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Magdaléna Nováková

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

Diplomová práce bude věnována otázkám rozvoje řečové dovednosti čtení s porozuměním ve výuce anglického jazyka v prostředí školní třídy. V teoretické části práce bude nejprve diskutována řečová dovednost čtení s porozuměním ve vztahu ke konceptu komunikativní kompetence, zvláštní pozornost bude věnována problematice extenzivního čtení. Autorka se rovněž zaměří na kritéria výběru textu, techniky kontroly porozumění, didaktické prostředky rozvoje této řečové dovednosti a její hodnocení, motivační strategie atd. Praktickou částí diplomové práce bude vlastní akční výzkum cílený na rozvoj dovednosti extenzivního čtení u žáků.

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PaedDr. Monika Černá, Ph.D.
Katedra anglistiky a amerikanistiky

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prof. PhDr. Petr Vorel, CSc.

děkan

L.S.



Mgr. Šárka Bubíková, Ph.D.

vedoucí katedry

V Pardubicích dne 30. listopadu 2009

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ABSTRACT

The thesis concentrates on the development of extensive reading in English language teaching at primary school (age six to fifteen). It aims to present this approach as a means of developing reading skill. The theoretical part firstly outlines the concept of communicative competence in the context of reading skill, with particular emphasis on extensive reading. Secondly, the role of a text is discussed, and the choice of suitable material is considered due to its key role in teaching extensive reading. Thirdly, the extensive reading approach is compared and contrasted with the intensive one to determine its position in the development of reading skill, leading to the conclusion that motivation is crucial for extensive reading to be established. The aim of the practical part was to improve current situation in the English language class via the development of extensive reading. Moreover, evidence of the possibility of introducing extensive reading to a primary school should be provided. The action research served as an optimal method to accomplish the objective. Several strategies were chosen to incorporate extensive reading successfully into the curriculum. Appropriate research tools served for mapping the situation and collecting data, which were analysed, interpreted and subsequently helped to form the conclusion of the thesis.

KEY-WORDS: concept of communicative competence – English language teaching – reading skill – text – an extensive reading approach – motivation.

ABSTRAKT

Diplomová práce se zabývá rozvojem dovednosti extenzivního čtení ve výuce anglického jazyka v prostředí školní třídy základní školy. Cílem je prezentovat tento přístup jako způsob rozvoje řečové dovednosti čtení s porozuměním. V teoretické části je nejprve rozebrán vztah konceptu komunikativní kompetence a dovednosti čtení, zejména pak čtení extenzivního. Dále se práce soustřeďuje na roli textu v rozvoji této řečové dovednosti. Výběr vhodného materiálu je považován za jeden z aspektů vedoucích k dosažení určeného cíle. Pro vymezení pozice extenzivního čtení v rozvoji čtenářské dovednosti je srovnán tento přístup s přístupem čtení intenzivního. Jako klíčový prvek v rozvoji extenzivního čtení je stanovena pozitivní motivace. Hlavním cílem praktické části bylo dosáhnout zlepšení současné situace ve výuce anglického jazyka pomocí rozvoje extenzivního čtení. Dále pak dokázat, že existuje možnost rozvoje této dovednosti u žáků v kontextu základní školy. Vhodnou metodou k dosažení tohoto cíle byl zvolen akční výzkum. Bylo vybráno několik strategií k naplnění stanoveného záměru. Výzkumné techniky sloužily k zmapování situace a ke sběru dat pro jejich analýzu i interpretaci. Na základě výsledků byl formován závěr diplomové práce.

KLÍČOVÁ SLOVA: koncept komunikativní kompetence – výuka anglického jazyka – řečová dovednost čtení – text – extenzivní čtení – motivace.

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1 Introduction

The ability to communicate in a foreign language is taken for granted today. In the context of a central European country, English is considered to be the language of choice. This issue is reflected in language education. In the Czech Republic, learning English is compulsory for pupils from the age of eight. The aim of English language teaching is to make pupils communicate in the language, in other words, to develop communicative competence. However, developing communicative competence is not always effortless. Moreover, on the basis of previous teaching experience, learning is not usually associated with pleasure in learners' eyes.

This thesis aims to introduce a way of learning the language, which can be both beneficial and entertaining. For this purpose, the extensive reading approach was chosen. A reading skill as well as writing, speaking and listening skills forms the basis of a foreign language teaching programme because communicative competence is exercised through these areas. This is exemplified in Czech and European educational documents. However, reading has many forms. When reading in language classes is considered, it is usually associated with analysis of short texts including translation or answering questions, which is not evaluated very favourably by pupils. The paper tries to demonstrate that the extensive reading approach could be a helpful tool for teachers to promote learning through a leisure activity.

The theoretical part of the paper discusses extensive reading and the concept of communicative competence. Reading in general and the role of the text in reading is described as well. Moreover, extensive reading is compared with intensive, which is the approach used more frequently in English language lessons. Motivation is one key aspect for the success of extensive reading, thus it is analysed in detail.

The practical part of the thesis concentrates on the development of extensive reading in practice. The research includes detailed background information, time scheme, and the description of the research methodology and research tools. The method chosen for the practical part is action research. Thanks to this method, extensive reading is presented in a classroom with the intention of developing this skill. The action research comprises of initial problem identification, preliminary investigation, stating the hypothesis and presenting the plan for intervention. Finally, the research is evaluated and its outcomes serve for concluding the paper.

2 The concept of communicative competence and reading

The aim of English language teaching (ELT) is to make learners communicate in the language. The aim is communicative competence. To really fulfil this aim, the concept of communicative competence has undergone a series of changes. This first chapter will introduce the aim and present the most important stages of its development with regard to the focus of this thesis, which is developing extensive reading skill.

Experts dealing with ELT agree that the goal is communicative language ability, in other words communicative competence (for example Littlewood 1981, Bachman 1990, Choděra 2006). To summarise the argument of all three authors, Littlewood can be quoted. His definition covers a few key parts that will be specified later on.

“The goal of foreign language teaching is to extend the range of communication situations in which the learner can perform with focus on meaning, without being hindered by the attention he must pay to linguistic form” (1981, p.89).

At the beginning, communication in general will be discussed, so that it is possible to move on and specify the aim of ELT. Tony Lynch provides a general definition of communication. He describes it as an act involving transmission of a message from one person to the other, to a listener or reader. This message can communicate facts, opinions or emotions, in other words, it can have informing, amusing, entertaining or misleading character (1996, p.1).

To mediate learning and develop language in learners, teachers can use a range of approaches and methods. The approach that is most likely to fulfil the aim, which was mentioned above, is a Communicative approach, also referred to as Communicative language teaching by Diane Larsen-Freeman (2000, p. 121). According to her as well as Jack C. Richards and Theodore S. Rodgers, this concept attempts to make communicative competence a goal of language teaching and develop procedures for teaching of four language skills that acknowledge the interdependence of language and communication (2000, p. 121; 1986, p. 66). In the following paragraphs, the characterisation of this approach will be discussed.

Most of the approaches and methods in English language teaching that developed before 1970s intended to enable learners to communicate in English. However, shortly after that the goal of these methods was questioned by many prominent linguists. They were of the opinion that the goal was not really met. It was discovered that learners

knew linguistic structures, but they lacked the functional and communicative potential of the language; in other words, they were not able to use the language in real life situations and social context. To put it simply, “Students needed to know when and how to say what to whom” (Diane Larsen-Freeman, 2000, p. 121). Therefore, the experts concluded that teachers of second languages needed to focus on communicative proficiency. Consequently, a linguistic structure-centred approach was replaced by a Communicative Approach, which shall develop not just knowledge of the linguistic forms and meanings, but also their functions according to the social context (Larsen-Freeman, 2000, p. 121; Richards and Rodgers, 1986, p.64).

One of the scientists who contributed significantly to the concept of communicative language ability was Lyle F. Bachman. Although Bachman describes it for the purpose of developing and use of language tests, the same framework can be applied to the whole language teaching, because the aim of English language teaching and testing is the same (1990, p. 80). He offers a theoretical framework of language proficiency, which acknowledges that effective communication in the foreign language includes both competence in the language and the use of this competence (1990, p. 80).

In the eyes of Cyril J. Weir, Bachman’s concept is consistent with earlier definitions of communicative language ability (1990, p. 8). He added the processes of interaction of individual items to the previous work (1990, p.82). He emphasises “the knowledge of how language is used to achieve particular communicative goals, and the recognition of language use as a dynamic process” (1990, p.83).

Bachman proposed three main groups that form communicative language ability; language competence, strategic competence, and psychophysiological mechanisms. He points out that they are not isolated but interact and influence one another; moreover, they also depend on the specific context of the situation (ibid).

By the term strategic competence Bachman means “the mental capacity for implementing the components of language competence in contextualized communicative language use” (1990, p.84). Psychophysiological mechanisms shall be understood as “the neurological and psychological processes involved in the actual execution of language as a physical phenomenon, for instance, sound or light” (ibid). Bachman created the concept of language competence by combining different components from different specialists such as Hymes or Widowson (1978).

Language competence is complex; it includes many specific competences. These will be, for better understanding, illustrated in Figure 1.

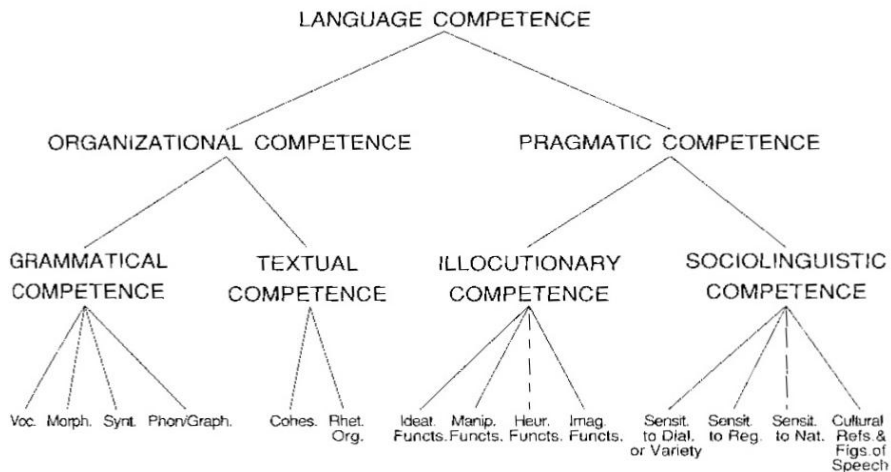


Figure 1: A scheme showing language competence (Bachmann, 1990, p. 87)

Weir summarizes language competence as being composed of the specific knowledge and skills needed for operating the language system, for establishing the meaning of utterances, for employing language appropriate to the context and for using language beyond the level of sentence structure (1990, p. 8).

The general concept of communicative competence was presented. To approach the communicative teaching practice William Littlewood will be cited. Within the communicative approach, he distinguishes pre-communicative and communicative activities. Communicative competence can be reached through these activities. Pre-communicative activities train pupils in part-skills of communication. He subdivides these into purely structural, concentrating on separate linguistic items, and quasi-communicative activities trying to create links between the language forms and their potential functional meanings, thus being partly communicative. The main criterion is producing acceptable language. The pre-communicative activities prepare a pupil for communicative ones, expecting a learner to attempt to use the previous to communicate meaning. As there are different types of communication situations, Littlewood subdivides this category into functional, which emphasize effective communication of meaning, and social interaction activities, when the learner is also encouraged to take

into consideration the social context in which communication takes place (1981, pp. 85-90).

However, he stresses that in reality there is no clear distinction between these categories and subcategories. Moreover, he adds that the activities do not necessarily have to take place in the previously mentioned order. A teacher decides what order s/he will use to make the learning as effective as possible for his/her learners. Lastly, he points out that an utterance can be successful from the communicative perspective, even if it is grammatically wrong, because a pupil gets the message across (ibid.).

In relation to preceding authors, some specific activities promoting communicative competence via reading skill, particularly extensive reading, will be mentioned. Johnson and Morrow describe communicative activities using three features – information gap, choice of what to say and how to say it, and getting feedback afterwards. Although the writer is not immediately available to receive feedback from the reader and vice versa, the reader tries to understand the writer's intentions and the writer writes with the reader's perspective in mind. The underlying principles of communicative activities are to a large extent similar to the extensive reading ones. They list figuring out a speaker's or writer's intentions, using authentic materials (after some time), working with language at the suprasentential or discourse level, and learning about cohesion and coherence (in Larsen-Freeman, 2000, pp.126-131). When reading, these strategies are present. Therefore, extensive reading can be seen as a communicative activity.

The communicative approach was also selected by the Council of Europe and by Czech ministry of education. In the Common European Framework for Languages (CEFR), communicative competence is stated as the aim of language learning (2001, pp.108-109). The National programme for the development of education in the Czech Republic also puts general emphasis on the use of language for communication (2001). Moreover, the requirements for foreign language education specified in the Czech Framework Educational Programme for Elementary Education are based on the CEFR (2007, p. 18). CEFR describes various levels of language proficiency in listening, reading, writing, spoken interaction and spoken production. Reading proficiency is described by ability to “read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals,

specialised articles and literary works” (2001, p. 27). Although, in the Czech Republic elementary foreign language education aims to attain level A2, which is lower than the one described above, the overall goal is the same.

The next chapter will discuss reading skill. Reading is one of the four communicative skills, in which the aim of language teaching lies (Choděra, 2006, p.76).

3 Defining reading

To understand the topic of extensive reading, it is essential to define directly at the beginning what reading actually means and what the purpose of this language skill is.

The first point mentioned may be, although seemingly simple, difficult to identify. The experts who are engaged in the teaching and learning of reading agree that there is no simple description or explanation of the term, because it depends on many factors and aspects. However, all of them share the idea that reading involves the reader, the text and the interaction between the reader and the text (for example Aebersold, Field, 1997, p. 5; Alderson, 1984, p. 3; Grabe, 2009, p. 5). Wallace also adds “context” to the main aspects of reading (1992).

Bamford and Day define reading as “the construction of meaning from a printed or written message” (1998, p. 12). More specifically, Koda mentioned in Grabe says “comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known” (2009, p. 14). Nevertheless, these definitions are quite broad, and may thus appear unsatisfactory.

Bamford and Day, Nuttall, Grellet and many other specialists in reading maintain an opinion that when further considering reading, it is crucial to characterise its purpose, because the purpose is the key for determining the type of reading. Only after that it is possible to say what reading strategies shall be applied (1998, p. 11; 1982, p. 2; 1984, p. 4). For instance, firstly we should realize what we want to get from text so that a suitable strategy can be used.

Grabe, furthermore, emphasises that reading is a very complex process. He defines it using these terms; a rapid, efficient, comprehending, interactive, strategic, flexible, purposeful, evaluative, learning and linguistic process (2009, p. 14).

The general aim of a reading programme in English language teaching should be defined, so that it is made clear what we want to achieve. Nuttall’s definition will be used. According to her, the aim is to “enable students to read without help unfamiliar

authentic texts, at appropriate speed, silently and with adequate understanding.” (1982, p. 21). This statement includes important points. In other words, a fluent reader should be able to read independently different kinds of authentic materials, with sufficient speed (again depending on the purpose), usually silently – although there are some situations when, for example, a teacher is required to read aloud – and with appropriate understanding.

Moreover, the purpose of reading depends on the text we want to read. In the next chapter, the text as such, its characteristics and its influence on reading will be discussed.

4 Text

The main purpose of reading was already mentioned; to extract meaning from a text (Nuttall, 1982, p. 4). A text is thus, without doubt, the centre of reading. Several lines will be devoted to its characterization.

Nuttall says that “the text is the core of the reading process” (1982, p.15). It is a means by which an author transmits a message to a reader (ibid.), i.e. s/he tries to communicate something. In the context of this thesis, it is getting the information from a writer to a pupil. She supports the idea of communication by her statement that a text is a written utterance that has value and significance (ibid., p.12).

“Text can be anything from a few words, to one sentence, to thousand of words comprising thousand of sentences”. This is a characterization used by J.A. Aebersold and M.L. Field. They add that text can have many forms such as books, labels, instructions, advertisements or notes (1997, p.9).

One characteristic of texts is that they are static; “once written, they cannot adapt to the readers who are reading them” (Aebersold and Field, 1997, p.11). On the other hand, a reader has to be flexible when reading a text and exploit all required skills. Reading strategies or reading skills are described as mental activities readers use to construct meaning from text; for instance, recognize words quickly, use text features such as subheadings, world knowledge, or analyze unfamiliar words (Aebersold and Field, 1997, p.11).

The authors argue that text exhibits various characteristics that facilitate or hinder readers’ comprehension. In this thesis, these will be presented in relation to prose only, because it is the type of text, which is read the most. They list rhetorical structures,

sentence structure and vocabulary. Rhetorical structures inform the reader about organization of information in texts, that is, whether a writer describes, classifies, explains, or, for example, persuades somebody. The next characteristic is structure of sentences where syntax, grammar, sentence length, and cohesion can be commented on. It is said that less complex and shorter sentences are more readily understood. Cohesion is another syntactic feature of a text helping readers to comprehend. It describes how ideas and meanings in a text are related to each other. The lexical side of text is probably the one that the reader concentrates on most, particularly if unfamiliar words or synonyms occur and comprehension is made impossible (Aebersold and Field, 1997, pp.11-14).

4.1 Optimal input

For educational purposes, different types of text are used. When pupils start to learn a foreign language, they predominantly come across simplified texts, because authentic ones can be too difficult for them. Choděra says that if a text is to be used for teaching purposes, it needs to be comprehensible, and therefore appropriate. The didactic concept of appropriateness is associated with Jan Ámos Komenský who, more than three centuries ago, said that any learning needs time and nothing should be skipped (in Choděra, 2006, p. 144). According to this principle, simplified text is suitable as it satisfies this need.

Simplified text, modified in other words, allows pupils who are not yet proficient to read original materials with sufficient understanding, to read and comprehend the message a writer puts into the simplified text; thus, it facilitates the communication process.

An important theory which deals with simplified texts and will support argumentation for using them in ELT is Steven Krashen's theory of Second language acquisition. Krashen, a linguist, educational researcher and an advocate of extensive reading, sees simplified texts as means of providing comprehensible input, which he considers to be the basis for language acquisition and successful communication. The hypothesis, which discusses simplified texts is the input hypothesis (1987, p.10).

In reference to the acquisition-learning hypothesis, Krashen distinguishes acquisition from learning. It is based on the idea that acquisition is a subconscious process, similar to the way children develop their mother tongue. When acquiring

language, pupils know that they use language for communication, but they are not aware of the rules of the language, whereas learning is a conscious process with the rules of language in mind (ibid.).

The input hypothesis attempts to answer the question of how people acquire a language. Krashen says that pupils develop their language competence only when they understand the meaning of a message that is a little beyond their current level of comprehension. He calls it optimal input. The most important characteristic of this input is its comprehensibility; otherwise it is only “noise”, which does not lead to any language development (1987, p.63).

The concept of optimal input is illustrated on the $i + 1$ scheme where i represents the current competence of a learner, therefore; $i + 1$ means higher level. Krashen compares it to the caretaker’s speech, which also consists of simplified codes and has a positive influence on a child. To help a pupil understand the more difficult level than his/her own, he explains that the pupil needs to make use of context, his/her knowledge of the world and extra-linguistic information (1987, pp.20-21, 60).

