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Teaching Reading of Texts
for Intermediate Level English Students

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Z á s a d y p r o v y p r a c o v á n í :

V bakalářské práci se bude student věnovat problematice rozvoje řečové dovednosti čtení, zejména využívání autentických textů a designu vlastních aktivit pro výuku anglického jazyka studentů úrovně intermediate. Teoretická část práce bude zaměřena na řečovou dovednost čtení a konkrétní techniky jejího rozvoje. Pozornost bude rovněž věnována typům textů využívaných k rozvoji této řečové dovednosti, funkcím, cílům a hodnocení těchto textů v kontextu výuky anglického jazyka; student zde pojedná zejména o specifikách využívání autentických textů. V praktické části bude prezentován výběr relevantních autentických textů vhodných k výuce anglického jazyka pro potřeby rozvoje řečové dovednosti čtení. Student dále navrhne soubor aktivit založených na vybraných autentických textech využívajících vhodné techniky rozvoje této řečové dovednosti studentů úrovně intermediate.

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Tomáš Pelikán

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Annotation:

This thesis concerns teaching reading of English authentic and non-authentic texts for Intermediate level English students. It starts with theoretical part, which deals with factors of the process of teaching reading like reading comprehension, reading techniques in a foreign language or selecting texts suitable for teaching reading and differences between the authentic and non-authentic texts. The theoretical part is closed by chapter concerning methodological model of teaching reading lesson serving as basis for model of teaching reading experiment in the practical part. The practical part focuses on practical research on teaching reading in the form of experiment that took place in a few English lessons in a high school. It starts with description of the research problem and aims, the research background and used methods. The research consists of several parts – the survey questionnaire, the experiment itself – six English reading lessons and another type of questionnaires distributed among the students after each lesson to collect the information about the students' opinions on the lesson.

Keywords: English language, teacher, lesson, reading text, motivation, authentic text

Souhrn:

Tato bakalářská práce se zabývá výukou čtení anglických autentických a neautentických textů pro žáky angličtiny úrovně intermediate. Práce začíná teoretickou částí, která se zabývá faktory procesu výuky čtení jako čtení s porozuměním, techniky čtení v cizím jazyce nebo výběrem vhodných textů k výuce čtení a dále rozdílů mezi autentickými a neautentickými texty. Teoretická část je uzavřena kapitolou o metodologickém modelu hodiny čtení, která slouží jako modelový podklad pro hodiny čtení v experimentu v praktické části. Praktická část se zaměřuje na praktický výzkum výuky čtení formou experimentu, který proběhl v několika vyučovacích hodinách na střední škole. Praktická část začíná popisem výzkumného problému a cílů, pozadí a použitých metod. Výzkum se skládá z několika částí – z průzkumných dotazníků, z experimentu – šest vyučovacích hodin čtení, a z dotazníků rozdáváných žákům po každé hodině za účelem sběru informací ohledně názoru žáků na hodinu.

Klíčová slova: anglický jazyk, učitel, výuka, čtení, text, motivace, autentický text

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1 INTRODUCTION

For a modern man the English language is no longer an advantage but a necessity and more than that. English is now used to such a degree that it has become almost a second mother tongue in the last years. Advertisements, names of various products, movies, magazines, English phrases or words which successively replaced many of the original Czech ones, all these aspects of the modern language became an every-day part of our communication. Almost in every job application is a common requirement – knowledge of English language on various levels. Every school teaches some languages, however, the majority of them teach English because it is the mostly used transnational mean of communication. All these phenomena signal one thing which is that English Language Teaching grows in its importance and practicality.

This thesis is concerned with teaching reading, the process where the students become competent readers. The theoretical part will be dealing with the process of teaching reading, concerning reading techniques which are necessary for successful extraction of the information from the text, getting the message the text contains, for using the syntactic elements to orientate among the long and complex sentence structures and be able to find out the meaning of unknown words from the context, difference between the authentic and non-authentic texts, their advantages and disadvantages. Furthermore, types of texts, selecting suitable texts and in the end of this theoretical part will be taken a look at the basic methodological model of teaching reading lesson.

The practical part is aimed at a field research realized in a Czech high school. The introductory chapters describe the research aim, research background, tools and methods. The field research is composed of several parts dealing with: survey questionnaires given to the students in order to find out their areas of interest and the outcomes, reading lesson plans description and a conclusion of the experiment and analysis of questionnaires given the students after each reading lesson.

2 THEORETICAL PART

2.1 Reading Comprehension

Reading comprehension is a level of understanding of a text. As such, it is a set of skills and strategies used for extracting required information from a text as efficiently as possible, that is, reading speed, the degree of understanding of the written words so the “message” of a text can be understood as well, the ability of a reader to determine what is important and what is not. All the strategies and skills used for reading also depend on the type of a text. If we are looking for a car to buy we firstly skim and quickly select which information – advertisement in this example - is relevant and which is not. When we find a “suitable” advertisement, we go from skimming to scanning, which is a careful search for required information. All these reading techniques will be described later.

2.2 Authentic or Non-authentic Texts

In this chapter a difference between these two types of texts will be dealt with. Authentic texts are texts which were designed for native speakers of the language, in other words, these are real texts which were created not for language students. It means that the purpose for reading authentic texts is not only for language improvement, but also for other real reasons for reading which will be discussed later.

Non-authentic text is a text which has been written especially for foreign language students. These texts sometimes concentrate only on the piece of language they wish to introduce. Their aim is to isolate concrete bits of language so that the students can concentrate on the particular language problem. Language of these texts can be sometimes artificial, unvaried, that is, the text just does not sound right and natural. Harmer states the following example of artificial, non-authentic text:

John: How long have you been collecting butterflies?

Mary: I’ve been collecting them since I entered secondary school.

John: How many butterflies have you collected?

Mary: I’ve collected about four hundred foreign ones.

John: Are there any rare ones among them?

Mary: Yes, there are some. I got them in Thailand.

John: My hobby is playing football.

Mary: How long have you been playing it?

John: I've been playing it since last year. I can play it pretty well now.

Mary: Another hobby of mine is cooking.

John: Will you cook me a meal?

Mary: Yes, of course.

(Harmer, 1995, p. 185)

These materials should not be used in reading lessons to help students to become better readers because it is very unlikely that a student will encounter a text with language of such artificial nature in real life. In other words, non-authentic material would not make the students better readers and they would not be acquiring real language.

The question which arises is whether to use predominantly authentic materials for teaching reading. It might seem like a good idea, however, if we imagine giving a group of intermediate level English students a scientific article about nuclear fission core, they would probably not understand it and would become very discouraged and anxious which might also create the barriers to reading in English. Although this is an extreme illustrative example, the fact is that the teachers always have to choose the right kind of material of a suitable level and also use appropriate teaching reading techniques in order to balance the lessons with constant success and appropriate effort of the students, which could also serve as one of the significant tools of motivation supporting the students in further reading.

The fact is that a strongly motivated student is in a far better position as a learner of English language than a student who is not motivated. The students who participated in the practical part of this paper are students who did not make the decision to study the English language themselves but English language is a compulsory part of their education. The motivation of those students can be strongly affected by what happens in the classroom, in other words, by intrinsic motivation, which is concerned with what takes place inside the classroom.

In order to increase the intrinsic motivation in a reading lesson, the teacher ought to choose the right reading material with regards to students' age, area of interests and appropriate level of English which is a subject of the practical part of this paper where

in the reading lesson the students were given authentic text chosen on the basis of questionnaire regarding the aspects stated above. The reading lessons were more effective and the students' participation increased when dealing with a topic they were interested in and also the general atmosphere was very positive.

2.2.1 Reasons for Reading a Specific Authentic Text

Is it better, for the student-reader, to read a specific authentic FL (foreign language) text or an artificially created FL text? Simple question and difficult answer. The artificial text offers one great advantage and it is a suitable environment for exercising, for example, required grammatical aspects, like the present perfect tense, use of modal verbs or the passive etc. There is a vast offer of precisely created artificial texts focusing not only on introducing new grammatical structures but also supporting developing other language and social skills. Harmer distinguishes the reasons for reading according to the tasks the students are to fulfill in order to develop the other language skills:

- Reading to confirm expectations
- Reading to extract specific information
- Reading for communicative tasks
- Reading for general understanding
- Reading for detailed comprehension – information or function and discourse

Harmer (1991, p. 191)

On the other hand, this kind of texts does not offer much of the natural message which every authentic text carries and thus, the students can be slightly bored or not so motivated to read. Every reader has a reason for reading a specific text, it could be pleasure or interest in some information, as Grellet's (1991, p. 4) division of reasons for reading:

- Reading for pleasure
- Reading for information (in order to find out something or in order to do something with the information he/she gets).

The artificial texts predominantly concerning such topics like food, shopping or fashion etc, usually miss the attraction of a "real topic" – which is the foundation of the choice

of the text, and the reader is not as highly motivated to read the artificial text as the authentic text – selected on the basis of reader’s area of interest.

2.2.2 Types of Texts

Every text which is chosen to be read has some purpose for the reader. It could be reading for pleasure, where longer texts are usually selected like novels, tales, short stories, plays, magazine articles, etc. These types of texts usually require “only” the global level of understanding and reading is focused on fluency rather than accuracy.

Nevertheless, other types of texts require different approach. For example specialized articles, reports, reviews or advertisements, etc will need much more accurate, careful and slower reading style.

To sum up what has been said above, Grellet listed the following division of text types:

- Novels, short stories, tales, other literary texts and passages
 - Plays
 - Poems, limericks, nursery rhymes
 - Letters, postcards, telegrams, notes
 - Newspapers and magazines
 - Specialized articles, reports, reviews, essays, business letters, summaries, précis, accounts, pamphlets
 - Handbooks, textbooks, guidebooks
 - Recipes
 - Advertisements, travel brochures, catalogues
 - Puzzles, problems, rules for games
 - Instructions, directions, notices, rules and regulations, posters, signs, forms, graffiti, menus, price lists, tickets
 - Comic strips, cartoons and caricatures, legends
 - Telephone directories, dictionaries, phrasebooks
- Grellet (1991, p. 3)

Every type of texts requires selection of appropriate reading technique. The reading techniques will be described in detail in the following chapter.

2.3 Selecting a Text

In every reading lesson, the teacher has to select texts for the students and it is very important that the texts should be appropriate to the students' level of language, in other words, the structures of the sentences cannot be too complex and the text should not contain too many unknown words, and also the text itself should motivate them to read it.

