test, 2 scored the same, and 10 increased their scores. Notably, students with lower post-test scores had an average decrease of approximately 5.8 points, while those with higher post-test scores showed an average increase of around 2.9 points.

CONCLUSIONS

The overall results do not show a statistically significant impact of the intervention programme on the reading comprehension skills of the students in the experimental group. The decrease in their post-test scores, although noticeable, is not statistically significant.

The control group showed a slight increase in their post-test scores, but this change was also not statistically significant. This suggests that the reading comprehension skills of the control group remained relatively stable over the period.

There is considerable variability in individual student performance within the experimental group. While 13 students scored lower in the post-test, 10 students improved, and 2 maintained the same scores. This indicates that the intervention may have had different effects on different students. The students who scored lower in the post-test experienced a more significant decrease (approximately 5.8 points) compared to the smaller increase (approximately 2.9 points) observed among those who improved. This disparity in score changes could be important for understanding the factors influencing the effectiveness of the intervention.

Given the inconclusive results, further investigation is necessary. This could involve refining the intervention programme, extending the duration of the experiment, increasing the sample size, or exploring additional variables that might influence reading comprehension skills. In summary, while the intervention programme did not show a statistically significant impact on reading comprehension skills, the variability in individual results and the observed trends suggest that further research is needed to understand its potential effectiveness and to identify ways to enhance its impact.

QUESTIONNAIRE RESULTS

The following part briefly summarizes the results pertaining to the data gathered in the questionnaires concerning the test used in the quasi-experiment.

Many students found tasks 1 and 4 relatively easy to understand both in the pre-and post-phases. In the pre-test phase, a balance in pointing to tasks 1 and 4 was observed (8-7 ratio), but in the post-phase, an overwhelming number of participants (n:12) pointed to task 1. The common reasons included easy vocabulary, clear information, and manageable task lengths.

Some students noted specific challenges, such as confusion with certain tasks, vocabulary difficulties, or unclear instructions. In the pre-testing phase, the results regarding the task number were rather mixed, yet in the post-test, the participants indicated task 3 as being the most difficult.

Most students mentioned that they primarily studied at home (n:14 in the pre-test phase and 18 in the post-phase) or through extra lessons, and frequently used the internet, games, or books to support their learning.

Summary and Conclusions

Both pre-test and post-test responses suggest that students generally found the reading tasks manageable but faced specific challenges that affected their performance. There is a consistent use of Internet resources and extra-curricular materials to aid comprehension, indicating that external resources play a significant role in students' learning processes.
The intervention programme's impact is inconclusive due to mixed results; while some students showed improvement, others did not; moreover, the variability in individual student performance suggests a need for a more tailored approach to the intervention programme and further research to better understand the factors influencing its effectiveness.