Regarding the $i + 1$ input, Julian Bamford and Richard Day should be mentioned. They suggest that when beginning to read extensively, materials of $i - 1$ level can be used. They argue that it is primarily pupils themselves who decide what they want to read and they should not be discouraged when selecting material, which is on the same or below their current language level. When they find confidence in extensive reading, they will surely proceed to a more difficult, more suitable level for their language development (1998, p.29).

An interesting point that Krashen makes is that “we acquire spoken fluency not by practicing talking but by understanding input, by listening and reading” (1987, p.60). He explains this by the role of output. Conversation is given as an example. Participation in a conversation is seen as a very good way of obtaining input (ibid.). This idea can very much support the position of extensive reading in the ELT field.

Concerning simplified input in text, Krashen shares opinion with other linguists; for example, Tricia Hedge, Jo Ann Aebersold and Mary Lee Field. To make a text understandable, it can be modified on the level of lexis, syntax and information. Example can be more frequent use of high frequency vocabulary, less slang and fewer idioms. Syntactic simplification such as less complex and shorter sentences; provision

of extra-linguistic support in terms of objects and pictures can be provided. Taking advantage of the student's knowledge of the world, and finally inclusion of familiar topics should be included (1987, p. 64-66; 1990, pp. 2-14; 1997, p.48).

Another attribute of optimal input is how interesting a text is. "The best input is so interesting and relevant that the acquirer may even "forget" that the message is encoded in a foreign language" (Krashen, 1987, p.66). This statement is fully in accordance with the character of extensive reading (see the chapter devoted to extensive reading). Moreover, it is the goal of flow theory that will be investigated later in the chapter about motivation.

However, Krashen points out that it is difficult to find a topic that would be interesting for the whole class at the same time. Pupils' interests and backgrounds differ from the teacher's and from each other's (1987, p.64). This interest-relevance requirement is almost impossible to satisfy in a normal class, which gives another reason to use the extensive reading approach, as this feature can only be accomplished by extensive reading.

The next idea Krashen presents is the need for sufficient quantity of optimal input. A single paragraph is not enough (1987, p.71). When most of the current textbooks are examined, these results are found quite frequently (Hutchinson, 1999, Project; Strange, 2007, New Chatterbox; Goodey and Goodey, Messages, 2005). Krashen points out that "students profit more from extensive reading, and reading great quantities of material, than from intensive-paragraphs readings" (1987, p.71).

Lastly, Krashen emphasises the importance of affective conditions such as positive atmosphere or motivation. If these are provided, acquisition proceeds unimpeded, therefore, language ability can improve (1987, p.30-32). Motivation is considered one of the key issues in extensive reading, which is why one chapter is dedicated to this topic.

To conclude, Stephen Krashen's theory of second language acquisition shares numerous similarities with extensive reading and can provide a theoretical basis for this approach. He analyses pleasure reading and assumes that it meets all the criteria for second language acquisition (1987, p.164-167). Although Tony Lynch indicates that optimal input has many critics, the fact that comprehension forms an essential factor in language learning is indisputable (1996, pp.13-15).

5 Reading approaches

Generally, there are two main ways of approaching reading in English language teaching. These are intensive and extensive approaches. It is important to explore both of them to understand teaching reading completely. The two approaches differ in many aspects, but they also overlap and complement each other. To develop communicative competence in our learners, both ways should be considered.

The position of the two concepts in a reading skill will be formulated now. When speaking about extensive reading, most of the authors see it as opposed to intensive reading, for example, Nuttall (1982, p. 23), Scrivener (1994, p. 188) or Richards (1997, p. 43). Some authors can be found who add yet other categories to this dichotomy. For instance, Bamford and Day divide reading into extensive, intensive, skimming and scanning (1998, p. 6). The last two are by others considered rather as techniques used for training than approaches to reading (Nuttall, 1982, p. 34). However, these experts all share the main ideas of extensive and intensive reading and their aims.

In the following paragraphs, both approaches will be described separately. Afterwards, intensive and extensive reading will be compared, contrasted and taken into consideration as a complementing unit to some extent. Moreover, features that are shared by both approaches will be discussed.

5.1 Intensive reading

Firstly, intensive reading will be defined. It is also called “reading for accuracy” and is described as a detailed study of text designed to train students in reading strategies (Nuttall, 1982, p. 23). Scrivener defines intensive reading as “reading texts closely and carefully with the intention of gaining an understanding of as much detail as possible”. He also points out that it is usually a stop/start kind of reading where a pupil reads a text many times, and reassures himself/herself that s/he makes the interpretation of the text correctly (1994, p. 188). Richards agrees with these two authors and emphasizes that when reading text this way, we want to gain maximum comprehension (1997, p. 45).

The intensive reading approach is important for pupils, because it teaches reading strategies and techniques such as skimming or scanning. Nuttall lists goals of intensive reading. Amongst those, she mentions the use of skimming to ensure that a student reads only relevant information and helping subsequent comprehension. Moreover, a

pupil will be able to respond to the text fully after intensive reading programme. The next point she makes is the need to be aware of the fact that a student may not understand the text and being able to tackle the problem by finding the source of misunderstanding (1982, p. 146).

These goals should be achieved with the appropriate help of a teacher and by using suitable texts and exercises. However, Nuttall points out that if the methods of intensive reading are used in a wrong way, they may devalue a concrete text and thus be harmful (1982, p. 147).

Sometimes, intensive reading lessons and activities are criticized for not being done correctly by concentrating on exercising only language subskills, mainly pronunciation and vocabulary, instead of training a reading skill. Nuttall even claims that giving a lesson based on text does not mean giving a reading lesson and adds that most of the skills practised while reading in class are not reading skills at all (1982, p. 20).

The intensive approach to reading is not used very often in real life situations, but it is limited to reading instructions, manuals, recipes or a contract. Nevertheless, it is the kind of reading, which is used in English classes almost exclusively. Scrivener gives an example of reading a leaflet with guidelines on whether somebody has to pay taxes or not (1994, p. 188).

Teachers in their reading lessons usually use short texts of about one or two pages at maximum and a range of activities is used before, during and also after reading. Exercises such as true/false comprehension questions or putting the information in correct order are used. This idea can be supported by a majority of textbooks, in which these exercises form part of every unit. Richards too supports this statement by mentioning that the intensive approach to reading currently reigns in most foreign language classrooms and textbooks (1997, p. 45). The book was written more than ten years ago, yet the idea can still be applied to Czech schools. Looking in textbooks that are currently available in Czech Republic, for example Project 2 by Tom Hutchinson (1999) or New Chatterbox by Derek Strange (2006), textbooks that are used quite frequently, the previous statement can be exemplified on them.

Before progressing forward, it is important to say that reading in this sense is done for its own sake. The goal is to develop only reading as such and no other purpose of

reading is included. The general aim of a reading programme is, therefore, fulfilled only partly. Moreover, it is quite neglected. The aim of intensive reading does not correspond to the general aim of reading, because, as Richards states, when intensive reading is considered, reading the text is treated as an end in itself (1997, p. 45). However, as Nuttall emphasizes “the purpose of the text must be first and foremost to convey a message in the widest possible sense” (1982, p. 21).

To conclude this section, the intensive reading approach is a valuable way of teaching reading. However, teachers have to be aware of the fact that they have to follow the principles of reading for accuracy, otherwise they may teach language subskills such as pronunciation or vocabulary, rather than the required language skill of reading.

5.2 Extensive reading

The statement of Nuttall will be used to introduce this topic. “The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it” (1982, p. 168).

In contrast to intensive reading, the purpose of extensive reading is to promote reading out of the classroom. The aim of extensive reading is the same as the overall aim of reading, but the philosophy of how to reach it is different from the intensive approach. In this chapter, extensive reading will be defined, its development explored and roles stated.

Defining the terminology, it is useful to consider historical development. Bamford and Day provide us with information from a historical perspective. In their book “Extensive reading in the second language classroom” they quote Louis Kelly explaining the term extensive reading in foreign language pedagogy. It was firstly applied in 1917 by Harold Palmer, an English linguist and phonetician who dealt mainly with the topic of English language learning and teaching in a modern period. He selected “extensive reading” from synonyms meaning similar ideas, suggesting an approach to language teaching. According to Palmer, extensive reading means reading rapidly one book after another. Moreover, the reader’s attention is devoted to the meaning of the text and not the language. In his view, texts are primarily read for language study, but the importance is put on the content and not the language.

Therefore, he claimed that an extensive approach is “real-world reading but for pedagogical purposes” (p. 5).

Michael West, an English language teacher and researcher, was another figure dealing with the topic of extensive reading. Tricia Hedge associates him greatly with the development of graded Readers (1990, p. 1). Working in the middle of the 19th century, he used the term “supplementary reading”. The aim of it was the ability to read in a foreign language to the point of enjoyment. West also emphasises that it is important to encourage the reading habit (West, in Bamford, Day, p. 6).

Today, in a language-teaching environment, synonyms such as “reading for pleasure” (Scrivener, 1994, p. 8, Ellis and McRae, 1991, p. 5), “reading for fluency” (Brumfit, in Nuttall, 1982, p. 23) or “extended reading” (Grabe, 2009, p. 311) are used.

The philosophy behind extensive reading is that we learn to read by reading (Nuttall, 1982, p.168); moreover, nothing can substitute long-term reading, no reading activities or reading practice (Grabe, 2009, p. 311).

There are more criteria concerning extensive reading. To start with, defining the purpose is crucial. Extensive reading builds on the idea that the best way to learn to read is by reading. Students are motivated to read longer texts or books. Specific principles for a reading environment and text selection have to be respected so that extensive reading can take place. Ellis and McRae deal with extensive reading and suggest that it is in its nature that most of it is done outside the class. They also explore criteria such as psychological preparedness or a choice and a range of books (1991, p. 5 – 8).

The difference between extensive and intensive reading is in the purpose. The extensive reading program aims to get a message from the text, specifically the main meaning and ideas. It does not concentrate on a specific study of the text, but on general understanding. Richards summarizes extensive reading, arguing that reading is a means to an end; in other words, reading is used to accomplish something else (1997, p. 43).

When making a distinction between these two approaches, the style of learning has to be taken into consideration in the first place, i.e. how does a student actually learn. While in the intensive reading the learning is done consciously and the aim is obvious; pupils are told explicitly at the beginning of a lesson or an activity what they are expected to learn, in the extensive reading programme, the learning is done unconsciously. A student acquires new knowledge without realizing that s/he undergoes

a learning process. Through reading pupils acquire the language; they broaden their lexical and morphological as well as syntactical knowledge. Scrivener states that

“... extensive reading has a powerful impact on language learning. The more somebody reads, the more they pick up items of vocabulary and grammar from the texts, often without realizing it, and this widening knowledge seems to increase their overall linguistic confidence...” (1994, p. 188).

When considering the above mentioned arguments for extensive reading, it is a pity to realize that so little time, if any, is devoted to this approach. Grabe is disappointed, suggesting that when we compare the reading programmes, the role of extensive reading in textbooks and classrooms all over the world is very small. He even feels that it is ignored; therefore, he asks the question of why is it so and explains its low occurrence (2009, p. 312).

He starts with an explanation that extensive reading, “extended reading” in his words, is not often a goal of a teaching reading programme. Language skills, such as vocabulary, grammar, and study skills are, on the other hand, supposed to be exercised more frequently. Secondly, he writes about educators having difficulties in obtaining the required materials such as class libraries, thus not using extensive reading in their lessons. Thirdly, teachers are worried about spending time on extensive reading and not on teaching. This may be a sensible idea, because the time devoted to the extensive reading programme is quite long in the early stages. However, this issue will be discussed later. The fourth reason for not using the extensive approach, as stated by Grabe, is that intensive reading is the right way of developing a reading skill according to teachers. The next explanation is unwillingness or unpreparedness of educators to change their teaching habits. The last argument for not using extensive reading is the vision of teachers that they should be preparing students for exams while in classes. As extensive reading is not tested in most exams, they consider its teaching not valuable (Grabe, 2009, pp. 312-313).

Grabe presents quite a detailed review of the results of research on extensive reading programmes. He provides us mostly with reasons for using this approach, but he also found some outcomes that may support educators who do not use extensive reading in their classrooms (2009, pp. 313-321). In this section, just few of the studies will be mentioned.

The earliest research done in an extensive reading field was conducted in the USA around the 1980s. Studies were made to explore the effects of uninterrupted sustained silent reading/sustained silent reading, which is school based extensive reading designed to make children read. The results did not clearly support the extensive reading approach (Birkem, Byrnes in Grabe, 2009, p. 314). Moreover, later outcomes of the National Reading Panel report that it had no positive impacts on reading comprehension. However, this information is considered by many experts to be irrelevant, because the investigation only demonstrated difficulties with finding sufficient research studies. The National Reading Panel saw the whole problem from a very limited perspective using limiting criteria.

Positive impacts of extensive reading on reading achievement are shown in research from 1990 onwards. It particularly presents “a positive correlation between amount of time reading books and reading comprehension” (Greaney, in Grabe, 2009, p. 316). One of the first large-scale research studies on the benefits of extensive reading from Fiji shows very positive results, comparing pupils reading extensively with intensively reading pupils. The former improved in reading comprehension, English grammar, vocabulary, writing and also listening (Elley, Mangubhai, in Grabe, 2009, p. 317).

Grabe further mentions a study conducted by Tanaka and Stapleton in Japan using graded readers as the main material for an extensive reading programme. Pupils were divided into two groups, one using an intensive, the second using an extensive concept. The result was the same as in the previous example, i.e. pupils reading graded readers outperformed their intensive reading schoolmates in reading comprehension (2009, p. 319).

To conclude this part of the paper, thanks to Grabe, a view on research of extensive reading was introduced, and therefore further reasons for using this approach were found. Finally, he points out that

“..., the research is persuasive that greater amounts of reading and extensive reading, when carried out consistently and appropriately over an extended period of instructional time, will significantly improve students’ reading abilities” (2009, p. 322).

Traditionally, in a Czech environment, the extensive reading is neglected or not used very often. This point was already discussed earlier in the paper. It would be

desirable to realize that this way may be the right choice to develop communicative competence in ELT. Alternatively, it should be at least taken into consideration by English teachers as another option to teach reading skill.

Before concluding this chapter, several the characteristics of an extensive reading approach, summarized by Bamford and Day will be quoted. If these are fulfilled, extensive reading should successfully take place.

- Student read as much as possible, perhaps in and definitely out of the classroom.
- A variety of materials on a wide range of topics is available to encourage reading for different reasons and in different ways.
- Students select what they want to read and have the freedom to stop reading material that fails to interest them.
- The purposes of reading are usually related to pleasure, information, and general understanding. These purposes are determined by the nature of the material and the interests of the student.
- Reading is its own reward. There are few or no follow up exercises after reading.
- Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar.
- Reading is individual and silent, at the student's own pace, done when and where the student chooses.
- Reading speed is usually faster rather than slower as students read books and other material they find easily understandable.
- Teachers orient students to the goals of the programme, explain the methodology, keep track of what each student reads, and guide students in getting the most of the programme.
- The teacher is a role model of a reader for students – an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

(1998, p. 8)

The concept of extensive reading is the one that offers acquisition of the language, the whole learning process happens unconsciously and therefore can be more attractive for pupils.

6 Motivation

“Why has Valerie made such huge progress since the start of the summer term?” “Why did she not work in the same way before?” “She has always liked English so why such a change?” “Probably because she has had a positive attitude towards English, but she has become more motivated recently. She started to want to learn more.”

In a teaching process, similar reflection can be experienced every day. This particular example is taken from the Clinical Year Project (Černá and Píšová, 2002), a teaching practice programme, which was organized by the University of Pardubice in

2010. The answer given may not be sufficient, because the question of motivation is far more complex and covers a broad subject.

Now, what does it mean to be “motivated”? The whole concept of motivation will be discussed, so that it becomes clear how motivation works. Firstly, motivation in general will be introduced, and then motivation in the context of extensive reading will be discussed.

In simplest terms, motivation is the drive to do things. It is an incentive making us do or not do something. However, as was already mentioned, it is a very complex issue that will be examined in detail, in order to understand it in its complexity.

Motivation governs any human’s action, including learning, in our case learning English as a second language. When brainstorming, the word “motivation” denotes terms such as an interest, willingness or desire to do or to learn things.

Experts describe motivation as a complex of a person’s stimuli for a particular action determining whether s/he should start the action or, on the other hand, prevent that action from happening. They agree that it has a very important role in determining success or failure in any learning situation, because it is responsible for the choice of activity, the effort and the persistence; for example, the level of motivation will determine why a pupil decides to do an activity, and how hard and how long s/he is willing to sustain it. The process of motivation has several stages. Positive motivation is usually associated with a desire to do an activity. A pupil concentrates his/her attention in a particular direction, forcing him/her to do it. If the goal of the activity is achieved, satisfaction ensues. If not, resentment can be observed (Čáp, 2001, pp. 149 – 150; Bamford and Day, 1998, p. 27; Dörnyei, 2001, pp. 2-4; Grabe, 2009, p. 175). Williams and Burden define motivation as follows

“Motivation may be constructed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)” (1997, p. 120).

To be more specific and get closer to reality, it may be useful to describe how motivated learners behave and what is, therefore, every teacher’s aim since teaching motivated pupils is known to be more effective.

Motivated pupils can be easily recognized in a classroom. They are usually optimistic and show commitment to their work. Grabe references Ryan and Deci’s

picture of motivated pupils as “keen, enthusiastic, studying with vigour and intensity, demonstrating perseverance and actively heading to the end”. In addition to this depiction, he presents Guthrie and Wigfield’s view on motivated pupils as “optimistic, willing to work on difficult tasks, aware of their capabilities, willing to have a choice in controlling their environment and their learning, requesting for help, expecting success, building connections with others, experiencing pleasure from their work and taking pride in their achievements” (in Grabe, pp. 175 -176, 2009).

The main aim for motivating students has been stated. The question of how to do it in general will be described below. Petty points out that if we know how to motivate pupils, the pace of their learning can increase rapidly. He lists seven main reasons for why pupils want to learn.

1. What I am learning is useful to me.
2. The qualification for which I am studying is useful to me.
3. I find I usually make a success of my learning, and this success increases my self-esteem.
4. I will get the acceptance of my teacher, and/or my peers, if I learn effectively.
5. I expect the consequences of not learning will be unpleasant (and fairly immediate).
6. What I am learning is interesting and appeals to my curiosity.
7. I find that the learning activities are fun.

(1998, pp. 35 - 36)

Defining these terms is necessary for categorization of motivation, but it would also be useful to research some background information. Therefore, factors influencing motivation and motivational theories are discussed below.

Most researchers agree that motivation is determined by several factors, which can be distinguished into external social/contextual factors and internal factors. The internal ones are, for example, beliefs, values and expectations, whereas parents, peers, sociocultural expectations, classroom, teachers and instructional tasks belong to the former group (Guthrie and Wigfield in Grabe, p. 176, 2009).

Concerning motivational factors, in the book “*Motivational strategies in the language classroom*” they are considered to be closely associated with motivational theories. It is emphasised that human behaviour is very complex, influenced by many factors, and thus there are many explanations of how motivation works. These are expressed by different motivational theories, for example, expectancy-value theory, self-efficacy theory or self-determination theory. However, it is important to note that

all these theories are too pure in their nature, based only on some motivational factors and not on practical research, meaning that they are not very applicable in real schools (Dörnyei, 2001, pp. 7-11). Dörnyei quotes Stipek as saying that “so much is going on in a classroom at the same time that no single motivational principle can possibly capture this complexity” (ibid., 2001, p. 13). Still, the system of motivational theories is part of the whole issue and, indisputably, forms the basis of the concept of motivation, so it will not be omitted.

