

readings, participants changed their initial positive belief and adopted a more negative one. Also, both argument and claim text characteristics influenced memory and situation model of texts, judgment of texts' trustworthiness and belief change. The role of prior beliefs was significant only in belief change. Single text comprehension outcomes and prior beliefs didn't significantly predict multiple text comprehension.

What makes a difference between poor and good readers?: Environmental and psychological factors

Quantitative methods, Literacy, Reading comprehension, Primary education

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Data from cross-sectional reading literacy assessments show that a sizeable percentage of Hungarian students experiences reading difficulties. However, no information is available on these students' reading trajectory or whether poor readers fall further and further behind their more literate peers. Moreover, the extent to which demographic data, the home and school environment and school-related psychological factors predict the development of students with different reading skills in a Hungarian context is yet unclear. The present study aims at bridging this gap. Data gained from our longitudinal study provides unequivocal proof that one-sixth of students do not only experience problems in reading temporarily but keep facing further reading difficulties over time. The possibility of having poor or good reading achievement may be predicted by two factors unrelated to schooling (parental education, financial capital) and two school and teaching-learning process related (academic self-concept and motivation, school activities supporting learning) factors.

Improving reading literacy of elementary students: Effects of two competing intervention programs

Quantitative methods, School effectiveness, Educational attainment, Science education, Primary education, Cooperative/collaborative learning

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The aim of this longitudinal study was to examine the effects of two different teacher-led classroom reading literacy interventions in comparison to traditional literacy instruction. One intervention was reciprocal teaching combined with specific self-regulation procedures (RT+SRL). The second intervention was a so called good-practice program (GP) that was designed by teachers. Both interventions were strategy orientated programs to improve the reading competence of elementary students. In total there were N = 244 fifth grade students taking part in this study. In both intervention programs the students were taught several reading strategies. While in RT+SRL four strategies (summarizing, questioning, clarifying, predicting) were practiced in reciprocal peer-assisted small group discussions, the GP students learned more reading strategies and moreover, there was a variety of social form and teaching