In order to reach the goal, that is, to select a good interesting and suitable reading material for the students, Christine Nuttall in her book *Teaching Reading Skill in a Foreign Language* (Nuttall, p. 25) presents a detailed "instructions" where she advises the teachers to select the texts according to three "points of view":

1. Readability
2. Suitability of content
3. Exploitability

2.3.1 Readability

"The combination of structural and lexical (i.e. vocabulary) difficulty is *readability*." (Nuttall, p.25)

As the first step of ensuring that the teacher will provide texts with good readability is to assess the students' level of English, which can be done by giving them a series of cloze texts, for example. It is obvious that the results received from these exercises cannot be completely reliable due to limited number of items in such a cloze text but if the teacher is not sure about the students' level of English (for example, in the case of short period of teaching them) he/she should gather as much information as possible in order to have enough material to choose the right texts.

Another part of granting a high level of readability of texts is to keep in mind the suitable number of unknown words in a text. According to Nuttall (1982, p. 26), the best amount of unfamiliar words is two or three per cent (which is approximately ten to fifteen words on a page) provided that the words are well spread throughout the whole page.

2.3.2 Suitability of Content

This term, Nuttall uses (1982, p. 29), contains the fact that teachers should choose texts interesting for the students in order to motivate them by providing them with a real purpose for reading the texts which touches their areas of interest. If the students are motivated to read the given text and accomplish the related tasks the effectivity, atmosphere and willingness to cooperate would be much greater.

In order to achieve this, the teacher should do a survey of students' areas of interest and reading taste to gain information necessary for choosing the texts with right content for them. There is a danger, however, where the students could give inaccurate answers about their favorite topic or author because they might think the teacher wants to hear it. Some students could answer that they like to read Shakespeare, for example, even they do not read his books, just because they may think it is a proper thing to do. The teachers ought to precede this situation and ask the students in advance not to answer according to what they think the teacher wants to hear, otherwise the survey would be meaningless. When the teacher gets the results he/she can find texts which fit the greatest number of students.

Nuttall (1982, p. 30) provides a list of "Guidelines for text selection" which could help a teacher to choose the right text:

- a.) Will the text do one or more of these things?
 - i. Tell the students things they do not already know
 - ii. Introduce new and relevant ideas
 - iii. Make them want to read for themselves
 - b.) Does the text challenge the students' intelligence without making unreasonable demands on their knowledge of the foreign language?
 - c.) If there are new lexical items, are they worth learning at this stage and not too numerous?
 - d.) Does the text enable you to ask good questions or devise other forms of exploitation? (making a map, diagram, etc. debate, discussion, role play).
- (Nuttall, p. 30)

2.3.3 Exploitability

“When you exploit a text, you make use of it to develop your students’ competence as readers.” (Nuttall, p. 31)

This point deals with what a teacher wants the students to learn in the reading lesson, what is the purpose the texts should be exploited for. The aim of the reading lesson is not to improve the students’ knowledge of the English language or to learn more about the topic. It is understandable that the students, as they read, they improve the knowledge of English and the topic but it is not the aim of the reading lesson.

The matter of concern of the reading lesson is to extract the content from the text and the way how to do it. The students should learn how “the language is used for conveying content” (Nuttall, p. 31), moreover, to develop the skills or techniques, described in the following chapter, in order to “extract the content from the language that expresses it.” (Nuttall, p.31)

2.4 Reading Techniques

Reading in a foreign language may be difficult, scary or discouraging because of unknown words and other text-related items and so the students tend to forget to use the usual reading strategies they are familiar with in their native language.

In this chapter several basic reading techniques as Sensitizing (inference, understanding relations within the sentence, linking sentences and ideas), improving reading speed, skimming and scanning will be introduced and further dealt with.

2.4.1 Sensitizing

When a reader works with a FL text, he/she tends to translate the text word by word and he/she forgets to use the techniques familiar to the students in their native language as the first step of orientation in the text. The students should develop these techniques in FL reading so that they do not get discouraged by longer and complex sentence structures in the text.

Inference - “Inferring means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements.” (Developing Reading Skills, Grellet, p. 14)

Grellet advises not to translate the difficult words to the students beforehand because they could get used to work only with “pre-processed text and never make the effort to cope with a difficult passage on their own.” (1991, p. 14)

Teachers should encourage the learners to guess the meaning of the words they do not know rather than to search them in a dictionary immediately. The dictionaries ought to be used after having tried to get the meaning of unknown words on their own. And this is why it is crucial to develop the skill of inference from the very beginning of their reading learning process.

The students could be trained by various exercises to deduce the unfamiliar words from the context or to guess the meaning of the words through word-formation or to just guess as quickly as possible the meaning of learned but not complete words. (Grellet, p. 15)

Understanding relations within the sentence – To understand the relations in and among the sentences is very important for learning reading, so he/she can orientate in a text containing complex sentences with difficult syntactic items as relatives for example. Without this strategy kept in a reader’s mind, the text could seem very difficult and the reader could be discouraged to work with the text right from the beginning of the “reading process”. Consequently, it is essential to teach the students to look at the sentence structure and to find the core of the sentences – subject and verb- which helps them to split the complex structures into simpler pieces and makes it more understandable.

Linking sentences and ideas – The students must understand that the text is a network of related ideas and not just a set of independent sentences. The relations of the sentences in the text are realized by various devices, for instance by cataphoric and anaphoric reference, link-words, comparison, etc. The students need to be led to recognize these cohesive devices in order to identify the communicative purpose of the whole text. Grellet (1991, p. 16) suggests the following types of exercises to practice the use of these cohesive devices:

- Recognizing the function of the connectors and finding equivalents.
- Completing texts with the missing link-words.
- Transforming a series of statements and propositions into a coherent text by joining sentences and adding connectors.

2.4.2 Improving Reading Speed

Students who read too slowly would easily get discouraged. As Nuttall says secondary school pupils in countries where English is a second language may read 120 – 150 before training. One of the most common ways of increasing reading speed is to give students passages to read and ask them to measure the time themselves. However, reading should also be followed by comprehension questions or activities since reading speed should not be developed at the expense of comprehension. Nuttall (1982, p. 35) In other words, reading speed is worthless unless the reader has understood what he/she has read so comprehension must also be measured. That is, the speed should not be emphasized so much that comprehension is forgotten.

As reading comprehension should be kept in mind, also there are some so called “faulty reading habits” (Nuttall, p. 37) which ought not to be overlooked:

- **Subvocalizing** – forming the sounds of the words they are reading and even murmuring them aloud. Reading aloud is much slower than silent reading because the reader’s eyes move faster than the tongue and subvocalization takes almost as long as reading aloud.
- **Finger-pointing** – it can slow down the reading process if the finger points word by word.
- **Regressions** – the eyes moving back to previous words instead of moving steadily forward.

There are some approaches to improve reading speed. There is a number of teaching aids which can be used to improve the reading speed:

- **Cardboard mask** – the student himself moves it down the page as he reads. The eye can be concentrated equally well, and the eye movement from the end of one line to the beginning of the text is not interrupted. Moreover, using this card prevents the reader from eye regressions.

- **Data-projector and IWB** – keep students’ attention and increases their motivation. A teacher has a total control of the length of the exposure and it also enables him/her to control the sequence in which the students read. Not only are these advanced technical tools versatile in teaching in general but also they can help the students with the faulty reading habits.

2.4.3 From Skimming to Scanning

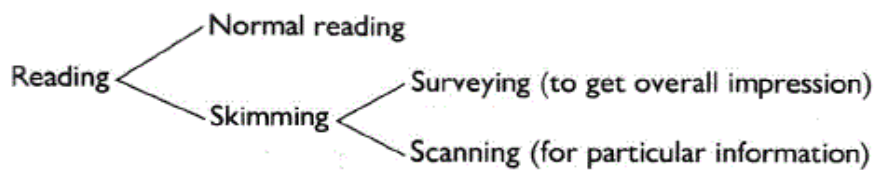
This chapter introduces a set of techniques necessary for efficient reading, influenced by reader’s purpose for reading. Grellet distinguishes the following techniques:

Predicting, Previewing, Anticipation, Skimming and Scanning. Grellet (1991, p. 17-19)

- **Predicting** – It is one of the reading skills where the reader predicts or guesses what is going to come next in the text on the basis of grammatical, logical and cultural clues and also his/her own experience and familiarity with the subject. This skill can be practiced by giving the students’ unfinished texts and their task is to foresee what will come next.
- **Previewing** – it is a specific reading technique involving using the table of context, the appendix, the preface, the chapter and paragraphs headings so the reader can find where the particular information is likely to be.
- **Anticipation** – It is not a skill as such but it concerns students’ motivation. As has already been said, motivation is of great importance when reading. Not only because most of what we usually read is what we want to read, but also because when the student is motivated, it means that he/she starts reading the text prepared to find a number of things in it, expecting to find answers to a number of questions and specific information or ideas he/she is interested in. The teachers should therefore be encouraged to let students choose the topic they wish to read about. It may be difficult when dealing with a larger group of students to agree on commonly preferred topic, however, it is worth the effort as will be seen later in practical part where the author of this paper attempted to prove that if the students are given the opportunity to choose what they will read about, their motivation arises as well as the efficiency of the course.

- **Skimming** – is a term used for going through the text quickly in order to get the gist of it to know how it is organized, or to get an idea of the tone or the intention of the writer. Skimming is thorough activity which requires an overall view of the text and implies a definite reading competence. Skimming is closely related to scanning and by some authors, scanning together with surveying (will be dealt with later) are considered to be forms of skimming.
- **Scanning** – is a term used when the readers try to locate specific information and often they do not follow the linearity of the passage. In other words, the readers let their eyes wonder over the text and skipping the whole chunks of text until they find what they are looking for. Scanning is more limited since it only means retrieving what information is relevant to the reader’s purpose.

As mentioned previously, Wallace distinguishes scanning as well as surveying as parts of skimming (1991, p. 37). His division is displayed in the scheme below:



(Wallace, 1991, p. 37)

- **Surveying** – according to Wallace surveying is seen as another reading technique, where the student reads the first paragraph of the chapter to get the idea of what the author intends to write about or the last paragraph of chapter where the author may summarize what he/she has been saying in the chapter. (1991, p. 25)

While the reading process contains a certain set of activities dealt with above, Grellet and Wallace recognize them as Reading Techniques and divide them specifically, Harmer looks at these reading activities as receptive skills and divides them in a slightly different and more general way where these receptive skills are common for reading as well as listening.

Harmer distinguishes the following six skills:

- **Predictive skills** – where reader has to predict what he/she is going to read. The process of understanding the text, is the process of seeing how the content of text matches up these predictions.
- **Extracting specific information** – readers very often read something because they want to extract specific bits of information – to find out a fact or two. When applied to reading it is often called scanning.
- **Getting the general picture** – readers often read because they want to get the general picture. They want to have an idea of the main points of the text – an overview – without being too concerned with the details. When applied to reading this skill is often called skimming.
- **Extracting detailed information** – A reader often has to be able to access texts for detailed information. In our need to teach purposeful reading with an emphasis on skimming and scanning we should not forget the importance of detailed reading.
- **Recognising function and discourse patterns** – Native speakers of English know that a phrase “for example” is followed by an example or “in other words” means that something will be explained in a different way. Recognising such discourse markers is an important part of understanding how a text is constructed.
- **Deducing meaning from context** – It is an ability to deduce the meanings of unfamiliar words from the context in which they appear.

Harmer (1995, p. 183-184)

These skills mentioned above are subconscious for an experienced reader, however reading in foreign language may create barriers for the learner and thus it makes these skills more difficult to use. The teachers should try to re-activate the skills which learners have in their own language and should also try to make students feel less afraid and more comfortable.

2.5 Basic Methodological Model of Teaching Reading Lesson

When the practical part of this paper was being made, the author followed the Methodological Model suggested by Harmer (1995, p. 189).

The Model has five basic stages:

1. **Stage: Lead-in:**

In the first stage the teacher and the student prepare themselves for the task in order to familiarize with the topic of the reading material. The reason for doing that is to create expectations and arouse the students' interest in the subject matter of the text. Especially when the topic of the text is not immediately appealing to the students, it is the teacher's responsibility to make students interested and to encourage them to cope with the text positively.

2. **Stage: Teacher directs comprehension task:**

This is the stage where the teacher explains and directs the students purpose for reading. Here the teacher makes sure that the students know what they are going to do, if they are going to answer question, fill in a chart or re-tell what they read.

3. **Stage: Students read for the task:**

Here the students read the text and perform the task the teacher set.

4. **Stage: Teacher directs feedback:**

After performing the task, the teacher will help students to evaluate their accomplishments. Sometimes the students can check their answers with each other first. That is the students decide which is the correct answer first and then the teacher provides feedback.

5. **Stage: Teacher directs text related tasks:**

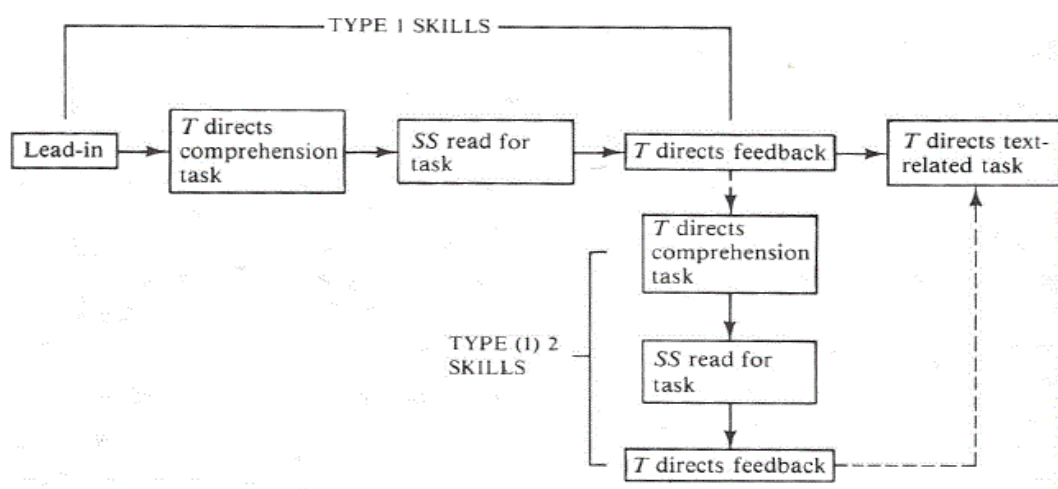
Here the teacher organizes some kind of follow-up task related to the text. That is, for example, if the students have answered question about the letter, the text-related task might be to answer that letter.

Harmer (1995, p. 190) suggests not to follow the model precisely and offers several options how the model could be varied.

In Harmer’s model the students perform “one skill operation” on the text and then move to a next stage – Text-related task. (Harmer, p.189).

However, Harmer offers two particular alternatives where the teacher asks the students to re-examine the text for “type 2 skill work”. (Harmer, p. 190) This means that the students accomplish the stage 4 – Teacher directs feedback and then they can return to the stage 2 – Teacher directs comprehension task and then the model is followed to the stage 5 – Teacher directs text-related task.

The following diagram show this procedures in more understandable way:



(Harmer, p. 190)

2.6 Conclusion of Theoretical Part

The Theoretical Part of this Thesis is an assemblage of findings dealing with strategies concerning teaching reading, selecting suitable texts for the students, the issue of authentic and non-authentic texts and reading techniques which, as the aim of a reading lesson, need to be taught in order to transform the students into competent readers.

On the basis of these collected information the Practical Part of this Thesis was created in order to put the theory into practice. In other words, in the Practical Part were created six reading lessons, taught in two classes – one class of Business Academy and one class of Technical School, using authentic and non-authentic texts to observe the validity of the information concerned in the Theoretical Part of this Thesis.

3 PRACTICAL PART

3.1 Addressing the research aim

The Theoretical Part of this thesis was dealing with the problematic of a reading procedure, reading techniques, purpose for reading and difference between authentic and non-authentic texts. On the basis of theoretical background, three lesson plans are composed to approve the findings acquired from the theoretical part. There is an aim to summarize suggestions and recommendations for teachers who wish to improve their process of teaching reading. Furthermore, the aims of Practical Part of this paper are to evaluate and observe:

- If students' attitudes concerning reading texts increase when the texts meet students' areas of interest in the process of learning reading.
- If authentic texts used in the reading lesson provide the students with higher motivation to work with than artificial texts used in school textbooks.
- If the students' level of motivation lowers when the selected authentic texts miss students' areas of interest completely.

The first section of the practical part of this bachelor paper is focused on mapping the targeted group of students' areas of interest and preferences which are important to be implemented into the process of creating the lesson plans. The reason is that if the theme of the text touches the area of student's interest, the learning process is enjoyable for the students, therefore we believe more efficient. The mapping of the students' areas of interest is conducted by the questionnaire (see appendix 1).

In the second section, three lesson plans are created; two lesson plans use authentic texts which were selected on the bases of the findings from the first section (based on the data gained from the Questionnaire – Appendix 1), the last lesson plan was prepared using texts from *Headway Intermediate* textbook (2000, p 70-71).

The third section contains the questionnaire for the students which were given to them after each lesson. The questionnaire will be discussed in detail later.

3.2 Research background

The research was conducted in the high school in a class of Business Academy and a class of Technical School, during the period of 29th September till 12th October 2010. Two groups of intermediate level English students were selected from the third year students. The selected classes were: one group of 24 students from the class 0A3 – Business Academy and one group of 17 students from the class S3 – Technical school. During the research period each group was taught three lessons, three lessons per week.

The reason I chose this school to perform my research is my good personal experience as the former student. The school is very well equipped; there are three Interactive Whiteboards - IWB, eight Data-projectors and very kind, willing and professional teachers who kindly met my requirements and provided me with a lot of space for my research.

3.3 Research methods

In the course of the research, for the practical part of this bachelor thesis, methods as an experiment from which the whole research is built and the questionnaires which served as the means of interpreting the experiment outcomes were used.

The survey questionnaire – (see appendix 1) was developed in order to learn about the areas of interest of the targeted groups of students.

The experiment – is a practical application of findings of the theoretical part of this bachelor thesis and also serves as a tool for comparison the results of the lessons using authentic and non-authentic texts.

The questionnaire 2 – (see appendix 3) was created in order to extract the results from the experiment. The students received the questionnaire after each lesson to express their opinions and also to show their achievements.

3.4 Survey Questionnaire

Before the experiments started the questionnaires (see appendix 1) about the students' leisure time activities and areas of interest in literature were distributed to the targeted groups of students. The targeted groups of students received the questionnaires three weeks before the experiment started which provided me sufficient time to prepare

the reading lessons. The total number of distributed questionnaires was 41 pieces. The students were given 10 minutes to complete the questionnaires. The teachers kindly let me use 15 minutes of their lessons.

3.4.1 Survey Questionnaire conclusion

After my introduction I provided the students with the questionnaires and explained them the purpose of this task and my future plan concerning my teaching reading research.

Students cooperated with enthusiasm and the overall atmosphere in the classes was pleasant, which was a great start of my teaching reading research.

The outcomes of the Survey questionnaire in the Business Academy class are presented below:

(One group of 24 students).

Question number one asks the students how they spend their free time.

60% spend most of their free time outdoor with friends or spending time on PC.

28% spend most of their free time attending any kind of aerobic courses.

12% spend most of their free time music, horse riding and dancing.

Question number two asks the student what hobbies they have.

44% answered that they practice any kind of sport activities like visiting fitness, riding bike, volleyball, etc.

16% claimed clothes designing or crafting their own clothes.

8% like to read, one of them poetry.

32% like traveling abroad, practicing foreign languages.

Question number three concerns the kind of literature the students might enjoy.

68% stated girls- novels, romances, fantasy and some of them mistakenly answered magazines.

32% short stories, comic books, news reports.

Question number four asks about the topic the students would like to read about.

56% would like to read about diets and healthy life style.

28% would want to read about celebrities, music bands, etc

16% would appreciate to read about raising pets.

Question number five investigates what source for reading do they prefer.

88% prefer to search item for reading on the internet.

12% admit to visit libraries or bookshop.

The results of Technical school student are presented below:

(One group of 17 students).

Question number one asks the students how they spend their free time.

47% of the students answered that they like the most playing PC-games.

12% are interested in motorbikes.

23% spend most of their free time playing football and training.

12% plays hockey.

6% tend to practice martial arts.

Question number two asks the student what hobbies they have.

53% claimed the affection to working with PC – internet, programming or playing games.

35% like to practice sport – hockey, football, floorball, etc.

12% enjoy working with engines, fixing cars or motorbikes.

Question number three concerns the kind of literature the students might enjoy.

47% admit they might enjoy reading sci-fi.

35% would enjoy reading fantasy.

12% are interested in reading thrillers.

6% read from time to time short stories or novels.

Question number four asks about the topic the students would like to read about.

58% would be interested in reading about robots, spaceships, wars and fitness.

29% might enjoy reading about dragons, magic, heroes.

13% would like to read about famous people and sportsmen.

Question number five investigates what source for reading do they prefer.

88% know the only source, the internet.

6% like to read books given as presents from relatives.

6% really enjoy visiting comic books shops.

3.5 Lesson Plan

The next step of my research was to create two lesson plans using authentic texts and one lesson plan using text from *Headway Intermediate*. The reason for creating two lesson plans using authentic texts is to demonstrate the importance of taking regards to the targeted students' areas of interest where one group – S3 consists only of males and the other group – OA3 consists of one male and 23 females. The authentic texts were selected with the consideration of the results (see 3.4.1.) of the questionnaire given beforehand.

For each class was selected specific authentic text which was used for teaching reading and then the texts were swapped between the classes to show that if the range of students' interest was not reached the effectiveness degraded.

It is obvious that teaching of only six lessons cannot be considered as sufficient source of information verifying the possible theories for hundred percent and more comprehensive research would be needed to be done, nevertheless the outcomes from the six lessons taught in the two classes OA3 and S3 did bring some processable material which could be used to support the findings expressed in the theoretical part of my bachelor paper.

The aim of the research was to find out whether the authentic texts, adjusted to the students' areas of interest, where the students will be motivated through their own personal interest in the subject, are more effective in teaching reading lessons.

Before the reading lessons started the both classes of targeted students were given questionnaires searching the students' areas of interest through a couple of questions concerning their hobbies, mostly practiced activities and wishes concerning reading topics and sources the students use for reading.

On the basis of the findings from these questionnaires (see appendix 1) two lessons using authentic texts (see appendix 7 and 8) and selected relevant exercises (see appendix 10 and 11) were created. Thereafter one type of a lesson using the text from *Headway Intermediate* textbook (see appendix 9) and with relevant exercises (see appendix 12) was created for both the OA3 and S3 classes. After teaching all four lessons in those classes the lessons with authentic texts were swapped in order to find out if there will be any changes in the students' interest and attitude in the lessons.

3.5.1 Lesson plan one with authentic text for OA3 class (see appendix 7)

Before this Lesson plan one was created, the “pre-lesson questionnaires” were distributed among the students from OA3. On the basis of these questionnaires was selected text with a topic about health lifestyle, which was the major area of interest of the targeted students.

“How Kristin Davis Stays Fit and Slim” is an authentic text talking about Hollywood actress from the movie Sex and the City 2 – her methods how to keep slim and healthy figure.

At the beginning of the lesson I briefly introduced myself and told the students what we are going to do. Then we started with a short warm up (see appendix 10) – talking about “what helps people to keep fit and slim. And what of those things the students do. I have chosen a few pictures, which I displayed on the screen with Data-projector.

Answers of the students: Fitness, Pilates, Zumba, swimming, cycling, yoga, workout in the gym.

Students answered that they do not exercise much but some of them do the Zumba and Pilates. The majority of the class claimed that they do not have time to visit gym but they exercise at home or they are on diets.

Then the reading part came and the authentic text “How Kristin Davis Stays Fit and Slim”. The reading took approximately 15 minutes and after that the students started to do the **exercise one** (see in Appendix 10), which contained questions as:

- What character does Kristin Davis play?
- In what city is the Tracy Anderson’s gym?
- What is Kristin’s favorite workout technique?
- How often change the trainers the workouts?

The students spent some time searching for the answers. After that I was choosing them and they were telling the answers to the rest of the class.

The **exercise two** (see appendix 10) was about vocabulary from the text. Students were supposed to guess the meaning of the given words and match them together (see appendix 11). The words I displayed on the Data-projector screen were the following: cardio, bulk up, treadmill, curves, hiking and jumping jack.

The aim of this exercise was to use the context from given authentic text to help the students to guess the meaning of the words listed above.

In the end of the lesson I distributed the questionnaires (see appendix 3) to the students. We discussed some of the questions which were difficult to understand and they started to complete them but the majority of the class had to take it home because of the limited time of the lesson and they brought them to me in the next lesson.

3.5.2 Lesson plan two with authentic text for S3 class (see appendix 8)

According to the pre-given questionnaire (see appendix 1) a text about pc-games was chosen which concerns a game called “Medal of Honor” – first person shooting game with the topic of a fictional modern war between US Special Forces and Taliban terrorists. The game is loosely based on real conflict but the setting is put to a fictional country but quite similar to Afghanistan. The reason for choosing this particular game was because of its popularity and very well known series of shooting games which undoubtedly every at least average pc-game player could know. So I was quite sure that this text will be at least a little familiar to the targeted students.

At the beginning of the lesson I prepared quite a special warm up activity – a trailer movie for this game, played from www.youbute.com (see appendix 11). The reason for this was to awake an excitement in the students in order to motivate them as the best it could for this lesson, which, according to my opinion, had quite a success.

After the warm up the students were given the texts – a review of this game (see appendix 8) found in one of the English internet pc-magazines (see appendix 11). When the students finished the reading, the **exercise one** (see appendix 11) they undertaken was to summarize the text according to the given questions:

- What was the text about?
- What is the text saying about the game?

Then another set of exercises came. The **exercise two**, part one (see appendix 11) asked the students to find nouns with similar meaning to the nouns in the list:

- Fight – battle
- goal/task/quest – mission

Part two asked them to create opposite adjectives to the adjectives they must also find in the text. In appendix 13 is a list of suggested adjectives found in the text. If there were any adjectives, the students were supposed to find, missing I told them these adjectives and asked them to create an opposite.

Exercise 3 – “What does the word “wondering” mean?” (see appendix 11) Students had a list of options and were supposed to choose the right meaning according the context in the authentic text.

In the end of the lesson the students were given the questionnaires (see appendix 3). We discussed some of the questions and the students took the questionnaires in order to complete them.

3.5.3 Lesson plan three with *Headway Intermediate* text for OA3 class (see appendix 9)

For this lesson plan an article from *Headway Intermediate* textbook was selected, containing two short texts about “Susie’s problem page” – an internet doctor who gives advices to people who seek for solution or help.

In the beginning of the lesson we started with short warm up (see appendix 12) exercise which contained questions, displayed on the Interactive White Board, for discussion, where students put arguments whether to discuss their problems with a stranger through telephone or through emails.

- With what problems can you go to see the doctor?
- If you had some problem, would you call the helpline or write to an internet doctor for advice?

After the warm up exercise the students were given two texts (see appendix 9). First task was to read the text one and complete the exercise one (see appendix 12) – to answer the questions on the Interactive White Board which are following:

- What problem does Lucy have?
- What is the answer of the doctor Susie?
- What do you think about the answer – could it help, what would you suggest?

After a while the students started to answer those questions, the last one evoked a little discussion where the students were reasoning among themselves for their opinions. I had to stop it due to the lack of time and we continued to read the second text. Then the students were asked to complete exercise 2 (see appendix 12) which was to match the given statements to the right persons from both the texts – displayed on the Interactive White Board.

- She can't have many friends.
- They can't have much money.
- She must be in love with a film star.
- She can't be very old.

When the students finished the exercise they were given the questionnaires (see appendix 3), since they already knew the questionnaire from the lesson before it was not necessary to go through the questions again so they started to complete them immediately.

3.5.4 Lesson plan three with *Headway Intermediate* text for S3 class (see appendix 9)

For this lesson plan an article from *Headway Intermediate* textbook was selected, containing two short texts about “Susie’s problem page” – an internet doctor who gives advice to people who seek for solution or help (see appendix 9).

In the beginning of the lesson we started with short warm up exercise (see appendix 12) which contained questions, displayed on the Interactive White Board, for discussion, where students put arguments whether to discuss their problems with a stranger through telephone or through emails.

- With what problems can you go to see the doctor?
- If you had some problem, would you call the helpline or write to an internet doctor for advice?

After the warm up exercise the students were given two texts. First task was to read the text one and complete the **exercise one** (see appendix 12) – to answer the questions on the Interactive White Board which are following:

- What problem has Lucy?
- What is the answer of the doctor Susie?
- What do you think about the answer – could it help, what would you suggest?

After a while the students started to answer those questions. We continued to read the second text. Then the students were asked to complete the **exercise two** (see appendix 12) which was to match the given statements to the right persons from both the texts.

- She can't have many friends.
- They can't have much money.
- She must be in love with a film star.
- She can't be very old.

When the students finished the exercise they were given the questionnaires (see appendix 3) to complete them.

3.5.5 Lesson plan two with authentic text for S3 class taught in OA3 class (see appendix 8)

In this part of my research the lesson created especially for S3 class was given in the OA3 class in order to prove that the students' areas of interest should be taken in consideration otherwise the motivation and enthusiasm will rapidly fall. In this case the majority of girls (and one boy) is not almost absolutely interested in pc-games and they do not know much about this topic which led to a slight confusion and a lack of interest during the lesson. I followed the exact steps of the original lesson plan for S3 class.

At the beginning of the lesson I played the trailer introducing the students the topic of our upcoming lesson with the Data-projector. At first the students seemed quite interested and watched the trailer attentively. One difference has been made although, I asked the students about pc-games in general and if somebody knows this particular game to be sure the students know what this lesson will be about. It brought a short discussion where everyone (the boy including) declined to know this particular game.

After the warm up the students were given the texts – a review of this game (see appendix 8) found in one of the English internet pc-magazines (see appendix 11).

When the students finished the reading, first exercise (see appendix 11) they undertaken was to summarize the text according to the given questions:

- What was the text about?
- What is the text saying about the game?

Although the students answered the questions there were considerably less real talking than in the S3 class, and less enthusiasm.

The second exercise, part one (see appendix 11) asked the students to find nouns with similar meaning to the nouns in the list:

- Fight – battle
- goal/task/quest – mission

The students were visibly less successful in this exercise because they were not familiar much with these words.

Part two asked them to create opposite adjectives to the adjectives they must also find in the text. In appendix 13 is a list of suggested adjectives found in the text. If there were any adjectives, the students were supposed to find, missing I told them these adjectives and asked them to create an opposite.

Exercise 3 – “What does the word “wondering” mean?” (see appendix 11) Students had a list of options and were supposed to choose the right meaning according the context in the authentic text.

In the end of the lesson the students were given the questionnaires (see appendix 3) to complete them.

3.5.6 Lesson plan one with authentic text for OA3 class taught in S3 class

(see appendix 7)

In this part of my research I gave the OA3 authentic text with related exercises to the students of S3 class.

“How Kristin Davis Stays Fit and Slim” is an authentic text talking about Hollywood actress from the movie Sex and the City 2 – her methods how to keep slim and healthy figure.

At the beginning of the lesson I briefly told the students what we are going to do. Then we started with a short warm up (see appendix 10) – talking about “what helps

people to keep fit and slim. And what of those things the students do. I have chosen a few pictures, which I displayed on the black board with Data-projector.

Answers of the students: Fitness, working out in gyms, cycling, running, football, hockey, floorball, martial arts.

The majority of the students affirmed the passion for going out and practicing sport activities.

Then the reading part came and the authentic text “How Kristin Davis Stays Fit and Slim”. The reading took approximately 15 minutes and after that the students started to do the exercise (see in Appendix 10), which contained questions as:

- What character does Kristin Davis play?
- In what city is the Tracy Anderson’s gym?
- What is Kristin’s favorite workout technique?
- How often change the trainers the workouts?

The students spent some time searching for the answers. After that I was choosing them and they were telling the answers to the rest of the class.

Last exercise was about vocabulary from the text. Students were supposed to guess the meaning of the given words and match them together (see appendix 10). The words I displayed on the black board with Data-projector were following: cardio, bulk up, treadmill, curves, hiking and jumping jack.

The aim of this exercise was to use the context from given authentic text to help the students to guess the meaning of the words listed above.

In the end of the lesson I distributed the questionnaires (see appendix 3) to the students to complete the questionnaires.

3.6 Reading lessons conclusion:

Conclusion of the lesson OA3 – Lesson Plan One:

The students showed quite enthusiasm for the lesson in general and for the topic of the authentic text. It was recognizable that the students are interested in the topic and there occurred a few attempts for discussion about the topic of the text but they had to be stopped after a while due to limited time of the lesson. The students in the class OA3

made very attentive audience where the work as a teacher was very pleasant. In spite of having slight difficulties with some exercises the atmosphere in the class was friendly and in the spirit of high cooperation. The fact that the Data-projector was used was also very helpful as the mean of motivation.

Conclusion of the lesson S3 – Lesson Plan Two:

This lesson was very enjoyable because of the topic which was collectively appreciated. The students were very interested in the topic concerning the game Medal of Honor which appeared to be favored by the majority of the class. The trailer of the game caused a lot of enthusiasm and the morale and appreciation were at very high level. In spite of the fact that the students from S3 class are a little harder to catch their attention they cooperated quite well.

Conclusion of the lesson OA3 - Lesson Plan Three:

The lesson took place in quite average mode where the majority of the students were cooperating very well. They had not many difficulties with the text or the exercises. In this lesson a few attempts for discussion about the topic of the lesson appeared but they had to be stopped after a while due to limited time. The lesson was in quite usual progress without bigger difficulties. The students from OA3 are very disciplined and cooperative.

Conclusion of the lesson S3 – Lesson Plan three:

In this lesson the students were a little more restless and drew less attention than in the previous lesson, where the Lesson Plan Two was used, but the overall progress of the lesson was good. I suppose that it was caused by their more communicative nature, so their attention had to be drawn more frequently.

Conclusion of the lesson OA3 – Lesson Plan Two:

This lesson, where the lesson plans were swapped, was noticeably less effective due to the topic originally chosen for the student from S3 class. The students did not understand the topic much and their enthusiasm was at low level, however, the trailer took a lot of attention. It was obvious that the students' area of interest does not include the topic concerning computer games. In spite having slight difficulties to “connect” the students with the topic of the authentic text the students were trying hard to cooperate and to finish the given tasks.

Conclusion of the lesson S3 – Lesson Plan One:

The beginning of the lesson, conducted in the class S3 with the lesson plan originally created for the class OA3, was quite difficult because the students were not interested in the topic of the text almost at all. However, some area of interest was found actually – outdoor activities and working out. A majority of boys in the class was keen on visiting the gyms, cycling, hiking, etc. Eventually, a common topic was found and the level of cooperation increased.

3.7. Questionnaire analysis

The outcomes of the answers given by the students in the questionnaires were transferred into percents in order to create a transparent set of results which can be found as appendix 13 – 18.

1. Analysis of the questionnaire after the lesson accomplished in the class of OA3 thought according to the lesson plan one using the authentic text (see appendix 13).
2. Analysis of the questionnaire after the lesson accomplished in the class of OA3 thought according to the lesson plan three using the text from *Headway Intermediate* textbook (see appendix 14).
3. Analysis of the questionnaire after the lesson accomplished in the class of S3 thought according to the lesson plan two using the authentic text (see appendix 15).
4. Analysis of the questionnaire after the lesson accomplished in the class of S3 thought according to the lesson plan three using the text from *Headway Intermediate* textbook (see appendix 16).
5. Analysis of the questionnaire after the lesson accomplished in the class of OA3 thought according to the lesson plan two using the authentic text (see appendix 17).
6. Analysis of the questionnaire after the lesson accomplished in the class of S3 thought according to the lesson plan one using the authentic text (see appendix 18).

3.8 Conclusion of Practical Part

The Practical Part of this thesis was composed of a research concerning questionnaires and experiment aimed on Intermediate Level English students, where six reading lessons were accomplished in two classes – OA3 - Business Academy and S3 - Technical school, which aim was to evaluate and observe the students attitudes and achievements concerning the reading lesson and contribution of authentic texts, and a research regarding the attitudes of secondary English language teachers towards teaching reading, realized by questionnaires.

The outcomes gathered from the questionnaires, given in the end of each reading lesson (see appendix 3), showed that the contribution of the appropriate authentic texts, selected on the basis of the information from survey questionnaires (see appendix 1) which goal was to determine the possible students' preferences of the reading topic, given to the students beforehand, was noticeable in the sense of the students' motivation to work with the text and the text-related tasks. In other words, when the topic of the text was concerned in the students' area of interest their effort to cope with the text and the task met with more enthusiasm.

It is understandable that a case like this could be quite extreme for a teacher. It may not be possible to do such a precise selection of a text according to the students' areas of interest for every reading lesson because it is very demanding but it served well for the intension of this research to show the difference between the authentic and non-authentic texts where the real purpose for reading a specific text is a very powerful tool of motivation.

The second part of the Practical Part of this thesis dealing with perception of the teachers towards the reading as one of the main four English language skills – Speaking, Listening, Writing and Reading, showed that the majority of the asked teachers consider reading as equally important but admitted giving it less space for teaching reading itself and more commonly, to use reading as a tool for teaching English language.

4 CONCLUSION

In the modern time, where the almost all nations are connected together across the globe, English has become a versatile mean of communication. It influences our lives more than ever in many ways. Thanks to nowadays technologies and progress, the whole world is opened, more people travels to foreign countries for vacation or due to their jobs, a lot of people communicate through internet with foreigners and all these people has one thing in common, they mostly use English as the mean of communication. But English is not just a significant part of life of people who are in touch with the outer world but English affects almost everything inside of our country. The advertisements, names for job positions (it is very fashionable in these days), names of various products, and so on, all these things are strongly influenced by English to the extent that it has become a noticeable part of our vocabulary. The ability to use English to communicate is no longer an advantage; it is a standard requirement in these days.

It is important for English students not only to learn to speak in English – which is probably the most focused language skill from the others, but to be an efficient reader as well, because through reading books, magazines, newspapers, manuals etc., people learn what they need to know, even the language itself is learnt through reading various materials like books or magazines, to get acquainted with phrases, vocabulary, culture background or native expressions. But not only for education is the purpose of reading, a book from Charles Dickens, for example, could serve as great entertainment in a man's free time, but it is not an easy reading which could discourage a lot of people who try to read it in English. In order to do that the foreign language reader has to be efficient enough to succeed in the job. The Theoretical Part of this Bachelor Thesis is a sort of collection of the basic aspects which should be taken into consideration while learning or teaching English language reading in order to become efficient English language readers.

The aims of the Practical Part of this Thesis were to observe and evaluate the students' attitudes and achievements in the process of learning English language reading, the contribution of authentic texts used in the reading lesson and the attitudes of secondary English language teachers towards teaching reading during their lessons.

The Experiment, where six reading lessons were taught, showed that the students can achieve better results if they are properly motivated. To do so, the authentic texts, carefully selected according to the students' areas of interest, were used during these lessons and as well as the artificial text, selected rather randomly from the students' textbook and in the end of the Experiment the authentic specific texts were swapped between the classes to observe any changes in the students' attitudes and achievements in the lesson.

The results displayed through the questionnaires and through the observations in the class, in the role of a teacher, proved that the authentic text, selected precisely according to the students' areas of interest, have quite strong motivational effect and thus they helped the students to achieve better results in the class. While in the lessons where the artificial text from the students' textbook were used the students' attitude toward cooperating with the text and the text-related task was rather a little lower because the text was "missing" the students' areas of interest. In the two lessons where the authentic texts were swapped quite significant decline of the students' attitude were noticed because the area of students' interest were completely missed. Although the students were obliged to complete the text-related tasks their enthusiasm for the text and the tasks were noticeable lower.

From these findings could be demonstrable that the contribution of authentic texts is evident but in some cases two-edged and, as a tool of motivation, related to the students' attitudes in the reading lessons.

Then, the research in the form of questionnaires and the teaching reading experiment trying to answer the question of authentic texts as a tool of motivation which can improve the students' attitude and achievement in the reading lesson and the attitude of the teachers towards teaching reading met with successful conclusion and provided usable findings concerning the process of teaching reading.

5 RESUMÉ

Tato bakalářská práce se zabývá tématem Vyučování čtení textů pro studenty angličtiny úrovně intermediate. Je rozdělena na dvě části, teoretickou a praktickou. Teoretická část se zabývá problematikou rozvoje dovednosti čtení s porozuměním, technikami čtení, typy textů, rozdílem autentických a neautentických textů, kritérii při výběru textů a základním metodologickým modelem hodiny čtení. Praktická část se zabývá výběrem a použitím autentických textů při výuce čtení v hodině anglického jazyka, jejich přínosem ve smyslu motivace žáka v jeho přístupu ke čtení v cizím jazyce a tím i zvýšení efektivity práce s textem a dosažení lepších výsledků. Pozdější část výzkumu se věnuje tématu přístupu učitelů k vyučování čtení v hodinách angličtiny.

Úvodem do teoretické části je kapitola Reading comprehension – čtení s porozuměním, kde vysvětluje tento pojem, což je obsáhlý pojem zahrnující celkový proces čtení od zběžného prolistování textu až po důkladné hledání přesných informací, o které má čtenář zájem.

Druhá kapitola osvětluje problematiku autentických a neautentických textů, jejich přínos do výuky anglického jazyka, nedostatky a důvody proč a kdy, který z těchto druhů textů použít. Je zde uveden příklad neautentického textu, vytvořeného za účelem ukázat určitý gramatický jev, který uvádí Harmer ve své knize *The Practice of English Language Teaching*. Tento typ textu dobře slouží k výkladu onoho gramatického jevu, ale je nevhodný k použití v hodině výuky čtení, protože je nepřirozený a nedává smysl, nenese „zprávu“ jako autentický text, napsaný za tímto účelem. Tato kapitola se dále zabývá otázkou použití autentických textů a důležitosti jejich správné volby, kdy tyto texty mohou motivovat k práci s nimi, nebo také mohou odradit čtenáře, například z důvodu jejich složitosti. Jedním z výhod autentických textů je schopnost vyvolat v čtenáři vnitřní motivaci jednoduše tím, že má čtenář svůj vlastní zájem tento text číst – získat „zprávu“, kterou autentický text obsahuje.

Následující kapitola dále prohlubuje problematiku volby autentického textu oproti uměle vytvořenému textu. Uvádí výhody neautentického, uměle vytvořeného textu pro použití čtení jako nástroje k rozvoji anglického jazyka, ovšem nedoporučuje využití tohoto druhu textu k rozvoji čtení jako takového. Dále tato kapitola pojednává o

důvodech, proč čtenář vlastně čte, tyto důvody uvádí Grellet ve své knize *Developing Reading Skills*, a tudíž větší vhodnost autentických textů.

Další kapitola se zabývá typy textů. Jaký účel má pro čtenáře text, který chce číst, ovlivňuje druh textu, který si vybere. Je zde uveden seznam typů textů z knihy *Developing Reading Skills* – Grellet. Tato kapitola nastiňuje využití určitého druhu techniky čtení, která je pro daný text vhodnější, než jiná technika.

Následující kapitola se věnuje postupu a kritériím při výběru vhodného textu pro žáky. Uvádí aspekty, které je důležité brát na vědomí, aby se zajistil výběr relevantního materiálu a zároveň aby žáky zaujal a motivoval je k práci. Christine Nuttall ve své knize *Teaching Reading Skill in a Foreign Language* uvádí tři aspekty, podle kterých se je možné vybrat relevantní text – Readability – jedná se o strukturální a lexikální složitost textu, která by měla odpovídat úrovni angličtiny žáků, tak aby byli schopni s daným textem pracovat. Nuttall ve své knize navrhuje použití cloze testů k získání povědomí o jazykové úrovni žáků a také aby se bralo na vědomí množství neznámých slov v textu. Další aspekt při výběru vhodného textu je Suitability of Content – vhodnost obsahu textu. Tento aspekt se týká druhu obsahu, který by měl být zajímavý pro studenty a tím je motivoval k práci s textem. Nuttall navrhuje provedení výzkumu, který ukáže zájmové oblasti žáků a tím dovolí učiteli vybrat text s vhodným námětem. Dále tato kapitola používá „návod“, soubor otázek, od této autorky (Nuttall) jak postupovat při výběru takového textu. Posledním bodem této kapitoly je třetí aspekt – Exploitability – „využitelnost“ textu. Jde o přístup k textu z hlediska jeho využitelnosti pro žáky tak, aby se rozvíjel jejich čtecí dovednosti.

Kapitola Reading Techniques obsahuje několik podkapitol, které zde budou postupně popsány. Zde se budou rozebírat jednotlivé techniky čtení. Sensitizing – „zvyšování citlivosti“ – v tomto kontextu jde o zvýšení citlivosti vnímání textu při zpracovávání složitých či dlouhých větných celků. Inference – dedukce – užití syntaktických, logických a kulturních znaků k pochopení neznámých částí textu. Žáci by se měli učit odvodit si význam neznámých slov a částí textu za pomoci výše zmíněných znaků. Pro rozvoj této techniky slouží spousta různých cvičení, které by měli žáci trénovat za vedení učitele. Další technika ze souboru Sensitizing je Understanding Relation within a Sentence – porozumění vztahům ve větě. Tato technika je důležitá proto, aby se žák dokázal orientovat v dlouhých a složitých větách

tím, že se bude učit vnímat strukturu vět. Poslední technika v tomto souboru je Linking Sentences and Ideas – spojování vět a myšlenek, ve které jde o dovednost být schopen se orientovat v textu pomocí spojovacích nástrojů v anglickém jazyce jako například: anaforická a kataforická reference, srovnání či spojky a tím být schopen pracovat s textem jako s celkem a ne jako se souborem na sobě nezávislých vět.

Další kapitola se zabývá zlepšováním rychlosti čtení. Pokud je student příliš pomalý ve čtení textů v anglickém jazyce, může tímto faktem být velmi snadno odrazen v této činnosti nadále pokračovat. Nuttall doporučuje zlepšovat rychlost čtení společně s dalšími technikami čtení, protože rychlost čtení je stejně důležitý prvek při práci s anglickým textem. Tato autorka doporučuje měření času při čtení jednotlivých odstavců, či různých ucelených částí textů, ovšem zdůrazňuje, že rychlost nesmí být na úkor porozumění, tudíž by tuto aktivitu mělo následovat několik otázek, který by měly za úkol zjistit míru žákova porozumění textu. Dále je v této kapitole uveden seznam „zlovyků“, které by neměly být přehlíženy a také několik učebních pomůcek pro zlepšení rychlosti čtení.

Další podkapitolou Technik čtení je kapitola From Skimming to Scanning. Zde Grellett rozlišuje několik technik, které by měl efektivní čtenář ovládat – Predicting, Previewing, Anticipation, Skimming a Scanning. Predicting – předpovídání, hádání co bude následovat. Na základě této techniky by měl čtenář být schopen předpovídat, do jisté míry, co bude následovat dále, za využití gramatických, logických a kulturních jevů a také pomocí svých zkušeností a znalostí daného tématu. Previewing – je specifická technika čtení, kdy čtenář používá obsah, dodatky, předmluvu atd., za účelem odhadnutí, kde zhruba hledat informaci v textu, kterou čtenář chce najít. Anticipation – účast, zde se ani tolik nejedná o techniku, jako spíše o motivaci čtenáře. Zde nejde jen o to, že čteme, co chceme číst, ale že motivovaný žák pracuje s daným textem s nějakým očekáváním – získat odpověď na nějakou otázku, poučit se o tématu, či myšlence, která ho zajímá, atd. Skimming – jedná se o techniku, kdy čtenář zběžně projíždí text za účelem získat představu o autorových záměrech, ráz textu či obecnou představu o čem daný text je. Scanning – je technika, kdy čtenář nečte text, tak jak je napsaný, ale „přelétá“ části textu za účelem najít konkrétní informaci. V další části této kapitoly jsou tyto techniky rozebírány z lehce odlišných pohledů různých autorů. Je zde zmíněn pohled Harmera, který tyto techniky dělí spíše na dovednosti a člení je do šesti bodů a

pohled Wallace, který považuje Scanning za část Skimmingu spolu s technikou Surveying, což je přečtení prvního a posledního odstavce jedné kapitoly, aby čtenář v rychlosti získal přehled o čem daná kapitola je.

Teoretickou část této bakalářské práce uzavírá kapitola Základní metodologický model hodiny čtení, na jejímž základě byl v praktické části postaven Experiment v podobě šesti vyučovacích hodin čtení. Tento základní model uvádí Harmer ve své knize *The Practice of English Language Teaching* a má pět základních fází, které jsou rozebrány a na konci znázorněny v přehledné tabulce, použité z té samé knihy. První fáze je o uvedení tématu žákům, kde učitel žáky připravuje na práci s textem s ním souvisejícími úkoly a slouží k motivování žáků k pozitivnímu přístupu k daným úkolům. Druhá fáze – učitel instruuje žáky, vysvětluje a představuje úkoly tak, aby žáci dobře věděli, co mají dělat a také proč to mají dělat. Ve třetí fázi studenti pracují s textem a plní úkoly, které jim přichystal učitel. Ve čtvrté fázi učitel pomáhá žákům evaluovat jejich dosažené výkony. Pátá fáze obsahuje úkoly, které následují a nějak se týkají daného textu.

Praktická část této bakalářské práce je uvedena kapitolou, která nastiňuje cíle výzkumu, což je sledování a zhodnocení postoje, přístupu a dosažení výsledků žáků při práci s texty v anglickém jazyce při hodinách výuky čtení, přínos autentických textů použitých v hodinách čtení a také přístupu učitelů k výuce čtení jako takového v hodinách anglického jazyka. Dále kapitola popisuje průběh výzkumu po jednotlivých částech, kdy první část zahrnuje zmapování studentů – jejich zájmové oblasti, což slouží jako podklad pro vytvoření třech plánů pro výuku čtení rozčleněných do šesti vyučovacích hodin. Ve druhé části výzkumu byly vytvořeny tři vyučovací plány na základě poznatků z teoretické části této bakalářské práce, kde dva plány používají autentické texty a jeden používá neautentický text z učebnice *Headway Intermediate*. Třetí část se věnuje dotazníkům rozdaným žákům po každé hodině, které mají za úkol extrahovat poznatky z pozorování v hodině do zpracovatelných údajů. Čtvrtá a poslední část výzkumu obsahuje dotazníky pro učitele, ze kterých se snaží získat poznatky o přístupu učitelů ohledně výuky čtení v hodinách anglického jazyka.

Následující kapitola popisuje pozadí výzkumu, zejména školu, ve které se výzkumný experiment odehrával. Vyjmenovává důvody, proč byla zvolena právě tato škola a poskytuje informace o třídách, ve kterých byl výzkum prováděn. Jednalo se o

dvě třídy, S3 – byla třída vybraná z průmyslové školy a byla zastoupena pouze chlapci. Druhá třída byla – OA3 byla vybrána z Obchodní akademie, kde byla zastoupena převážně dívkami a jedním chlapcem, což navíc umožnilo další náhled na postoj žáků k vyučování.

Po této kapitole následuje popis metod výzkumu, které byly určeny pro jeho realizaci, což jsou experiment v podobě vyučování v hodině a tři druhy dotazníků, jejichž úkolem je interpretace poznatků a údajů z experimentu. Jako první byl vytvořen „průzkumný“ dotazník sloužící ke zmapování zájmových oblastí žáků, na jejímž základě byly vybrány dva autentické texty. Neautentický text byl vybrán pouze na základě informací od vyučujícího žáků, se kterými byl prováděn tento výzkum, jediné kritérium bylo, aby s probíranou látkou byli již žáci seznámeni, jinak byl výběr spíše náhodný, aby se tím demonstroval rozdíl mezi „běžným“ neautentickým textem, vytvořeným pro účely výuky jazyka, nikoliv čtení samotného a pečlivě vybraného autentického textu podle zájmů žáků. Vycházelo se z nutnosti použití extrémních případů pro jasný sběr informací, jelikož tento experiment má sloužit pouze jako demonstrace idey této bakalářské práce. Na konci každé hodiny byl rozdán další druh dotazníků, vytvořený pro účel sběru informací týkajících se průběhu vyučovací hodiny, a postoje žáků k hodině a textům. Druhá část výzkumu se zabývá již zmiňovaným postojem učitelů k výuce čtení při hodinách angličtiny a využíváním autentických textů. K získání srozumitelných údajů byl vytvořen třetí druh dotazníků, skrz které byli různí učitelé anglického jazyka osloveni a požádáni o vyplnění těchto dotazníků.

Další kapitola pojednává o „průzkumných“ dotaznících a popisuje průběh této fáze výzkumu. Za jakým účelem byly dotazníky vytvořeny, kdy byly žákům rozdány a v jakých počtech.

Po této kapitole následuje závěr k těmto dotazníkům a interpretace výsledků, které byly shromážděny, v číslech či procentech. Dotazníky byly rozdány do dvou tříd, které se zúčastnily experimentu.

Další kapitola, rozdělena do šesti podkapitol, které podrobně popisují jednotlivé vyučující plány, se věnuje vyučovacím plánům. Úvodní odstavce obecně nastiňují strukturu celého experimentu, dále vysvětlují prohození dvou vyučujících plánů s autentickým textem mezi tyto dvě třídy, jinými slovy, že původní plán pro třídu z Obchodní akademie byl také použit ve třídě S3 z Průmyslové školy a naopak původní

plán pro třídu S3 byl použit ve třídě OA3, aby se demonstrovala změna postoje a přístupu žáků v hodině, kde se téměř zcela mine oblast jejich zájmu, což znamená, že motivace žáků je slabá. Dále je v této kapitole popsán cíl ukázat důležitost a přínos autentických textů jakožto nástroje zvyšujícího motivaci žáků k práci s daným textem a s ním souvisejícími úkoly. Poté následuje šest podkapitol detailně popisujících jednotlivé výukové plány a jejich průběh v hodině.

Následuje kapitola - závěr k vyučovacím hodinám čtení, kde popisuje a rekapituluje postoj a přístup žáků a jejich spolupráci v jednotlivých hodinách.

Dále kapitola – analýza dotazníků interpretuje výsledky vyplněných dotazníků žáky, ale z důvodu omezení počtu stránek v této bakalářské práci jsou výsledky uvedeny v přílohách 15 – 20.

V závěru praktické části se nachází kapitola zabývající se postojem učitelů k výuce čtení v hodinách anglického jazyka. Z důvodu omezení počtu stránek v této bakalářské práci jsou výsledky dotazníků uvedeny v příloze 21. Někteří učitelé byli osloveni přímo, jiní byli osloveni pomocí e-mailu, ale v obou případech mi všichni dotázaní učitelé vyšli vstříc a zaslali vyplněné dotazníky zpět.

Následuje závěr praktické části, ve kterém jsou shrnuty výsledky vycházející z praktického výzkumu uskutečněného na vybrané škole, závěry vycházející z poznatků interpretovaných z dotazníků – týkajících se jak vyučovacích hodin, tak i průzkumu přístupu učitelů k výuce čtení v hodinách anglického jazyka a pozorování během experimentu ve vyučování čtení a práce s texty v anglickém jazyce.

Závěr této bakalářské práce nakonec celkově shrnuje shodu a funkčnost poznatků získaných v teoretické části, kdy všechny tyto nasbírané informace sloužily jako stavební kámen pro praktický výzkum, kterému se věnovala praktická část této bakalářské práce. Z obou těchto částí vychází stanovisko, že pro výuku čtení textů v anglickém jazyce hrají autentické texty důležitou roli a jsou nepostradatelným přínosem pro rozvoj dovedností žáků týkajících se učení čtení a zároveň, při správném výběru, jako účinný nástroj k pozitivní motivaci studentů.

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7 APPENDIX

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Appendix 1: Pre-questionnaire for the students - blank

1. How do you spend your free time?
2. What hobbies do you have?
3. What kind of literature do you enjoy?
4. What would you like to read about?
5. What source for reading do you prefer? (Internet, library, bookshops, etc)

THANK YOU FOR YOUR COOPERATION.

Appendix 2: Pre-questionnaire for the students - completed

1. How do you spend your free time?

Going out with friends.

2. What hobbies do you have?

I like playing squash, tennis.

3. What kind of literature do you enjoy?

Romances or fantasy.

4. What would you like to read about?

*I like reading about celebrities and
Hollywood.*

5. What source for reading do you prefer? (Internet, library, bookshops, etc)

I find all books on the internet.

THANK YOU FOR YOUR COOPERATION

Appendix 3: The questionnaire for the students after the lesson - blank

Q 1 – Did you enjoy the lesson?

YES NO

Q2 – Was the text somehow interesting for you?

YES NO

Q3 – Do you remember any new words from the text?

Q4 – Did you feel something when you read the text?

Q5 – Do you feel you would like to talk about the topic of the text?

YES NO

Q6 – Did the text awake any further interest in the topic?

YES NO

Q7 – How well did you understand the text? Estimate in % ____ .

Q8 – What kind of exercise was the most difficult? Why?

Q9 – Do you have any comments about this lesson?

THANK YOU FOR YOUR COOPERATION

Appendix 4: The questionnaire for the students after the lesson, OA3 class-completed

Q 1 – Did you enjoy the lesson?

YES

NO

Q2 – Was the text somehow interesting for you?

YES

NO

Q3 – Do you remember any new words from the text?

breadmill, cardio, jumping jack

Q4 – Did you feel something when you read the text?

no

Q5 – Do you feel you would like to talk about the topic of the text?

YES

NO

Q6 – Did the text awake any further interest in the topic?

YES

NO

Q7 – How well did you understand the text? Estimate in % ____.

40%

Q8 – What kind of exercise was the most difficult? Why?

word match

Q9 – Do you have any comments about this lesson?

The lesson was good. interesting.

THANK YOU FOR YOUR COOPERATION

Appendix 5: The questionnaire for the students after the lesson, S3 class – completed

Q1 – Did you enjoy the lesson?

YES NO

Q2 – Was the text somehow interesting for you?

YES NO

Q3 – Do you remember any new words from the text?

MISSION, BATTLE

Q4 – Did you feel something when you read the text?

YES, I WANT PLAY THIS GAME

Q5 – Do you feel you would like to talk about the topic of the text?

YES NO

Q6 – Did the text awake any further interest in the topic?

YES NO

Q7 – How well did you understand the text? Estimate in % 50.

EXERCISE FIND WORD IN TEXT.

Q8 – What kind of exercise was the most difficult? Why?

YES, VERY GOOD TRAILER, PICTURES

Q9 – Do you have any comments about this lesson?

THE LESSON WAS VERY INTERESTING.
I LIKE COMPUTER GAMES.

THANK YOU FOR YOUR COOPERATION

Appendix 6: The questionnaire for the students, *Headway Intermediate* lesson – completed

Q 1 – Did you enjoy the lesson?

YES NO

Q2 – Was the text somehow interesting for you?

YES NO

Q3 – Do you remember any new words from the text?

dog exercises

Q4 – Did you feel something when you read the text?

no

Q5 – Do you feel you would like to talk about the topic of the text?

YES NO

Q6 – Did the text awake any further interest in the topic?

YES NO

Q7 – How well did you understand the text? Estimate in % ____.

80%

Q8 – What kind of exercise was the most difficult? Why?

exercise 2

Q9 – Do you have any comments about this lesson?

lesson was ok, good.

THANK YOU FOR YOUR COOPERATION

Appendix 7: The authentic text for OA3 class

How Kristin Davis Stays Fit and Slim

Kristin's Bikini-Body Routine

Kristin Davis is proud of her curves. "I have hips!" she says. "I'm never going to be the thinnest actress, and I don't want to be. When you're at peace with yourself and your body, you're automatically more confident." To stay in shape, she alternates between hiking, yoga, Pilates, and cardio, depending on her mood. "I can't just hop on the treadmill," admits Kristin, 45, who reprises her role as Charlotte in *Sex and the City 2*, which opens in theaters on May 28. "I need to mix things up and enjoy what I'm doing."

Did you step up your workout to get ready?

Sarah Jessica Parker introduced me to trainer Tracy Anderson's gym in New York City, which is great for me because they change the workouts every 10 days. My favorite is using the stretchy elastic bands. They strengthen and tighten all parts of your arms without bulking you up. They also work on your core and posture. You end up feeling really strong.

What do you do when you can't make it to the gym?

At home I do the elliptical for 30 to 45 minutes, lots of planks for stability, and yoga and Pilates for my core. When I'm traveling, I do jumping jacks with resistance bands and a leg workout where all you need is a chair.

Appendix 8: The authentic text for S3 class

Medal of Honor – The Campaign

The campaign is loosely based on real battles, but takes place in a fictional Afghanistan where the Coalition consists only of America and the mission is clear: kill as many Taliban soldiers as possible.

Short and bittersweet

But despite some tense moments and big explosions, the campaign is underwhelming. The Tier 1 missions will get your heart rate up a few times, but they're nevertheless linear, "go here do this" affairs, and lack much creativity or mental stimulation. Shoot guys, move to a new position, shoot more guys. If you're any good at shooters at all, play on "hard" for any kind of challenge.

My biggest complaint is that the campaign ends somewhere in the second act, just as you've become invested in the characters, and the final line, "This isn't over," will leave you wondering, "So why are the credits playing?"

You'll probably play through MoH's campaign in one or two sittings, and you'll have fun doing it. It's compelling enough, but it doesn't bring a lot of new ideas (and borrows a few elements from Modern Warfare), and while it almost makes up for that with strong characters, it shoots itself in the foot when it gives up before the third act.

Campaign Verdict: 7/10 ("Good")

Appendix 9: The text from *Headway Intermediate* textbook

Susie's problem page

Got a problem? *Metro Magazine's* agony aunt, Dr Susie Eden, gives expert advice.

Lucy's problem:

'I think about him night and day!'

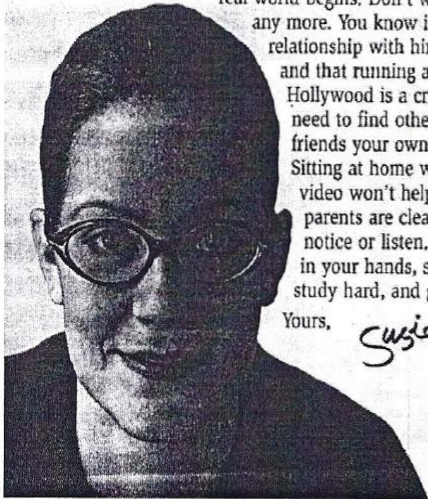
Susie replies:

Hi Lucy,

Everyone has daydreams and there's nothing wrong with that. It's only a problem when you forget where dreams end and the real world begins. Don't write to him any more. You know in reality that a relationship with him is impossible, and that running away to Hollywood is a crazy idea. You need to find other interests and friends your own age to talk to. Sitting at home watching him on video won't help you. Your parents are clearly too busy to notice or listen. Your future is in your hands, so get a life, study hard, and good luck!

Yours,

Susie



Pam's problem:

'We don't communicate any more!'

Susie replies:

Hi Pam,

You're not helping your marriage by saying nothing to him. He doesn't seem to notice how you feel. I know he's worried about his mother, but it's unfair that he's always at her house and leaves you to do all the housework. You have a tiring and stressful job, caring for sick people all day. Make him understand this and ask him about the hundreds of lottery tickets you found. Encourage him to look for work - he'd feel better about himself if he had a job and it would help the family finances. In the meantime, don't hide your feelings; otherwise your anger and resentment will grow.

Yours,

Susie

Dr Susie Eden c/o *Metro Magazine*, PO Box 201,
Lower-East Docks, Newcastle-upon-Tyne NT12 5NP

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Appendix 10: The exercises in OA3 lesson, page 1

Then we started with a short warm up (see appendix 12) – talking about “what helps people to keep fit and slim. And what of those things the students do. I have chosen a few pictures, which I displayed on the screen with Data-projector.

Warm-up

- Discussion – What helps people to keep fit and slim?
- Pictures projected on the Data-projector screen:



Pictures of the actress in the movie Sex and the City 2 Kristin Davis:



Exercise one:

- What character does Kristin Davis play?
- In what city is the Tracy Anderson’s gym?
- What is Kristin’s favorite workout technique?
- How often change the trainers the workouts?

Appendix 10: The exercises in OA3 lesson, page 2

Exercise two:

Match these words together according to the meaning:

| | |
|--------------|--|
| Cardio | Running to achieve a higher condition. |
| bulk up | To gain more weight or capacity (of muscles). |
| Treadmill | Monotonous, routine work. |
| Curves | Lines of a body. |
| Hiking | Taking a long walk in order to gain higher condition. |
| jumping jack | Exercise where the person is jumping in the air and spreading legs and arms. |

In order to make sure the students fully understood the word I projected also the pictures related to these words.

Cardio



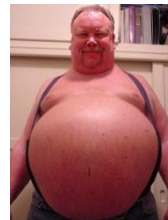
Jumping jack



Hiking



Fat body lines - curves



Shaped body lines – curves



Appendix 11: The exercises in S3 lesson, page 1

Warm-up:

The trailer presenting the game Medal of Honor from Youtube:

<http://www.youtube.com/watch?v=11njQT9kJaM>

The following questions for short discussion:

- Do you know this game?
- What is it about?
- What kind of games do you like?

Exercise 1.

- Summary What is this text about?

What is this text saying about the game?

The pictures from the game I was displaying on the Data-projector screen:



Exercise 2.

PART 1.

Find one noun with similar meaning to this noun in the paragraph one:

Fight - battle

Find one noun with similar meaning to this noun in the paragraph two:

Goal/task/quest - mission

Appendix 11: The exercises in S3 lesson, page 2

PART 2

Find as many adjectives as you can in the text and create opposite adjectives to the given words:

Real – fictional

Big – small

New – old

Good – bad

Hard – easy

Strong – weak

Exercise 3.

What does “wondering” mean?

- Playing
- Watching
- Thinking
- Waiting

Appendix 12: The exercises in *Headway Intermediate* lesson

Warm-up exercise:

Questions for discussion:

- With what problems can you go to see the doctor?
- If you had some problem, would you call the helpline or write to an internet doctor for advice?

1st text

Exercise 1.

- What problem does Lucy have?
- What is the answer of the doctor Susie?
- What do you think about the answer – could it help, what would you suggest?

2nd text

Exercise 2.

- She can't have many friends.
- They can't have much money.
- She must be in love with a film star.
- She can't be very old.

Appendix 13:

7. Analysis of the questionnaire after the lesson accomplished in the class of OA3 thought according to the lesson plan one using the authentic text (see appendix 7).

Q 1 – Did you enjoy the lesson?

88% answered YES, 12% answered NO.

Q2 – Was the text somehow interesting for you?

79% answered YES, 21% NO.

Q3 – Do you remember any new words from the text?

In average the 4% of students remembered 0-2 new words, 33% remembered 2-4 new words and 63% of the students remembered 4-6 new words.

Q4 – Did you feel something when you read the text?

54% did not have an emotional feedback. 46% had some emotional feedback.

Q5 – Do you feel you would like to talk about the topic of the text?

79% answered YES and 21% NO.

Q6 – Did the text awake any further interest in the topic?

75% of the students would like to search for more information. 25% was not interested enough.

Q7 – How well did you understand the text? Estimate in % ____ .

In this case an average was created on the bases of these answers, which is 65%.

Q8 – What kind of exercise was the most difficult? Why?

The exercise two.

Q9 – Do you have any comments about this lesson?

88% stated positive comments – most often comments: interesting, funny, good.

12% did not state any comments = negative comments.

Appendix 14:

8. Analysis of the questionnaire after the lesson accomplished in the class of OA3 thought according to the lesson plan three using the text from *Headway Intermediate* textbook (see appendix 9).

Q 1 – Did you enjoy the lesson?

38% answered YES, 62% answered NO.

Q2 – Was the text somehow interesting for you?

29% answered YES, 71% answered NO.

Q3 – Do you remember any new words from the text?

In average the 46% of students remembered 0-2 new words, 50% remembered 2-4 new words and 4% of the students remembered 4-6 new words.

Q4 – Did you feel something when you read the text?

8% answered YES and 92% answered NO.

Q5 – Do you feel you would like to talk about the topic of the text?

29% answered YES, 71% answered NO.

Q6 – Did the text awake any further interest in the topic?

13% answered YES, 87% answered NO.

Q7 – How well did you understand the text? Estimate in % ____ .

In this case an average was created on the bases of these answers, which is 80%.

Q8 – What kind of exercise was the most difficult? Why?

The exercise two.

Q9 – Do you have any comments about this lesson?

12% stated positive comments – most often comments: OK.

88% stated negative comments – most often comments: boring, not interesting, bad.

Appendix 15:

9. Analysis of the questionnaire after the lesson accomplished in the class of S3 thought according to the lesson plan two using the authentic text (see appendix 8).

Q 1 – Did you enjoy the lesson?

82% answered YES, 18% answered NO.

Q2 – Was the text somehow interesting for you?

88% answered YES, 12% answered NO.

Q3 – Do you remember any new words from the text?

In average the 6% of students remembered 0-2 new words, 59% remembered 2-4 new words and 35% of the students remembered 4-6 new words.

Q4 – Did you feel something when you read the text?

88% answered YES and 12% answered NO.

Q5 – Do you feel you would like to talk about the topic of the text?

76% answered YES, 24% answered NO.

Q6 – Did the text awake any further interest in the topic?

70% answered YES, 30% answered NO.

Q7 – How well did you understand the text? Estimate in % ____ .

In this case an average was created on the bases of these answers, which is 70%.

Q8 – What kind of exercise was the most difficult? Why?

The exercise two, part two.

Q9 – Do you have any comments about this lesson?

94% stated positive comments – most often comments: great, interesting, fun, awesome trailer.

6% stated negative comments – most often comments: little boring topic.

Appendix 16:

10. Analysis of the questionnaire after the lesson accomplished in the class of S3 thought according to the lesson plan three using the text from *Headway Intermediate* textbook (see appendix 9).

Q 1 – Did you enjoy the lesson?

29% answered YES, 71% answered NO.

Q2 – Was the text somehow interesting for you?

18% answered YES, 82% answered NO.

Q3 – Do you remember any new words from the text?

In average the 41% of students remembered 0-2 new words, 53% remembered 2-4 new words and 6% of the students remembered 4-6 new words.

Q4 – Did you feel something when you read the text?

12% answered YES and 88% answered NO.

Q5 – Do you feel you would like to talk about the topic of the text?

6% answered YES, 94% answered NO.

Q6 – Did the text awake any further interest in the topic?

6% answered YES, 94% answered NO.

Q7 – How well did you understand the text? Estimate in % ____ .

In this case an average was created on the bases of these answers, which is 80%.

Q8 – What kind of exercise was the most difficult? Why?

The exercise two.

Q9 – Do you have any comments about this lesson?

35% stated positive comments – most often comments: easy text, short.

65% stated negative comments – most often comments: boring text, funny problems.

Appendix 17:

11. Analysis of the questionnaire after the lesson accomplished in the class of OA3 thought according to the lesson plan two using the authentic text (see appendix 8).

Q 1 – Did you enjoy the lesson?

46% answered YES, 54% answered NO.

Q2 – Was the text somehow interesting for you?

21% answered YES, 79% answered NO.

Q3 – Do you remember any new words from the text?

In average the 54% of students remembered 0-2 new words, 29% remembered 2-4 new words and 17% of the students remembered 4-6 new words.

Q4 – Did you feel something when you read the text?

58% answered YES (Disgusted, upset, confused) and 42% answered NO.

Q5 – Do you feel you would like to talk about the topic of the text?

33% answered YES, 67% answered NO.

Q6 – Did the text awake any further interest in the topic?

17% answered YES, 83% answered NO.

Q7 – How well did you understand the text? Estimate in % ____ .

In this case an average was created on the bases of these answers, which is 45%.

Q8 – What kind of exercise was the most difficult? Why?

The exercise two, part one and two.

Q9 – Do you have any comments about this lesson?

38% stated positive comments – most often comments: funny what is interesting for boys, good lesson, interesting lesson.

62% stated negative comments – most often comments: not interesting topic.

Appendix 18:

12. Analysis of the questionnaire after the lesson accomplished in the class of S3 thought according to the lesson plan one using the authentic text (see appendix 7).

Q 1 – Did you enjoy the lesson?

24% answered YES, 76% answered NO.

Q2 – Was the text somehow interesting for you?

12% answered YES, 88% answered NO.

Q3 – Do you remember any new words from the text?

In average the 35% of students remembered 0-2 new words, 47% remembered 2-4 new words and 19% of the students remembered 4-6 new words.

Q4 – Did you feel something when you read the text?

12% answered YES (interest in working out) and 88% answered NO.

Q5 – Do you feel you would like to talk about the topic of the text?

6% answered YES, 94% answered NO.

Q6 – Did the text awake any further interest in the topic?

18% answered YES, 82% answered NO.

Q7 – How well did you understand the text? Estimate in % ____ .

In this case an average was created on the bases of these answers, which is 55%.

Q8 – What kind of exercise was the most difficult? Why?

The exercise two.

Q9 – Do you have any comments about this lesson?

24% stated positive comments – most often comments: nice celebrities, funny pictures.

76% stated negative comments – most often comments: not interesting lesson/topic.