As already mentioned, there is a whole range of motivational theories. For the purposes of this thesis and the concept of extensive reading, some were chosen and will be discussed in more detail. They developed gradually, arising from one another, and are therefore the source, which helps to characterize the role of motivation in extensive reading.

When considering motivation in the context of learning a second language, differences from general mainstream approaches are evident. This is due to the fact that second language education is a specific subject. In this language field, Robert Gardner will be mentioned. He is the most influential second language motivational expert seeing second language learning as a channel to present the culture of a second language. This means that learning is a social event that integrates many elements of the culture (ibid., pp.13-15).

Gardner and colleagues, social psychologists working in Canada since the 1970s, established their theory based on the assumption that attitudes related to the second language culture influence learning of the second language. They divided educational goals into two categories. Firstly, integrative concept based on positive feelings towards the second language culture, including the desire to interact with and be part of the second language community. The second instrumental concept reflects learning as a potential way of gaining a better starting position for a further development thanks to the proficiency in the second language. Gardner analysed the integrative concept intimately and created a sophisticated system as illustrated by Figure 2. The three main components are integrativeness, attitudes toward the learning situation and motivation (ibid).

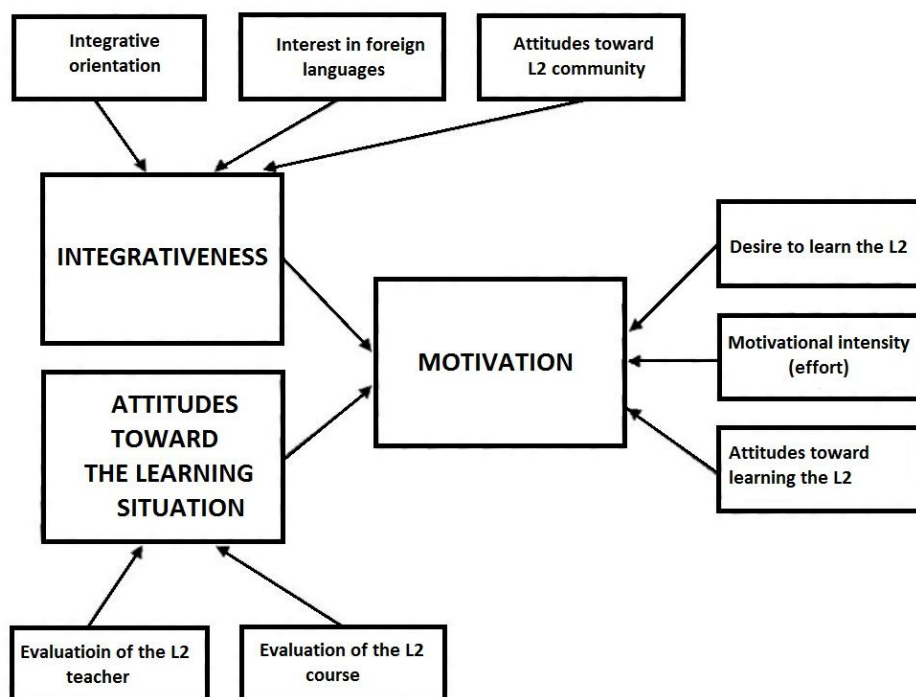


Figure 2: A diagram illustrating integrative concept of motivation (Dörnyei, 2001, p. 16)

The Next important step in the development of second language learning motivational theory followed in 1990s. Researchers from all over the world appealed to make a change in its very concept. They claimed that there is more to be discussed about motivation, arguing that, there are other important aspects that had not been considered. Therefore, several suggestions were offered providing a synthesis of the already existing and new elements (Dörnyei, 2001, p. 17).

Dörnyei exemplifies that change with two frameworks. The first is his own model from 1994 focusing on motivation in a classroom context, in other words, the educational approach (see appendix 1). It is divided into three levels – the language level, the learner level and the learning situation level. Both integrative and instrumental motivation are included, in the concept. Moreover, the interest in the second language, relevance of the teacher and the course are integrated as well. Furthermore, there are some new features compared to Gardner’s older version of motivation for second language learning, for instance, orientation on goals or self confidence (2001, pp. 18-19).

The second framework was proposed by Marion William and Bob Burden in 1997. They segment the components into two groups – internal and external, each group consisting of many subgroups and items (ibid.). The scheme is illustrated in Figure 3.

INTERNAL FACTORS	EXTERNAL FACTORS
Intrinsic interest of activity <ul style="list-style-type: none"> ● arousal of curiosity ● optimal degree of challenge 	Significant others <ul style="list-style-type: none"> ● parents ● teachers ● peers
Perceived value of activity <ul style="list-style-type: none"> ● personal relevance ● anticipated value of outcomes ● intrinsic value attributed to the activity 	The nature of interaction with significant others <ul style="list-style-type: none"> ● mediated learning experiences ● the nature and amount of feedback ● rewards ● the nature and amount of appropriate praise ● punishments, sanctions
Sense of agency <ul style="list-style-type: none"> ● locus of causality ● locus of control <i>re: process and outcomes</i> ● ability to set appropriate goals 	The learning environment <ul style="list-style-type: none"> ● comfort ● resources ● time of day, week, year ● size of class and school ● class and school ethos
Mastery <ul style="list-style-type: none"> ● feelings of competence ● awareness of developing skills and mastery in a chosen area ● self-efficacy 	The broader context <ul style="list-style-type: none"> ● wider family networks ● the local education system ● conflicting interests ● cultural norms ● societal expectations and attitudes
Self-concept <ul style="list-style-type: none"> ● realistic awareness of personal strengths and weaknesses in skills required ● personal definitions and judgements of success and failure ● self-worth concern ● learned helplessness 	
Attitudes <ul style="list-style-type: none"> ● to language learning in general ● to the target language ● to the target language community and culture 	
Other affective states <ul style="list-style-type: none"> ● confidence ● anxiety, fear 	
Developmental age and stage	
Gender	

Figure 3: The motivational framework proposed by William and Burden (Dörnyei, 2001, p. 20)

A modern system can be based on Dörnyei and Ottó's process-oriented approach (see appendix 2). This theory is similar to that of William and Burden with the important distinction that the time dimension component is added. Using the process-oriented system, motivation is seen as changing over time. Separate items of the network are structured according to the phase in which they occur. It consists of three phases; preactional, actional and postactional stage, for example, choice motivation, executive motivation and motivational retrospection (*ibid.*, p. 19 – 21).

Grabe proposes particular concepts for motivation for reading in a second language. He explores several issues, five of which can be applied to primary school English reading. First and foremost is reading interest, next is the desire to read extended texts, persistence at reading, reading engagement, and reading enjoyment (2009, p. 189). According to Grabe, the major components of motivation to read are

intrinsic motivation, self-efficacy, and goal mastery (ibid., p. 182). Compared with the above-mentioned theories, it is clear that Grabe's proceeds from them.

Moreover, Grabe argues that there is a special motivational concept for extensive reading, which should be mentioned – the flow theory. It comes primarily from research on optimal experiences and was developed by Mihaly Csikszentmihalyi over the past 25 years. Flow can be applied to extensive reading, because its basis is closely linked to the basic extensive reading principles (2009, pp. 180-182). For flow to work, twelve characteristics need to be maintained:

1. a task must have a reasonable chance of being completed
2. concentration on the task must be possible
3. the task has clear goals
4. the task provides immediate feedback
5. the person has interest in the task
6. involvement in the task precludes worries and frustrations from ordinary life
7. the person is able to exercise a sense of control over his/her actions
8. a concern for self disappears
9. a sense of duration of time is altered
10. a sense of accomplishment is felt in task completion
11. an increase in intrinsic motivation results
12. the ability to carry out tasks at higher levels of complexity increases

(Grabe, 2009, p. 180)

Grabe further mentions Csikszentmihalyi and emphasizes that reading is one of four most common activities in which people reported experiencing flow. In addition, if the flow concept works in an extensive reading course, students should be motivated to continue reading extensively after finishing the course and become, in Csikszentmihalyi's words, "lifelong readers". Furthermore, flow is closely related to intrinsic motivation. Grabe presents a wide range of research on motivation to read, noting particularly the positive effect of intrinsic motivation on increased exposure to reading, and the depth and breadth of reading. (ibid, p. 181).

To conclude this part of the paper, motivation is a crucial aspect of any learning process. Positive motivation is key to reading and, especially, to extensive reading. It is a factor that makes learners active and results in effective learning. This chapter discussed how a teacher can attain motivation in his/her learners for learning and more specifically when extensive reading lessons are considered. Suitable theories were presented in support, thus providing optimal input to practical school life was provided.

6.1 Attitude

This chapter will concentrate on the attitude towards learning English and reading in English as a second language. It is included in this paper, because, as we learned from the previous section, particularly from Gardner and William and Burden, it is an important component of motivation. Moreover, it is one that can have great influence on further reading and therefore learning English language. Without a positive attitude to learning English, motivation does not work.

Attitude is the approach towards whatever is done; a feeling which determines beforehand whether somebody does or does not agree with certain activity. Moreover, attitude dictates whether somebody wants to be involved in the activity, thus determining its future success or failure. Bamford and Day describe attitude as “a complex, hypothetical construction, whose general definition usually includes some notion of evaluation”. They quote Icek Ajzen’ s definition that it is a tendency to respond in a favourable or unfavourable way to an object, person, institution, or event (1998, p. 22).

Attitude is an emotionally driven perception. It emerges from different sources, for example, personal experience, attributions, cultural traditions, socialization practises, and educational experience. Moreover, it is associated with affective responses – mood, feelings, emotion, and physiological responses to situations and tasks (Anderman and Wolters in Grabe, 2009, p. 180).

Another attribute of attitude is the possibility of it changing. A negative attitude can change to a positive one and vice versa. Bamford and Day point out that attitude is subject to change, but is also dependent on many variables, meaning that teachers trying to change a pupil’s attitude may not always succeed. They add that it is important for a teacher to understand the source of a student’s attitude to increase the number of students with a positive attitude towards learning in their classes (1998, p. 22).

Attitude is, therefore, a key factor in teaching and learning for both pupils and teachers. If a pupil has a positive attitude towards learning, a teacher can be satisfied. On the other hand, if a pupil does not have a positive attitude, teachers have much more work ahead of them. Bamford and Day say that pupils with poor attitudes towards school present a major challenge for teachers (1998, p. 21).

The above mentioned authors analyse attitudes towards second language reading based on models of attitudes towards first language reading. Figure 4 illustrates four

factors that affect attitude towards second language reading, which can be applied to teaching reading in English as a foreign language (1998, p. 23).

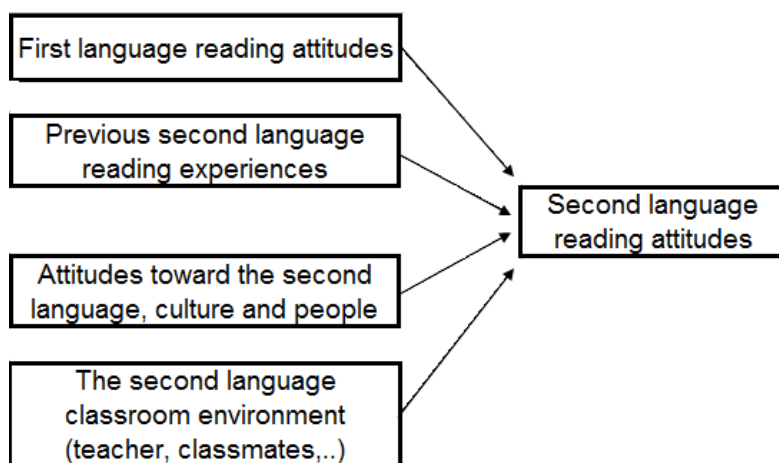


Figure 4: A model by Bamford and Day depicting attitude towards second language reading (1998, p. 23)

Concerning the first aspect influencing second language reading attitudes, the authors emphasise the connection between an attitude of a pupil towards reading in his/her mother tongue and reading in the second language, stating that students with a positive attitude towards reading in their own language are likely to have the same attitude towards reading in English. Similarly, however, this correlation holds true for a negative attitude. In analogy, the same principle can be applied to the remaining three factors influencing second language reading attitude (1998, pp. 23 - 25).

When regarding the extensive reading approach and its influence on pupils' attitude to learning English, there are some points that shall be stressed. The first is the individualized process. Students select reading materials, follow their interests, and explore the English culture on their own, choosing a suitable linguistic level and reading speed. Moreover, the classroom environment during extensive reading periods is non-competitive, non-judgemental, the fear of evaluation is usually lowered and pupils concentrate on the reading materials; thus a positive atmosphere is created (Bamford, Day, 1998, p. 26).

The last point to make in this chapter is the importance of developing a positive attitude in learners. According to Bamford and Day, teachers need to bear in mind that their first priority should be to promote a positive attitude towards reading in the English language and only then concentrate on developing language skills. This is so that pupils become competent readers after leaving school, not just frustrated only-in-

school-reading individuals with lifelong aversion who have reading connected exclusively to school activities and tedious work (1998, p. 24).

To conclude this chapter, a positive attitude is a very important factor in education in general, and the same can be applied to English language learning. Teachers should take into account the need to foster a positive attitude towards English language reading in their learners in order to make the learning process much easier both for learners and teachers. The next part of the paper will be devoted to a topic closely connected to attitude towards reading and also one of the key aspects of education – the role of a teacher. This is because a teacher plays an almost unique role in developing a positive attitude in ELT.

7 The role of the teacher

The role of the teacher is an aspect that should not be forgotten when considering extensive reading. In intensive and extensive reading, the position of the teacher can be similar, but, at the same time, can differ to a large extent. As a way of introducing, Harmer's typology of the teacher can be used to differentiate between the two types of reading. Considering the usual view, in the intensive approach the teacher has the role of a controller, an assessor and an organiser, whilst in the extensive concept s/he is rather a facilitator, a resource and a motivator.

The teacher in an intensive reading lesson is the one who selects a text, supplies it to pupils, and often provides them with the necessary information about its context or discusses the text with them. After the reading itself and associated activities are completed, an educator usually assesses the correct comprehension by, for instance, summarizing the main ideas of the text. Nuttall claims that it is important for the teacher to control him/herself when teaching an intensive reading lesson, in order not to be too helpful and therefore devalue pupils' effort (1982, p. 147).

On the other hand, the teacher in an extensive reading context primarily encourages reading. S/he helps the students to select a suitable material, as well as helps them to obtain it or provides them with it. Pupils have to select material, which will be appropriate to their level of English as well as being of interest to them in terms of style and content. After this first stage, s/he motivates the pupils to read a book and is ready to offer support if they require it. However, the majority of pupils do not need any help after this stage. Nuttall notes a role of the teacher as a guide through the process.

Moreover, she completes it with the role of a promoter, which she considers to be the most important (1982, p. 169).

Grabe presents Csikszentmihalyi's idea emphasising the important role that a teacher plays in encouraging motivation to learn. He argues that some pupils need an external influence to start an activity that requires a complex restructuring of attention. Furthermore, he adds that some activities that are not necessarily common for the pupils may be unexpectedly enjoyable for them. These usually require an effort children initially hesitate to make, but once the interaction begins to provide gratification, it usually starts to be intrinsically rewarding (2009, p. 180). Although reading in one's mother tongue is quite a common activity, extensive reading in English language classes is rather rare, as investigated in the above chapters.

To summarize, the role of the teacher is crucial in any class; the same can be applied to an English reading class. It should be noted that there are many roles that a teacher can take on and these differ from particular context or situation. What is successfully used in an intensive reading lesson can lead to failure in an extensive reading one. A teacher should choose his/her role with their teaching approach in mind.

8 Dictionary

A dictionary is closely associated with learning a foreign language and any reading in it. This teaching aid has an important position in extensive reading, too. However, it differs to a large extent from the usage of a dictionary in the intensive reading one. Therefore, the question of dictionary usage will be discussed briefly.

A dictionary is essential for any language student who wants to gain independence from their teacher and be responsible for their own learning. It is a tool which enables pupils to find out the meaning of words or explains it to them. As a result, it should not be missing in school or in a class for English language learners.

Every learning situation has its rules. In order for dictionaries to serve as a useful aid in the learning process, they have to follow these as much as possible. Nuttall stresses the importance of showing students how to use a dictionary most effectively and with discretion depending on a concrete situation (1982, p. 79).

Dictionary usage in extensive reading has to follow certain principles as well. The same author indicates that the reading purpose determines how much a dictionary is used, because the intensive reading class needs a different approach from the extensive

reading class (ibid). As the extensive approach almost equals subconscious learning, pupils should not distract themselves from reading by looking up words they do not understand too frequently. The result can be the loss of motivation to read or even frustration from it, and thus ruining the whole learning process.

Tricia Hedge remarks that pupils should, firstly, be trained how to work with a dictionary. They can be taught the sequencing of the alphabet, using pronunciation signs or selecting from several meanings the appropriate one. After these basic skills are exercised, pupils shall also be made aware that before using a dictionary, they need to try to guess the meaning of a word from context; structure and content of the sentences, structure of the word or try to relate an unknown word to similar expressions. Only after these strategies are exercised, a learner will use a dictionary. She completes the rules for using a dictionary by adding that whenever possible, students should be encouraged to use a monolingual dictionary rather than a bilingual one, because a bilingual one involves word-for-word translation, which may hinder fluent reading (Tricia Hedge, 1990). Bamford and Day agree with her and state that “fluent reading is hindered by a reader stopping to use the dictionary”. They continue saying that extensive reading can also involve the reader ignoring unfamiliar words (1998, p. 93).

Bamford and Day emphasise that extensive reading is very different from what students know from an ordinary classroom and, as a consequence, they have to be trained in it and get used to approaching extensive reading differently. Dictionary usage may be seen as one aspect that differentiates extensive reading from other forms (ibid).

It is worth noting that if extensive reading principles are applied correctly, texts should be read easily, without many unknown words. As Bamford and Day point out “the vocabulary in the materials that students read should be familiar enough to be understood without recourse to a dictionary” (ibid).

The authors, on the one hand, suggest that novice extensive readers can be discouraged from using dictionaries. Nonetheless, on the other hand, they highlight the need for a non-directive tone of the instruction, because extensive reading should feature freedom and choice, which includes students’ independent decision on whether to use the dictionary or not. Moreover, they stress the development of a flexible way of approaching a text and the reason for why one is reading it. Finally, individual students’

needs cannot be forgotten. Dictionary usage depends on these to a considerable degree (1998, p.94).

9 Assessing extensive reading

When assessing, feedback is provided to students about their learning, to parents and to teachers about the student's comprehension and mastery of skills. There are many types of assessment, ranging from informal and alternative to formal and structured (Aebersold and Field, 1997, p.167). For the purpose of the thesis, the types of assessment suitable for extensive reading will be discussed.

Individual teaching preferences, the philosophy and the demands of the school, and the needs and abilities of the students should all be considered when choosing assessment methods and techniques (Petty 2008, Skalková 2007). This approach ensures that evaluation is suitable, thus can inspire, motivate and give feedback (Petty, 2008, p.343).

Aebersold and Field propose alternative reading assessment methods that may be appropriate for the concept of extensive reading. They are described as ongoing, student-centred and learning based evaluation of a student's work during a course; either formal or informal. The advantages of this type of assessment are continuity, the fact that it is in the student's hands more than the teacher's, its non-threatening, low-risk, and progress-oriented nature, and its focus on students' own development. Additionally, it is often group generated rather than individual, thus providing an opportunity for students to learn as well as to be assessed (1997, p.168).

Among these can be included reading journals, either in audio or written form. By means of journals, learners stay involved in the process of monitoring comprehension, making it visible and gaining language proficiency. Journals can be informal or more structured assignments. Students can be asked to summarize key points from a text, respond to certain questions, retell a story, or describe a picture that appeared in a text. Journals are flexible and adaptable; therefore, successfully used in reading lessons. One disadvantage of journals is that they may be time consuming for the teacher. If this is a problem, peer assessment can be used (1997, pp. 168- 69).

Self assessment is another type of evaluation that can be used in extensive reading. Aebersold and Field suggest using a checklist through which students evaluate their performance (1997, p. 170). Bamford and Day agree with the authors and see the

advantage of this type of assessment in pupils becoming conscious of and involved in the assessment process and thus in the whole reading (1998, p. 90). Self assessment may be a very valuable assessment tool, because extensive reading is a mental process, and thus, it is difficult for a teacher to say how reading really proceeds. The authors add that the students' own perception may, in fact, be more accurate than the teacher's, which derives, for instance, from different levels of engagement (Aebersold and Field, 1997, p. 170).

10 Conclusion of the theoretical part

The theoretical part of the thesis provided an insight to forming of reading skill, specifically the extensive reading. The extensive reading approach was presented as a means of learning English language through a leisure activity. The most significant authors who have contributed to this issue made the basis for the thesis.

Firstly, communicative competence, the aim of English language teaching was discussed. The position of communicative competence in today's European as well as Czech educational documents was presented, thus its role in the context of nowadays society was determined.

In the next part of the paper, reading skill was outlined and the concrete aim of a reading programme was stated. In the reference to this, the core of reading, which is a text, was debated with its importance in mind. The main section of the thesis dealt with the extensive reading approach itself. It was analysed from different perspectives; in terms of its position in reading skill and in comparison to its opposing approach, intensive reading.

Moreover, motivation and its components were observed as a crucial aspect in developing this type of reading. The theoretical part of the thesis was concluded with the brief discussion of the role of the teacher in the concept of extensive reading, the usage of a dictionary was considered as well. Finally, assessment of this reading skill completed this thesis.

The theoretical section of the paper provided necessary information, which helped to understand the topic of extensive reading and its role in ELT. Furthermore, the basis for the practical part of the thesis was offered.

11 Research

11.1 Introduction

This part of the thesis is devoted to research. Firstly, the aim of the research will be stated and its methodology introduced. Secondly, background information as well as the time plan will be presented. The main part consists of the action research with its procedure and tools for data collection. The research addresses the subject of developing extensive reading in English language teaching. This topic was chosen on the basis of previous teaching experience and information gained throughout the study years. The practical part is established with regards to the theoretical information from the first section of the paper.

11.2 Aim

The main aim of the research was to improve current situation in the English language class in a primary school. The purpose was to discover whether it is possible to develop extensive reading in ELT and how it can be made. The attempt was to achieve the development, and consequently, a positive change. The research intended to introduce extensive reading to pupils, promote it and develop this approach in English language learners. An important issue was to establish the role of motivation in the mentioned process. I tried to achieve positive motivation of the learners towards extensive reading, so they continue reading extensively even after the end of the research. This was accomplished by mapping the current situation in the school, planning a scheme to improve the chosen educational field and implementing it as effectively as possible, thus the goal could be reached. Several hypotheses were formulated during the procedure of the research, so that specific objectives were clarified. Firstly, the method of the research will be presented.

11.3 Research methodology

Research methodology is important for making quality research. The main resources for this thesis were especially Jiří Pelikán (2011), David Nunan (1992) and Jack C. Richards and Charles Lockhart (1996). These authors also helped to provide

arguments for the chosen methodology and tools for this research. Action research was selected as the appropriate method for the purpose of this thesis.

A method is characterized as a way leading to reaching a set aim (Pelikán, 2011, p. 91). Because of its characteristics action research was found particularly useful. It is a small-scale teacher-initiated classroom investigation, which leads to increasing understanding, furthermore, improving current teaching and learning situation via bringing about a change (Nunan, 1992, p. 18; Richards and Lockhart, 1996, p. 12). I got familiar with action research during the study at the university, mainly in the Clinical Year Project (Černá and Píšová, 2002) and I considered this type of research optimal for such an enquiry. Moreover, it was suitable, also because the research involves a project in the teacher's own classroom (Richards and Lockhart, 1996, p. 12) and I had a possibility to teach one during its process. This method is built on a reflective approach to teaching. It serves as a basis for self-reflection, thus being a means for professional development and growth. Wallace argues that "reflective teaching provides a way of developing professional competence by integrating received and experimental knowledge with practice" (in Edge and Richards, 1993, p. 40). If organised properly, action research continues and offers constant improvement on teacher's performance in the classroom. In the process of action research, the educator evaluates his/her teaching, detects what to change, develops felicitous strategies, monitors the effects, looks at them objectively and reflects critically on what s/he discovers. Then the teacher starts again from the beginning (Richards and Lockhart, 1996, pp. 1-2).

Action research consists of certain phases. The authors dealing with this concept mostly agree on the following procedure. David Nunan will be quoted as an example. The steps are: problem identification, preliminary investigation, forming hypothesis, planning intervention, establishing outcomes and final evaluation of the research, or possibly also planning further interventions (in Edge and Richards, 1993, pp. 41-42). The procedure was conducted in accordance with the above mentioned literature. Its individual parts in the chronological order will be examined in the following chapters together with research tools for data collection, their analysis and interpretation.

For the research to be germane to the thesis, several factors need to be considered. Conditions of the research such as methods, tools, a sample of students, school

environment or a time plan ensure validity and reliability of the research. Thus, they will be described later on.

It is essential to accentuate that the conclusions that will be presented are legitimate only for given sampling, which is one of the disadvantages of the action research method. The research is mostly qualitative, because it analyses a concrete issue very deeply and discusses the relation of individual items, however, a quantitative approach is to a certain extent employed, too, particularly by means of questionnaires. As Pelikán claims every pedagogical phenomenon has a qualitative as well as a quantitative side. Moreover, they contemplate each other (ibid., p. 81).

Finally, it shall be stated that ethical principles were observed. The parents and legal representatives of the pupils participating in the research signed an approval for their children to be involved in various activities with educational, assessing and propagation purposes within the school.

11.4 Time plan

The time plan and individual activities were organised during the preparatory period of the research on the basis of consultation of relevant literature and own experience. The structure of the research was planned with the school time scheme in mind, so that distractions from the plan were prevented. Although I tried to stick to the plan, slight changes occurred during the year, for example, events that were not stated in the school time scheme during the creation of the research time plan such as excursions or projects.

Moreover, two research tools the presence of which ameliorated the whole research were added later during the process. These were sustained silent reading and focus groups. However, the chosen research method is very flexible. Therefore, the changes in the plan could have been made and did not cause problems. It should be stated that no visits to school are mentioned, because of the fact that I have taught the researched group of pupils since September 2010, therefore, could conduct the study myself. The situation and gained data were analysed continuously. Planned procedure is shown in figure 1.

Consulting literature	15.-17.10.2010
Starting to write reflective journal	18.10.2010

Introductory questionnaires, analysis and interpretation of the data	18.-24.10.2010
Introducing the programme, conditions and main principles of extensive reading; a discussion on the topic of extensive reading	1.11.2010
Individual selections of genres and topics, searching for suitable texts	1.-22.11.2010
Establishing reading diaries, borrowing and reading first books	24.11.-1.12.2010
Borrowing books, writing reading diaries	1.12.-13.6.2010
Presentations of reading diaries and books, video recording	31.1.2011
Presentations of reading diaries and books	4.4.2011
Extensive reading lesson	25.4.2011
Focus groups, video recording	9.5.2011
Concluding questionnaires	6.6.2011
Analysis and interpretation of the data	10.-12.6.2011

Figure 5: A table illustrating a time plan; source: own research

11.5 Background information

11.5.1 The school

The school where the research was conducted in is a primary school situated in the centre of the capital city. There are other 18 primary schools located in its neighbourhood. The institution is attended by 560 students and is known for its unique attitude towards pupils and educational approach. Due to this fact, it is well established in the community.

This primary school is based on humanistic philosophy towards education. Among the main pillars and specifics of the school educational programme are the understanding of the world through integration of separate subjects, utilizing different sources of information to form critical thinking, realizing individual learners' needs and adapting to them, verbal assessment, which shall capture pupils' progress and help them in future development, or prevention of undesirable influence on pupils' behaviour. A very important aspect of the school philosophy is developing communication skills. This aspect can be registered on a partner relationship between a pupil/pupils and a teacher; among pupils themselves, as well as teachers, and teacher-pupil-parent cooperation. Pupils learn how to work in a team, where communication is practiced,

from the first grades. Close cooperation of classes within one grade can be given as example. The school puts an accent on a strong relationship between the school, pupils and parents and on active participation of parents in school life. Different cultural events such as competitions and season markets can be given as real evidence. Learners' free time is organised via wide range of after-school activities and school club.

The school employs more than fifty educators, who focus on systematic forming of key competencies in their learners and developing their own professional competence. Every school employee should behave according to teacher's ethical code where different points leading to partner relationship of pupils and teachers are included and where teachers' rights and duties are stated as well. Furthermore, the teachers shall promote open communication among all the members of educational process. Positive, partner and professional relationships among the teachers are crucial in the institution, because they do not work alone, but in cooperation with other teachers. To keep updated, the educators attend different additional teacher trainings.

Among the school staff, there are two school psychologists, an educational advisor and prevention methodologist in one person and four teacher's assistants. Regarding ELT, there are seven English language teachers, from whom one is qualified in ELT. The language teachers actively participate in international projects such as Job shadowing or the Fulbright Program.

The school is equipped with a Czech and English library, one computer classroom, one mobile computer room including 14 notebooks and, in addition, there is minimum one pc available in every classroom allowing internet access during all the lessons. Computer literacy is seen as important skill of teachers, too. Thus, almost every teacher has a service notebook at his/her disposal. Other technical teaching aids include six projectors and three interactive white boards.

11.5.2 Learners

A group of 17 pupils was involved in the research. They were from the sixth grade, twelve to thirteen years old. This class was selected due to the fact that it was the most easily accessible, because I taught them three times a week. For the purpose of the research I would like to clarify that their mother tongue was the Czech language and before the research started, they were already literate both in Czech and English.

According to the Common European Framework of Reference for Languages, their level of English was reaching from A2 to B1 (2001). Finally, for the research it is important to note that the group of pupils was homogenous in a way that their level of English was approximately similar. Moreover, the learners knew one another well and the atmosphere in the lessons was positive and friendly.

11.5.3 ELT and reading skill in the School educational programme

The section of the School Educational Programme (SEP) containing information about the subject of English language begins with an introduction and then is divided into expected outcomes, subject matter, grades and dispensable notes (see appendix 3).

English language is taught from the third to the ninth grade. In each grade, pupils learn English three times a week. The school makes use of the disposable time allotment from the Framework Educational Programme for Elementary Education (FEP) (2007). Therefore, in the fourth, fifth and ninth grade, learners have also one more conversation class. Moreover, English language is guaranteed in the first and second grade by a native speaker from a private language school. The native speaker is also available for several lessons in the fifth and eighth grades. The pupils' level of English is demonstrated in language competitions and Scio tests where very optimistic results are scored. Furthermore, the school takes part in an international project Comenius, which offers the possibility of practising acquired skills in real world.

The aims of ELT at the school are fulfilled according to the National Programme for the Development of Education (NPE) (2001) and are related to the key competencies. The expected outcomes of ELT in the SEP are on the basis of FEP. The importance of the communicative approach is emphasised. The aim of ELT is defined as the development and formation of tools needed for communication in English. The competence to communicate in the language is needed for obtaining information about the world and establishing relations. In addition, this ability is used for communication in various natural situations. The content is organised so that a teacher is given both general guidance and freedom for decision making. The last column in SEP is called dispensable notes. A teacher can find more specific information about the content of ELT there. Consequently, a teacher can decide according to his/her teaching style whether s/he will follow more specific guidance or whether s/he will take advantage of

a rather more general concept. Moreover, SEP gives a teacher general guidance with the role of materials.

Due to the focus of the thesis, following lines will be devoted to references of reading skill in the SEP. Reading is mentioned already at the beginning of the SEP among the pillars of the SEP. It is emphasized that reading skill is developed throughout the whole educational process, which means in all of the grades and across the subjects. The reason is that understanding the meaning of a written message and orientation in a text is not important only at the primary school for learning languages, but through the whole life. Specifically, for instance, reading literature is seen as a tool for obtaining information. Among the expected outcomes and subject matter, reading can be found quite frequently. Predominantly it is in connection with intensive reading. However, it is up to the teacher which approach or combination of approaches s/he adopts. Apart from this, extensive reading is reflected in the dispensable notes part. Namely, in the section for the sixth grade, reading a book and reading of authentic materials is recommended (see appendix 3).

As for using a dictionary as a tool for extensive reading, it is mentioned, in the SEP from the beginning. It is written both in the expected outcomes and the content column. Pupils learn to use a dictionary, already, from the third grade. They are introduced firstly to an alphabet and picture dictionary. Afterwards, in the fourth and fifth grade, a bilingual dictionary is utilized and from the sixth grade onwards a monolingual dictionary shall be employed (see appendix 3).

11.6 Research tools

Research tools are instruments for collecting new data, helping to process them and directing at fulfilling the aim of research method. They were selected with regard to the research purpose and based on literature for appropriate application. More than one of them was used to examine the issue throughout and to avoid distortion, weakness and intrinsic biases. Pelikán stresses that research can be successful only when suitable methods and tools are chosen and properly used (2011, p. 31). The research was conducted in a small group of pupils as described above, thus, research tools were chosen with the learners in mind. Roman Švaříček adds that research method and tools should correspond to the specific relationship of the researcher and the participants (2007, p. 142). Five research tools were found useful; a reflective diary, a reading diary,

a questionnaire, a focus group and a borrowing registry, some of which were only supplemental. Due to the nature of the research, several research tools were designed by the researcher. The tools listed here will be also analysed in the research procedure.

The research tool employed from the very beginning of the investigation was a reflective diary or journal. Nunan categorises it into introspective methods. According to him, a diary is used for investigation of mental events, concretely, observing and reflecting on one's thoughts, feelings, motives, reasoning processes, determining our behaviour (1992, p. 115). Therefore, this research tool is in accordance with the research method. Diaries can be written by learners, teachers or participant observers. The first and second case is used in the thesis (ibid. p. 120). The form of a pupil's diary differed from that of a teacher, which will be described in the next paragraph. Richards and Lockhart consider a journal valuable because it serves for later reflection, moreover, the process of writing itself helps to understand and discover teaching. They recommend making regular entries as often as possible and reviewing them frequently. Although as it was seen this tool is beneficial, there are some disadvantages too. The main problem is that the obtained data are subjective, thus, might not be valid and reliable (1996, p. 7-11). Which implies that the teacher's diary was used as a supplementary research tool not the main one.

A similar research tool used for the teacher was employed by the pupils. They were asked to write a reading diary including information they found interesting or useful about books they read or the process of reading them. The reading diary aimed to find out, whether the pupils were involved in the process, and how they perceived it. To make the diaries as effective as possible, the pupils were asked to present them either in pairs, groups or for the whole group. Julian Bamford and Richard Day offer similar methods of record keeping and evaluation of the extensive reading; reading notebook, reading diary and book reports (1998, p. 87).

The second research tool used was a questionnaire. According to Nunan, a questionnaire belongs to elicitation techniques (1992, p.136, 143). It is an effective tool for gaining information from more people at once. Richards and Lockhart suggest that it enables a teacher to collect a large amount of information relatively quickly (1996, p.10). I decided to administer one questionnaire in the initial stage and another one in the concluding part. Both of these questionnaires were produced by the researcher. The

questions were constructed with the objective of the investigation in mind. The purpose of the first questionnaire was mainly to find out pupils attitude and motivation towards reading. The second aimed at another research objective, which is capturing change and developing extensive reading. The authors likewise note that this tool is a very useful way of gathering data about affective dimension of teaching and learning. They list beliefs, attitudes, motivation, and preferences (ibid.). There were 14 questions in the first and 15 in the second questionnaire. Open, closed ended as well as mix of items were included.

Another research tool chosen for this investigation was focus group. The reason for including this technique into the research was to find out pupils' attitudes and experience. David Morgan describes this qualitative technique as a group interview, which serves as a means for obtaining data and insights via interactions within the group. The researcher adopts in it the role of moderator of the interaction (2001, pp. 1-2). Communication in the group is initiated by the researcher who presents a topic, i.e., his/her focus of attention. The topic does not have to be too specific, in order to prevent limitations of respondents' answers. Focus groups in this research were on the same level of importance as the other research tools. However, it can be used as a discrete as well as supplementary tool (ibid., p. 15). The researcher chooses a group of people who experienced a similar situation, which the researcher wants to investigate. The number of participant depends on the aim of the research and the amount of information that should be gained. The characteristics of the people who participate influence to the large extent the development of the discussion. Ideal number of participants is ranging from six to ten, though, exceptions can also be found. The number of groups depends on the amount of data to be analyzed, but it should not be more than six (ibid., pp. 58-59). This tool was employed due to its advantages, which include observing more individuals and interactions in limited time period; therefore, it is not such a time-demanding tool such as interview (ibid., p. 21). On the contrary, limitations of this tool can be found, too. The moderator of the research group, with the focus in mind, may influence the interaction too much, which leads to artificial environment (ibid., p. 28). Another disadvantage is mentioned by Švaříček. He claims that less assertive participants may find it difficult to contribute to the interaction (2007, p. 191).

The last research tool to be mentioned is the registry for borrowing books, which was kept by the researcher for the purpose of finding out the frequency and tendency of participants' borrowings in the school library. This tool can be categorized, according to Pelikán, into content analysis or analysis of school/class documentation (2011, pp. 150-151). However, this tool was only a supplemental to the previously stated.

A tool for capturing of the techniques during the process of the research was a video recording. This instrument provides a full account of the processes. It assures more reliable interpretation and evaluation of the information as the recording could be analysed in more detail. It was used in order to give a clear picture of the activities taking place in the classroom during the presentation of reading diaries, reading lesson and focus group. Therefore, it served the teacher also as a tool for self-reflection. Richards and Lockhart consider this tool beneficial for its objectivity. However, they capture its limitations such as presence of recording device in a classroom, which some of the pupils found very disruptive. Furthermore, processing of the material is very time consuming (ibid.).

All of the listed research tools have both advantages and disadvantages. I tried to employ these to understand the issues thoroughly, reduce their limitations and ensure the quality of the research and of the research data.

11.7 The procedure

11.7.1 Problem identification

After a year of teacher trainee practice, a problem was identified as "*Pupils do not read extensively*". Although there is a well equipped English library in the school, learners do not read much in English outside the classroom be it books or other materials for pleasure.

11.7.2 Preliminary investigation

For the preliminary investigation stage and data collection, a questionnaire was used (see appendix 4). The aim of this first tool was to find out about the current concrete situation regarding extensive reading in English, pupils' attitude and motivation towards the extensive approach. A questionnaire was chosen because it is less time-

demanding, easily quantifiable and it is economical, in comparison with other research methods such as interview. These aspects were important, because the time devoted to the research was restricted. There were 14 items in the questionnaire. This should have been enough to obtain the needed information and did not discourage pupils from answering. The questionnaire consisted of two parts. The first was an introductory letter, in which the purpose of the research and the importance of respondent's answers were explained and emphasized. In this part, the estimated time for filling up was mentioned and acknowledgements were included. Second part contained individual questions in structured order. Concerning individual items, I firstly looked at the research objectives, the aim of this tool and according to them they were constructed. The whole issue was, thus, covered, and the questionnaire was balanced. To ensure variability, closed, closed-open, open and scale-questions were present. Validity was assured by using anonymous questionnaires and reliability by using items eliciting similar information. When the questionnaire was formed, one pupil was asked to test it, whether the questions are understandable and suitable for the pupils. As for the distribution of the questionnaire, it was given to the pupils in a lesson to guarantee their returning. This first tool was designed in pupils' mother tongue to ensure correct understanding.

After analysing the data from the questionnaires, the following outcomes were reached. Pie charts will be included for illustration. 17 pupils were involved in the research. Two of them were not present for filling it, therefore 15 learners participated. First seven questions asked for information concerning reading in Czech, because attitude to reading in mother tongue and foreign language is closely associated. The first question was introductory and very general.

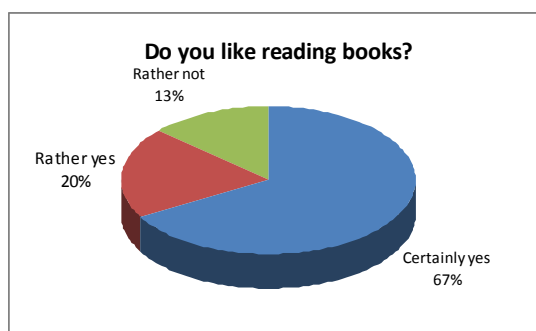


Figure 6; source: own research

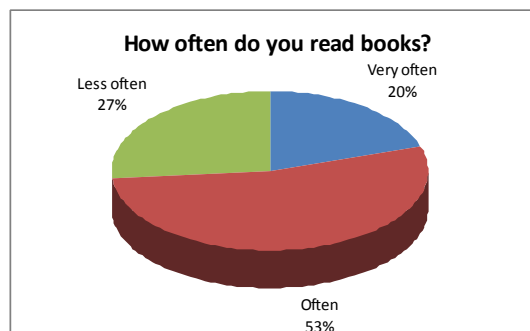


Figure 7; source: own research

Figure 6 shows the answers for the first question. It aimed at pupils' general view on reading. Most of them responded positively, more than half of them answered that they certainly like reading, two pupils responded negatively, nobody answered that they certainly do not like reading. Figure 7 illustrates the second question, which was asking for reading habit. It was found out, that three pupils read very often, which means about one book a week. Half of the pupils read often, meaning approximately one book per month and four pupils answered that they read less often, about one book in half a year. Nobody marked the answer "Almost not" or "Not at all".

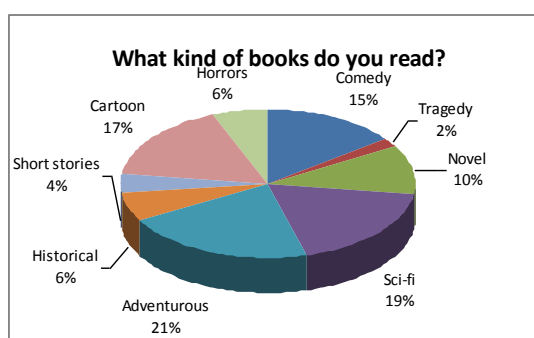


Figure 8; source: own research

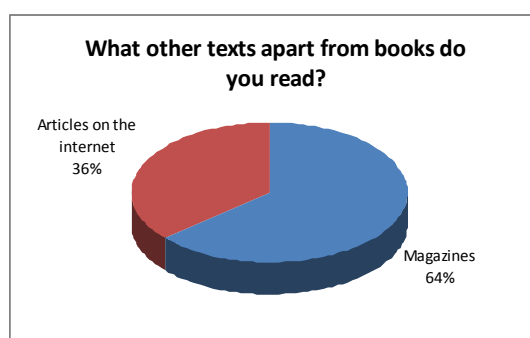


Figure 9; source: own research

Question number three and four concentrated on the type of text that pupils read. They were supposed to map the learners' interest and their preferences also with regard to the school library. In both of the item, pupils could choose more options. The third question is represented in Figure 8. It was observed that literary genres such as adventurous books, science-fiction, cartoons and comedies are the most favourite. Figure 9 shows question number four. Although pupils had the possibility to choose only two variants and could write their own suggestion, everybody marked either a) or b) or both variants. It can be seen that pupils read magazines to a large extent too and articles on the internet.

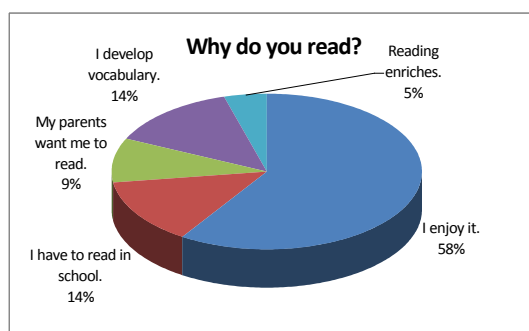


Figure 10; source: own research

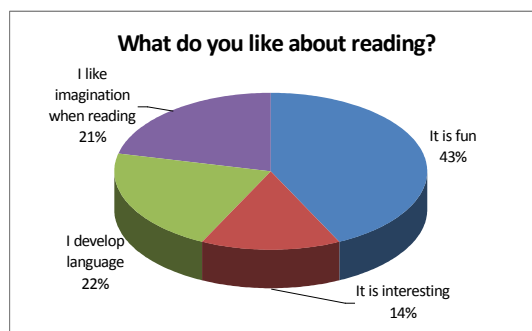


Figure 11; source: own research

Question number 5 is illustrated in Figure 10. The aim of the question was to find out the reasons why pupils read. This question also gave an opportunity to select more options. The majority of pupils answered that they enjoy reading. Five pupils marked that they are made to read either by a teacher or by a parent. Three pupils read, because they consider it beneficial for developing vocabulary and one learner wrote that s/he thinks it enriches generally. Question number six aimed at what pupils like or dislike about reading. Figure 11 shows only the positive answers as there was just one pupil who responded negatively and explained that s/he is not interested in reading very much. Otherwise, all the answers were positive with majority pupils saying, that reading is fun and interesting, they liked the process of imagining the story as well as developing language.

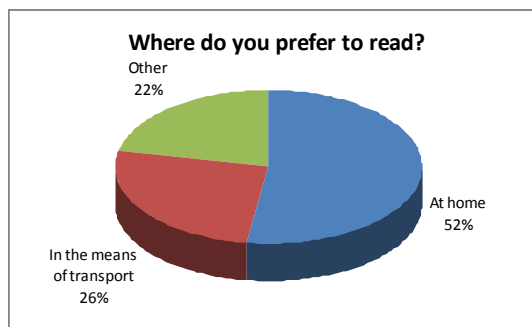


Figure 12; source: own research

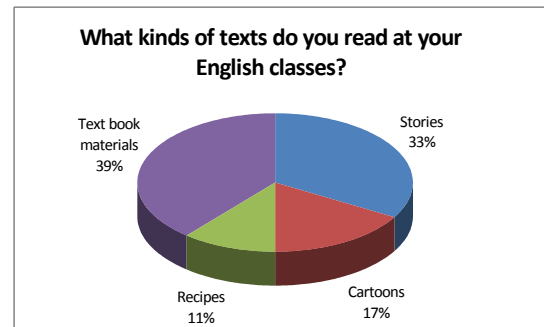


Figure 13; source: own research

Question number seven, illustrated in Figure 12, concentrated on favourite place for reading. More options were again possible, pupils were asked to explain their choice. Place can influence the attitude towards reading, the charts shows that more than half of the pupils prefer reading at home, they explained, that it is calm and cosy to read at home. Almost a half of the pupils wrote that they prefer reading when travelling not to be bored. Other possibilities were reading in a park, in the library or at school, the reasons were not stated. From question eight to fourteen reading in English language is considered. Figure 13 illustrates question number 8, which aimed at finding out what pupils read in their English classes for later comparison. In this open question, pupils wrote particularly textbook materials and stories, cartoons and recipes were present in smaller number.

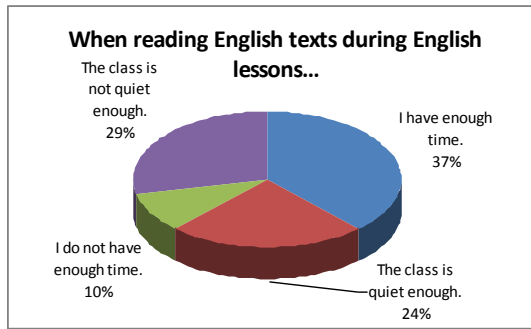


Figure 14; source: own research

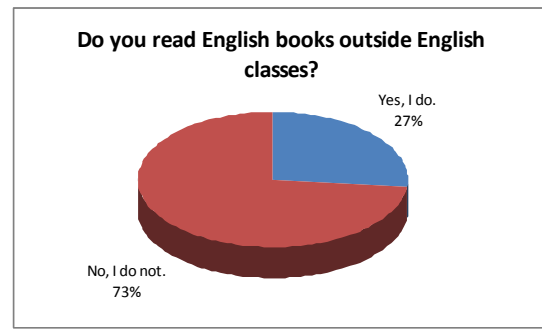


Figure 15; source: own research

The ninth question, Figure 14, aimed at how pupils perceive reading during English lessons, more options were possible. More learners were satisfied with the time and conditions for reading, however there were some, who did not have enough time for reading and consider the class not quiet enough. Tenth question shown in Figure 15 aimed concretely at extensive reading. Pupils were asked, whether they read outside the English classes English books. Majority of pupils did not read, four pupils marked, that they read English books.

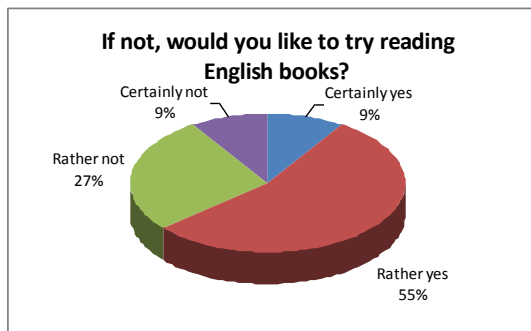


Figure 16; source: own research

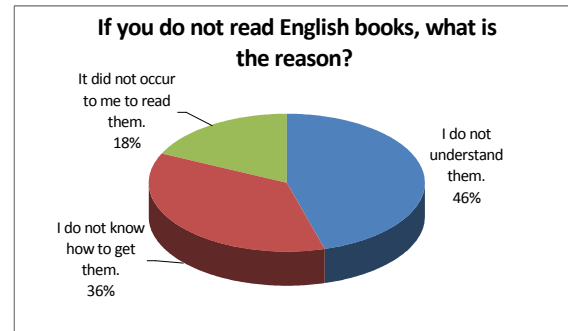


Figure 17; source: own research

After finding out whether pupils read in English outside the classroom, they were supposed to specify why they do not read. Figure 16 illustrates the answers. More than half of the learners would be interested in reading English books extensively, four pupils responded negatively. Question number twelve followed the previous one and aimed at the reasons why pupils do not read English books. The chart given in Figure 17 shows pupils responses. Almost half of them answered that they did not read, because they did not understand the books. A similar number of pupils marked that they do not know how to obtain them and therefore they do not read. Few pupils answered that it has not occurred to them to read English books. The learners had the option to write different reason for not reading, but they did not utilise it.

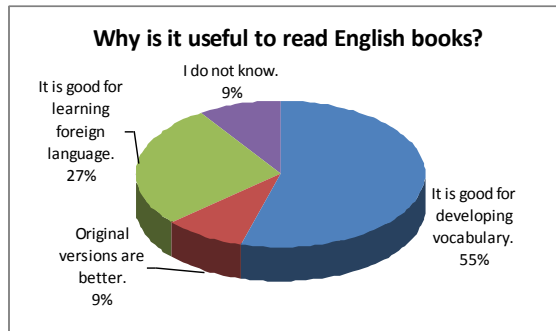


Figure 18; source: own research

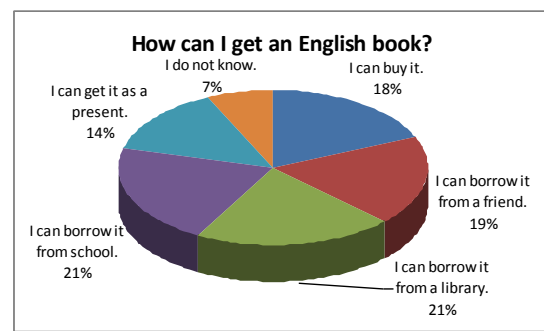


Figure 19; source: own research

The open question number 13, Figure 18, aimed at advantages of extensive reading. Majority of pupils responded that it is useful for developing a foreign language, some of them pointed out developing vocabulary. Few learners stated the advantage of reading the original version. A small number answered they did not know. The last question illustrated in Figure 19 asked for ways of obtaining English books. The distribution of answers was similar. The learners were aware, that they could borrow a book from the school library, city library, from a friend or they could buy it and get it. Only a small number did not know.

Several conclusions were driven after analysing the outcomes of the initial questionnaire. They were generally positively oriented towards the development of extensive reading in the foreign language. Firstly, it was found out, that majority of the pupils involved had a positive attitude towards reading. Although the question of reading in mother tongue was addressed, results can be transferred to reading in English language. The attitude towards the mother tongue reading strongly influences second language reading (see chapter 6.1). Furthermore, positive intrinsic motivation for reading was found in most of the pupils. This was usually in combination with other factors such as developing language or encouragement from school or parents. Moreover, it was discovered that pupils were used to reading books quite frequently. Therefore, they had established reading habit. Regarding extensive reading in comparison with intensive reading, some of the topics or types of texts that pupils choose as favourite could also be found in an intensive reading lesson. However, quite a few pupils demonstrated that during class reading, they do not have enough time and calmness. What is more, only three pupils out of fifteen selected school as a convenient place for reading. Pupils' home and means of transport were considered suitable for reading. When asking directly for extensive reading in English, four out of fifteen

pupils responded that they do so. The identified problem at the beginning of the research was reasonable, but not valid for the entire class. In these learners the aim was therefore change not to develop, but to sustain extensive reading. To return to those who marked that they did not read, one problem was discovered in reading materials. Pupils either thought they did not have access to English books or they were too difficult for them to read. Thus, it was understandable that when asked, almost half of them responded that they are not very interested in extensive reading. However, pupils still considered this type of reading as a useful way of learning English, mainly in terms of developing lexis. Finally, many of them were aware of the possibility of borrowing English books either from the school library, other institution, friends or buying them. According to these facts the extensive reading programme had optimistic prospects for further development.

11.7.3 Hypothesis

After the problem was identified and the preliminary investigation was organized, hypotheses could be stated. They were based on the investigation from the previous chapter as well as on literature.

- *Extensive reading can be developed in ordinary English language classes.*
- *Pupils do not read extensively, because they are not encouraged to do so.*
- *Text selection has a strong influence on developing extensive reading.*
- *Extensive reading serves as a motivation tool for further reading.*
- *Integrating extensive reading into English language education influences positively attitude towards English language learning.*
- *If encouraged, extensive reading facilitates developing communicative competence.*
- *Established extensive reading skill forms long-term relation of a pupil and reading for the future.*

The hypotheses served as a basis for planning the intervention. At the end of the research, the hypothesis will be evaluated. They will be either confirmed or rejected.

11.7.4 Intervention plan

In this chapter, the plan of the intervention for changing the situation stated above will be described; its individual stages analysed and interpreted. Several key points were

defined at this stage. Firstly, the teacher was supposed to introduce extensive reading with its characteristics. She should have tried to motivate and encourage pupils to start reading extensively. She should have helped to provide them with suitable texts according to their choice. Therefore, she would be a facilitator of this reading approach. Following strategies were chosen for developing extensive reading in English:

- Introducing the extensive reading programme
- Pupils creating a reading diary for recording various ideas concerning reading and their progress
- Devoting one whole lesson to the sustained silent reading
- Pupils reflecting on and evaluating their experience via focus groups

Before discussing these strategies, I would like to comment on their character. Some of them had encouraging, motivational, evaluative or reflective function in the extensive reading programme. Moreover, they served as a means for data collection.

The first step in developing extensive reading was the introduction of the extensive reading programme. It had mainly the encouraging and promoting function. Pupils were told various characteristics of this concept. Furthermore, suitable conditions that need to be followed for the process to be successful were presented. Information about book selection or frequency of reading were provided (see chapters 4.1). At this stage, pupils were reminded that there is the English library and they are welcome to borrow any book they wish. Moreover, the possibility of borrowing books somewhere else such as in the public library was emphasized. One requirement was specified. Pupils were given a task to read at least three books by March 2011, which was five months after starting the programme. This requirement aimed at provoking the reading, because there was no obligatory amount of pages, thus, it was up to the pupils to decide how much they would read. They were informed about the process; keeping reading diaries and planned presentations. One last point to be mentioned is that ongoing guidance and individual counselling were provided, but they are not further discussed in the paper as they would be reflected in the above mentioned strategies. The outcomes of this introductory phase will be seen in the following phases.

11.7.4.1 Reading diary

When the extensive reading programme started, pupils were asked to create a reading diary (see appendix 5). They continued writing them till the end of the research. The aim of this activity was to reflect on the texts they had read. Besides, it should have captured the reading process through writing pupils' opinion about the books and frequency of reading. Learners were asked to include the names of the texts they had read, the author and personal reaction to the materials. Except from this, pupils were given freedom to create the diary according to their own choice and include other information. It was explained that the diary was primarily their own piece of work where they could express themselves. Therefore, it was up to them how they would organize and designed it.

The reading diaries were regularly submitted and evaluated on the monthly basis. Analysed data from the reading diaries indicated that pupils created and arranged them individually; some of them included pictures or favourite quotations from the texts. When writing the diaries, pupils mostly did not follow the guidance and wrote the author, name of the book and the story, but did not reflect on their experience concerning interest or suitability of the level of English. The books differed from individual to individual in level of English, genre, topic, length and amount. Generally, the amount of the books, their length and level was not associated with pupil's level of English, but rather with the topic of the text. However, some similarities were found among the pupils who were not confident in English, these started with picture story books. There were also exceptions of pupils, whose levels of English were not very high, but started with short authentic materials. About a quarter of pupils selected rather long authentic texts. Last point regarding reading diaries is very important for the following stages of the action research. It was found out, that this tool for recording reading experience was not considered favourable. Approximately more than half of the pupils expressed their opinion during the process that they would prefer not to keep the reading diaries.

Writing of the reading diaries was complemented by oral presentations (see appendix 6). The advantage of this technique was seen in providing additional information owing to answering questions after the presentation. Presentations took place either in pairs, smaller groups consisting of about five pupils or the whole class

presentations. It was already mentioned that majority of pupils did not reflect on their feelings regarding interest and suitability of the level of English texts in their diaries. During the presentations, pupils described the books they had read till the day of the presentation or they spoke about the book they were reading at the time of the presentation. They briefly mentioned the story and how they perceive the book and they could recommend the book to their classmates. When they finished, complementary questions were asked either by pupils or by the teacher. It was discovered, that pupils had mostly read books that were well chosen, thus, interesting and understandable. Due to the nature of the oral presentations, pupils, in consequence, were exercising speaking skills and communicative ability when reacting to the questions. While talking, pupils could use their notes in the diaries, but they were encouraged to speak and not read the text. A video recording was used as a means for data collections. This tool will be discussed later.

To evaluate this activity, the reading diaries complemented by the presentations served as a valuable insight into the reading process. Information and experience from the texts that pupils had read was provided. Moreover, data were collected. However, the reading diaries were finally evaluated negatively by quite a lot of pupils. Therefore, this fact should be considered for further teaching practice and extensive reading development. The aim of the action research was to improve the current situation. The teacher should not only have gathered data without bearing the learners in mind. On the contrary, the teacher should have tried to avoid any negative impacts of the data collection on the overall aim. The consequence might have been the spreading of the unfavourable feelings and forming negative attitude towards the whole extensive reading programme. As a result, the teacher chose to limit this technique for last two months. For success of the extensive reading programme in future, a reading diary could be substituted by other evaluative techniques such as negotiated evaluation, which is offered by Bamford and Day. This method, in their words, is based on the idea that students choose how they want to be evaluated. This method is close to the spirit of extensive reading and its goals, because it promotes independent reading not fulfilling teacher's requirements (1998, p. 90).

11.7.4.2 Sustained silent reading (SSR)

Next activity done in the process of the extensive reading development programme was sustained silent reading or an extensive reading lesson, in other words (see appendix 6). This term, sustained silent reading, is stated by Bamford and Day (1998, p. 128). This activity aimed at motivating pupils to extensive reading and observing individual students while reading as such. This activity was integrated into the extensive programme during the process, because it was considered beneficial. The purpose resided in demonstrating that extensive reading is a valuable and worthwhile activity, apart from this, it could be exciting and pleasurable, too. One whole class period, 45 minutes, was devoted to extensive reading. Before the lesson, pupils were instructed to bring with them to the English language lesson the reading material of their choice and spend the time reading it individually. The reading followed the rules of extensive reading approach. It was silent and undisturbed. Moreover, pupils could choose the place where they wanted to read. Another positive side of this activity was that the teacher had chance to observe pupils engaged in the process of reading.

The outcomes from this activity had almost entirely positive character. The atmosphere during the sustained silent reading was calm and suitable for such an activity. Pupils were engaged in reading. It was observed that most of them were able to read in this way. Few of them were found unsettled. There was one group of six girls who chose to sit in the corridor. They were sometimes disturbed by different actions, which may be explained by such as a group sitting together. The fact that pupils could see one another engaged in reading may have had motivational effect on those who were not firstly advocate for this type of activity. Besides, the teacher was also reading, thus, trying to be a model for the pupils and showing them the value of reading. The reading lesson was also recorded to ensure the reliability of this activity. However, only a short period of the lesson was recorded, because of its disturbing character.

To finally evaluate the reading lesson, it was beneficial for both sides, for pupils as well as for the teacher. After this activity, the teacher could see evidence of the effort she made. Only problem may be seen in the position of the activity in the time scheme of the research. It may be discussed whether the activity should have been included more than once and in the earlier stage. However, the time devoted to the research was

limited. Therefore, more reading lessons would have probably disturbed the two-week plan.

11.7.4.3 Focus groups

Next step in the intervention plan was employing focus groups (see appendix 6). The focus of the interactions was the extensive reading programme. The aim of this research tool was to reflect on the programme and evaluate it via a group interaction. Insights into pupils' attitude, motivation and experience from the extensive reading were supposed to be recorded. The focus groups were organized in the final part of the research. There were two focus groups of eight pupils in each. They took place in a class where pupils usually have their English lessons, thus, the environment was known. This tool was considered an entertaining way of gathering data. The group discussion was moderated by the teacher. The language of interaction was mother tongue to ensure understanding and participating of all the pupils. To capture the whole interaction process, a camera was used as a means of recording.

After analysing the video recording, these outcomes were reached. Focus groups followed the reading lesson, thus, the teacher initiated the interaction for asking about the opinion on this activity in both groups. After that, the group concentrated on various topics regarding the reading programme. The interaction in the first and second group differed to rather large extent. Pupils in the first group were less engaged in the communication on the stated topic in comparison with the second one. However, the outcomes from both groups were similar, so, they will be presented together. The data were organized into several groups according to topic. Firstly, the pupils responded on the question about the reading lesson. Majority of them evaluated this activity positively. They considered it fun and enjoyable. They mentioned that the class was quiet and they could read undisturbed. On the contrary, pupils reading in the corridor could not concentrate properly, because of the distracting elements. These outcomes correspond with the results from the observation of the sustained silent reading, therefore, can be validated. Next topic discussed in the groups was choice of reading materials. Pupils agreed that this aspect was very important. They, for example, stated that too difficult book or a book with uninteresting topic discourages reading. Two of them expressed that it was difficult to find suitable text in terms of interest as well as

language level. Concerning language development, some pupils confirmed that during the reading process improved particularly vocabulary, sentence structure and pronunciation. Strong opinions were articulated regarding the reading diaries. Mostly, negative feedback was given. The reason stated was the difficulty of the nature of writing the diaries and boring character of this activity. Consequently, ideas for alternative means for evaluation of extensive reading were discussed. Pupils suggested using oral presentations or short interviews during ordinary lessons. Few people expressed their opinion that they or some of their classmates did not read much during the programme. Positive outcome about continuing reading was formulated. Most of the pupils would like to continue with reading books, but in less organized way.

Focus groups were for its effective character of obtaining different view from more pupils at short time period considered as a very valuable means for data collections. Pupils expressed their opinions and evaluated stages of the extensive reading programme as well as the programme as a whole. Limitations of this technique can be found in the process of interaction where not everybody participated, shy pupils might have been afraid to communicate their opinion. It can be concluded that pupils were generally satisfied with the programme. Few pupils stated difficulties with finding suitable materials for reading. Mostly everybody would change reading diaries for other technique. The focus groups were beneficial in promoting interaction of the whole group. Not only evaluation was stated, but also ways for improvement were found.

11.7.4.4 Final questionnaire

Final questionnaire (see appendix 7) was the last research tool. It was based on the outcomes from the focus groups. The aim was to capture a change in the developing of extensive reading. The purpose was to find out whether attitude changed and in what sense. Questions aiming at motivation, reading habit, language development, obtaining texts or future plans were included, too. The questionnaire was constructed and structured in the same way as the one in the initial stage. It was written in Czech by the teacher, the same types of questions were included. There were 15 items in the final questionnaire.

Following outcomes were established from the analysed data. Pie charts illustrate the results. 16 pupils out of 17 participating were present to fill in the questionnaires. Term “pleasure reading” was used instead of extensive reading for pupils to understand.

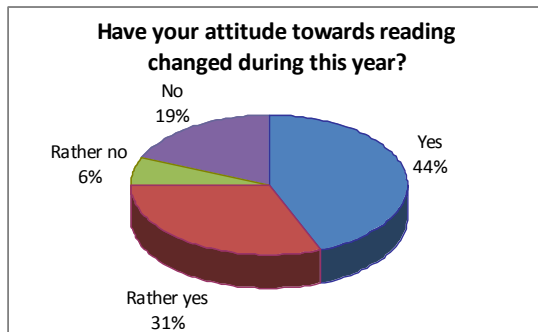


Figure 20; source: own research

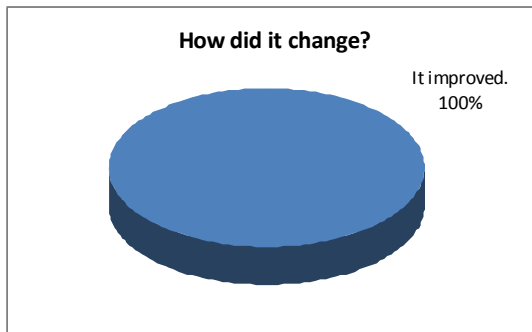


Figure 21; source: own research

The first three questions illustrated by Figure 20, 21 and 22 concentrated on the change of the attitude during the last year. Pupils were asked to express whether their attitude changed, in what way and what the reason was. In the first question, twelve pupils responded that the attitude changed. The rest did not register any difference. The question aiming at the nature of the change followed. All twelve pupils, whose attitude changed, changed positively. The reason for this is shown in the scheme below. Pupils were asked to formulate the response themselves. The motifs for the change in the attitude were several. It improved due to the teacher, reading as such, or parents.

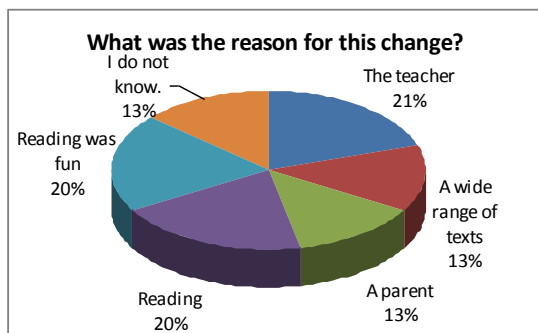


Figure 22; source: own research

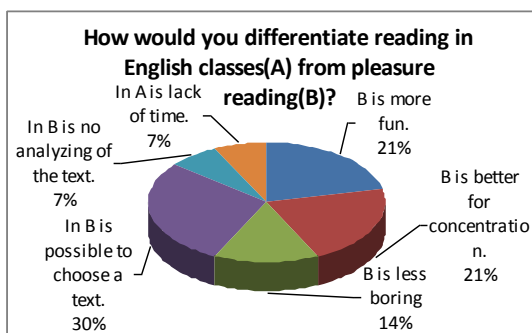


Figure 23; source: own research

Next question, aimed at differentiating between the two approaches to reading. Figure 23 illustrates the results. All of the comments that the pupils expressed were in the favour of the extensive reading. The positives of this approach were that it was funny or less boring than the intensive one. Besides, the advantages were seen in better concentration on the meaning while reading extensively and the possibility of choosing a text. Intensive reading was evaluated unfavourably, because of lack of time and analyses of the texts afterwards the reading.

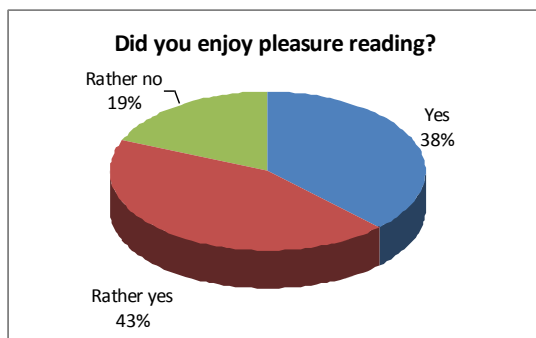


Figure 24; source: own research

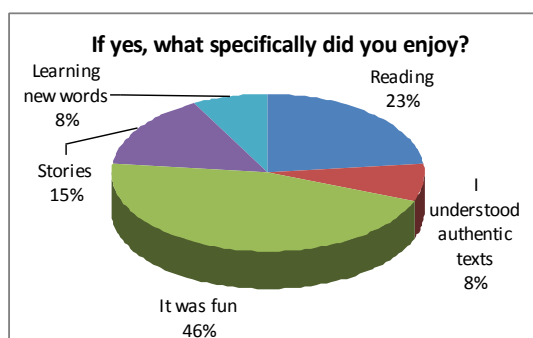


Figure 25; source: own research

Questions number five six and seven are depicted in Figure 24, 25 and 26. They aimed at finding out the pleasure effect of extensive reading. When asking whether they enjoyed extensive reading, 13 pupils responded positively, 3 said that they did not enjoy it very much. Nobody answered completely negatively. Outcomes from question number six show that pupils appreciated extensive reading because it was fun, they could understand authentic texts, they liked stories and few stated that they learnt new vocabulary. On the other hand, among negative reasons about extensive reading was to large extent the reading diary. Two pupils were discouraged by the choice of books and one pupil responded that s/he does not enjoy reading in general.

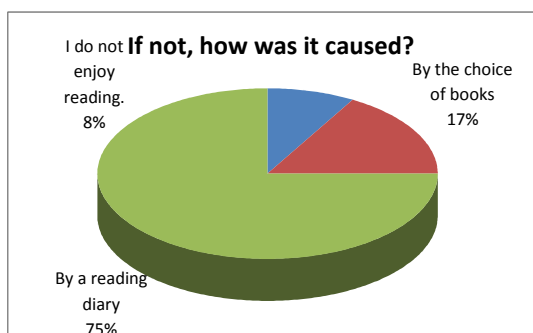


Figure 26; source: own research

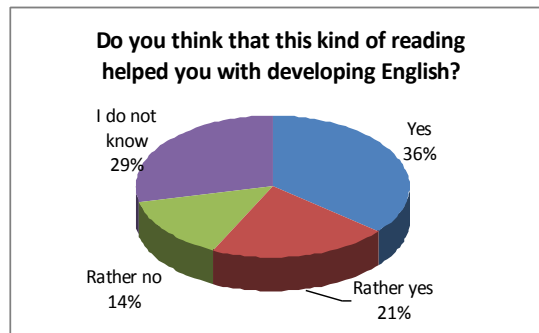


Figure 27; source: own research

The aim of the next three items was to find out the influence of extensive reading on the development of English language and, therefore, communicative competence. Question number eight is illustrated in Figure 27. More than half of the respondents thought that extensive reading helped to develop their competence in the English language. Two pupils marked the “rather no” question and four pupils was not sure about the positive influence. Nobody answered “certainly not”. The language areas, which were developed according to pupils during the programme, are depicted in Figure 28. They mostly answered that they developed vocabulary and applied the already known in context. Few pupils also marked developing grammar and sentence structures.

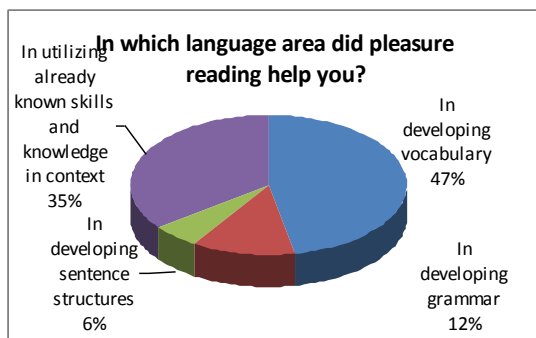


Figure 28; source: own research

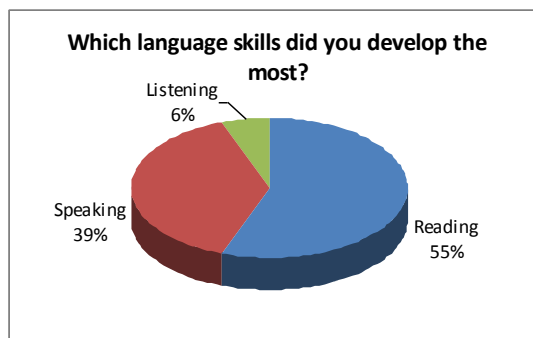


Figure 29; source: own research

Question number ten, Figure 29, illustrates developing language skills. The pupils evaluated themselves and voted for developing reading and developing speaking. One pupil noted down listening skill development. Surprisingly, nobody marked writing. Next two questions aimed at frequency of occurrence of extensive reading.

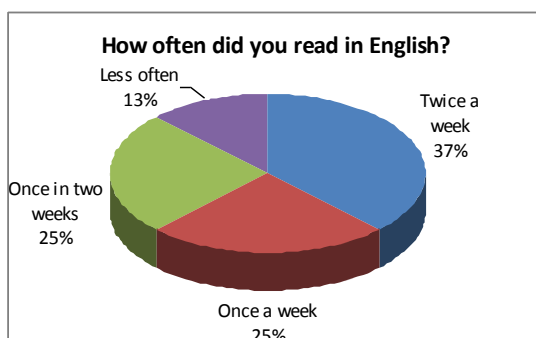


Figure 30; source: own research

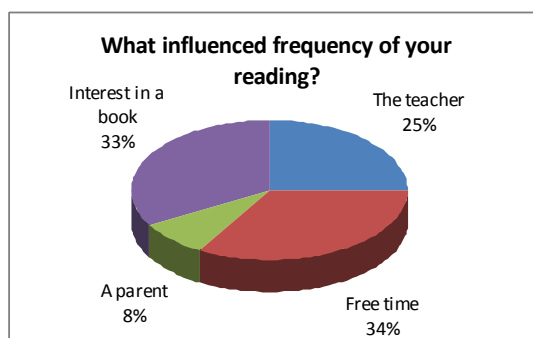


Figure 31; source: own research

Figure 30 depicts question number eleven. Nobody answered that s/he was reading every day. Six pupils responded that they were reading extensively twice a week, four pupils were reading once a week, the same number of pupils was reading once in two weeks and two pupils less often. The reason for the frequency of reading was influenced by following elements, Figure 31. Pupils who read twice a week were driven mainly by the interest in the book and a parent. The ones who read once a week were determined by their free time or a parent. Learners who read less often did so due to the teacher who wanted them to read. Few pupils wrote that their free time was not devoted to reading.

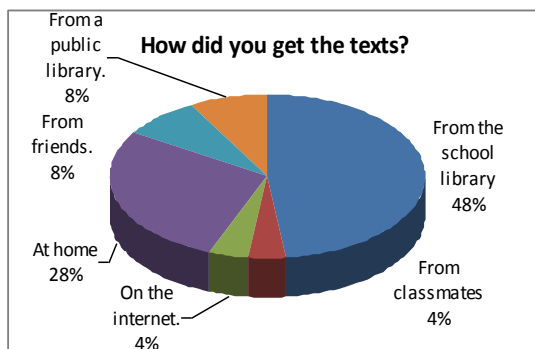


Figure 32; source: own research

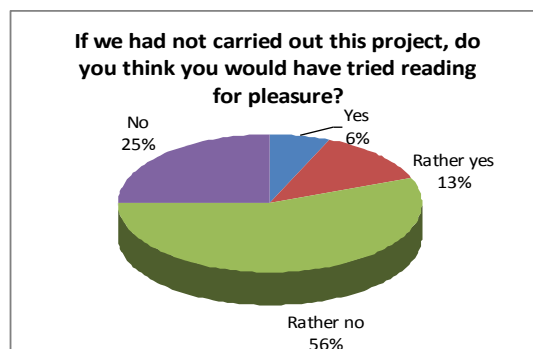


Figure 33; source: own research

Question number 13 concentrated on the source of reading materials. The school library was used to quite a large extent, by almost half of the respondents. Pupils could find reading materials also at home, less often from their classmates, friends or a public library. These results are in Figure 32. Last two questions aimed at the meaningfulness of the extensive reading programme. Figure 33 illustrates question number 14. Pupils were asked whether they would have read extensively, if the project had not been carried out. The answers for this question were almost entirely negative. Only one pupil was sure that s/he would have read extensively. Last question aimed at continuity of the activity. Figure 34 shows item number 15. Majority of pupils responded that they could imagine reading extensively further on. Two pupils stated that they would probably not continue reading in English.

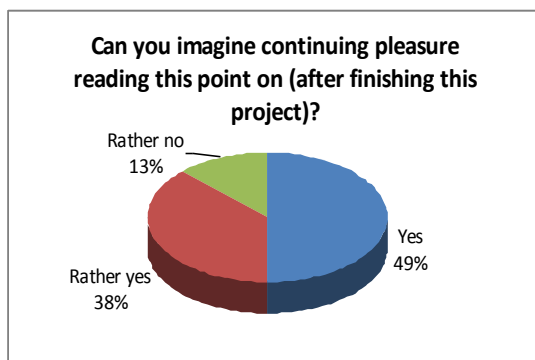


Figure 34; source: own research

The outcomes from the questionnaire give evaluative data of the reading programme. Regarding pupils attitude towards extensive reading, the outcomes are rather positive. Majority of pupils reflected that their attitude improved. The reason was the encouragement from the teacher's or parents' side. Moreover, the reading itself was found entertaining. It was due to the several aspects such as own choice of text or enough time for reading. Thus, pupils were actively engaged in the process.

Consequently, pupils mostly enjoyed extensive reading. This was demonstrated on the time that pupils devoted to reading. Pupils who enjoyed reading read about once a week. Another point that was touched was the choice of texts, it was discovered that selection of a text can have positive as well as negative consequences on reading. Although, pupils were mostly satisfied with the text, few also manifested that they could not find text that would suit their interest and level of English at the same time, therefore, they did not enjoy reading. Regarding developing English language, the respondents considered extensive reading to be helpful mainly in terms of widening vocabulary and applying already gained skills and knowledge in the context. The most positive outcome that was reached is seen in the effect of extensive reading on future reading plans. Although, pupils wrote that they would not read extensively if the project had not happened, they stated, at the end of the questionnaire that after the programme, they are willing to continue reading extensively. Negative aspect of the extensive reading programme was caused by one chosen activity. More than half of the pupils agreed that they would omit writing reading diaries.

11.7.4.5 Reflective diary

Following three research tools will be mentioned only shortly, because they served as supplementary tools only. The reflective diary was written from the beginning of the investigation and provided space for self-reflecting on feelings, motives and reasoning processes. The diary was written regularly. The entries were sometimes in contrast depending on a concrete situation. It helped the researcher to share and organize her thoughts. It served its purpose. The insights were personal and strongly subjective, thus further analysis is not necessary.

11.7.4.6 Borrowing registry

Another supplementary research tool was a registry for borrowing books (see appendix 8). It helped to capture the frequency and tendency of borrowing books from the school library and helped the researcher with organization of the books. The level of language difficulty of the books was noted as well. Although some pupils marked school library as a source of texts for reading, other sources were used too, therefore, this tool gives limited data. The outcomes from the registry are these. 15 pupils borrowed materials from the school library. Out of them, eight pupils visited the school library and

borrowed texts repeatedly. Shortly after the programme started, 14 book loans were noted. After that, the number was ranging from 8 to 14 per month. Pupils borrowed different books with different language level from the picture story books and low levels of easy readers to short authentic texts and comic books. Various topics were employed as well; science fiction books, horrors and comedies were among the most favourite.

This research technique fulfilled the expectations. To summarize the collected data, the tendency of the borrowing books was approximately stable. It noticeably varied only in about half of the programme, which could be also caused by the different school events happening at this time. The choice of the books was strongly individual. It was primarily influenced by the theme of the book. Some pupils chose the material according to the level of English in the text as well.

11.7.4.7 Video recording

Last tool for data collection employed in the action research was a video recording. It provided insights into the classroom procedures connected to extensive reading. Three activities were captured on the camera (see appendix 6). Therefore, a full account of the processes during the activities was offered. Detailed analysis was made during the individual steps of the action research, so it will not be discussed further. To conclude, the video recording was valuable in gaining complex and objective data. However, it was found limiting in sense of disturbing some pupils, in consequence, the activity.

11.7.5 Evaluation

The outcomes from the individual phases of the extensive reading programme were discussed after each one. Evaluation of separate activities and research method was presented as well. In this part, the evaluation of the whole research will be formulated by comparing the outcomes from individual stages. Furthermore, the hypothesis, stated at the beginning, will be discussed.

After comparing the outcomes from the individual activities, it was identified that the action research was generally quite successful. The aim of the action research, which was developing extensive reading, was accomplished. Evidence was demonstrated through the whole process and finally verified via the focus groups and the concluding questionnaire. Except from one, all of the employed strategies were

considered useful by the teacher as well as the pupils. Besides, the nature of sustained silent reading and focus groups was also found entertaining. However, the negatives effects of reading diaries could be detected during the whole research. Positive side of this negative aspect was that by means of the reflection on this experience, both pupils and the teacher trainee tried to find substituting activity. Few solutions were offered in the process.

When data from the preliminary investigation and the evaluative ones were examined, it was clarified that the attitude towards extensive reading changed mostly positively. The reasons were various. The positive attitude towards reading in the mother tongue is one of them. Contribution of the strategies employed in the programme is obvious. Pupils' confidence in reading in English strengthened when they read few books and understood them. However, similarly it was captured that those few pupils who had negative attitude towards reading in mother tongue approached the programme without effort to change this situation and the change did not happened.

The tools for data collection provided various information about the programme. Owing to them, the issue was analysed from many sides and detailed analyses were made. Hypothesis can therefore be discussed. The research proved that *extensive reading can be developed in ordinary English language classes*. Only condition for proving this hypothesis might be the presence of the English library in the school. Nevertheless, the school library can be substituted by the public library. Otherwise, establishing the extensive reading programme is not too time demanding, although, the time for English language teaching is limited by the content of the SEP. Thus, it can be included into the ordinary classes or even to SEP. Moreover, it was proved that *pupils do not read extensively, because they are not encouraged to do so*. When the programme started, pupils were encouraged to read extensive, which was one of the reasons for such a change. Furthermore, *text selection has strong influence on developing extensive reading*. This hypothesis can be proved as well. It was already stated in this chapter that the influence of the reading materials is immense. *Extensive reading serves as a motivation tool for further reading*. This hypothesis has been proved from the beginning of the action research. The borrowing registry can be the evidence for this statement. *Integrating extensive reading into English language*

education influences positively attitude towards English language learning. Even though there is no concrete evidence for proving this hypothesis, the general positive attitude towards extensive reading and enjoyment resulting from it should be taken into consideration. *If encouraged, extensive reading facilitates developing communicative competence.* This hypothesis will be difficult to prove at this stage, because the nature of the extensive reading requires longer period of time to be evaluated. However, pupils themselves realized some improvements in their language ability, which shall result in developing communicative competence. *Established extensive reading skill forms long-term relation of a pupil and reading to the future.* Finally, the last hypothesis can be proved only partly, due to the same reason as in the previous one. Still, the outcomes from the focus groups and evaluating questionnaire demonstrated that pupils would like to continue with extensive reading, so there is a chance of succeeding, too.

11.8 Conclusion of the research

The practical part of the thesis was based on the information from the theoretical part. At the beginning of the research, the aim was stated. The research aimed to improve the current situation in ELT by developing extensive reading in the learners. This part of the paper included description of the research methodology. Moreover, time plan and detailed description of the background information were present to make the research reliable. The structure of this method was followed. The action research, a method used for the research, was chosen in accordance with its aim. The advantages as well as disadvantages of this research method were noted. The problem stated at the beginning of the action research tried to be solved via means of various strategies included in the intervention plan. The data for evaluation of the research were gained by different research tools for ensuring variability. Obtained data from the individual research tools in the action research were analysed and outcomes were provided. They mostly proved the hypotheses. Evidence for the possibility of developing the extensive reading in ordinary English class in primary schools was given. The conclusions driven were of a positive character and consolidated the position of extensive reading in ELT. Further plans have already been discussed during the process of the action research, thus grounds for continuation of this activity was established.

I would like to make one personal comment. The method of the action research proved itself to be a valuable means for professional development in a teacher trainee

practice, besides, in the real process of education. I am going to continue to promote extensive reading also in future, although in a different way, hopefully heaving learnt the lesson from this investigation, thus preventing failure of some kind.

12 Conclusion

The thesis concentrated on the topic of developing extensive reading in English language in the context of elementary education in the Czech Republic. Both theoretical information as well as practical use of this approach was presented.

To understand the focus of this thesis, different authors dealing with the issue were taken into consideration. Their theories, concepts and results from research served as a basis, primarily, for the theoretical part. However, the practical part was based on the first section, thus theory was included there as well.

The purpose of the paper was to present the extensive reading approach in its complexity. Therefore, several other aspects had to be discussed, too. The theoretical part began with defining the overall aim of English language teaching, so that it was clarified where it was heading. The communicative competence, which is the goal of ELT, is established on the concept of communicative language teaching. This concept is a complex system consisting of various competences, thus elaborate analysis was required.

The present philosophy of teaching and learning in the European context was illustrated on the principal educational programmes such as the Common European Framework of reference for Languages or the National Programme for the Development of Education in the Czech Republic. Chapters dealing with reading skill as such, including approaches – the extensive and the intensive one followed. The importance of a text as a means for transmitting written message, with the key aspect of providing comprehensible input, thus, training the language skill was not forgotten.

Throughout the text, entertaining as well as educational function of extensive reading was emphasised. The first point was considered mainly in the chapter about motivation, subsequently attitude towards reading in English language. Positive attitude and motivation were one of the leading phenomena in the thesis.

The practical part, which was devoted to the research tried to integrate these theoretical information into the practice. The research aimed at promoting change based on developing extensive reading, and subsequently, improving the current situation. The

focus was chosen after a year-long teaching practice and after reflecting on the situation in the English teaching.

The action research served as an optimal method to reach the aim. The methodology was discussed in detail; advantages as well as limitations were stated. The background information together with the time plan of the research were included, thus, the context of the research was presented.

The procedure typical for the action research was followed. Identification of a problem, preliminary investigation, stating the hypothesis, planning the intervention and final evaluation were not missing. In the intervention plan, several strategies were chosen to encourage pupils to read extensively.

Furthermore, appropriate research tools served for mapping the situation and collecting data, which were analysed, interpreted and subsequently helped to form the conclusions. When compared and contrasted, they mostly proved the hypothesis. The results established were mostly positive and consolidated the position of extensive reading in ELT. Finally, to utilise whole potential of the action research method, further plans for continuing with this reading activity were discussed. Pupils agreed to continue reading extensively also when the programme finishes.

To conclude, this thesis aimed to offer an insight into the teaching of extensive reading. It presented this approach as a suitable way for developing communicative competence as well as experiencing pleasure during this educational activity. The research proved that extensive reading provides both learning and entertainment at the same time.

13 Resumé

Schopnost mluvit nejméně jedním cizím jazykem je v současné době považována za věc zcela samozřejmou. V České Republice je dominantním cizím jazykem angličtina. Její důležitost reflektují základní pedagogické dokumenty, jako jsou Bílá kniha či Rámcové vzdělávací programy. Významné postavení anglického jazyka dokladuje také fakt, že je vyučován už od třetí třídy základní školy.

Cílem výuky anglického jazyka je schopnost komunikovat, neboli dosáhnout komunikativní kompetence. Jazyk tak není pouhým předmětem k získávání dovedností, ale komunikačním prostředkem. Kompetence tak umožňuje použít získané dovednosti

v každodenních životních situacích, čímž pomáhá zkvalitnit život dítěte. Pasivní znalosti se stávají života schopnými dovednostmi.

Teoretická část diplomové práce se věnuje právě problematice komunikačních dovedností v konceptu komunikativního učení angličtiny. Koncept komunikativní kompetence je komplexním celkem sestávající se z řady subsystemů. Cíl jazykového vzdělávání spočívá právě v komunikativních dovednostech. Komunikativní neboli řečová dovednost, na kterou se orientuje tato práce, je čtení, konkrétně pak extenzivní čtení.

Ne vždy bývá učení spojeno s příjemným prožitkem. Cílem diplomové práce je představit prostředek, který by posloužil k dosažení výukového cíle anglického jazyka a zároveň vyvolal potěšení z aktivity jako takové. Tímto prostředkem bylo zvoleno extenzivní čtení.

Extenzivní čtení je prezentováno v rámci dovednosti čtení s porozuměním, je komparováno se čtením intenzivním, uváděným často jako stojícím v protikladu, čímž je dokladována jeho role. Jednou z hlavních úloh extenzivního čtení je rozvíjet dovednost čtení s porozuměním.

Další důležitý aspekt analyzovaný v této práci je funkce textu, neboť ten je považován za jádro čtení. Význam je kladen především na recepci, která spočívá především v jeho srozumitelnosti, jakožto jednoho z pilířů k rozvoji extenzivního čtení. Jako adekvátní se jevíly zjednodušené texty splňující toto kritérium. Neméně důležitým faktorem bylo uchopit text po stránce jazykové a obsahové. Klíčové bylo zvolit takový text, který by byl pro čtenáře zajímavý. Dostáváme se tak k dalšímu tématu, kterému byl věnovaný potřebný prostor, a tím je motivace ke čtení.

Důvodem zaměření se na motivaci bylo podchytit zájem žáků, aby se věnovali extenzivnímu čtení. Motivační teorie posloužily jako zdrojová základna pro další konkrétnější praktické využití analyzované oblasti. Velkou roli v motivaci ke čtení sehrál postoj ke čtení. Ten může silně ovlivňovat celkový přístup studenta k jazykovému vzdělávání, tudíž bylo zásadní využít jeho potenciálu v celistvosti.

Na důležitost pozitivního postoje k učení cizího jazyka navázal jeden zásadní aspekt v jeho modelování, učitel. Pedagog je ten, kdo může silně formovat postoj dítěte k učení a tudíž i k extenzivnímu čtení. Pokud přistoupí ke své roli zodpovědně, může podnítit pozornost či zájem a dokonce docílit vývoje stanovené řečové dovednosti.

Nicméně pokud učitel svou kapacitu nevyužije, studenti mohou být ochuzeni o rozvoj konkrétní komunikativní dovednosti.

Jelikož má zmiňovaná řečová dovednost specifický charakter, na závěr teoretické části diplomové práce byly uvedeny metody hodnocení rozvoje této dovednosti. Teoretická část byla zakončena shrnutím základní bodů, které se také staly podkladem pro praktickou část.

Praktická část diplomové práce vycházela z teoretických poznatků uváděných v první části. Cílem výzkumu bylo dosáhnout zlepšení neboli pozitivní změny ve výuce anglického jazyka využitím extenzivního čtení. Pro tento cíl byla stanovena metoda akčního výzkumu. Akční výzkum nabízí flexibilní metodu zkvalitnění výuky tím, že učitel reflektuje své zkušenosti a mapuje podmínky na něž efektivně reaguje. Předem vytvořený plán, tak může během realizace měnit podobu, to se stalo právě v případě tohoto akčního výzkumu, kde byly v průběhu začleněny dvě důležité aktivity. Přesný postup akčního výzkumu je stanovený odbornou literaturou reflektující současné potřeby školství.

Před vlastním akčním výzkumem byl vymezen již zmíněný cíl. Detailní informace o prostředí, ve kterém se výzkum konal, o vzorku účastníků a použité metodologii byly uvedeny. Zde je důležité podotknout, že charakter akčního výzkumu je vhodný zejména pro adaptaci na menší skupinu. Tedy poskytnuté informace byly zásadní, jelikož zjištěné závěry jsou uplatnitelné pouze za specifických podmínek a výsledek tak není možné generalizovat.

Postup vlastního akčního výzkumu se skládal z těchto kroků: identifikace problému, provedení úvodního průzkumu, stanovení hypotéz, aplikace intervenčního plánu, analýzy výsledků a konečného zhodnocení celého výzkumu. V případě této diplomové práce byly předestřeny i další kroky pro implementování výsledků a tím i zajištění budoucí úspěšné adaptace do učitelova plánu vzdělávání.

Jako vhodné nástroje pro potřebné zmapování situace a pozdější sběr dat a jejich zhodnocení byly zvoleny výzkumné techniky kvalitativního i kvantitativního charakteru. Nejprve byl použit dotazník, následoval čtenářský deník, ohniskové skupiny a závěrečný dotazník. Po celou dobu výzkumu byl také využíván reflektivní deník pro potřeby učitele, a půjčovací protokol pro zaznamenávání výpůjček a sledování jejich četnosti a frekvence. Kamera posloužila jako prostředek pro sběr dat k další detailní

analýze. Výzkumné techniky byly vybrány v souladu s hlavní výzkumnou metodou a výzkumným cílem. Různorodost a množství těchto technik přispěly k validitě a reliabilitě výzkumu.

Prvním krokem k naplnění cíle výzkumu byla již zmíněná identifikace konkrétního problému v rámci výuky anglického jazyka na dané základní škole. Problémem bylo, že děti nečetly extenzivně, ačkoli k tomu měly příhodné podmínky, zejména možnost půjčovat si anglické knihy a jiné texty v anglické knihovně. Poté, co byly vyhodnoceny údaje z úvodního dotazníku bylo zjištěno, jaká je skutečnost a mohly být stanoveny hypotézy.

Sedm hypotéz naznačilo výsledky výzkumu. První předpoklad byl, že je možné rozvíjet extenzivní čtení v rámci běžných hodin angličtiny. Dále pak, že děti nečtou extenzivně, jelikož nejsou dostatečně povzbuzovány. Třetí hypotéza stanovila, že výběr textu má zásadní vliv na rozvoj extenzivního čtení. Čtvrtý předpoklad byl, že extenzivní čtení slouží též jako motivační prostředek k dalšímu čtení. Za páté, začlenění extenzivního čtení do výuky anglického jazyka ovlivňuje pozitivní přístup k výuce angličtiny všeobecně. Předposlední hypotéza předpokládala, že pokud je podporováno, extenzivní čtení napomáhá rozvoji komunikativní kompetence. Poslední hypotéza byla, že osvojené extenzivní čtení formuje dlouhodobý vztah dítěte ke čtení do budoucna. V hodnotící kapitole byly hypotézy buď potvrzeny nebo vyvráceny.

K dosažení cíle a potvrzení hypotéz byla naplánována intervence. Několik strategií bylo vybráno, aby byla aplikace účinná. Na začátku byl program rozvoje extenzivního čtení představen a specifické vlastnosti a podmínky tohoto typu vysvětleny. Následovalo vytvoření čtenářského deníku, který posloužil jako výzkumná technika a zároveň měl hodnotící funkci.

Zhruba v polovině výzkumu bylo uskutečněno takzvané „sustained silent reading“ což znamená, že byla jedna hodina věnována pouze a jen čtení extenzivnímu. Tato strategie si kladla za cíl demonstrovat žákům význam čtení a motivovat je k pokračování v této činnosti. Poslední hodnotící a reflektivní strategií a zároveň výzkumnou metodou byla zvolena ohnisková skupina. Ta poskytla prostor pro získání vhledů do zkoumané problematiky a umožnila získání většího množství údajů v relativně krátkém čase. Žáci mohli sdělit své názory a pocity z uplynulého roku ve skupinové interakci.

Výsledky jednotlivých technik a strategií akčního výzkumu byly porovnány a zanalyzovány. Následně bylo zkoumání jako zhodnoceno jako celek. Bylo zjištěno, že výzkum byl celkově úspěšný, zvolené výzkumné nástroje dopomohly k zjištění potřebných údajů a k pochopení situace. Kromě toho bylo díky vybraným strategiím dosaženo pozitivní změny, tedy cíl výzkumu byl splněn. Tyto výsledky byly demonstrovány během hodnotících technik, zejména pak ohniskových skupin a závěrečného dotazníku.

Z hlediska akčního výzkumu je vhodné podotknout, že již během procesu implementování intervenčního plánu byly poskytnuty základy pro další vývoj i po skončení tohoto akčního výzkumu. Žáci projevíli zájem o následné pokračování v extenzivním čtení i v budoucnu. Nicméně vyjádřili nevoli k psaní čtenářského deníku. Tato technika a strategie jim přišla nezajímavá, ba je dokonce obtěžovala. Na situaci bylo flexibilně reagováno tím, že byla okamžitě zvolena náhradní strategie k zhodnocení extenzivního čtení jak učitelem, tak i žáky samotnými.

Bylo navrženo, že místo písemných záznamů bude dosahováno evaluace převážně ústním zkoušením či prezentacemi. Ze strany učitele byla navržena takzvaná metoda „negotiated evaluation“, jejímž cílem je nechat žáky samotné, aby si zvolili, jakým způsobem si přejí být ohodnoceni. Uvádí se, že tato metoda je vhodná pro hodnocení extenzivního čtení, jelikož jde ruku v ruce s jeho zásadami jakými je např. rozvíjení samostatnosti žáků, tedy aby konali nezávisle na učiteli a jeho požadavcích. Ostatní použité výzkumné metody a techniky se zdály být prospěšnými jak pro učitele, tak i zajímavými pro žáky.

Na závěr bych ráda shrnula, že většina výzkumných hypotéz, které byly založeny zejména na teoretické části diplomové práce, byly potvrzeny. Pouze poslední dvě hypotézy byly potvrzeny jen částečně s ohledem na jejich charakter, který vyžaduje delší časový úsek k jejich potvrzení či vyvrácení.

Cílem diplomové práce bylo poskytnout vzhled do problematiky čtení jako komunikativní dovednosti a nabídnout alternativní metodu, která by vedla jak k dosažení výukových cílů, tak k potěšení z dané aktivity. Extenzivní čtení nabízí oba tyto aspekty. Tohoto zjištění bylo dosaženo prostřednictvím akčního výzkumu, který byl realizován.

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15Appendix

List of appendices:

1. A motivational model
2. Process-oriented approach to motivation
3. SEP
4. Introductory questionnaire
5. Reading diaries
6. DVD – video recording of
 - a. oral presentations
 - b. sustained silent reading
 - c. focus groups
7. Final questionnaire
8. Borrowing registry

Appendix 1

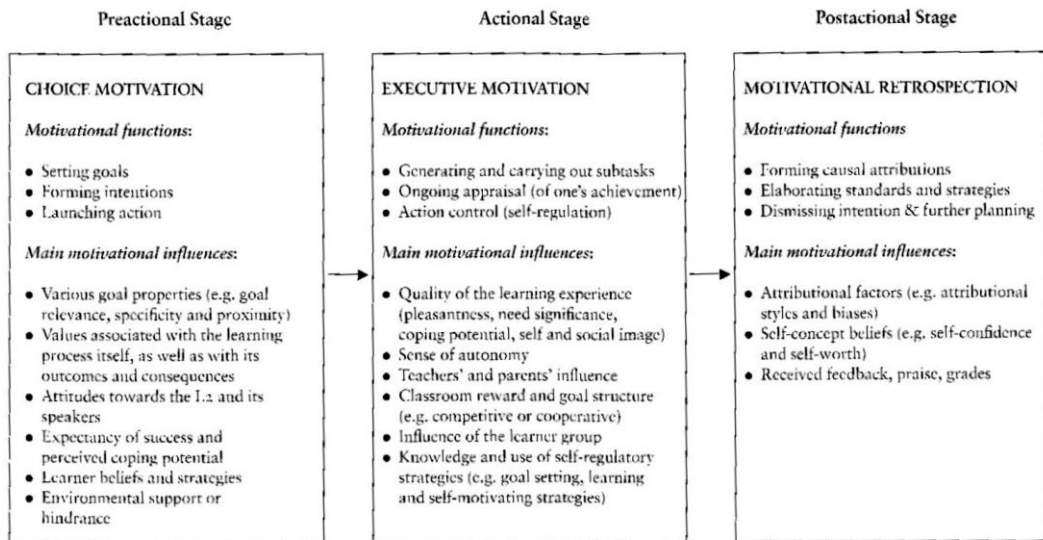
A scheme showing a motivational model, the educational approach.

LANGUAGE LEVEL	Integrative motivational subsystem Instrumental motivational subsystem
LEARNER LEVEL	Need for achievement Self-confidence * Language use anxiety * Perceived L2 competence * Causal attributions * Self-efficacy
LEARNING SITUATION LEVEL	
<i>Course-specific motivational components</i>	Interest (in the course) Relevance (of the course to one's needs) Expectancy (of success) Satisfaction (one has in the outcome)
<i>Teacher-specific motivational components</i>	Affiliative motive (to please the teacher) Authority type (controlling vs. autonomy-supporting) Direct socialisation of motivation * Modelling * Task presentation * Feedback
<i>Group-specific motivational Components</i>	Goal-orientedness Norm and reward system Group cohesiveness Classroom goal structure (cooperative, competitive or individualistic)

(Dörnyei, 2001, p. 18)

Appendix 2

A table showing process-oriented approach to motivation by Dörnyei and Ottó



(Dörnyei, 2001, p. 22)

Appendix 3 - SEP

Výchovné a vzdělávací strategie

Skupinové učení

Žáky často rozdělujeme do pracovních skupin. v jejich rámci si děti osvojují, vedle informací o učivu, také dovednost spolupracovat, rozdělovat práci, plánovat ji a další pracovní, komunikativní, sociální a personální kompetence.

Problémové vyučování

Tam, kde je to možné, nepředkládáme žákům hotové informace, ale na základě toho, co vědí, formulujeme problém, který pak mají žáci řešit. Žáci při této metodě pracují buď individuálně, ve dvojici nebo skupině. Problémovou metodou žáci rozvíjejí své kompetence k řešení problémů.

Konstruktivistický postup

S problémovým vyučováním souvisí využívání postupů konstruktivistické pedagogiky. Ta spočívá v tom, že aktivně využívá představ, které žáci o probíraném jevu získali ve svém předchozím životě, tedy dříve než je systematicky probírán ve škole. Samotné kompetence si zde buduje sám žák, učitel mu svou činností vytváří bezpečné „řešení“. Úlohou učitele při tomto postupu je mimo jiné navozovat takové situace, ve kterých si žák uvědomuje nejen to, co již ví, ale také to, co ještě neví, a je motivován k tomu, aby si vědomosti, dovednosti, znalosti doplnil, případně upravil.

Vrstevníkové vyučování – učení vyučováním

Výsledky pedagogického výzkumu i praxe ukazují, že nejvíce se člověk naučí to, co sám učí. Schopnosti, dovednosti a znalosti totiž musí být při učení propojeny souvislostmi s velkými přesahy do jiných oblastí. Při použití této metody se učitel se žákem (žáký) dohodne na tématu, které bude (budou) prezentovat jiným žákům. Učitel přitom plní funkci poradenskou. Touto metodou žáci rozvíjejí zejména své kompetence k učení, kompetence komunikativní a kompetence pracovní.

Práce s textem

Dovednost orientovat se v textu, vyhledávat důležité údaje, chápat smysl textu a schopnost vyjádřit jej vlastními slovy není důležitá jen pro jazykové vzdělávání a na základní škole, ale ve všech oborech po celou dobu studia a poté i v praktickém životě. Proto věnujeme rozvoji čtenářských kompetencí pozornost po celou dobu školní docházky. Pracujeme při tom s elektronickým i tištěným textem.

Anglický jazyk

Charakteristika vyučovacího předmětu

Ve vyučovacím předmětu Anglický jazyk jsou naplňovány očekávané výstupy vzdělávacího oboru Cizí jazyk Rámcového vzdělávacího programu pro základní vzdělávání.

Cílem vyučovacího předmětu Anglický jazyk je vytvoření a rozvoj nástroje pro komunikaci v nejužívanějším světovém jazyce. Dovednost používat anglický jazyk chápeme jako prostředek k získávání informací o světě (krásná i odborná literatura, internet), navazování kontaktů a vytváření mezilidských vztahů. Schopnost dorozumět se anglicky zároveň chápeme jako cestu k rozvoji osobní svobody člověka (nezávislost na českých informačních zdrojích).

Vyučovací předmět Anglický jazyk je vyučován ve třetím až devátém ročníku. Ve 3. ročníku je dotován třemi hodinami týdně, ve 4. a 5. ročníku čtyřmi hodinami týdně, v 6. až 8. ročníku třemi hodinami týdně a v 9. ročníku čtyřmi hodinami týdně. Ve 4., 5. a 9. ročníku je vždy jedna hodina týdně věnována konverzaci, tyto hodiny jsou pokryty z fondu disponibilních hodin rámcového učebního plánu.

Časová dotace a organizace výuky

S výjimkou hodin věnovaných konverzaci jsou vyučovací hodiny Anglického jazyka organizovány tak, že probíhají vždy v celém ročníku, případně dvojročníku najednou. Žáci jsou v nich rozděleni do skupin podle aktuální dosažené úrovně ovládnutí angličtiny. Smyslem tohoto dělení je zabránit frustraci a demotivaci žáků. Příčinou vzniku těchto jevů může být u některých žáků ztráta sebevědomí vyplývající ze srovnávání se s žáky například z bilingvních rodin, u jiných žáků může naopak vést k falešnému sebeuspokojení, které vyplývá z porovnávání výkonů bez ohledu na vnější podmínky, ve kterých jich bylo dosaženo. Obsah výuky v jednotlivých skupinách je koordinován tak, aby byla zajištěna jejich otevřenost. To znamená, že i v průběhu školního roku může žák postupovat do vyšší, ale i nižší skupiny podle aktuálního stavu svých znalostí a dovedností.

Hodiny konverzací jsou realizovány v heterogenních skupinách, které lépe navozují podmínky skutečného komunikačního prostředí. v těchto hodinách je důraz kladen na aktivní používání osvojených komunikačních dovedností a prostředků.

Průřezová témata

Do obsahu vyučovacího předmětu Anglický jazyk jsou integrovány následující tematické okruhy **průřezových témat**:

Multikulturní výchova

Multikulturalita - komunikace s lidmi z jiných zemí, specifické rysy jazyků a jejich rovnocennost

Lidské vztahy - integrace jedince v rodinných vztazích

Osobnostní a sociální výchova

Sociální rozvoj

Komunikace - dovednosti pro verbální sdělování, omluva, pozdrav, prosba, řeč zvuků a slov, technika řeči, výraz řeči, komunikace v různých situacích, potřeba komunikace mezi lidmi různých jazyků

Výchova demokratického občana

Objevujeme Evropu a svět - státní symboly anglicky mluvících zemí

Občanská společnost a stát - demokratické tradice anglicky mluvících zemí

Výchova k myšlení v evropských a globálních souvislostech

Evropa a svět nás zajímá - realie anglicky mluvících zemí

Mediální výchova

Kritické čtení a vnímání mediálních sdělení - vyhledávání zábavních, informativních a společensky významných prvků ve sdělení

Klíčové kompetence

Ve vyučovacím předmětu Anglický jazyk rozvíjíme klíčové kompetence (systém vědomostí, dovedností i postojů potřebný ke kompetentnímu jednání v přirozených životních situacích) zejména těmito strategiemi:

Kompetence k učení

- Práce s dvojjazyčným slovníkem
- Práce s výkladovým slovníkem
- Identifikace klíčových slov v textu
- Používání symbolů v procesu čtení
- Kritické myšlení
- Vedení vlastních záznamů

Kompetence k řešení problémů

- Vyhledávání a porovnávání relevantních informací
- Aplikace osvojených vědomostí v praxi
- Kritické myšlení

Anglický jazyk				
Oblast	Jazyk a jazyková komunikace	Obor	Anglický jazyk	Ročník 6. - 7.
Očekávané výstupy Žák	Učivo	Ročník	Průřezové téma	Nezávazné poznámky
čte nahlas a foneticky správně texty přiměřeného rozsahu.	<ul style="list-style-type: none"> foneticky správné čtení 	6. - 7.	Osobnostní a sociální výchova, sociální rozvoj, komunikace - řeč zvuků a slov	témata dle použité učebnice
rozumí obsahu jednoduchých textů v učebnicích.	<ul style="list-style-type: none"> čtení s porozuměním, volný překlad 	6. - 7.	Multikulturní výchova, multikulturalita - specifické rysy jazyků a jejich rovnocennost	témata dle použité učebnice předložky místa a času, pádové předložky, rozlišení počítatelných a nepočítatelných podstatných jmen, užití spojek, předpřítomný čas, vyjádření podmínky
rozumí obsahu autentických materiálů s využitím vizuální opory.	<ul style="list-style-type: none"> čtení s porozuměním, volný překlad 	6. - 7.		čtba knihy
v textech vyhledá známé výrazy, fráze a odpoví na otázky.	<ul style="list-style-type: none"> práce s anglickým textem 	6. - 7.		vyhledání klíčových slov reakce ustálenými výrazy a frázemi
rozumí jednoduché a zřetelně vyslovované promluvě a konverzaci.	<ul style="list-style-type: none"> poslech s porozuměním, konverzace v rozsahu probrané slovní zásoby 	6. - 7.	Osobnostní a sociální výchova, komunikace - technika řeči, výraz řeči	poslech dle použité učebnice
odvodí pravděpodobný význam nových slov z kontextu textu.	<ul style="list-style-type: none"> volný překlad, porozumění kontextu 	6. - 7.		rozlišování předpon a přípon, rozlišování slovních druhů, změny slovních druhů
používá dvojjazyčný slovník.	<ul style="list-style-type: none"> dvojjazyčný slovník 	6. - 7.		čtba autentických materiálů, výstup hodnotíme pouze jednou
vyhledá informaci nebo význam slova ve vhodném výkladovém slovníku.	<ul style="list-style-type: none"> výkladový slovník 	6. - 7.		čtba autentických materiálů, výstup hodnotíme pouze jednou
sestaví jednoduché ústní sdělení týkající se situací souvisejících s životem v rodině, škole a probíranými tematickými okruhy.	<ul style="list-style-type: none"> sdělení v rámci probrané slovní zásoby 	6. - 7.		charakterizace osoby a prostředí orientace ve stavbě věty
sestaví jednoduché písemné sdělení týkající se situací souvisejících s životem v rodině, škole a probíranými tematickými okruhy.	<ul style="list-style-type: none"> sdělení v rámci probrané slovní zásoby 	6.-7.		psaní neformálního dopisu

Appendix 4 - Introductory questionnaire

Dotazník pro žáky šesté třídy

Milý šestáku,

Chtěla bych Tě požádat o vyplnění tohoto dotazníku, nezabere Ti déle než 10 minut.

Dotazník napomůže zjistit současnou situaci a postoj žáků ke čtení. Díky Tvým pravdivým odpovědím dále zjistím, jak by se mohlo stát čtení v angličtině zajímavějším a užitečnějším. V první části dotazníku jsou otázky týkající se čtení všeobecně, poté následují otázky o čtení v angličtině.

Děkuji, Magdaléna Nováková.

1) Čteš rád/a knihy?

- a) ano
- b) spíše ano
- c) spíše ne
- d) ne

2) Jak často čteš?

- a) Hodně často (1 knihu týdně)
- b) Často (1 knihu za měsíc)
- c) Méně často (1 knihu za půl roku)
- d) Skoro vůbec (1 knihu za rok)
- e) Vůbec (méně než 1 kniha za rok)

3) Jaké knihy čteš? (můžeš zaškrtnout více možností)

- a) komedie
- b) tragédie
- c) romány
- d) pohádky
- e) sci-fi
- f) dobrodružné
- g) historické
- h) povídky
- i) komiksy
- j) jiné

_____ (prosím napiš jaké)

4) Jaké jiné texty kromě knih rád/a čteš? (můžeš zaškrtnout více možností)

- a) časopisy
- b) články na internetu
- c) jiné _____ (prosím napiš jaké)

5) Z jakého důvodu čteš?

- a) Baví mě číst
- b) Musím číst do školy
- c) Rodiče si přejí, abych četl/a
- d) Jiný důvod _____

(prosím napiš jaký)

6) Co Tě na čtení baví či nebaví? (popiš svoji odpověď)

- a) čtení mě baví, protože jsem vždy zvědavá jak to vždy s hlavními hrdinami skončí.
- b) čtení mě nebaví, protože _____

7) Kde nejraději čteš knížky?

a) doma, protože

na to mám klid.

b) v dopravním prostředku, protože

c) jinde (napiš kde a proč)

8) Co čtete ve škole v hodinách angličtiny? (napiš svoji odpověď)

knížky a články z učebnice.

A četli jsme také pohádky Stone Soup.

9) Při čtení anglických textů v hodinách angličtiny... (můžeš zaškrtnout více možností)

a) mám dostatek času

b) mám na čtení klid

c) nemám dost času

d) nemám dostatek klidu

10) Čteš někdy knihy v angličtině mimo školu?

a) ano

b) ne

11) Pokud nečteš, měl/a bys zájem číst anglické knihy?

a) Určitě ano

b) Spíše ano

c) Spíše ne

d) Určitě ne

12) Pokud nečteš anglické knížky, jaký je důvod?

a) nerozumím jim

b) nemám je, kde sehnat

c) nenapadlo mě to

d) napiš důvod _____

13) Proč je podle Tebe dobré číst knihy v angličtině? (napiš svou odpověď)

Abych si procvičila Angličtinu.

A také abych zkusila číst v jiném jazyce

14) Jak mohu získat anglickou knihu?

a) koupím ji

b) půjčím si ji od kamaráda

c) půjčím si ji z knihovny

d) půjčím si ji ze školy

e) dostanu ji

f) nevím

Appendix 5 - Reading diaries

Alice in Wonderland

book writer: Lewis Carroll
illustrator: John Tenniel

About:

This book is about girl, her name's Alice. One day she fell into the hole and when she was in the end of hole she found key to some door. She looked in every door in room and then she found the good door. But she was too big to go to some upstairs in the door. Then she found a bottle, there said DRINK ME! She drank it and she was graining. When she was small she can go to a door, but she haven't got key. Then she found cake and when she ate it she grew and she had a key and she again drink the bottle and she could go to a Wonderland. There she met mouse with word, heart queen and (my favourite person) Chestnut cat and hatter (hatter) and she enjoy some adventures. This book was good. It was between easy and difficult and I make it good.

THE BEST OF THE SIMPSONS

Mass

Evening

This comics book is very good. There are 4 stories: In Burns we trust, How Marge got her curtains back, Greek to me and Aesop's fables. From these stories I most liked In Burns we trust. The story is about Mr. Burns who wrote the book about his life. And he wanted to become the book as bestseller of the world. He asked Smithers what is the bestseller of the world. He answered: "the Bible". Mr. Burns bought the Springfield church and fired reverend. Reverend said: "If you want to become the pope you need another church. Why???" This isn't the catholic church. And Mr. Burns said: "Ok, then you have your church back".

Appendix 7 - Final questionnaire

Závěrečný dotazník

Ahoj šestáku,

chci Tě požádat o vyplnění druhého dotazníku týkajícího se našeho ročního projektu zaměřeného na čtení pro potěšení. Nezabere Ti déle než 15 minut. