

Západočeská univerzita v Plzni

Fakulta pedagogická

Katedra anglického jazyka

Diplomová práce

**ČTENÍ A STRATEGIE ČTENÍ V HODINÁCH CIZÍCH
JAZYKŮ**

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Plzeň 2013

University of West Bohemia

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Thesis

**READING AND READING STRATEGIES IN
LANGUAGE CLASSES**

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Plzeň 2013

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ACKNOWLEDGMENTS

I would like to express my gratitude to my supervisor Mgr. Gabriela Klečková, Ph.D. for her useful comments, remarks and engagement through the learning process of this master thesis. Furthermore, I would like to thank her for her time, help and patience. Also, I would like to thank the participants in my survey Bc. Jindrová Soňa, Mgr. Boháčová Kateřina, Mgr. Rottová Eva and Mgr. Ašková Nad'a and their students, who have willingly shared their time and showed a very supportive attitude of my efforts during my research.

ABSTRACT

Kuliková, Margarita. University of West Bohemia. June, 2013. Reading and Reading Strategies in Language Classes. Supervisor: Mgr. Gabriela Klečková, Ph.D.

In this thesis, reading and reading strategies in language classes are examined from the theoretical and practical points of view. The theoretical part gives an overview of reading in language classes in general, interactive approaches toward it, practical principles, description of two main programs – intensive and extensive ones, and in addition, the methods and steps of making an effective reading lesson are also presented there. The practical part provides the collected data from observations of four teachers and around fifty students at two low-secondary schools. The research focused on time spent on reading, used materials and strategies during the reading process. The results show that reading occurred in all classes, even in those whose aim was to practice other skills; for work with a text, teachers used recommended stages, known as: pre-reading, reading and post reading strategies; the only objection involved the effectiveness of used activities. Furthermore, there was found no evidence on extensive reading strategies. Finally, additional implications for teaching reading, working with materials and approaches toward students are discussed.

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I. INTRODUCTION

People perform some reading every day. The reading processes are often planned and perceived, but there are times when a number of processes become achieved unconsciously and bring readers to the position in which they do not even notice the use of individual unplanned reading skills. Teachers and students experience the same situation in their language classes. At first sight, it seems that reading appears only during reading activities, but in reality it occurs more than in such cases and therefore it is necessary to develop reading skills and teach students how to use different strategies throughout different types of reading. Since every reading text, even instructions, explanations, and individual examples in student's books have specific features and in order to gain needed information along with achievement expected results, readers should apply different reading strategies.

The above mentioned information influenced the author to observe 12 lessons of 4 teachers and monitor used materials, applied tasks and time spent on developing reading skills. Whether the teachers use any of the recommended strategies and reading stages is also one of the factors being investigated in this thesis. The author is also interested, if any of extensive reading programs or strategies appears in particular classes, or if it still remains to be a theoretical suggestion more than practice.

In the first part of the thesis in the Theoretical Background chapter the main information about reading, interactive approaches toward it, the potential and ideal teacher's goals in the reading process, schema theory, and the aspects of the nature of reading are explained. Further on, the beginning reading stage and its aspects as phonemic awareness, practical principles and possible reading tasks are discussed. The second part of the chapter deals with the two main kinds of reading programs – intensive and extensive ones. In the last part of the Theoretical Background, the methods of making an effective reading lesson are presented.

The next chapter (Methods) describes the basic data of observations, the individual classes and the reason for choosing them. In the chapter Results and Commentaries, the results of the findings are presented in the form of figures and comments. What the results signify and additional advice for teaching are presented in the following chapter. The chapter concentrates mainly on recommendations, continuing with the description of certain limitations of the research and ending with some suggestions for the following

possible further research. The last chapter of the thesis, Conclusion, reviews the main ideas of the whole study.

II. THEORETICAL BACKGROUND

The objective of the theoretical chapter is to provide compact overview referring to reading in language classes. First, the main information about the reading in language classes is introduced. Then, the interactive approaches toward reading, the potential and ideal teacher's goals in the process of reading itself, schema theory, and the aspects of the nature of reading are explained. Further on, the beginning reading stage and its aspects as phonemic awareness, practical principles and possible reading tasks are discussed. The second part of the chapter deals with the two main kinds of reading programs – intensive and extensive ones. In the last part of the Theoretical Background part, the methods and steps of making an effective reading lesson are presented.

Reading as an Interactive process in ESL

In order to understand the term properly, readers need to think about the 'reading' as a process, which goes on between the reader and the text with a result in an understanding of a reading material, or as Grabe (1998) suggests, it is possible to consider 'reading' as a kind of interaction / dialogue between the reader and the text (p. 56). The chosen point of view on a term 'reading' demonstrates that the action, when students are able to recognize just separate words in a sentence but have no idea what is their full meaning in a combination with other words, cannot be called 'reading', but '*decoding*'. Penny Ur (2009) and authors from other sources agree on explanation that 'decoding' is a process of "translating written symbols into their corresponding sounds" (p. 133). The authors of the book *Interactive Approaches to Second Language Reading* concentrated their attention on aspects the fluent reading and good readers depend on, starting from the history of reading theory, considering different models and coming up with useful suggestions. The book presents reading as a separate and important process of education with a great amount of theoretical and pedagogical diversity among second language (L2) researchers and teachers, hence it is essential for teachers to be concerned about different approaches which can develop reading skills of L2 (second language) students. (Clarke, 1998, p. 114)

Interactive approaches to the reading

With regard to the complex nature of reading (not only from the perspective of learning a foreign language but also from the general view of becoming close with a culture of particular language), Goodman (1998) suggests teachers to implement

'interactive approaches'. Those reading approaches accept reading as a psycholinguistic process (interaction between language and thought), which operates within a sociolinguistic context (reflection of how and what people read, and the influence reading materials have on readers). *'Interactive approaches'* also attempt to combine *'bottom-up'* and *'top-down models'* and manage simultaneous interaction between them throughout the reading process (Goodman, 1998, pp. 13-22).

Scrivener (2005) stated, that the reader is involved in *'bottom-up model'* as soon as focuses on individual words, phrases, cohesive devices, etc., in other words on decoding individual linguistic units and attempting to join detailed elements together to build up a whole meaning. In such case, teachers' task is to develop grammatical skills and vocabulary knowledge (p. 186). On the other hand, Harmer (2010) completed, that the reader is engaged in *'top-down model'* once he/she gets the general view of the reading passage and absorbs the overall picture of the text, by making predictions based on prior experience - so called *'background knowledge'* (previously acquired knowledge) or *'schemata'* (previously acquired knowledge structures), and by checking the text in order to confirm or refute knowledge of the world student already has (pp. 287-288). In a sense of top-down model, teachers' need to work on activation or formation of the students' background knowledge. Top-down and bottom-up processes need to be more or less equally developed in order to achieve successful reading results of L2 readers. Because, while in bottom-up process the reader is sensitive to a new unknown information, top-down process helps the student to solve some ambiguities, and select between alternative possible interpretations of the incoming message. Both models can be illustrated as a simple graph shown below. (Carrell, 1998, pp. 1-5)

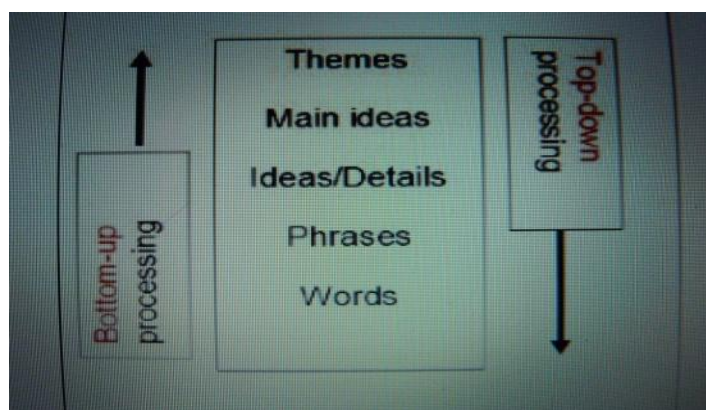


Figure 1: Bottom-up vs. Top-down processes

The above mentioned facts prove, that: "reading is not a passive but rather an active process, involving the reader in ongoing interaction with the text" (Carrell, 1998, p. 9). Firstly, as teachers, we need to take into consideration that students learn to read a foreign language by studying its vocabulary, grammar, and sentence structure (students of lower level read just sentences / short paragraphs from textbooks or a real-life sort of material, transformed by a teacher into an appropriate form, based on student's knowledge; upper level students can already appreciate benefits of reading the authentic materials). Secondly, it is important for the teacher to present language in its social context, by using everyday materials (different types of schedules, Web-sites, or newspaper articles); therefore, there can appear influence of dialects; students can use background knowledge (previous experience, interests, views and life styles). Additionally, language must be studied in a process (from learning to identify or know words, to language comprehension / interaction between language and thought). The process is fulfilled, when "the writer encodes thought as language and the reader decodes language to thought" (Goodman, 1998, p. 12). Specifically, Goodman (1998) refers to the fact that readers use different kinds of strategies for reducing uncertainty and seeking for the most direct path to a meaning in a text (pp. 13-22). (National Capital Language Resource Center [NCLRC], 2004)

Frank Smith (1994), the author of the book *Understanding Reading*, see reading as a process, which starts with students' attempts for learning to read, and continuing with learning from reading. Based on mentioned point of view, Smith (1994) introduces four distinctive and fundamental characteristics of the 'reading activity', on which the reader must exercise control, and which complement the description of reading with following words: "reading is purposeful, selective, anticipatory, and based on comprehension activity" (pp. 2-6). The term purposeful activity is used, because students (and people in general) usually have a reason for reading (they are searching for particular information, developing their knowledge or just read for pleasure), without any reason the activity become meaningless. By selective activity, the author means that people choose from the genres or nature of reading materials (it is not the same to read a novel or a set of instructions). If readers do not distinguish and care about what they read, reading process turns into a pointless one. Reading is anticipatory and comprehensive activity, because reader's purposes define their expectations, and understanding is the basis of reading process. It is also the key activity, when based on reading materials readers confirm their hypothesis or create new ones and by such reading process they extend or refine the range

of the knowledge they have. Based on the reading theory of the National Capital Language Resource Center (a joint project of Georgetown University), and in order to summarize the above mentioned information, reader's knowledge, skills, and strategies include: linguistic competence (recognizing the elements of the writing system; vocabulary knowledge; understanding the system of how words are structured into sentences); discourse competence (recognition of discourse markers and their function); sociolinguistic competence (distinguishing among different types of texts, their usual structure and content); and strategic competence (the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy). (NCLRC, 2004a)

The right sign of achievement students' reading comprehension is, when they know which skills and strategies are appropriate for the chosen type of text, and understands how to apply them to accomplish the reading purpose. Such process of working with reading materials Grabe (1998) calls a "psycholinguistic guessing game" (pp. 56-57). (Smith, 1994, pp. 2-3)

Teachers' goals in the reading process

In accordance with the above explained part of the theory, reading is an active process. Therefore the product (students' attitude toward reading) is important, but at the same time the result fully depends on the process itself (student's comprehension, interest and motivation). To achieve the success in the product, the teachers' task is to focus on the process of reading and develop students' skills in the field of learning languages.¹ (NCLRC, 2004b)

Researchers from the NCLRC project suggest to develop students' awareness of the reading process and reading strategies (by asking students to share thoughts about their reading habits in the native language); to allow students experience as many reading strategies as possible (by using authentic reading tasks); to encourage students to read (by giving students some choice of reading material); to be an example for students (by showing the strategies in practice and explaining how and why to use them); to encourage students to practice reading strategies not only in class, but also outside of class (by working on their reading assignments); to develop students' conscious of what they're doing while completing reading assignments. Teachers also need to support students in

¹ The aspects of recommendations given to educators below will follow the whole work and appear throughout the theory.

self-evaluation and self-report (by building comprehension tasks into in-class and out-of-class reading assignments, and asking for reviews of how and when students used particular strategies). Additionally, teachers might encourage the development of reading skills (by using the written form of the target language in instructions, course-related information, for example: office hours, homework assignments, test content, etc.). (NCLRC, 2004a)

All the above mentioned supports the theory and additionally, suggests teachers to realize, that “by raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language” (NCLRC, 2004b).

Schema theory in ESL reading

The term '*schema theory*' is “the role of background knowledge in language comprehension” (Carrell & Eisterhold, 1998, p. 76). In order to have interaction with a text, it is important to have some background knowledge to acquire comprehension. Carrell & Eisterhold (1998) agree with the statement of the philosopher Kant, who said: “New information, new concepts, new ideas can have meaning only when they can be related to something the individual already knows” (as cited in Carrell & Eisterhold, 1998, p. 73). In order to help in compensation of weaker readers in syntactic control, teachers need to choose reading materials of high interest of students and well related to their background knowledge. Since non-comprehension leads readers to a failure, because of the insufficient numbers of clues in a text, therefore the intention is to help students with their comprehension rate, for the purpose of staying involved in text in spite of its syntactic difficulty. Teachers' task is to offer enough support to students in reaching the interaction between linguistic knowledge and knowledge of the world, by activating an existing appropriate knowledge during a text processing. (Carrell & Eisterhold, 1998, pp. 73-79)

But there are also cases when students have no background knowledge. Scrivener (2005) gives the following advices in order to help teachers to construct a relevant schemata. Teachers might give lectures; use visual aids, demonstrations; show examples on real life experiences; evoke discussions; apply role-play; preview a text; introduce and

discuss a key vocabulary; and use association activities based on key words/key concepts - in other words: 'brainstorming' (pp. 184-188).

'Brainstorming is a combination of a relaxed, informal approach to problem-solving and lateral thinking' (My English pages, 2010). People or students are asked to give any ideas and thoughts that will come in their mind by examining key words/key phrases/key concepts, etc. The idea is to form original, creative theories/solutions to problems. The most important thing about brainstorming is that there should be no criticism of ideas (judgments and analysis of ideas are explored after the brainstorming process) (My English pages, 2010).

Important is to add, that as teachers, we build new background knowledge or activate the existing one during pre-reading activities. Scott (2001) explains the reasons for applying some of the above mentioned advices for activation of a background knowledge. The usage of good questioning or brainstorming is crucial. It is used in order to allow readers generate information on the topic by applying their own experience and knowledge. Another possible activity can be previewing the text. During this process students predict and activate schemata by seeing a title, subheadings or figures of the text. In case of lower level of L2 language, students can discuss a topic of the text first in L1 and teacher might introduce the relevant vocabulary to them. (Stott, 2001)

The aspects of the nature of reading

Firstly, students (as beginners) need to learn letters of the alphabet of a chosen language in order to start reading, and later, they (as advanced readers) should be able to recognize words by fitting their general visual 'shape' into a comprehensible context. It is not necessary for us to decode or identify single letters, because, as Ur (2009) proved in *Teaching reading*, even a partially illegible writing can be understood. The sign of a good reader is that such person looks for meanings and understanding of the overall sense of the text while reading, and does not just concentrate the attention on separate words (in the process of reading we can skip or pay less attention to words that have been repeated in the same context or which are redundant for understanding) (p. 134).

In case of concentration on developing fluency of readers and in order to understand the text easily, it is necessary to ensure that students will understand 95-98% of the words in an offered text. Nevertheless, also background knowledge plays a significant role in a process of reading, without the knowledge of a subject matter – even

understanding of 99% of vocabulary used in a text would not help the overall comprehension of the passage. The information, given by words, interacts a lot with the reader's knowledge of the world while reading. It is not important, how long a given passage is, but the number of sense units in it (meaningful phrases or sentences). Given facts confirm the prediction, that in comparison to a meaningful text, where bottom-up and top-down processes occur simultaneously, a text based on separate unrelated words would be very difficult to read. (Ur, 2009, pp. 134-135)

Beginning reading

Phonemic awareness

As Ur (2009) recommends, in the first stage of learning a foreign language it's important to develop phonemic awareness. Teachers should consider facts as for example the one that Latin alphabet is not always student's L1 (for people from Asia, or Russians), and even if it is, there can be some differences in pronunciation, the slight or quite dissimilar aspects might be displayed also in the writing system (in case of Czech students, or French ones) (pp. 136-138).

Ur (2009) stresses the fact that teachers need to be aware what is meant by the term: '*phonemic awareness*'. It is the ability of students to hear or recognize the difference among sounds and phonemes. In order to develop reading skills, the teacher's task is to apply also listening skills at the very early stage of the reading process. Students need to be able to identify the difference between /p/ and /b/, or /i/ and /i:/. The way to achieve this goal goes throughout various listening, oral, and written exercises (pp. 136-138).

Practical principles

According to *A Course in English Learning Teaching* (2009), the best method to start teaching reading is after students acquire some basic knowledge of the spoken language. In such situation, the process of reading is not going to be considered as above mentioned the process of '*decoding symbols*' but '*reading as recognizing meanings*'. Teachers need to learn and develop the abilities to use more interesting and creative tasks for practicing reading.

In case of teaching new alphabet, Ur (2009) suggests to start with single and most common letters (for example: a, e, i, o, s, n, t, r), next step is to lead them to two-letter combinations (such as: th, sh, ee, etc.), later let students create and play with basic words,

after teachers can start with not so frequent letters (as: q,z, etc.) (pp. 136-140). The following stage is to teach students other basic and very common words whose spelling and pronunciation are not transparent (such words, which are written in one way, but have different pronunciation), for example: the, he, she, what, are, etc. Further practicing of word recognition involving - searching and identifying words within an authentic text is considered to be an active way of learning how to read. It is a process which leads from sound to symbol correspondences during dictations (Ur, 2009, pp. 138-139).

The most common sounds of the letters need to be taught first. In case of young learners, it is not important to mention the name of the letter but to older students; it is useful to explain all the names of letters as well as their sounds, because we usually use names during practicing the spelling skills. In a situation of low vocabulary bank, it is helpful to use student's background knowledge, and practice pronunciation and spelling on frequent English names of people, famous brands, places, and commercial products. Such activities help students to relate information from the text to already existing background knowledge (Ur, 2009, pp. 138-140).

Reading tasks

After the above mentioned process of the teaching reading, the teacher's task is to start developing reading fluency. It is important to practice reading and understanding on short simple texts (starting from word to sentence level) (Ur, 2009, p. 140).

For instance, Ur (2009) suggests teachers to focus on practicing single letters (at the beginning), where students' task is to identify the letters in words with which spoken form they are already familiar (such activities are useful especially in classes where students are learning new writing system) (pp. 140-142). Next, teachers can ask students to identify words which are the same or similar in their own language (a way how to provide more vocabulary) and continue with checking their comprehension. Later, activities can move to understanding whole sense-units and demonstrating the understanding, those activities are considered to be the last stage before beginning full texts. It is also necessary, while working with full texts or just with sense-units, to provide explanations of high-frequency and culturally loaded words, use illustrations, which can give an additional meaning to the texts, or give other culturally relevant information, which might help to activate the appropriate schemata and achieve comprehension (Carrell & Eisterhold, 1998, pp. 82-84).

Fluent reading

After students have mastered basic reading comprehension, it is necessary to lead them to more challenging and sophisticated texts and help them with basic knowledge of how to solve different tasks in a quick, appropriate and skillful way. When teaching students of this level, Ur (2009) recommends, persisting further developing of better reading abilities. We are moving from reading as a language learning tool to reading as a key to increase the access the meaning of a text in an active and productive way with no significant hesitation. In order to achieve the above described level of fluent readers, students need to have many reading experiences of wide range types of texts (different topics of specific purposes) (Ur, 2009, p. 143).

On the one hand, as it was referred before, the texts, chosen for reading practice, should be of a level that is comprehensible to the students (knowledge of 95% - 98% of vocabulary from the text). Teachers should help their students to achieve the 'vital information' without using a dictionary. But it is not always possible to achieve such level of clearness for the whole class in one text. Harmer (2010) suggests to the teachers to use a compromise in case of reading for general understanding without knowing a meaning of each word in it. Teachers can make a bargain with students. It is a kind of attempt to create "a bridge between teacher's methodological beliefs and the student's preferences". The bargains help to develop an ability to collaborate together (teachers with students), and also "maximize learning opportunities, facilitate negotiation, foster language awareness, promote learner autonomy, etc." (Harmer, 2010, p. 78). In other words, it is an agreement that if students will work on a reading task for general understanding without using a dictionary, teachers will help them later with missing vocabulary knowledge (students will have a chance to ask questions about individual words or will be allowed to look them up). The teachers' and an important task is to limit the time spent on vocabulary checking, or limit a number of words/phrases students want to know, or let students to work on meaning consensus² (such type of activity leads students to invest time for meaning search, share vocabulary knowledge and develop abilities to cooperate. Ur (2009) also brings to attention an idea that it is necessary to develop students' *'intelligent guess based on context'*, or so called *'inferencing'*. It is a useful reading strategy realized by a guessing the

² Example of an activity: Firstly, students create individually a list of three to five unknown words. Secondly, in pairs they share their lists (and knowledge) and agree on five words together. Thirdly, in group of four, students do the same thing again (activity can continue also in group of eight people, depends on the time and atmosphere in a class). And lastly, students are allowed to use dictionaries for chosen five words r teacher can help them with meanings.

meaning of a word from a text. Such an action provide the text as a whole, therefore it becomes easy enough to get a clear context of a passage and avoid the overuse of the dictionaries (which usually make reading slower, less fluent, and by using dictionaries there can appear misunderstanding, because of the wrong decision for a definition) (Harmer, 2010, pp. 286-287; Ur, 2009, pp. 143-144).

Another important requirement is to choose the texts which have a link to student's background knowledge (to so called student's 'world experience'). Or at least let students bring own feeling and knowledge to the task by using questions as for example: "Do you like the text?" (Harmer, 2010, p. 288) Why do you like it?, "Do you like how it sounds?" (Harmer, 2010, p. 58) Why?, or What do you think about it? It is recommended to use open-ended queries (on which students will answer with whole sentences) rather than using yes-or-no questions (on which students will answer yes or no), or at least combine them (as it is shown above). An alternative possible activity is to let students to create own comprehension task³ in texts which concern people, events and topics students know something about (activities activate schemata and give reasons to read). The mentioned methods provoke a 'cuddle factor' (a situation, in which students get an emotional attachment to a word/phrase/text, more specifically, they give their voice to what they have read). In such cases when students do not have previous experience with the topic, we can supply the information through pre-reading activities and strategies. If teachers choose topics and tasks carefully, they invite more curiosity in students, also increase knowledge, make a text more interesting, improve their reading speed, and develop prediction skills (students predict, sample, hypothesize and reorganize their understanding of a message). (Harmer, 2010, pp. 287-288; Ur, 2009, p. 145)

Reading lessons need to be divided into sequences in order to practice specific skills for instance skimming, scanning, reading for communicative purposes or reading in order to identify specific uses of language. Based on the explanations given by Harmer (2010) and Scrivener (2005), skimming is a process of reading for general understanding, in other words reading for a 'gist'. Typical task would be a general question. Reading action is mainly based on searching "key topics, main ideas, overall theme, basic structure, etc." (Scrivener, 2005, p. 185). On the contrary, scanning means reading for specific

³ Example of an activity: Students can fill a chart written on board (adding information of what they already know about the topic, what they don't know and what they would like to know). Activity might not give all answers to students' questions, but it might confirm or refute information students have mentioned. Such activity might increase a chance that students will read with more interest).

information. A common task would be more specific questions. Reading action is mainly based on searching specific pieces of information, “e.g. names, addresses, facts, prices, numbers, dates, etc.” (Harmer, 2010, p. 288; Scrivener, 2005, p. 185).

Most reading sequences usually involve more than one reading skills, and more attention will be paid on their practicing - more success students will have in fulfilling given tasks (for example: “to find out a specific piece of information; to summarize main points; to respond to the writer’s point of view” (Ur, 2009, p. 145). Scrivener (2005) recommends the below showed ‘task-feedback circle’, which might be use by the teachers as a route map for creating the useful reading activities (p. 174). The main idea of the circle is to start always with some simple tasks, in order to develop students’ confidence (to let them feel the success). After the easy part, move to a more challenging activities (based on the same reading text). Such strategy allows teachers to work longer with the reading material and at the same time enables readers evolve the ability to predict: how a story will continue, what kind of words we can expect, or how the story begins, etc. (Harmer, 2010, p. 288).

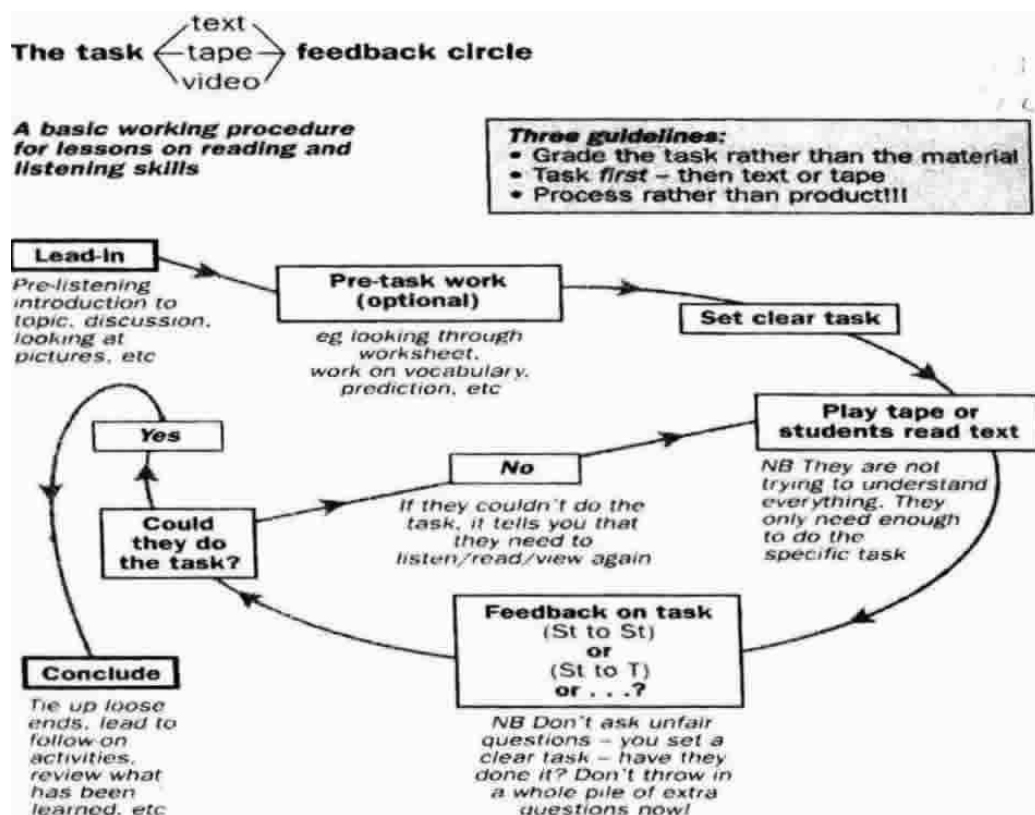


Figure 2: Task-feedback circle

Teachers roles

There are four basic roles teachers can have, and which aspects can be found in the above mentioned theory of fluent/intensive reading. Teachers can move from one role to another one depending on the chosen tasks for students. Essential is to be prepared. Teachers need to have clear and concise instructional strategies ready beforehand. They should focus on goals, plans and knows how to use formative and summative assessments in order to monitor students' learning. (Amstutz, 2012; Harmer, 2010, p. 286)

The first role is an 'organiser'. Such person introduces students with reading purposes, gives them clear instructions, informs learners about the given time for the task and engages students in the collaborative process of inquiry and self improvement. Once instructions are given, there is the role of an 'observer'. It is important to let students work on their task themselves; therefore, teachers in the role of 'observers' need to avoid any interruptions, just follow the reading process (individual or group work with reading materials). Teachers' task is to be attentive and try to notice any problems which can occur in the class (problems with understanding the text/task; problems when students need to have more time for the task; etc.) Simply concern about students as individuals. After students complete the task teachers need to enable students to get the information about the correct results, in this case teacher's role changes from any role teacher had to a 'feedback organiser', who leads the process of a 'feedback session'. Harmer (2010) suggests to start the session first in pairs, and later ask for the answers the class in general (p. 286). It is important to stay flexible, caring and supportive in order to sustain students' motivation. And the last role is the role of a 'prompter'. The 'prompter' prompt students to notice the important language features within the text. The key tasks for teachers are paying students attention on text constructions, clarifying different ambiguities, and making students aware of the variety of the structures possible in texts.

Extensive reading

Extensive reading is "the silent reading by individual students of long, interesting texts, such as stories or books" (Ur, 2009, p. 146). The mentioned kind of reading is also known as 'reading for pleasure' or 'SSR – Sustained Silent Reading'. Alluded way of reading improves student's word recognition, furthermore according to Ping-Ha (2000) it is the most effective way to produce a large-scale of vocabulary growth and in addition Bell (1998) argues that frequent reading improves students' writing performances as well. It depends on teachers' approach towards reading, whether they consider reading as

something more than completing worksheets and memorizing signed words or not. In connection with chosen attitudes to reading, Ping-Ha (2000) highlights ideas that reading can provide insights into interpersonal relationships, into moral dilemmas and gives pictures of different kind of people. All predicted perceptions might also have an influence on students' private lives. Such believes can lead teachers towards a need to consider an idea of extensive reading programs, such as 'becoming involved in arranging a library (class or school one), and creating a 'book club' environment', in order to develop students as readers overall, to show them a way to a word, sentence, text recognition, etc.

Library of books can have permanent or portable features, students should have a possibility to borrow books and read them in their own speed, or exchange books if it is needed. The aim stays the same, to increase reading fluency and confidence. As mentors teachers need to guide students to a natural habit of reading as much and as often as possible (make a positive influence on students' perception of reading, develop their desire to explore and find out how language works). Based on the above given information, teachers should offer appropriate materials, guidance, tasks, and facilities to the students. (Harmer, 2010, p. 283; Ping-Ha, 2000; Scrivener, 2005, p. 189)

Setting up a library

Teachers or schools are setting up libraries with intention of establishing the extensive reading programs. The important characteristic of reading materials is suitability which is explained by understandability (there are chosen relatively easy texts which are readily accessible for readers), speed (the process of reading supposes to be fast), skipping (teachers lead students to accept the fact that it is not essential to know the meaning of an every word, and that passages which are not necessary to understand can be skipped). All the discussed qualities are included in 'language learner literature' as Harmer recommends, in other words we call this kind of literature: 'graded readers' (fiction or non-fiction ones). It is a simplification of established works in literature, and because language is controlled students can find in books vocabulary lists or grammar banks, from the reader's point of view the language is easier, but the atmosphere and the plot lines stay more or less the same. (Harmer, 2010, pp. 283-284)

On the other hand, Ping-Ha (2000) recommends trade books. Webb, describes trade readers as books "which are primarily designed to entertain and inform outside the classroom, can be used successfully in the classroom to heighten motivation in your

students. Trade books cover just about every topic under the sun, so you can probably find a book that will align with your curriculum objectives in such a way as to help your students see the applicability of the topic. Students may show a keener interest in the lively way a trade book presents material over the stilted writings in a textbook. While textbooks cover a topic in a prescribed way, a trade book may introduce or expand upon a topic by including it in a fictional setting, or alternatively, a non-fiction account from real life.” The fundamental aspect of it is an interest. Activities can be built, or teachers might search for some of them in on-line sources. Educators can start with using some materials based on humor, and later engage also serious topics, present ideas, etc. Books might have additional special features as for example “books with glossaries can aid vocabulary development; books with research notes, bibliographies listing more potential material for exploration, and website listings related to the topic can assist you in developing teaching materials or assist students in writing reports; recipes can make for fun learning experiences; maps provide visual orientation for written descriptions; drawings and photographs can provide precise information on the physical aspects of an object” (Webb).

Based on Harmer’s opinion (2010), the best choice is to set up a static library in a classroom or in another part of a school (p. 284). Another option is for teachers to carry books with the help of trolleys or in boxes. For better reading independence it is recommended to identify books properly (level and genre the books), to make students aware of what the library contains, to arrange a large variety of reading material, to suggest a way of keeping track of the books and explain a classification system to the students. Teachers can work with the idea of allowing students to use their own reading materials (from the public library or other sources) after proper consulting with their teachers in advance. And of course, there needs to be an opportunity to swap a material for something else, in case of too boring or too difficult materials. The mentioned suggestions help teachers and their students to follow the main purpose of the extensive reading namely an interest and enjoyment. Moreover, Bell (1998) advises to maximize students’ involvement in the management and administration of the reading program. Thanks to some responsibilities students might have more interest to be a part of the mentioned program and such strategy can help teachers with its establishment. The students’ task might be transporting books (in case of a portable library), displaying and collecting them, documenting the card file system, maintaining and updating lists of titles, etc. (Ur, 2009, p. 146)

Harmer (2010) emphasize the fact, that the role of the teacher in extensive reading programs is crucial as they encourage students to read or swap books, promote reading, persuade students of its benefits also advice and help students with choosing the reading material (p. 284). Teachers are those who create reading programs. They need to keep in mind the necessity to indicate the amount of books students are expected to read over a given period of time. Teachers also lead students to a reading process and explain them how to choose the reading materials. Bell (1998) adds that there are also other important aspects teachers need to care about, as for example: creating a quite, relaxing and non-evaluative and tension-free learning classroom environment. (Ping-Ha, 2000)

Practical tips. It is necessary to let students choose reading materials/books based on their own interests, preferences and likes, or use familiar materials, popular titles reflecting the local culture, etc. While reading teachers need to have a role of a model (they might read own books). In order to maintain the entertainment, teachers can use multimedia sources to promote the books (video, audio, film, clips); share an anecdote by telling the students about interesting titles; show places based on books; exploiting posters, leaflets, etc. It is also useful to read aloud with an intention to inspire students and show them possible examples. Using audio recordings of reading materials might be an interesting reading strategy too. Students can follow different accents and speech rhythms. Audio recordings give students the ability to build natural speech patterns and have a function of a motivator to master the language. (Bell, 1998; Harmer, 2010, p. 285)

A recommended idea is to set aside a particular day and time (approximately half a lesson a week) for an extensive reading activity. If it is not possible Ping-Ha (2000) advices at least 12-15 minutes reading time at school and after such a reading sequence teachers need to energize and motivate students to continue in reading at home. There are many methods of motivation crucial is to choose the suitable one for a specific group of students, and in ideal case, assuming that chosen materials will address readers' needs, tastes and interests, there will be no necessity to use any of them. Students will keep in mind the importance of reading and will have more chance for exchanging books. Important is to have reserve reading material ready (books, articles, online sources, etc.), because students can forget books at home and any method of punishment can easily discourage them. (Ur, 2009, p. 147)

The next goal is to monitor students' reading process because students are usually not able to finish a book/reading at once this is the reason why teachers need to encourage students to keep reading and report back on their activity. As Harmer recommends we can also set a time (for example every two weeks, time depends on an amount of students) when students can ask questions, tell something about a book they are reading (interesting facts, opinions, good or bad features of the book) (p. 285). Teachers need to stay open to different kinds of opinions. Another suggestion is to agree on weekly reading diaries in which students will record what are they currently reading about. Additionally they can write short book reviews for the class notice board or fill reading record charts and at the end of a month, semester or a year, together as a class, you can vote for the best book in the library. It depends on teachers how much and what they will ask students to write about the reading materials, for example it can be: title, publisher, level, start and end dates, comments about the book and overall rating "good/fair/poor". Also the idea of putting comment sheets in books can help to keep students reading. It can include information as name of the book, its rate, name of the student and comment on the piece of work. In order to make students work more creative they can draw a story (illustrative way of reporting back) or create a poster (advertising way of giving a feedback). Written works based on reading are also an effective way of monitoring. Elementary students can write just about feelings and describe what they most enjoyed about a book they read (just in short sentences). But students of intermediate level might already have tasks as, summarizing of a book, answering questions, exemplifying new vocabulary, describing main characters and events. Advanced level readers might write compositions and essays. Another possible way of shadowing students is to offer an oral interview about what are students reading (advising way of giving information to the classmates). According to the writer, teachers need to be careful whether to choose suggested the method or not. It depends on the atmosphere in class, on the strength of the group's relationships, etc. The final method should be considered in detail. (Ur, 2009, p. 147)

Possible problems. In the area of extensive reading programs, teachers can meet three main problems. Firstly, it can be the lack of time because at first sight the extensive reading might seem as ineffective activity. Secondly, it might be difficult to persuade schools or institutions for buying reading materials and adding books to a library. Money problem can be solved by raising money through other sources or reading stories onscreen. And lastly, it is monitoring process which was explained above. (Ur, 2009, p. 147)

Developing Reading Activities

Basic reading stages

According to the National Capital Language Resource Center (2007), the attitude teachers can have toward preparing a reading task / activity is essential. Teachers can understand their duty, either as choosing an appropriate text for certain students, preparing several comprehension questions and setting an assignment for readers, or as a process of creating a fully-developed reading activity which will support students as readers and maintain students' progress in language. Additionally, a Turkish professor Demirel (2003) supported with the information given on the web-site 'busyteacher.org', namely the selection of materials called 'How to Teach Reading – LIKE A PRO' and based on the above mentioned data, claims that every class is unique and uses different reading materials (pp. 7-16). NCLRC (2007) adds that it is necessary to know the intention for the reading and make also students understand a particular purpose of an activity (whether it is expected from readers to understand a message or just get a main idea of an article; to enjoy a story or obtain specific information; etc.) The purpose for reading needs to correspond to the instructional purposes (while working on understanding a message, instructions might be based on practicing or reviewing grammar, introducing new vocabulary, etc.) Texts should be balanced - challenging but not overwhelming or intimidating. In order to develop effective reading activities, it is necessary to follow several steps. In all used sources, it is recommended to divide reading into 'before / pre-reading, during / while-reading, and after / post-reading' parts (busyteacher.org also uses terms such as: warm up, introduce, practice, produce and review). (busyteacher.org, 2013a)

The authors from the NCLRC (2007) recommend to think several questions over before creating an activity:

1. How is the information organized? Does the story line, narrative, or instruction conform to familiar expectations? Texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious organization (main ideas first, details and examples second) are easier to follow.

2. How familiar are the students with the topic? Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties.

3. Does the text contain redundancy? At the lower levels of proficiency, listeners may find short, simple messages easier to process, but students with higher proficiency benefit from the natural redundancy of authentic language.

4. Does the text offer visual support to aid in reading comprehension? Visual aids such as photographs, maps, and diagrams help students preview the content of the text, guess the meanings of unknown words, and check comprehension while reading.’ and add that ‘the level of difficulty of a text is not the same as the level of difficulty of a reading task. Students who lack the vocabulary to identify all of the items on a menu can still determine whether the restaurant serves steak and whether they can afford to order one. (NCLRC, 2007)

Pre-reading stage: In accordance with facts Demirel (2003) suggests, it is essential for teachers to know how to activate students’ background and linguistic knowledge, and whether to enter the text by using the top down or the bottom up strategies. In other words, teachers need to get their students ready for reading; to make sure that the material will be accessible for them; and that readers will get most of what the text offers to them. The aim is to make students think about what they already know about the topic and increase students’ interest in reading materials (pp. 80-81). Educators can achieve positive results by giving discussion questions that touch the topic of the text, by giving a key word for brainstorming, or by asking the whole class what they know about the certain topic. NCLRC (2007) suggests the teachers to provide students with opportunities for collaborative types of work - in pairs, or better in small groups (it is also possible to work with the whole class, in case of the small amount of students). Since reading is mostly a sitting activity, it might be pleasant for students to move during the pre-reading part of the lesson (ex: standing in circle while sharing ideas by gently tossing a ball from one speaking person to another; walking around the classroom while participating in brainstorming activities on different posts; etc.) The teachers’ task might be just to organize the class and write mentioned vocabulary on the board (the results of brainstorming) for a later review. If the previous knowledge is properly activated before reading itself, it gets easier for students to retain the new information from the text, because students will connect it with the information they already possess. (busyteacher.org, 2013a)

In the pre-reading stage, NCLRC (2007) advises teachers to work with students' ability to predict by using the title, subtitles, and divisions within the text in order to guess the content or sequence of information. Looking at pictures, maps, diagrams or graphs might help students to activate their background knowledge. The teachers might also use the skimming strategy to find the theme / main idea or read over the comprehension questions and focus on searching the information while reading. Demirel (2003) also recommends teachers to teach students the skill of guessing the meaning of words from context (pp. 88-89). Native speakers in most cases use mentioned skill instinctively. Educators can practice it with students by previewing unknown / new vocabulary in the isolated sentences, taken directly from the text (ex: type out chosen sentences and give students a chance to guess the meaning in pairs / groups), or have students to search for selected key words in the text and guess their meaning. Based on ideas of busyteacher.org, there is no necessity to use dictionaries, by working in groups students are able to come up with ideas about the meaning close enough to the actual definition (thanks to the fact, that they will be able to see the meaning in context of the sentence). (busyteacher.org, 2013b)

NCLRC (2007) states that teaching and practicing the mentioned stage is important mainly for lower level of language proficiency students. As students become more proficient in language, they can practice the stage themselves.

Reading: While doing reading activities students practice comprehension by reading a text, and therefore NCLRC (2007) specifies that the type and level of comprehension is determined by knowing the purpose of reading. As stated above, reading itself can be realized as silent or aloud one. Aloud reading holds little linguistic value, considering the fact, that it is not a real life language skill in comparison to silent reading. Both types of reading take valuable class time; therefore busyteacher.org recommends that students read at home (at their own time). On condition, when teachers must cover the material in class the effective way is to make the experience as communicative and active as possible. With beginners the slash reading might be useful (ex: teacher is reading the passage aloud pausing where appropriate; students are repeating each section and placing slashes in their text; then they might practice reading). The recommended activity will help students to make reading performance more natural and improve pronunciation. With more advanced students, teacher can divide the text into different pieces and assign them to different students, give them time to work with the assigned part of the material and have

them share gained information with their classmates (mentioned example is also known as 'jigsaw' reading). (Demirel, 2003, p. 81)

The 'during-reading activities' bring teachers such duties as for example, to monitor if students understand the task correctly and do what the teacher wants them to do (e.g.: in a role of visitors of a restaurant, the task might be to discover whether the students can afford to eat there, therefore they need to concentrate their attention on prices for meals rather than their names; etc.). If teachers asked students in the pre-reading part to predict something, then the text needs to contain information which verifies or refutes students' guesses. Educators should also monitor comprehension, allow students to reread materials in order to check comprehension, or ask the teacher for help. (busyteacher.org, 2013b)

Post-reading: According to Demirel (2003) and authors of other used sources, the after-reading part concentrates on students' comprehension, whether they understood the necessary for participating in class or not. There are many ways to do it by using writing or speaking skills. In order to check vocabulary understanding, teachers can ask students to match synonyms, antonyms, pictures, or complete sentences with the correct vocabulary words. The next step is to verify the overall comprehension, for instance, teachers can ask students to answer true X false questions; write a short summary of what they read; answer comprehension questions, or create their own questions. There are also more artistic and interactive approaches – teachers might ask students to act out the story (first retell it in small groups and after to the whole class); also to draw a picture of the story and present it with additional explanation. Students can also quiz each other and present the results. (pp. 81-82)

After students have read and understood the text, busyteacher.org suggests using the reading material as an example for teaching language skills. Teachers might point out specific grammatical structures that the author applies, for example in case of beginners, point out verb tenses, used adjectives, and other grammatical aspects; with students of advanced level, teachers can concentrate on the use of literary elements, relative or dependent clauses. (busyteacher.org, 2013a)

There is a possibility to extend reading by using different types of activities. Discussion questions (related to the reading materials, which influence readers to use key phrases in answers) are considered to be the easiest strategy; therefore, such questions suit beginning students. For intermediate and advanced readers, various kinds of surveys might

be more effective (for example: think about what happened next in the story; give a judgment on what you have read (discuss your thoughts and opinions); ask parents their opinion / experience on a presented theme; etc.⁴ (busyteacher.org, 2013b)

Based on the Demirel's description of reading and the reading stages (2003), in the post-reading stage, teachers can also evaluate many reading aspects, for example the overall comprehension, used strategies, a particular task, just one chosen comprehension area, or reading progress in selected types of reading tasks, and can decide if the reading strategies were used appropriately or not (pp. 78-82). Or can just monitor and let students to evaluate and decide about applied strategies in reading tasks themselves. (busyteacher.org, 2013c)

This chapter provides the theoretical base on the topic of reading and reading strategies in language classes. The structure is given in a certain order, from the general description of the term 'reading', through the explanation the beginning of reading process and possible usage of intensive or extensive reading programs in classes, and finishes with specific advices of creating reading activities and using particular strategies. The aim of the next chapter is to present the research methodology carried out to investigate the position of reading in English classes.

⁴ In smaller classes there will be more chances for students to share their viewpoints and opinions, in comparison to the large classes, where also all students need to be involved (voting during true / false statements), but just few readers might have a chance to express their opinions (3-5 students per reading).

III. METHODS

Based on the information showed in the theoretical background section, reading is considered to be one of the main skills in language classes. All four skills: reading, writing, listening and speaking influence and complement each other. Therefore they need to be developed by using appropriate materials and strategies. The research outlined here concentrated mainly on reading and applied reading strategies supported by activities and also time spent on reading. Specifically, it examined whether teachers use pre-reading, reading and post-reading stages, how they develop reading skills, and if they explain to students beneficial aspects of exercised skills. I was also interested in used reading materials, what kind of texts students read and whether there will appear any authentic reading materials. Apart from reading itself, the try was to notice the teachers' attitude toward reading. I also examined whether teachers consider practicing reading skill as separate aspect of learning the language, or they combine it with other skills? The additional analyses were made during the processing of gained materials, and in order to produce the completeness of the displayed results.

Basic data of observations

The observations were realized in two lower/secondary schools in Pilsen, Czech Republic. In order to examine skills of students who have already more reading experience, the author decided to observe the following grades: 7th grade with a large amount of students (20 students), two 8th grades (around 10 students in each) and one 9th grade (10 students). Another purpose was to examine students of four different teachers, because as educators, we have different approaches to teaching including teaching reading strategies. Bc. Jindrová Soňa (8th grade) and Mgr. Boháčová Kateřina (9th grade), Mgr. Rottová Eva (7th grade) and Mgr. Ašková Nad'a (8th grade) were observed. The task was to follow the sequences of three lessons in each class and examine used reading materials, activities and strategies.

Research process

In every class, during the first attended lesson and at the beginning of it – teachers always introduced me to students, explained the reason of my presence as collecting information for my studies, and a period of time I was going to spend with them. I was sitting at the very back of the classrooms, monitoring the lessons and making notes into in advance prepared observation sheets (see Appendix). After each lesson (during the break),

I discussed the lesson with the specific teachers, and took pictures of any used materials. All the documented information was rewritten into an electronic version of observation sheets and used materials were attached to every observation sheet.

Description of individual classes

7th ZS

During the lessons with 11-12 students of 8th grade, which were taught by Bc. Jindrová Soňa, students were working with materials of Project 4 (2nd edition) – with the Student's book, typed materials based on the book, with workbooks, printed grammar exercises from the Teacher's book referring to the topics discussed in the book, and with dictionaries. All students had been studying English for 5 years since the 3rd grade. The organization of the desks in the classroom was always in rows. There were no set objectives/goals at the beginning of lessons. Teacher tried to involve all language skills (speaking, reading, listening and writing) during the lessons. Mistakes and errors were corrected immediately by the teacher and questions were solved in most cases in L1.

The lessons of 9th grade students (number of students: 9-10) were taught by Mgr. Boháčová Kateřina. Students were working with materials created by the teacher and downloaded from the internet, the recording from the Student's book (Project 4, 2nd edition) and with dictionaries. The topic of the lessons corresponded with the topic from *Project 4 – Unit 8*. Almost all students had been studying English for 6 years since the 3rd grade. One student with an individual study plan, who had been studying English for 2 years since the 7th grade, was in the class but worked alone with specially planned learning tasks. The organization of the desks in the classroom was in rows. Moreover in one case, the desks were fixed. Rather than setting objectives/goals, the teacher announced the aims of the lessons at the beginning part of every lesson. The teacher tried to involve all language skills (speaking, reading, listening and writing) during the lessons. Mistakes and errors were corrected immediately by the teacher and questions were gone through in most cases in L1.

34th ZS

The teacher of 8th grade students (number of students: 10) - Mgr. Ašková Nad'a was using revised materials from Student's book (Project 3; 2nd Edition), downloaded grammar exercises, self-designed materials (based on Student's book), and students were also allowed to use dictionaries. All students had been studying English for 5 years from the 3rd

grade. The organization of the desks in the classroom was always in rows. There were always set objectives for each lesson in the beginning part of lessons. The teacher tried to involve all language skills (speaking, reading, listening and writing) during the lessons. Mistakes and errors were corrected usually by students themselves and in several cases immediately by the teacher (in L1 or L2 based on students' need).

During the lessons of 7th grade students (number of students: 20), who were taught by Mgr. Rottová Eva, students were working with Student's book (Project 3, 2nd Edition), revised book materials, and with dictionaries. Almost all students had been studying English language for 4 years since the 3rd grade. There was one student with an individual plan, who had been studying English for 2 years since the 5th grade. During the lessons the student was working with specially planned learning materials. The organization of the desks in the classroom was always in rows. There were no set objectives/goals at the beginning of lessons, but the students always wrote the topic and exact book pages on the board at the very beginning of each lesson (according to the teacher's lesson plan). The teacher tried to involve all language skills (speaking, reading, listening and writing) during the lessons. Mistakes and errors were corrected immediately by the teacher and students' questions were in most cases answered by teacher in L1.

After the monitoring of all set classes finished, materials and needed information were collected, the analysis of the data was performed. Based on the criteria set beforehand, the time spent on reading, types of reading materials, strategies and applied activities in English classes were examined. Moreover, the use of pre-reading, reading and post-reading stages and their varieties are analyzed. And the aspects of teachers' roles were looked at. In the following chapter the results are displayed and examined.

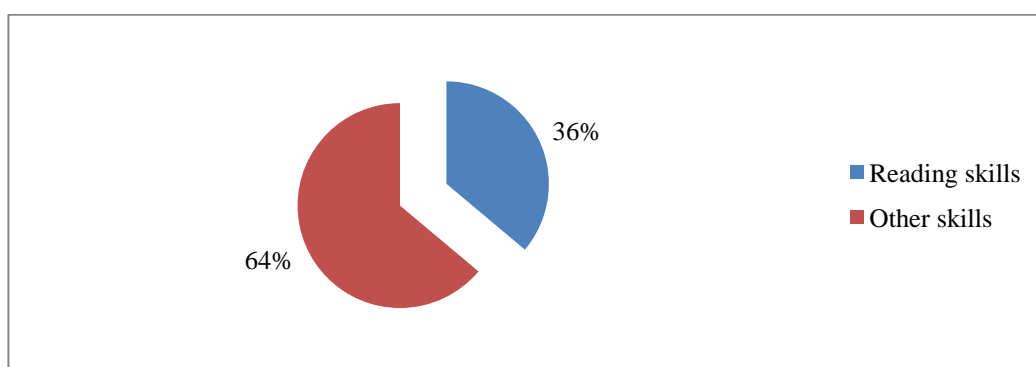
IV. RESULTS AND COMMENTARIES

In this section, the results of observed reading, applied reading strategies, used materials, content of texts, and teacher's roles are presented. First, the results of time concentrated on reading are presented. Second, findings on the reading itself are given. In other words the results of used stages and strategies applied in activities are displayed. Then, the commentaries of significant aspects of observed reading materials in chosen lower-secondary schools are discussed.

Results

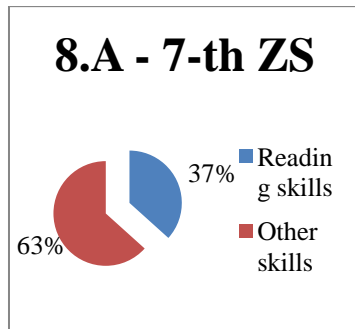
Reading Time

Assuming the fact, that the observed teachers were showing regular development of the lessons (not specially designed for the research purpose), and that during some lectures the observer was warned that there would be no reading sequences at all, a certain type of reading appeared in every lesson. The evidence is showed in the graphs below. From the whole amount of time: 9 hours in 4 monitored classes (that means 12x45min), teachers spent approximately 3 hours and 25 minutes on reading (work with the texts and on exercises, also reading new vocabulary lists or tasks toward exercises). See below the graph, where the division of 9 hours is divided into the amount of time used on practicing reading skills (36%) and other skills (64%).

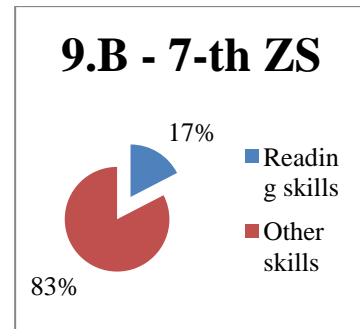


Graph 1: Reading time

Additionally, there are exemplified graphs of 3x 45min sequences for each class individually.

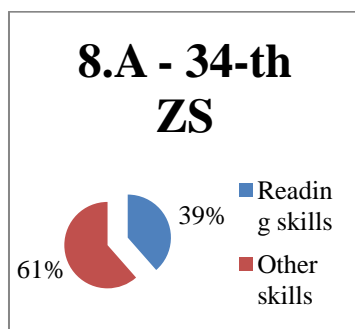


Graph 2: Reading time in 8.A

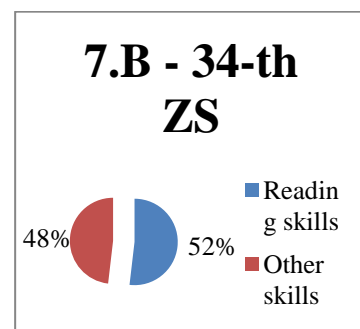


Graph 3: Reading time in 9.B

More specifically, in 7th ZS in 8.A, the teacher warned the researcher, that lessons would not concentrate only on reading and in the 9.A grade, the teacher announced beforehand that lessons would be more about the development of speaking skills, and using new vocabulary in practice, than on reading itself.



Graph 4: Reading time in 9.B

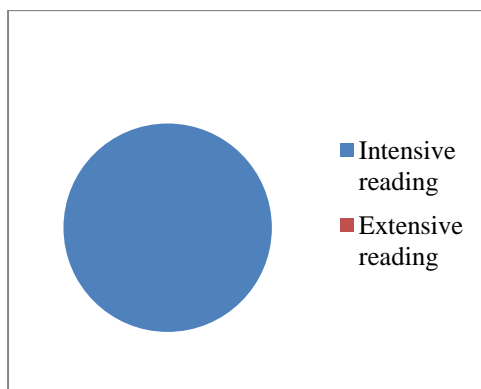


Graph 5: Reading time in 7.B

In the 34th ZS the teacher of the 8.A grade had lesson plans concentrated on reading and the work with different reading materials. And based on the information given by the teacher of the 7.B grade, there were also expected lessons, which would not be only about reading.

Reading

Intensive vs. Extensive reading. In four monitored classes, no evidences of applying the extensive reading programs (neither the extensive reading strategies) were monitored.

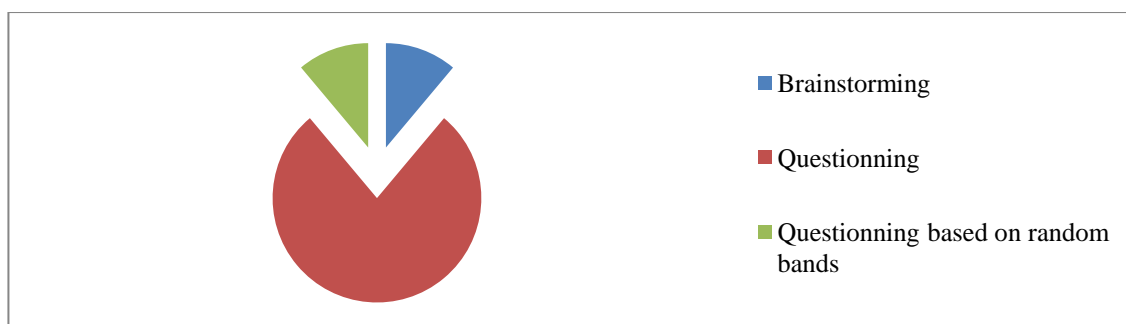


Graph 6: Intensive vs. Extensive reading

Intensive reading

Intensive reading and the intensive reading strategies were used in all observed classes. In observed classes (except 9.B in 7th ZS) teachers usually used pre-reading, reading and post-reading stages.

Pre-reading stage. Teachers activated students' background knowledge in 7 out of 8 cases by asking questions based on the background knowledge (usually offered in the Student's book). In one case, the teacher applied random pictures of different bands as a support for activation of the background knowledge. Brainstorming was used also only once in a spider-web format.



Graph 7: Activation of background knowledge

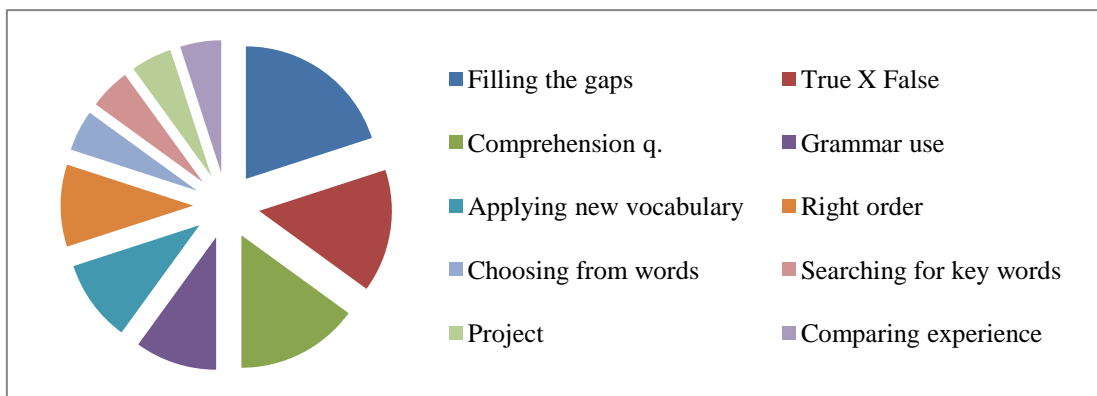
Reading stage. The observation showed that silent reading and reading aloud appeared in all monitored classes. Teachers usually gave time students to read the material and after that they read and translated the reading materials together. Out of 32 reading activities, silent reading strategies were used 28 times and reading aloud 20 times. For the

silent reading stage only one teacher applied the jigsaw reading strategy. Students were always allowed to use dictionaries during the process of silent reading, while in other activities the use of dictionaries depended on the teacher's instructions. The 18 cases of silent reading activities were afterwards followed by reading aloud (always with translation of sentence by sentence); in 2 cases corrections in reading materials were made according to a listening activity; in 1 case students gave just oral answers to comprehension question; and in 1 case students corrected results by comparing their versions with the reading material from the Student's book.



Graph 8: Silent reading X Reading aloud

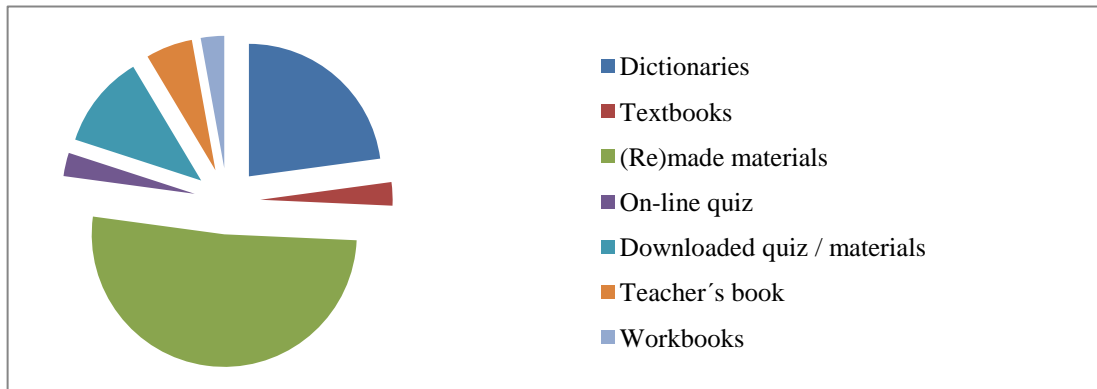
Post-reading stage. Teachers used several types of activities for the post-reading phase. Educators used 4 'filling in the gap' handouts, 3 'True x False' exercises, 3 activities of comprehension questions (after two of them followed reading aloud and translation of the text). Twice teachers asked students to create their own sentences based on the key vocabulary from the reading material. Twice educators asked students to search for specific grammar use in the text and twice they asked students to put cut pieces of the comics into a correct order. In addition, one example of an activity with handouts was based on choosing an appropriate word in the text from two offered possibilities and another on searching for the use of key vocabulary in the text. Furthermore, there appeared one case of creating a project based on silent reading during a listening exercise and once students compared their own experience with information given in the reading material.



Graph 9: Post-reading stage

Reading materials and work with them

During the sequence of twelve observed lessons, students worked with five types of reading materials: dictionaries, textbooks, the Teacher's book, workbooks, (re)made materials according to the Student's book (rewritten texts, copied stories, etc.), on-line quiz, downloaded quiz / materials. In the graph the materials and frequency of a work with them are displayed.



Graph 10: Reading materials

Dictionaries. Students were allowed to use dictionaries for looking up any unknown vocabulary during when working individually. In one case, they were asked to work with dictionaries in pairs when translating a given piece of text and write the new unknown words on the board, during a jigsaw reading activity. In a group work activity (creating a project), students were also asked to use dictionaries for precise fulfillment of the task.

Teacher's book. During the observations appeared two handouts from the Teacher's book. The aim was to practice a specific language feature - the use of the present perfect tense, had 9 sentences to fill out (first sentence was always filled out as a sample for them). Students' task was to fill in the gaps in short stories. The first material was used as a mini-test. Students were filling correct forms: has/have + past participle into a dialogue. In this case the teacher helped with reading and translating verbs. The educator revealed all needed Czech equivalents. The second material was used as a grammar exercise. Students were asked to fill *since* or *for* into sentences. In both cases the translation of unknown vocabulary and additional communication was produced mostly by the teacher in L1.

Student's book. The students' books were used in 3 of 4 monitored classes. The main attention was paid to the reading materials. Students had read 3 comic strips about characters, which appear throughout the whole textbooks, and one article about the facts of human's dreaming. The first comic strip was '*A New Image*' (story about changing an image of one band). The text had 16 sentences. The second comic strip had a title '*A Happy Ending?*', which consisted of 14 sentences and was used only for checking the correct answers after an activity with handouts created by the teacher. '*Detective of the Year*' was the third used comic strip and was created by the means of 12 sentences. As mentioned above, students worked also with an article about dreaming. The amount of sentences of the text: '*The World of Dreams*' was 37 and this was the only case, when the teacher had used the jigsaw reading strategy for processing the text.

The Student's books were also used for checking the comprehension (matching the information – 14 sentences; True vs. False statements – 15 sentences) or grammar knowledge (grammar exercise '*What's the rule?*' - guessing the use of '*will*' based on the comic strip reading).

Workbook. The first material consisted of 3 parts and was about the change of the image of two-member band (same situation as in the article '*A New Image*' but different band). The first and third parts (fill the gaps types) depended on the information included in an 18 sentence bobble's story. The second material was a list of vocabulary for a new Unit (25 separate words and short phrases).

Materials (re)made by teacher. During the observations a wide range of materials made or remade by the teachers were used. In particular, two examples of material created by the teachers were used, and it was an exercise on vocabulary practicing - 8 individual

logically differ sentences. The only thing they had in common was vocabulary taken from the article 'A New Image'. Czech equivalents in brackets were placed after an every empty space in sentences. Another produced material was written on board in a form of a mini-test (5 individual logically differ sentences in active voice and students had transformed them into a passive voice).

Other materials were remade by teachers purposefully depending on the reading strategies they wanted to practice. 'Gap filling activities' were used in all monitored classes (rewritten texts and copied comic strips with missing words). The amount of sentences differed from 5 (story about the band Beatles) to 26 sentences (3 short weather forecasts). Another reading material was a cut comic strip - '*A Happy Ending?*'. The aim was to order the offered pieces of a story into a correct order. The same method of working with a text was used in one case of the rewritten comic strip. In the second overprinted text there were always two words in bold letters and students had to choose the suitable one. For processing the article '*The World of Dreams*' a jigsaw reading strategy was chosen. Therefore the text was copied and divided into 5 pieces (each piece for one pair).

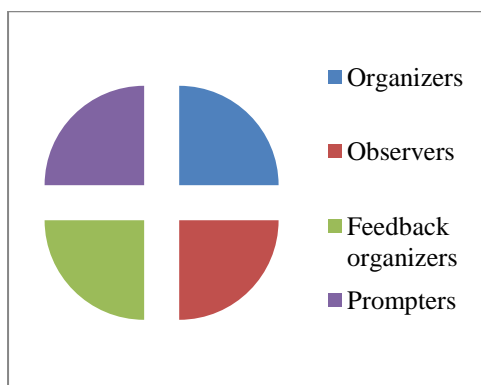
Downloaded materials. Two of the downloaded materials focused on vocabulary teaching. One of them had 32 separate but topical words, divided into 3 exercises. The second one was a gap filling activity consisted of 7 individual logically differ points (each point was created from 1-2 sentences) and 16 pictures below them (in each point was one empty gap). Another downloaded gap filling material was a crossword. In order to solve the crossword, students had to fill in gaps into 10 sentences (5 sentences across and 5 sentences down and 10 offered verbs in past participle form) and use correct grammatical forms in the mentioned crossword. And the last downloaded materials were flesh cards. On each flesh card there was written one sentence in present perfect tense and displayed a picture clue on its meaning. The teacher gave two cards to each student. Students read their sentences and translated them. Then students worked on developing speaking skills.

On-line Quiz. During the on-line quiz students had a picture of weather and 4 possible choices displayed on a SMART board. The only reading applied was recognizing separate words (matching correct terms with certain pictures).

Teacher's roles

Based on the theoretical background, all four teachers played the 4 main teachers' roles. As organizers, they were organizing the class; as observers, they were monitoring

activities; as feedback organizers, they were giving feedback to students; and as prompters, they were noticing language features.



Graph 10: Teachers' roles

Additionally to all mentioned teacher's roles, the amount of attention given to students during the learning process is considered to be a part of all teacher's roles. It was noticed, that teachers had the inclination to cooperate with the advanced students. In most cases, weaker students had problems with concentration on the task (either they didn't understand the task or the language was too challenging for them). Weaker students usually sat together in the back of the classrooms. And without needed attention / clues they were doing something else rather than working on a task (see comments on particular activities in Appendix). Furthermore, one effect was discovered - teachers as 'feedback organizers' and 'prompters' almost never checked the process of how a student got to the answer they gave, for example by making them searching for the statement which confirms or refutes the answer given by students (such method was used only in one class). More importantly in case of a correct or incorrect reply, there also never appeared any of Wh-questions, for example the question - 'WHY' (WHY do you think so?) or 'WHAT' (Can you see the mistake? WHAT is wrong there?). Correcting mistakes by students themselves occurred also only once, when one teacher made a mistake on the board. In other cases all mistakes were corrected by the teachers immediately.

Commentary

The results gained through the observations proved that some reading in second language classes appeared in 11 out of 12 observed lessons. Even in that one case of no

reading being observed, reading was used but in L1, because students were watching nowadays a very popular sitcom 'The Big Bang Theory' in L2 - full of challenging terms, phrases and high speed communication. These discoveries support the fact that reading surrounds students. In sum, at least a short reading sequences and applied reading strategies appeared in every class. Moreover, 3 out of 4 educators announced beforehand, that lessons would not concentrate only on reading and in one case that classes would not be about reading at all. In accordance with gained results, it is important to keep in mind that students come across reading not only while working with a text but also by processing a list of new/key vocabulary; by looking at instructions of exercises; writing tests; answering written questions or practicing grammar features.

The observations proved the lack in development of guessing strategies. The reason might be the time limitation of lessons (it seems to be quicker to give direct translation of a word in comparison with creating special activities or oral explanations). In all monitored classes, teachers used recommended reading stages (pre-, during- and post-reading ones), and applied many of the recommended strategies, but the paradox discovery was that in 3 out of 4 cases the results of the knowledge development were not significant (even after several activities with the same text students had difficulties with comprehension, etc.) Such aspect might be explained by the ineffective use of the task feedback circle.

The collected reading materials include mostly reading texts from the textbooks and lack authentic reading materials, which could be applied in real life. During observed lessons focused on the topic of weather, an up-to-date weather forecast recording could be used as a gap filling activity. In classes based on the topic of awards, the teacher could have used a short story about awarding famous and well-known people (for example a short text about the Oscar Academy Awards). The possible explanation is that the processing of authentic materials is time consuming; teachers might not share the idea of its necessity; they might need some ideas of how to work with authentic reading texts or how to make students work with them at home. The transfer from the silent reading to the reading aloud and translation of the reading material shows the frequent usage of the strategy. Here the reason might be the fact, that teachers' need to ensure themselves, that students understand the reading. While applying any kind of reading strategies, teachers never explained students why they use a certain strategy and what kind of information from the text is significant for them.

Furthermore, teachers were very active during their lessons, and sometimes by attempting to use different kinds of reading activities and strategies, their active attitude throughout the lesson transferred also on solving tasks (teachers became the one, who have been solving tasks prepared for students). As a result educators became more active than students in the course of the lessons. Such behavior caused a disruptive effect on the effectiveness of the students' educational process. Only one teacher (8.B grade; 34th ZS) performed three lessons in a row, when students played a more dominant role in the process of learning English (they were answering in full sentences, working on and performing given tasks).

The results show us that in every class appeared some reading and time spent on reading was usually about one fourth of the whole monitored time. The applied materials were in most cases taken or remade from the students' books. The texts had the same base (in three out of five cases students worked with comic strips). The teachers applied recommended strategies and reading stages during their lessons, but never explained the reason for applying them in particular situations or purpose of reading. There was found no evidence of the extensive reading programs or strategies in monitored classes.

In this chapter the results of the research are indicated by the means of figures, graphs and comments. In the commentaries the summary and the indication of the gathered data are explained. In the following chapter, implications for teaching are given; the limitations of the research are discussed and the suggestions for further research are proposed.

V. IMPLICATIONS

In this chapter the implications of the findings for teaching are presented. The advice is proposed on the base of the results of the research. As showed in the results, teachers use different strategies and recommended activities, but sometimes with inefficient results. The reason is a missing logical link among activities and strategies. Also students work with offered materials, but sometimes with a little knowledge shift and with no idea why specific strategies are used in specific situations (what the aim is).

Implications for Teaching

Time used on reading

Based on the time data displayed in the section - Results, some reading appeared in every of the observed language classes and usually in the amount of one fourth of the whole monitored time. Such results are quite satisfying if we think about developing 4 main skills separately. Nevertheless, teachers should be attentive to the fact that reading appears not only during the planned reading activities, but also while developing other skills. The recommended awareness might change even the way of using the short pieces of reading (for example: instructions for the exercises or examples of grammar features) from an inefficient one into an effective training of particular reading strategies.

Extensive Reading Programs and Strategies

The results showed that teachers do not use Extensive Reading Programs or Strategies at all. In order to create an Extensive Reading Program, there needs to be an interest not only on the teachers' side, but also on the part of the school management. After achieving the needed supportive attitude, teachers can use the theoretical part of this thesis as a basic guide for creating a mentioned program. Then educators can experiment with some extensive reading strategies in classes.

Reading stages

Based on the evidence presented in the section Results, the use of all suggested reading stages usually appeared in the observed reading processes. The main objection is to the variety of reading texts and activities. The observer noticed that materials were used in an inefficient way sometimes. Teachers need to think over first the purpose of reading, the strategy they want students to practice and how to develop efficiently the particular skill.

By following the recommended suggestions teachers might realize better the importance of the routine of setting goals and objectives. Additionally, teachers need to work more with students' imagination, in order to make learners active and involved in the learning process (for example: work with sort of activities based on guessing or prediction). The second advice suggests that students understand the purpose of their actions which might increase the motivation and positively influence the development of their reading skills.

As stated in the results section, three of observed teachers used comic strips as the main, or one of the main reading materials. The amount of sentences was usually low (12-16 sentences per one comic strip). In such cases it would be more beneficial to experiment with some recommended reading strategies developing the students' creativity and imagination (because students had been already aware of the main characters and knew basic information about them). Concerning the frequent use of teacher-made materials, it was realized by rewriting the text from student's books and sometimes even applying the material according to the instructions from the same source or as a filling the gap activity. On the one hand, the accustomed steps for working on the reading activities might be helpful for students, but on the other hand, the same routine of working with the texts, might also turn in to a boring and ineffective task. Therefore, teachers should try to find a balance in applying common and less common activities.

As the last thing, it was discovered, that teachers did not use authentic reading materials. The reason is probably inherent in the matter of time needed for developing such texts. But it is also necessary to keep in mind the positive impact which authentic texts might have on students. The solution might be to visit some of the web-sites, which can help the teachers to save time and use the authentic materials.

Teacher's roles

Teachers should always recognize to the individual personalities, needs and wishes of their students. In order to maintain students' interest in learning a foreign language, educators need to develop readers' knowledge and personalities and divide the attention equally. In the relationship to reading, it might be applied in explaining the purpose of reading (which never appeared during the observations), supporting students reading performance and dividing students into groups not according to the friendships, but rather their abilities, etc.

Limitations of the research

The offered research cannot be generalized due to the fact that the data were collected in a small number of classes. Every teacher is different, teaches in his or her own way and usually has certain limitations (personal ones etc.). The other difficulty was the subjective perception. During the observations teachers used some strategies, activities and they also had particular reactions; students also worked on tasks, had certain reactions and behavior. Mentioned moments might be differently perceived and commented by other observers. Therefore, it could have been more practical to use the combination of questionnaires and observations, in order to avoid as much subjectivity as possible. Additionally, the work of students with individual lesson plans could not be examined, because they never participated in observed classes.

Suggestions for Further Research

It would be reasonable to continue such research in the same classes in a year to follow the probable progress of the teachers in using reading strategies and developing reading activities. In my opinion, it might be useful to have an interview with readers individually or as a group, in order to discover their attitudes toward reading and to avoid subjective predictions. The interview might be also realized with teachers, in order to understand better their reasons for using particular types of reading programs, materials, strategies, and activities. Another possible research could be done in a distant future, approximately 3-5 years later, in order to notice the extent of a progress in this field of English teaching. The researchers could work on monitoring the extensive reading programs or develop the plan for teachers for its realization.

In this chapter, firstly, the particular advice for teachers, based on the results of the research was offered and the importance of the suggested changes was explained. Secondly, the limitations of the research were described (problems with its generalization and the matter of subjectivity). Then the suggestions for further research were presented.

VI. CONCLUSION

As described in the introduction, people perform some reading every day – at home, in shops, at work and of course at schools (even while analyzing instructions of the exercises; the individual examples of vocabulary; tests; etc.) – consciously or unconsciously. The author’s attempt was to present an overview of the modern theory of teaching reading and reading strategies in English classes. In the section Theoretical Background, the main information about reading, interactive approaches toward it, the potential and ideal teacher’s goals in the process of reading, schema theory, and the aspects of the nature of reading are explained. The section also includes specific descriptions of the beginning reading stage and its aspects as phonemic awareness, practical principles and possible reading tasks are discussed. And at last, two main kinds of reading programs – intensive and extensive ones are processed and the methods/steps for making an effective reading lesson are described.

The main aim was to compare the theory and the practice. Therefore, 12 lessons of 4 teachers were observed (the individual classes and the reasons for choosing them are explained in the section Methods). It was discovered that reading was included in about one fourth of the whole monitored time in every observed class. And if the development of the 4 main skills is seen separately, time spent on reading is considered to be used properly. The applied materials always corresponded with those ones in students’ books. Because of the Project books, texts had the same base in three out of five cases. The teachers applied recommended strategies and reading stages during their lessons, but never explained the reason of applying them in particular situations. The author found no evidences of the extensive reading programs or strategies in monitored classes.

All the displayed pieces of information, comments and advice created on the base of analyzed results were not written in order to criticize mistakes teachers make, but rather as an attempt to gain insights into teaching practices. . The teaching methodology of the 21st century is progressive and the whole process of the world development is happening very quickly. In order to keep up with all the changes and be a part of progress in educational system, teachers need to cooperate, help each other and be critical to each other in an objective sense. Teachers also need to keep in mind that all classes are unique, with individual members, who have particular needs. From the topical point of view, teachers’ duty is to develop reading skills appropriately, teach students to use particular

strategies and explain when to use them, offer different kinds of texts and provide students with rationale for working on their reading skills.

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APPENDICES

Appendix 1: Empty research paper

Research paper – Diploma thesis: Reading and Reading Strategies in Language Classes

Grade:

Time:

Number of students:

Years of learning English:

Class seating arrangement (organization of desks):

Materials and teaching aids used:

Class objectives/goals:

Language skills practiced:

Errors and corrections:

Subjective commentaries: (Atmosphere, Level of engagement, Level of involvement)

Description of the lesson. Use additional sheets of paper to record the whole class session.

Timing	Activities (what is happening)	Teacher does...	Students do....	Comments

Comments on reading moments:

Appendix 2: Observation records and materials

1.1 Research paper – Diploma thesis: Reading and Reading Strategies in Language Classes – Bc. Jindrová Soňa

Grade: 8.A

Time: 10:00 – 10:45 (45min)

Number of students: 11 students

Years of learning English: 5 years (from the 3rd grade)

Class seating arrangement (organization of desks): Traditional (tables in 3 rows – students sit in pairs or alone)

Materials and teaching aids used: printed mini-test (from teachers' book), dictionaries, textbook

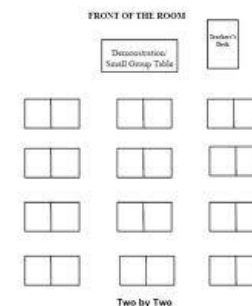
Class objectives/goals: weren't set

Language skills practiced: writing, reading, listening (based on reading aloud) and speaking (based on answering questions – half of students used the opportunity)

Errors and corrections: the teacher used a strategy of immediate correction (t. was doing all corrections or filling the task when Ss. didn't know the correct answer)

Subjective commentaries: (*Atmosphere, Level of engagement, Level of involvement*)

- Ss. seemed relaxed (they ask and consult the tasks and unknown vocabulary)



- 3 Ss. (low level English) seemed to be limited in involvement (during tasks they just sit and draw pictures; act as they are waiting for correct answers – they always write them down; also body-language (moving with heads in 'don't know' way suggest the lack of language knowledge)
- Just 2 Ss. give an impression of strong involvement and engagement (compare results and check their understanding with each other and the teacher = they have also the most attention from the teacher); 6 Ss. show their involvement and engagement just during particular activities, for example during the reading aloud)

Description of the lesson. Use additional sheets of paper to record the whole class session.

<i>Timing</i>	<i>Activities (what is happening)</i>	<i>Teacher does...</i>	<i>Students do...</i>	<i>Comments</i>
2 min	Introduction	introduces a visitor and explains the reason of an observation	listen	Everything in L1
2 min	Printed mini-test	gives instructions and helps with a translation of offered verbs (Ss. need to work with); during the test T. monitors Ss.' individual work	listen and cooperate in translation; individually work on their mini-test	Intensive kind of reading (see: Used materials – <i>Doplňte rozhovor. Použijte slovesa v rámečku.</i>); T. monitors and advises mainly to the most active
14 min	Time for mini-test			

				Ss.;
2 min	Dividing into groups	gives instructions (who is going to work with whom)	do what the T. wants them to do (change seating arrangement)	
10 min	New topic: IMAGE	gives task and empty papers	several Ss. work on their task (a group work – 3 or 4 Ss. in 1 group)	Task: How many words can you associate with the word 'IMAGE'?
4 min	Sharing the ideas with other Ss. by writing them on board	monitors and helps with translation	write words on board	During the group work – only 1 person in group is active, others just sit and wait for the results of an activity) T. is very active (Ss. have just little time for thinking)
9 min	Introduction to a work with textbook (see: Used materials – <i>New Image</i>)	asks Ss. to read the text and answer 5 comprehension questions;	ask additional questions and on the task (an individual work)	Ss. have just a little time for giving an answer (teacher often finish

2 min	Answering questions	monitors and helps with answers (one-word answ. transfers into full sentence answers)	answer: one-word answers	answers herself)
5 min	Reading aloud (each S. one sentence)	helps with pronunciation and translation	trying to translate	
Ringin	Homework: read the text and learn new vocabulary	gives instructions	listen X pack	(some make notes about the homework X others are packing)

Comments on reading moments:

Ad. Mini-test: even though the test was based on previous work with a similar text, there was lack of activation of vocabulary and background knowledge (there was just translation of verbs);

Ad. Creating and presenting/filling a spider chart: T. reads vocabulary written on the board (Ss. are passive in this case); several Ss. write down unknown vocabulary (other don't even read it);

Ad. Reading the text: Activation of a background knowledge just by the 'spider chart' (there was nothing about bands; no effective link to the reading activity); first experience with a text and comprehensible questions (again 2 Ss. are cooperating with a teacher during the silent reading; T.'s monitoring of other Ss.' work is very quick); Several Ss. stop reading and *might wait for the cooperation together and teachers' explanation;*

Reading itself: Ss. read and translate (each S. one sentence); T. helps with translation and pronunciation (T. is very active)

**USED 'READING'
MATERIALS**

E Doplňte rozhovor. Použijte slovesa v rámečku ve správném tvaru předřičnomého času.

not decorate buy not send not check ✓
bring put not make lend take not leave

Anne Carla, is everything ready for the party?

Carla I think so. But I haven't checked my list.

Anne Let's check it now, ² you
..... any food?

Carla Yes, crisps and biscuits, but I
³ any sandwiches.

Anne Don't worry. We can make them together.
⁴ you the
cheese and ham out of the fridge?

Carla Yes, I have.

Anne What about the drinks?

Carla They are ready. I ⁵ the
coke and the lemonade in the fridge. They
will be really cold when the guests arrive.

Anne But you ⁶ the room.

Carla Mark ⁷ me a lot of
balloons and posters.

Anne Great. We can put them on the walls in the
afternoon.

Carla What about the music?

Anne ⁸ you the
CDS?

Carla Don't worry. I ⁹ them at
home! They are in that plastic bag.

Anne Oh, no! Carla ...

Carla What?

Anne You ¹⁰ the invitations!
They're here in the bag!

2 Who are the people in the pictures?
3 What happened to them?

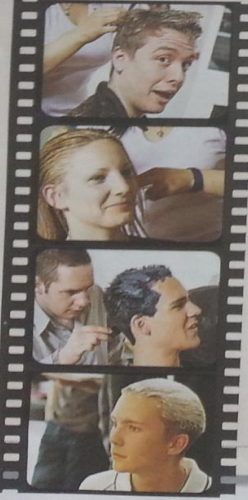
casual clothes

A NEW IMAGE

OK. You can sing, you can dance and you can even play your musical instruments. In today's pop music world, however, that isn't enough. You have to look good, too. Image is really important. Here at Bliss magazine we're going to take a new band every month and give them a new image.



Jethro Marles Junior Age: 17	Dean Breyley Age: 17	Lee Harvey Age: 20	Tami Carpenter Age: 16
--	--------------------------------	------------------------------	----------------------------------



The band
This month's band is 8:58 and they come from Torquay in Devon. They've been together for eight months and they've played in several clubs in Torquay. They've been on the local radio, too, with their CD, *Funky Fever*.

Do you want to be next?
Are you in a band? Send us your name and address with a photo and a cassette of one of your songs. Perhaps next month we'll choose you for a new image.

The big day
Jethro, Dean, Lee and Tami arrive at our office in London. First, our hairdressers start work. Dean looks a bit worried, but we think he'll like it. After lunch we choose some new clothes. Everybody tries on several jackets, shirts, tops and pairs of trousers before we find the right things. It's now 4.30 pm. Tami and the boys have been here since 9 o'clock this morning. But we haven't finished yet. It's time to go

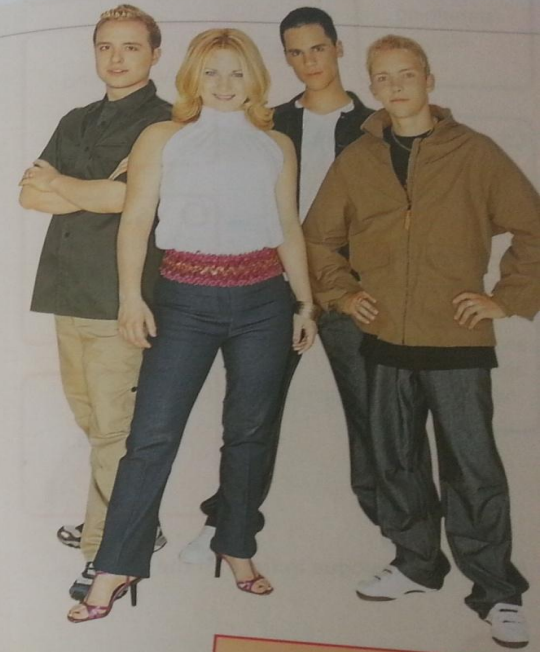
to the photo studio where our fashion photographer is waiting. It's been a long day and here's the result.

So what do they think?
Tami I love the new look. It's nice and natural.
Lee I really didn't like my hair before, but this is brilliant.
Jethro We've had a great time here and I really like the new look.
Dean I can't believe it. We look really good.

dye/coloured hair

she dyed/coloured her hair yellow.

4 What do you think of their new image? What things have changed?



The most famous image change in pop music happened in the 1960s. When they first started, the Beatles looked like lots of other groups. Then they changed their hairstyle and they wore jackets with no collars. They looked different, so people noticed them.



Since then, all bands and singers have tried to have their own special image.

hairstyle

comb

1.2 Research paper – Diploma thesis: Reading and Reading Strategies in Language Classes - Bc. Jindrová Soňa

Grade: 8.A

Time: 10:00 – 10:45 (45min)

Number of students: 11 students

Years of learning English: 5 years (from the 3rd grade)

Class seating arrangement (organization of desks): Traditional (tables in 3 rows – students sit in pairs or alone)

Materials and teaching aids used: books, materials designed by the T. (based on textbook)

Class objectives/goals: weren't set

Language skills practiced: reading, speaking (limited; mostly one-word answers), listening

Errors and corrections: the teacher uses a strategy of immediate correction (T. was doing all corrections or filling the task when Ss. didn't know the correct answer or the answer took them very long time)

Subjective commentaries: (Atmosphere, Level of engagement, Level of involvement)

- no changes from previous commentaries (same impressions)

Description of the lesson. Use additional sheets of paper to record the whole class session.

<i>Timing</i>	<i>Activities (what is happening)</i>	<i>Teacher does...</i>	<i>Students do...</i>	<i>Comments</i>
3 min	Organization of the class	gives tests; organizes the class	check their results	
4 min	Mini-test feedback	asks students to first decide which verbs are regular/which are irregular ones; ask S. by S. to read one sentence and give a correct answer	respond on the task: choose regular/irregular verbs and read sentences + give correct answers	2 Ss. read very slowly and reading seems more as decoding separate words than understanding the whole sense
3 min	Grades + Setting a date for the next test	checks grades and sign them; announces a date for the next test	write their grades in their record books; agree on a test date	Signing the record books could be done during an activity (might save time etc.)
5 min	Work with the text from previous lesson	asks questions (activation of a background knowledge)	answer the questions	Ss. are allowed to use the textbook (they use the background knowledge + search the info in the text)

10 min	Reading the text	checks understanding (usually once per 3 sentences)	read the text (each S. one sentence)	2 Ss. read very slowly and reading seems more as decoding but at the same time Ss. are able to guess the meaning from key words) – sometimes successful other time unsuccessful guess
10 min	Reading the text about BEATLES	gives instructions (Read the text and fill missing words); after 2 min T. writes missing words on the board; checks answers + gives answers (when no one knows or the answer takes too long)	4 Ss. read and try to fill empty gaps in sentences, other started after a given clue	Missing words are written on the board (not in a correct order)

5 min	Work with pictures of famous / well-known people	shows pictures (on smart board)	guess who are they and describe their image	Famous/w.-known people: Maxim Turbulenc, Black Sabath, Bob Marley, Vladimir Franz;
5 min	Work on exercise (Present perfect – since/for) + writing notes into notebooks	asks on date present grammar features and motivate Ss. to search for particular examples	response search for examples	T. explains grammar in L1

Comments on reading moments:

- mostly silent reading
- weak Ss. have not got enough time to express themselves / formulate answers
- 2 Ss. read very slowly and reading seems more as decoding but at the same time Ss. are able to guess the meaning from key words) – sometimes successful other time unsuccessful guess

USED 'READING' MATERIALS

- Who are the people in the pictures?
- What happened to them?

casual clothes

A NEW IMAGE

OK. You can sing, you can dance and you can even play your musical instruments. In today's pop music world, however, that isn't enough. You have to look good, too. Image is really important. Here at Bliss magazine we're going to take a new band every month and give them a new image.



Jethro Marles Junior
Age: 17

Dean Breyley
Age: 17

Lee Harvey
Age: 20

Tami Carpenter
Age: 16

The band

This month's band is 8:58 and they come from Torquay in Devon. They've been together for eight months and they've played in several clubs in Torquay. They've been on the local radio, too, with their CD, Funky Fever.

Do you want to be next?

Are you in a band? Send us your name and address with a photo and a cassette of one of your songs. Perhaps next month we'll choose you for a new image.

The big day

Jethro, Dean, Lee and Tami arrive at our office in London. First, our hairdressers start work. Dean looks a bit worried, but we think he'll like it.

After lunch we choose some new clothes. Everybody tries on several jackets, shirts, tops and pairs of trousers before we find the right things.

It's now 4.30 pm. Tami and the boys have been here since 9 o'clock this morning. But we haven't finished yet. It's time to go

to the photo studio where our fashion photographer is waiting.

It's been a long day and here's the result.

So what do they think?

Tami I love the new look. It's nice and natural.

Lee I really didn't like my hair before, but this is brilliant.

Jethro We've had a great time here and I really like the new look.

Dean I can't believe it. We look really good.

- What do you think of their new image? What things have changed?



The most famous image change in pop music happened in the 1960s. When they first started, the Beatles looked like lots of other groups. Then they changed their hairstyle and they wore jackets with no collars. They looked different, so people noticed them.



Since then, all bands and singers have tried to have their own special image.

dye/coloured hair

she dyed/coloured her hair yellow

hairstyle

comb

Beatles

The most image change in pop music happened in 1960's. When they started, the Beatles looked like lots of other groups. Then they changed their hair style and they wore jackets with no collars. They looked, so people noticed them. Since then, all and singers have tried to have their own special

- *Missing words: image, bands, famous, different, first*

1.3 Research paper – Diploma thesis: Reading and Reading Strategies in Language Classes - Bc. Jindrová Soňa

Grade: 8.A

Time: 10:00 – 10:45 (45min)

Number of students: 12 students

Years of learning English: 5 years (from the 3rd grade)

Class seating arrangement (organization of desks): Traditional (tables in 3 rows – students sit in pairs or alone)

Materials and teaching aids used: textbook

Class objectives/goals: weren't set

Language skills practiced: writing, reading, speaking

Errors and corrections: the teacher used a strategy of immediate correction (t. was doing all corrections or filling the task when Ss. didn't know the correct answer)

Subjective commentaries: (Atmosphere, Level of engagement, Level of involvement)

- no changes from previous commentaries (just after 3 lesson can see that weak Ss. have a wish to work, just their level of English is too weak) – in my opinion they also suffer because of the lack of attention

Description of the lesson. Use additional sheets of paper to record the whole class session.

<i>Timing</i>	<i>Activities (what is happening)</i>	<i>Teacher does...</i>	<i>Students do....</i>	<i>Comments</i>
5 min	Introduction	organizes the class for the vocabulary test	listen and act according to the instructions	
7 min	Vocabulary test	gives tests and after the test, collects tests	fill the missing words (in brackets their meaning in L1)	(see below: first enclosed material)
3 min	Work with the Workbook	asks Ss. to fill the gaps and create answers (exercise is based on the text: New Image) monitors Ss. work (quick monitoring of the whole class)	translate instructions and work on the task	Ss. are allowed to work in pairs (just 2 pairs work together; the rest of the class works individually) T. consults the exercise most of the time only with one pair of Ss. – advanced students)
15 min	Checking the answers + work together on other exercise (see below: second enclosed	helps Ss. with correct answers	read, connect answers and describe characters	Ss. mostly give one-word answers and T. puts them

	material)			into full sentences
10 min	Present perfect tense (work with handouts)	gives handouts and ask for explanation of grammar features (and explains them)	give one-word answers and fill <i>since / for</i> in given materials	T. has no idea that 1 S. doesn't have materials (for about 2-3 min); work again just with one pair; once stops and for about 10 sec helps to 2 weak Ss.)

Comments on reading moments:

- activation of background knowledge is inefficient, there is not enough space given for practicing new vocabulary and work with texts – it follows to weaker reading performances
- T. uses / tries to use all recommended strategies for developing reading skills (and other skills) – the only problem is a fluent transition from one activity to another (for more details read Practical part of the thesis)

**USED 'READING'
MATERIALS**

He's a member of a(kapela)
Hisis cool. (podoba)
I prefer products. (přírodní)
I did not it. (všimnout si)
He works as a(fotograf) in a(foto studio)
You did the(správná věc)
It's the story. (stejný)
I don't like clothes with a(límeč)

Streetlights come from Birmingham. Mark guitar and Natasha have been years now. So far they clubs and they. They've but it successful. They've never before. They It's called stage.

Unit 2

1 Hi, I'm Natasha and this is Mark. We're Streetlights. The magazine has chosen us for a makeover.

2 Natasha and I have just arrived at their office in London, and we're meeting the editor, Angela.

3 Welcome to Treat Magazine.

4 We're now at the hairdresser's. Sandra has just washed my hair.

5 I'm cutting Natasha's hair now. Chelsea has nearly finished Mark's hair. He looks a bit worried.

6 Help! Where has all my hair gone?

7 We've had lunch and now we're choosing our new clothes. I love these boots.

8 Natasha's tried on several pairs of shoes and boots, but she's finally found some. I hope she doesn't fall over when we're on stage.

9 They've been here for six hours now, but they haven't finished yet. Next we're going to the photo studio. John is going to take some photos of their new image.

10 I think our new image is great. I've always had long hair, but I really like it very short like this.

11 Mark and I have really enjoyed day. It's been brilliant. Thank 'Treat'.

12 Do you want to have a makeover? Write to me at Treat Magazine.

c Complete these sentences with information from the picture story.

- 1 The magazine's offices are in
- 2 They've chosen Streetlights for a
- 3 looks a bit worried about his hair.
- 4 He's always had hair before.
- 5 They choose their clothes after
- 6 John works in the photo
- 7 Mark thinks the new image is
- 8 Natasha thinks the day has been
- 9 If you want a makeover, you should to Angela.

2.1 Research paper – Diploma thesis: Reading and Reading Strategies in Language Classes – Mgr. Boháčová Kateřina

Grade: 9. B

Time: 8:55 – 9:40 (45min)

Number of students: 9 students

Years of learning English: 6 years (8 Ss. From the 3rd grade) + 2 years (1 S. has individual plan)

Class seating arrangement (organization of desks): Traditional (desks are fixed in this class, and are organized in two rows; this classroom is a kind of laboratory)

Materials and teaching aids used: handouts created by the teacher, dictionaries

Class objectives/goals: to check a last test + to write a new mini-test + start with a new topic

Language skills practiced: speaking, reading (tasks from handouts), and writing

Errors and corrections: T. corrects mistakes (immediate correction – T. says correct possibilities)

Subjective commentaries: (Atmosphere, Level of engagement, Level of involvement)

- Ss. seem to be involved – T. checks comprehension (asks each time another student)
- Atmosphere is relaxed (T. laughs when Ss. say jokes, accept different ideas and opinions, but at the same time shows Ss. clear expectations of their behavior and of their work results)
- While working in pairs – cooperation/communication is in L1, but answers in L2 (T. asks Ss. to answer in full sentences and they are doing it)
- While monitoring and advising – the attention is given to each pair / student (who needs it)

Description of the lesson. Use additional sheets of paper to record the whole class session.

<i>Timing</i>	<i>Activities (what is happening)</i>	<i>Teacher does...</i>	<i>Students do...</i>	<i>Comments</i>
5 min	Introduction and arranging the class	explains a lesson plan; solve excuses; gives individual tasks to one S. (with individual plan)	listen and act as it is expected from them (try to maintain silence and wait for instructions)	
5 min	Checking the past test	asks questions based on frequent mistakes	give correct answers	in one exercise there were many mistakes (some Ss. didn't understand the task for describing a picture)
15 min	Mini-test; Individual work; Collecting tests and checking the correct answers	dictates sentences, asks Ss. to put sentences into a passive voice and during the individual work T. writes sentences on the board	write sentences and work on the task, later check sentences with those written on board (!vocabulary writing!) after the test: orally put written sentences into a passive voice	Mini-test: (see below: first enclosed material)

5 min	New topic: WEATHER; Work with handouts created by the T.	activates a background knowledge; asks Ss. to explain the weather, when: <i>It's</i> (see second enclosed material); writes possible descriptions of weather on the board and explains the difference	cooperate and guess (ask for explanation or additional information in L1)	Brainstorming (vocabulary and phrases) on current weather Example of possible description of the weather: It's rainy/ snowy. X It's raining/ snowing.
13 min	Work with handouts and checking the created sentences	gives instructions (divide words connected with the weather among Ss. (see in second enc. material: <i>Other useful words</i>); and helps Ss. with translation; monitors work in pairs; listen ideas and correct mistakes/ errors/ and pronunciation in translation	guess the meaning of given words and work on the task (each pair has two weather types) - each pair creates 4 sentences and present 1 sentence to classmates and they guess the weather type mostly in L1	Task: Create sentences which describe a weather type you work on.
2 min	Homework: what to do for the next lesson	gives instructions	some Ss. make notes X	(see 3rd enclosed material)

			other just listen	
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Comments on reading moments:

Ad. Mini-test: While writing sentences on board, there is one sentence: My brother cleans the house e. day. (it proves that thanks to previous dictation and perhaps also thanks to previous experience - it is not necessary to write full version of some words – Ss. understand what the abbreviation means)

Ad. Reading expressions from handouts: Ss. practice pronunciation with the teacher; during the individual work Ss. are asked to work with dictionaries; translation is practiced on separate expressions and translated items are after used in context (Ss. create sentences)

**USED 'READING'
MATERIALS**

Mini-test (orally dictated sentences and later written on the board in this way)

1. My brother cleans the house e. day.
2. They sold this house for 3,000 dollars.
3. People don't use this office.
4. Your father warned you!
5. Water covers 71% of our planet.

What is the weather like?

It's ...

- CLEAR - _____
 CLOUDY - _____
 DRY - _____
 FOGGY - _____
 HUMID - _____
 RAINY - _____
 SHOWERY - _____
 SNOWY - _____
 STORMY - _____
 SUNNY - _____
 WINDY - _____



It's snowing. It's raining. ... (present continuous)

Speaking about temperature:

It's ... FREEZING

COLD
 CHILLY
 WARM
 HOT
 25 °C (degrees Celsius)

Other useful words:

cold front		rainbow		typhoon	
hail		sunrise		fog	
hurricane		sunset		glaze	
lightening		sunshine		icy road	
thunderstorm		raindrops		flood	

- 1) It's a beautiful day to go to the beach. It's _____ and warm.
- 2) It will be cloudy today with a chance of _____ so don't forget to bring your umbrella to work.
- 3) Drive very carefully this morning because it's very _____ out there. You can't see very far ahead of you.
- 4) There's not a cloud in the sky today. It's totally _____.
- 5) It'll be cold tomorrow with a chance of snow in the afternoon. Drive slowly because the roads are very _____.
- 6) It is going to be really hot today. It'll get up to 37 _____ Celsius.
- 7) The rain might freeze later today and turn into _____.



2.2 Research paper – Diploma thesis: Reading and Reading Strategies in Language Classes - Mgr. Boháčová Kateřina

Grade: 9. B

Time: 11:50 – 12:35 (45min)

Number of students: 10 students

Years of learning English: 6 years (9 Ss. From the 3rd grade) + 2 years (1 S. has individual plan)

Class seating arrangement (organization of desks): Traditional (this time in computer classroom with smart board)

Materials and teaching aids used: smart board, handouts created by the teacher, dictionaries

Class objectives/goals: to check a last test and continue in the topic: WEATHER

Language skills practiced: speaking, reading (tasks from handouts)

Errors and corrections: T. correct mistakes or asks Ss. to correct them

Subjective commentaries: (Atmosphere, Level of engagement, Level of involvement)

- No changes (same impressions)

Description of the lesson. Use additional sheets of paper to record the whole class session.

<i>Timing</i>	<i>Activities (what is happening)</i>	<i>Teacher does...</i>	<i>Students do...</i>	<i>Comments</i>
5 min	Introduction + Organizational things	introduces the lesson, gives mini-test results, and tells Ss. what to write into their record books + gives individual work to the S. with individual plan	write notes and grades into their record books	Ss. go one by one to the T.'s desk with record books and tests
10 min	Online game on the smart board (weather)	gives instructions and asks additional questions	choose the word and answer the questions in full sentences	Task: Choose the suitable name for the weather based on a displayed picture.
5 min	Vocabulary	names words in L1 and ask additional questions (mostly on differences)	translate words into L2 and explain differences in L1	1-2 Ss. work actively (T. tries to involve other Ss.)
13 min	Work with the handout + Listening (weather forecast)	gives handouts and instructions + plays the recording	listen and fill empty gaps (work in pairs)	there are 3 different weather forecasts (each is played 2x and at the end

				the whole listening is played one more time)
7 min	Feedback based on listening	asks volunteers to exchange handouts (just those who want to get a grade) after reading T. collects handouts from 3 pairs for deeper examination and promises the results in next lesson	3 pairs exchange handouts; give feedback by reading the forecasts (each S. read one sentence)	1-2 students = weak readers (reading performance – word by word; no rhythm in reading) All Ss. seem to be involved
5 min	Work on a little project	asks Ss. to work in groups of 3 on a weather forecast for Sunday (for the whole Czech Republic)	create a forecast; consult with T. possible options; communicate in L1 (write the project in L2)	Lack of information about performance (will just written form be enough or they will present the forecast orally???)

Comments on reading moments:

- Ss. work with dictionaries during the project, but during the listening part there was not enough time for searching the unknown vocabulary (while translation T. was giving them possibilities for translation) = as a result Ss. were passively listening and repeating

**USED 'READING'
MATERIALS**

The handout was created on the basis of the textbook (see exercise 3)

D THE WEATHER SKILLS

Listening and speaking

WORKING WITH WORDS

Weather

1 a Look at the table of weather symbols. Put these words in the nouns column.

rain	clouds	wind
snow	sun/sunshine	

b Complete the adjectives column.

	nouns	adjectives
1		cloudy
2		foggy
3		
4		
5		
6		
7		showery
8		
9		
10		a thunderstorm thundery
11		a storm
12		

c Put these temperature words in the correct order.

warm cool hot cold

freezing _____

0° _____ 35°(degrees)

2 a Use the words in 1. Describe the weather in your country

- today
- in January
- in August
- yesterday
- in April
- in November

b What kinds of weather do you like or dislike? Why?

3 a Listen to the weather forecasts. Which kinds of weather are mentioned?

b Listen again. What will the weather be like in each part of the country? Circle the correct weather symbols.

1 the west				
the east				
2 the north				
the south-east				
the south-west				
3 the south-east				
the north-west				

c Listen again and check your answers.

4 Give the weather forecast for your country tomorrow. See if you're right tomorrow!

You've nearly finished this book now. Do the Progress check in the Workbook, then complete this Progress diary.

PROGRESS DIARY

How well do you think you know this unit?

1. Listen. Complete the weather forecasts:

1) Here's the weather forecast for tomorrow. I'll start with the west. Here it's going to be _____ with temperatures up to _____ and you might see some _____ in the afternoon. The eastern half of the country will be _____ and _____ with a lot of _____. But it will be _____ and that wind will be from the north, so temperatures will only reach about _____ or _____ degrees. That's it. Have a good day.

2) Good evening. Well, it's been a _____ day today, but we're going to see a big change in the weather _____. I'll start with the north and I'm afraid that if you go out tomorrow, you'll need your _____. It's going to be a very _____ day with some _____. The south-east should be _____, but it will be dull and _____. The south-west will see some _____ and some _____. It will be cool everywhere.

3) Good morning. We're going to see very different weather in different parts of the country today. For today's _____ I'll start with the south-east. Here it's going to be another _____ day. Temperatures won't go above _____ all day. It will be _____ everywhere, and there might be some mist and _____ in some places. So please be careful if you're driving. In the north-west it is going to be a very different story. Here it will be very _____ with strong _____. Those winds will bring _____ to most places. So, if you don't have to go out, it will be _____ to stay at home. That's all for now. Have a very _____.

2. Prepare your own weather forecast:

- wind: 2 - 4 m/s
- sunrise: 6.25
- sunset: 19.41

2.3 Research paper – Diploma thesis: Reading and Reading Strategies in Language Classes - Mgr. Boháčová Kateřina

Grade: 9. B

Time: 8:55 – 9:40 (45min)

Number of students: 9 students

Years of learning English: 6 years (8 Ss. From the 3rd grade) + 2 years (1 S. has individual plan)

Class seating arrangement (organization of desks): Traditional (computer room)

Materials and teaching aids used: smart board

Class objectives/goals: continue work on projects (weather forecast for Sunday); watching a sitcom

Language skills practiced: listening

Errors and corrections: same as was mentioned before

Subjective commentaries: (Atmosphere, Level of engagement, Level of involvement)

- As it was mentioned before

Description of the lesson. Use additional sheets of paper to record the whole class session.

<i>Timing</i>	<i>Activities (what is happening)</i>	<i>Teacher does...</i>	<i>Students do...</i>	<i>Comments</i>
5 min	Introduction	explain the plan of the lesson	listen	
10 min	Work on projects (weather forecasts)	monitors and gives advices	work in groups of 3	2 groups work and one group chat in L1 After 10 min T. takes their projects (Ss. don't know how the project will continue)
28 min	Watching the sitcom (with subtitles): Questions: 1. What embarrassing Sheldon did? 2. Is Howard interested in new (job) position? 3. What plan does Leonard have to get a new job? 4. Name of the position they are	gives comprehensible questions	write down questions and watch	Based on agreement (if Ss. work hard during for about 2 lessons – 3 rd lesson is bonus: they watch a sitcom: The Big Bang Theory) While watching Ss. make

	interested in:			notes
1 min	Homework: find meanings of following list of vocabulary: immortality, chainsaw, seat warmer, roots + in case of: gift, committee (Br. and Am.)			

Comments on reading moments:

- No comments

3.1 Research paper – Diploma thesis: Reading and Reading Strategies in Language Classes – Mgr. Ašková Nad'a

Grade: 8.B

Time: 10:55 – 11:40 (45 min)

Number of students: 10 students

Years of learning English: 5 years (from 3rd grade)

Class seating arrangement (organization of desks): Traditional

Materials and teaching aids used: extra materials (crossword), textbook

Class objectives/goals: practice irregular verbs and start new comics

Language skills practiced: speaking, reading, writing, listening

Errors and corrections: T. corrects or asks Ss. for corrections

Subjective commentaries: (Atmosphere, Level of engagement, Level of involvement)

- Well organized class (Ss. are familiar with some activities – work is fluent)
- T. require discipline and active work on tasks (Ss. are aware of it)
- The English knowledge is very high

Description of the lesson. Use additional sheets of paper to record the whole class session.

<i>Timing</i>	<i>Activities (what is happening)</i>	<i>Teacher does...</i>	<i>Students do...</i>	<i>Comments</i>
5 min	Introduction	introduces a visitor; solves excuses; presents the lesson plan	listen and give excuses	
7 min	Practicing irregular verbs' forms	says verb in L1 and choose Ss. (corrects wrong answers and pronunciation) + give positive feedback: well done/ excellent/etc.	put hands up and give all 3 forms of irregular verbs	well organized (Ss. seem to be engaged/ concentrated; every Ss. had a chance to give an answer)
10 min	Work on printed handout: CROSSWORD (see below: first enclosed material)	gives crossword and instructions + check the knowledge of offered verbs; monitor + checks correct answers and pronunciation (by saying words with the right	listen, translate and name all 3 forms of verbs; after starts an individual work (5 min); each S. read one sentence	T. also orally explain additional information and check understanding (several Ss. translate their sentences) Ss.' reading performance seems to be fluent

		pronunciation)		
5 min	Work with a textbook – comics' story (Ss. have already read before)	activates background knowledge (asks questions) writes problematic vocab. on the board (ex. pavement) and asks for brainstorming	answer and give possible equivalents (ex. hole; dig) and describe + one S. guesses in L1 (= correct guess)	Answers are based on already known information and also on what they can see on pictures
4 min	Work with copied handout + listening	gives instructions (close your books. Put mixed pictures of the comics in a correct order, then listen and make corrections in your choices).	work in pairs (or groups of 3) and after listening they read (one by one)	Reading part: 2 Ss. low level of reading skills

5 min	Work with listening and flesh cards (with written vocabulary)	asks Ss. to choose one flesh card with a word on it, say the word loudly and translate it + create one sentence in which you will use your word asks Ss. to put their word up when they hear it (plays recording)	say their word loudly + translate it; create a sentence and use their word in it put their words up (when they hear it during the listening part)	
5 min	Work with textbook - comics	asks Ss. to find their word in the comics and read the sentence (the word is used in) + translate	search for their words, read sentences and translate them	Just 1 S. has troubles with translation
1 min	Writing down vocabulary written on board	adds more vocabulary on a board and monitors Ss.' work	write down new vocab. in their notebooks	Ex.: pavement
2 min	Complete sentences with right subjects (see below: 4 th enclosed material –	gives Ss. time for thinking and checks the answers	individually complete exercise and read	Some Ss. write it down other do the exercise just

	<i>Exercise 2: Sweet Sue or Smart Alec?</i>		sentences with right subject	orally
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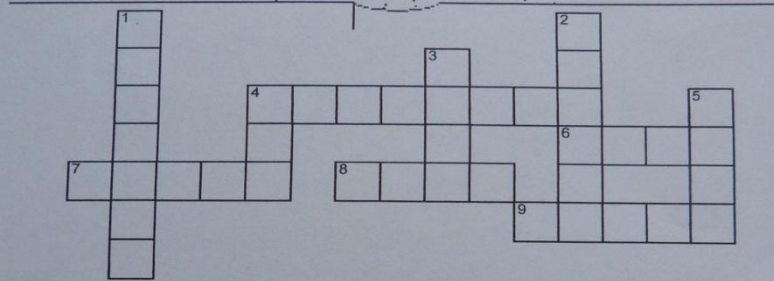
Comments on reading moments:

- In this classroom even the low level students can be consider as fluent readers (reading performance is slower and there are problems with pronunciation)
- Activation of background knowledge and work with vocabulary seem to be very effective (obvious on the result of the reading activities)

**USED 'READING'
MATERIALS**

How long have you studied English?

I have studied English for a long time.



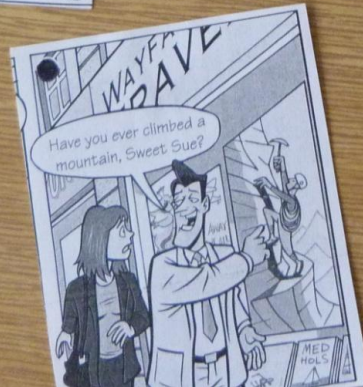
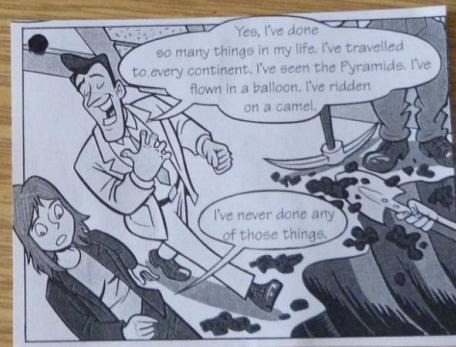
BEEN GONE RIDDEN HAD SEEN DONE HAPPENED LIVED STUDIED
KNOWN

Across

4. Has anything scary ever _____ to you?
6. Have you ever _____ anything exciting?
7. I have _____ in China for nine years.
8. Have you ever _____ to a concert.
9. How long have you _____ your best friend?

Down

1. I have never _____ Spanish, but I have studied Italian.
2. Have you ever _____ a horse?
3. Have you ever _____ on TV?
4. Have you ever _____ a pet?
5. Have you ever _____ a scary movie?





2 Sweet Sue or Smart Alec?

- 1 _____ often plays golf.
- 2 _____ has never played basketball.
- 3 _____ has won lots of competitions.
- 4 _____ hasn't climbed Mount Everest.
- 5 _____ has travelled to Africa and Asia.
- 6 _____ hasn't flown in a balloon.
- 7 _____ has fallen into a hole in the pavement.

What's the rule?

Present perfect: *ever* and *never*

3 a Complete these sentences.

- 1 I _____ Mount Everest twice.
- 2 I _____ on a camel.

b Smart Alec is talking about experiences in his life up till the present. What tense does he use?

- past simple
- present simple
- present perfect

c Find more examples of the tense in the story and answer these questions.

- 1 What two parts does the tense have?
- 2 Are all verbs regular?
- 3 How do we make questions?

5 a Look at the pictures and the cues. Have you ever done these things?

Example

I've played baseball. / I've never played baseball.



3.2 Research paper – Diploma thesis: Reading and Reading Strategies in Language Classes - Mgr. Ašková Nad'a

Grade: 8.B

Time: 10:55 – 11:40 (45 min)

Number of students: 10 students

Years of learning English: 5 years (from 3rd grade)

Class seating arrangement (organization of desks): Traditional

Materials and teaching aids used: vocabulary flash cards, textbook

Class objectives/goals: work with the comics

Language skills practiced: speaking, reading, writing, listening

Errors and corrections: T. corrects or asks Ss. for corrections

Subjective commentaries: (Atmosphere, Level of engagement, Level of involvement)

- No changes

Description of the lesson. Use additional sheets of paper to record the whole class session.

<i>Timing</i>	<i>Activities (what is happening)</i>	<i>Teacher does...</i>	<i>Students do...</i>	<i>Comments</i>
2 min	Introduction the lesson plan	explains the lesson plan and solve organizational things	listen and make excuses	
5 min	Work with flesh-cards (see below: first enclosed material)	gives to each S. 2 cards, asks to say one word (L2) and write its translation (L1) on the board (2 rounds); after it collects cards (when all words have already been written on the board) and ask for translation	read the word, translate it and write translation (L1) on the board + write translations on board	At the end, there are 2 columns on the board in each column there are words written in L1 and L2 In case or mistakes: T. announces just a number of mistakes and Ss. search for them and correct them
3 min	BINGO	asks Ss. to choose 5 English words written on the board announce words in L1 (in	write chosen words into their notebooks	The winner is complimented for a great job

		particular speed)	concentrate on a game	
5 min	Activation of the Ss.' background knowledge about COMICS	asks questions (based on previous reading) corrects the pronunciation	answer the questions in full sentences (using their background knowledge and information from the text in front of them)	Questions (for example): Who are the main characters? How old are they? What is their job? What are they doing there? etc.
5 min	Work with the printed comics – filling the empty gaps (books are closed already) (see below: 2 nd enclosed material)	asks Ss. to close their books and fill empty gaps plays the story again (recording)	work in pairs (or groups of 3) listen the story and correct their answers (after listening they open the book and compare written words – make corrections in writing)	
3 min	Work with phrases from the comics (see below: 3 rd enclosed material)	gives printed phrases from the story and asks Ss. to put them in a correct order	work in pairs (or groups of 3)	

		plays the story again	listen the story and correct their answers	
2 min	Questioning	asks questions, based on information given in the text (but wants to know Ss. experience)	answer the questions (based on own experiences)	<p>Questions: Have you ever climbed the mountain? Have you ever played golf?</p> <p>Each S. has a chance to answer the question (Yes I have..../ No, I haven't....)</p>
5 min	Work with flash cards with pictures and questions (see below: 4 th enclosed material)	asks Ss. to choose 2 cards, read the question, translate it and answer (helps Ss. with pronunciation and translation)	do what they are asked to do	Pictures help Ss. to understand the meaning of the question

10 min	Work with flash cards with pictures and questions	asks Ss. to collect answers on their questions from 2 of their classmates	move around the classroom ask and answer question; present one by one the collected piece of information	Presenting: first each S. read one question and answers and during the second round Ss. read another question with collected answers
3 min	Assignments and tasks	agrees with Ss. on the test date	Ss. listen and respond	
2 min	In last minutes Ss. can start working on their homework	monitors Ss.' work	work	

Comments on reading moments:

- Ss. already have no problems with vocabulary knowledge
- Reading is fluent and each time T. checks the comprehension, Ss. answers confidently

**USED 'READING'
MATERIALS**



A HAPPY ENDING?

Language in use

1 56 Read and listen to the story. Why is Sweet Sue happy at the end?

1 Have you played golf, Sweet Sue?
No, I haven't.

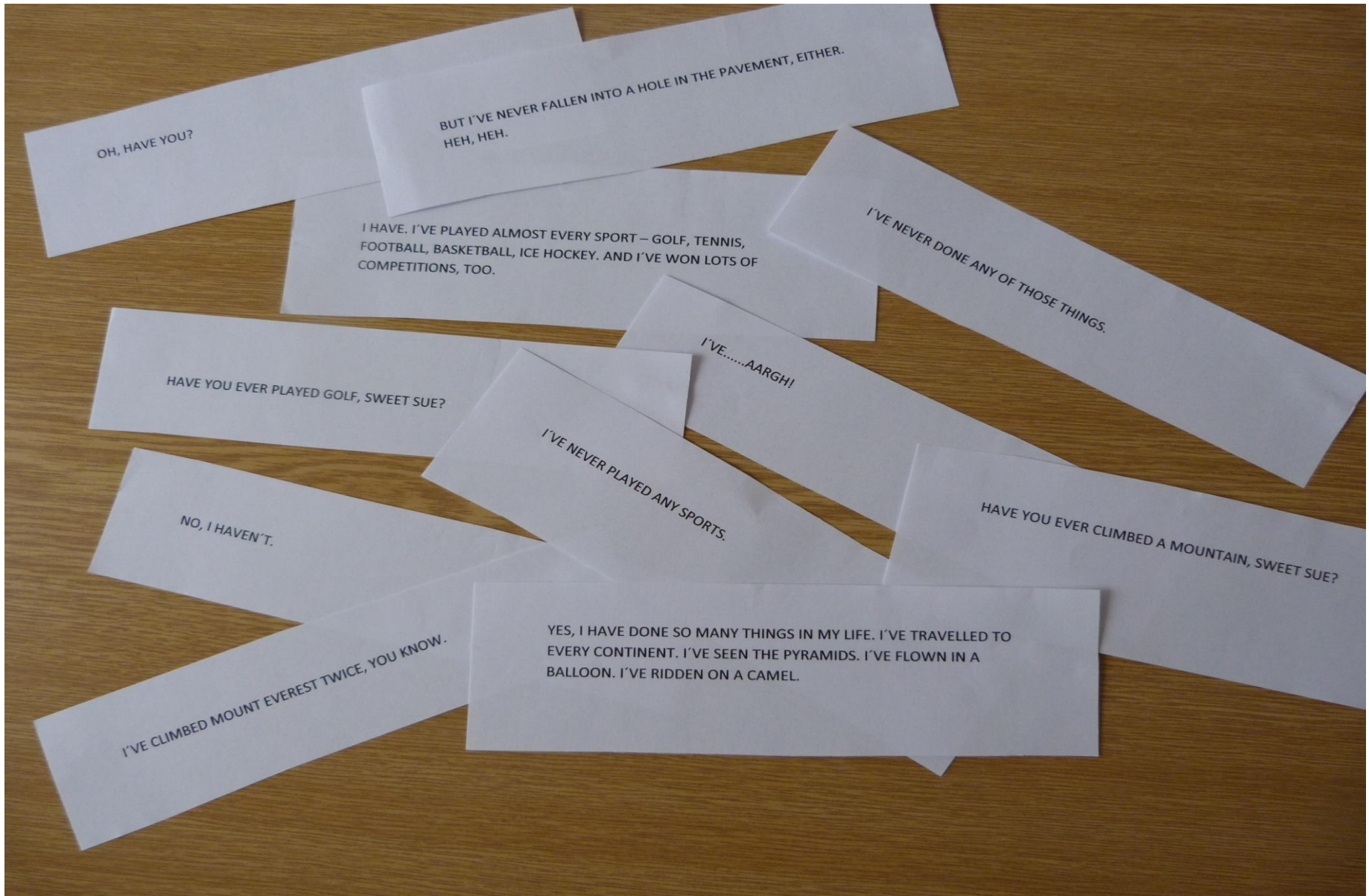
2 I have. I've played every sport – golf, tennis, football, basketball, ice hockey. And I've won lots of trophies, too.
I've never played any sports.

3 Have you ever climbed a mountain, Sweet Sue?
I've climbed Mount Everest you know.
Oh, have you?

4 Yes, I've done so many things in my life. I've travelled to every continent. I've seen the Pyramids. I've flown in a balloon. I've ridden on a camel.
I've never done any of those things.

5 I've ... Aargh!

6 But I've never fallen into a hole in the street, either. Heh heh.



Have you ever...



said I love you

?

Have you ever...



ridden a horse

?

Have you ever...



been to hospital

?

Have you ever...



crashed a car

?

Have you ever...



been in a fight

?


Have you ever...



Laughed for 10 minutes?

?

Have you ever...



lied to your parents

?

Have you ever...



missed someone

?

Have you ever...



been in love

?

3.3 Research paper – Diploma thesis: Reading and Reading Strategies in Language Classes - Mgr. Ašková Nad'a

Grade: 8.B

Time: 10:55 – 11:40 (45 min)

Number of students: 10 students

Years of learning English: 5 years (from 3rd grade)

Class seating arrangement (organization of desks): Traditional

Materials and teaching aids used: printed materials, textbook

Class objectives/goals: work with the challenging text

Language skills practiced: speaking, reading, writing, listening

Errors and corrections: T. corrects or asks Ss. for corrections

Subjective commentaries: (Atmosphere, Level of engagement, Level of involvement)

- Ss. know the steps for a work with challenging texts (lesson is fluent and Ss. are engaged)
- Ss. are confident and in my opinion it makes atmosphere 'student friendly' (they are aware about responsibilities, etc.)

Description of the lesson. Use additional sheets of paper to record the whole class session.

<i>Timing</i>	<i>Activities (what is happening)</i>	<i>Teacher does...</i>	<i>Students do...</i>	<i>Comments</i>
2 min	Introduction	explains the plans for the lesson	listen	
8 min	Topic: DREAMS; Activation of the background knowledge (questioning) (see below: 1 st encl. material – <i>The world of dreams</i>)	presents the topic and asks questions (based on reading, but T. is interested in Ss.' point of view – before reading)	answer the questions in full sentences	Questions: Do you dream every night? Do you remember your dreams? When do you remember your dreams? etc.
17 min	Work in pairs on given piece of the text	asks Ss. to work with dictionaries, translate their part of the text and write on board unknown vocabulary and its translation	work in pairs, write their translation on a piece of paper + write new vocabulary on the board <i>(ex.: coincidence, both, slap, scientist, breathe, unfortunately)</i>	Ss. know the activity, organizational things = very quick; they seem to be engaged (they know what is expected from them)
10 min	Work with the text	asks Ss. to read and give their translation	1 S. read and another S. from the pair translates	

5 min	Based on reading decide what is True and what is False	gives instructions and monitors the class	work on the task then read, translate and share their opinions about True or False statements	(see below: 1 st encl. mat. – Exercise 2)
3 min	Checking the vocabulary written on the board and making notes about Assignment (remember one of your dreams during the weekend; be prepared for the mini-test which will be next Wednesday)	asks Ss. to read vocabulary written on board (one by one) and write it in their notebooks (one more time corrects pronunciation)	read vocabulary and write it down	

Comments on reading moments:

- Effective way of working with a text (Ss. were involved in several tasks with which they already had experience = fluent transition in activities)
- Thanks to the silent reading and translating (while pair work) – reading was fluent (just there were slight problems with pronunciation of new vocabulary – Ss. sounded unsure and T. always helped them)

USED 'READING' MATERIALS

D SWEET DREAMS

Reading

1 a Work in a group. Discuss these questions.

- 1 Do you dream every night?
- 2 Do you find it easy to remember your dreams?
- 3 Why do you think we dream?
- 4 Has one of your dreams ever come true?
- 5 Can dreams predict the future?

b Read the text. What does it say about each of the questions?

2 Are these statements true or false?

- 1 Some people never dream.
- 2 We dream for about four or five hours each night.
- 3 You only remember a dream if you wake up in the middle of it.
- 4 Scientists don't know why we dream.
- 5 Sarah's son died.
- 6 Andrew often dreams about the winners of horse races.
- 7 Dr Stewart thinks that dreams can predict the future.
- 8 Dr Stewart thinks that a shark is going to attack her.

The world of dreams

Every night when you fall asleep, you enter a strange world, somewhere where anything is possible – animals talk and people can fly. It's the world of dreams.

Everybody dreams every night, but we don't dream for all of the night. In a normal night we have four or five periods of dreaming. They last about one or two hours altogether. Sometimes when we wake up, we remember nothing about our dreams. We usually only remember them if we wake up while we're actually dreaming. And we forget dreams very quickly.

Why do we dream? The short answer is: nobody knows. Most scientists believe that you dream because your brain is sorting out information. A lot of things happen in a normal day. While you're asleep, your brain looks at everything. It then puts some things into your memory and throws some things away. But some people believe that dreams can predict the future.

One night Sarah Jones, 26, had a terrible dream. She dreamt that her baby son, Robert, was dead. She got out of bed and went to see the little boy, but he was all right. A month later, however, Sarah was watching television

when she remembered her dream. She went to Robert's bedroom. The little boy's face was blue and he wasn't breathing. Sarah slapped his back three times and Robert started to cry. Sarah believes that her dream saved Robert's life.

Andrew Drake, a writer, had a very different dream. He dreamt about a horse race and he saw the winner. It was number 11. The next day he looked in the newspaper and found that number 11 was a horse called Star Boy. He put some money on it and the horse won. 'Unfortunately, I've never had another dream like it,' says Andrew.

So can we really see the future in our dreams? Sleep expert, Dr Alison Stewart, thinks that it's just coincidence. 'Sarah and Andrew both dreamt about things, and those things happened. But how often have they dreamt about something and then it didn't happen? It's strange when a dream comes true, so we remember it. We don't remember all the times when dreams don't come true. I had a dream last night that a shark was chasing me down the street, but I don't think it's going to happen. I'll be very surprised if it does!'

4.1 Research paper – Diploma thesis: Reading and Reading Strategies in Language Classes – Mgr. Rottová Eva

Grade: 7.B

Time: 10:55 – 11:40

Number of students: 19 students

Years of learning English: 4 years (from the 3rd grade)

Class seating arrangement (organization of desks): Traditional

Materials and teaching aids used: textbook, dictionaries, printed materials

Class objectives/goals: weren't set (just topic was written on the board)

Language skills practiced: reading, writing, listening

Errors and corrections: T. corrects immediately (orally)

Subjective commentaries: (Atmosphere, Level of engagement, Level of involvement)

- Relaxed atmosphere
- Beginning of the lesson, very well organized (Ss. automatically write a topic of the lesson, pages of textbook and date)
- Ss.' engagement depends on activities
- Those Ss. who weren't study vocabulary, had troubles (lack of vocabulary activation)

Description of the lesson. Use additional sheets of paper to record the whole class session.

<i>Timing</i>	<i>Activities (what is happening)</i>	<i>Teacher does...</i>	<i>Students do...</i>	<i>Comments</i>
3 min	Introduction	introduces the visitor and solves organizational things	write on board (date, topic of the lesson and pages they are going to work with)	T. gives a notebook in which students can see the topic of the lesson and pages
5 min	Activation of the Ss.' background knowledge (see below: 1 st enclosure – <i>Detective of the year</i>)	asks questions (based on previous reading) – Who are they? What are they doing? Etc. sometimes creates from one-word answers – full sentence answers	answer (some in full sentence; some just as one-word answers)	Main characters in the comics are the same (in all Units)

12 min	Silent reading, work with dictionaries and reading aloud	tells Ss. to read the text silently, find unknown vocabulary (possible to work in pairs) after follows the reading aloud and T. corrects pronunciation	work on a task	2 Ss. have weak knowledge (lack of vocabulary + grammar knowledge) T. explain everything immediately (missing question: why?)
5 min	Listening + questions	plays the recording after listening answer questions in L1	listen ask some comprehension questions in L1	
5 min	Work with the new vocabulary	asks Ss. to read the new words and corrects pronunciation	Ss. read words (1 S. read till makes a mistake – it means that another S. can start reading)	
7 min	Vocabulary - exam	listen	1 S. ask classmates to give him/her word/phrase in L1 and he/ she translates it	If 10 words are correctly translated and pronounced – S. gets an activity point (5 points = best grade '1')

				4 Ss. were examined this way
8 min	Grammar (see below: 2 nd enclosure: Exercise – <i>What's the rule?</i>)	asks Ss. to work individually and find grammar examples in the text	work on task	afterward it appeared that no one could explain the use – so T. did it for Ss.

Comments on reading moments:

- Just few Ss. were involved in vocabulary searching, others were just involved in reading or examining pictures :) (a bit chaos)

**USED 'READING'
MATERIALS**

DETECTIVE OF THE YEAR

Language in use

1 Read and listen to the story. What does Sweet Sue throw through the window? Why?

1 I'm sure I'm the winner this year! I solved the Buxton murder case. Nobody else could solve it, but I did.

2 Hello, Lord Riley. ... You can't find your wife's diamond necklace? ... OK - I'll come and see you right now.

3 Oh no! I haven't got any money for a taxi. Hmm ... I'll go to the bank first, and then I'll go to Lord Riley's.

4 And I'm a bit hungry, too. I know - I'll buy a snack on the way to the bank.

5 Later
Hi, Sweet Sue. The President of the Detective Club came this morning with this award, and ...
What? I don't believe it. Smart Alec can't be the winner!

6 I'll show you what I think of your award!
B-b-b-but, Sweet Sue ...

7 The award was for you! The President gave it to me to look after, because you weren't in.
Aaaargh!

What's the rule?

Will for decisions

- a Look at what Sweet Sue says. When does Sweet Sue decide to go to the bank? Draw a line in the bubble to show this moment.

Oh no! I haven't got any money for a taxi. Hmm ... I'll go to the bank first, and then I'll go to Lord Riley's.

- b We often use *will* for decisions. Find three more examples in the story where Sweet Sue uses *will* for a decision.

- I'm sorry. He isn't in at the moment.
- OK. I'll phone again later. Bye.
- Goodbye.

- 1 I'm sorry. He isn't in at the moment.
- 2 Shall we play tennis this afternoon?
- 3 There's someone at the door.
- 4 Would you like a drink?
- 5 What does this word mean?
- 6 There's something wrong with the car.
- 7 What time does the film start?

a look it up in the dictionary

4.2 Research paper – Diploma thesis: Reading and Reading Strategies in Language Classes - Mgr. Rottová Eva

Grade: 7.B

Time: 10:55 – 11:40 (45 min)

Number of students: 20 students

Years of learning English: 4 years (from the 3rd grade)

Class seating arrangement (organization of desks): Traditional

Materials and teaching aids used: textbook, printed materials

Class objectives/goals: work with comics

Language skills practiced: reading, writing, listening

Errors and corrections: T. corrects immediately (orally)

Subjective commentaries: (Atmosphere, Level of engagement, Level of involvement)

- Relaxed atmosphere
- Ss.' engagement depends on activities
- Those Ss. who weren't study vocabulary, had troubles (lack of vocabulary activation)

Description of the lesson. Use additional sheets of paper to record the whole class session.

<i>Timing</i>	<i>Activities (what is happening)</i>	<i>Teacher does...</i>	<i>Students do...</i>	<i>Comments</i>
5 min	Introduction of the lesson + organizational things	tries to achieve silence; solves organizational things	listen and getting ready for work	
5 min	Activation of background knowledge (based on previous lesson: COMICS)	asks questions about the content	answer	(see 1 st enclosure in materials of previous lesson – <i>Detective of the year</i>)
10 min	Work with handouts (see below: 1 st enclosure/handout)	asks Ss. to fill empty gaps into given handouts	work individually (2-3 min)	
		asks them to work in pairs	then compare their versions in pairs (2 min)	
		plays the audio version of the text	after comparing, they listen the audio and check correct answers	

8 min	Work on the exercise – True / False (see below: 2 nd enclosure – <i>Read the story again. Are these statements true or false?</i>)	asks Ss.: firstly work individually, then consult choices in pairs, and after the work in pairs – consult answers in groups of 3-4	Ss. do what is expected from them to do (in most cases give one-word answers)	Finally, the whole class consult results together Groups of 3-4 were creating by turning front desk students back
12 min	Listening and reading	corrects pronunciation	repeat problematic words several time and write them in their notebooks (also their transcription)	
5 min	Listening activity	asks Ss. to look at the picture (for 1 min), stand up, close their eyes, listen the statements (if they are true- Ss. turn to the right; false-Ss. turn to the left)	look at the picture and actively join the activity	T. always confirm or deny the statement (Yes, it's true./No, it's false.) Ss. were enjoying the activity!!!

Comments on reading moments:

- Ss. were engaged in reading and filling the gap activity
- During True/False activities the results were always proved by facts found in the text

USED 'READING' MATERIALS

DETECTIVE OF THE YEAR

Language in use

1 Read and listen to the story. What does Sweet Sue throw through the window? Why?



GRAMMAR

Read the story again. Are these statements true or false?

- Smart Alec solved the Buxton case.
- The Detective Club gives an award every year.
- Sweet Sue wants to win the award.
- Lord Riley's wife phones Sweet Sue.
- Sweet Sue goes to see Lord Riley by train.
- Smart Alec was in when the President came.
- Smart Alec is the Detective of the Year.

What's the rule?

1/1 for decisions

1 Sweet Sue says. When does Sweet Sue decide to

5 a Work with a partner. Look at the sentences. Choose from the expressions below to make dialogues.

Example

- Hello.
- Hello, Mrs Higgs. Could I speak to Justin, please?
- I'm sorry. He isn't in at the moment.
- OK. I'll phone again later. Bye.
- Goodbye.

1 I'm sorry. He isn't in at the moment.

4.3 Research paper – Diploma thesis: Reading and Reading Strategies in Language Classes - Mgr. Rottová Eva

Grade: 7.B

Time: 12:45 – 13:30 (45 min)

Number of students: 20 students

Years of learning English: 4 years (from the 3rd grade)

Class seating arrangement (organization of desks): Traditional

Materials and teaching aids used: textbook, printed materials

Class objectives/goals: work with comics

Language skills practiced: reading, writing, listening

Errors and corrections: T. corrects immediately (orally)

Subjective commentaries: (Atmosphere, Level of engagement, Level of involvement)

- Relaxed atmosphere
- Ss.' engagement depends on activities
- Those Ss. who weren't study vocabulary, had troubles (lack of vocabulary activation)

Description of the lesson. Use additional sheets of paper to record the whole class session.

<i>Timing</i>	<i>Activities (what is happening)</i>	<i>Teacher does...</i>	<i>Students do...</i>	<i>Comments</i>
5 min	Introduction + solving some organizational things (attendance, forgotten things, etc)	solves organizational things	prepare on board – date, topic, textbook pages (Ss. are going to work with)	noisy, but well organized
5 min	Vocabulary – exam (2x volunteers)	listens	say words in L1 – S. translates	
10 min	Work with handouts (circle the correct word from 2 offered choices) (see below: 1 st enclosure)	asks Ss. to work individually; and meanwhile examines vocabulary knowledge of Ss. who need grades + after 5 min: checks together with Ss. their results of individual work	work on given text (during a checking process: 1 S. reads 1 sentence and translate it)	
10 min	Work with handouts (filling gaps – into the previously read text)	asks Ss. to work individually; and meanwhile examines	work on given text and correct their choices (while T. is reading the	Lack of vocabulary knowledge of some Ss. (or not enough activated)

	(see below: 2 nd enclosure)	vocabulary knowledge of Ss. who need grades + after 5 min: T. reads the text with correct answers	story to them)	
5 min	Listening the story again	plays recording	read with the recording	
8 min	Grammar exercise (see below: 3 rd enclosure – Practice)	wants to know the explanation of grammar aspects + T. explains grammar again	gives partial explanation in L1 and work on exercise (one by one read 1 sentence with used grammar)	
2 min	Assignment	explains task first in L2, then in L1	listen	

Comments on reading moments:

- Even though the whole class works on the comics for 3 lessons – the reading improvement isn't so distinct

**USED 'READING'
MATERIALS**

P3U3C CHOOSE THE RIGHT WORD:

I'm SAD/SURE, I'm the winner this year. I solved the Buxton murder CASE/RACE. Nobody else could SOLVE/HEAR it, but I did. Hello, Lord Riley. You can't LOOK FOR/FIND your wife's diamond necklace? OK – I'll COME/GO AWAY and see you right now. Oh, no. I haven't got any money FOR/ON a taxi. Hm. I'll go TO/IN the bank, first and THEN/THAN I'll go to Lord Riley's. And I'm a bit ANGRY/HUNGRY, too. I know – I'll buy a SNAKE/SNACK on the way to the bank. LATER/WAITER. Hi Sweet Sue. The President of the Detective Club CAME/WAS this morning with this EVER/AWARD, and...What? I don't EAT/BELIEVE it. Smart Alec can't be the LOOSER/WINNER! I'll show you what I THING/THINK of your award. Bb but Sweet Sue... The award was for ME/YOU. The President gave it to ME/YOU to look after, because you WEREN'T/WASN'T in.

P3U3C Detective of the year Dopln' chybějící slova do textu podle poslechu 21:

I'm sure, I'm the _____ this year. I solved the Buxton _____
_____. Nobody else could solve it, but I _____. Hello, Lord Riley.
You can't _____ your wife's diamond _____? OK – I'll come
and see you right now. Oh, no. I haven't got any _____ for a taxi. Hm.
I'll go to the _____, first and then I'll go to _____ Riley's. And
I'm a bit _____, too. I know – I'll buy a snack on the way to the
bank. LATER. Hi Sweet Sue. The President of the Detective Club _____
this morning with this _____, and... What? I don't believe it. Smart
Alec can't be the _____. I'll show you what I think of your
_____. Bb but Sweet Sue... The _____ was for you. The
President gave it to me to _____, because you weren't in.

Practice

a Write the responses. Use the cues with the expressions in the box.

Don't worry. It's all right. OK. I'm sorry.



- | | |
|--|---------------------------|
| 1 Don't forget to get Justin a birthday present. | buy / after school |
| 2 You were late for school yesterday. | get up / earlier tomorrow |
| 3 Look after your ticket. You lost it last time. | not lose / this time |
| 4 It's your turn to wash up. | do / in a minute |
| 5 I heard something interesting about Phil, but it's a secret. | not tell / anyone |

b Read the dialogues with a partner.

a look it up in the dictionary

b have a look in the newspaper

c answer it

d phone again later

e have a glass of milk

f see you at the park at two

g take the bus

b Act out your dialogues.

SHRNUTÍ

Diplomová práce se zabývá čtením a strategiemi čtení v hodinách anglického jazyka. Představuje teorii čtení nejprve z obecného pohledu, který je v průběhu výkladu rozšířen o konkrétní poznatky i návrhy. Uvedené informace odpovídají trendům současné didaktiky. Praktická část umožňuje analýzu nashromážděných informací z pozorování a jejich následné porovnání s teoretickou částí. Pozorování se zúčastnily dvě plzeňské ZŠ (34 a 7), čtyři učitelky a okolo 50-ti dětí. Při pozorování se kladl důraz na čas vyčleněný k rozvíjení čtení, použité materiály, aktivity a strategie. V závěru práce, na základě porovnání rozebraných výsledků a teorie, jsou uvedena doporučení adresovaná nejen pozorovaným učitelům, ale i pedagogům, kteří si práci přečtou. Dále jsou popsány určité nedostatky, týkající se dané práce a doporučení dalších možných kroků pro následující rozvoj Diplomové práce, či její případné doplnění.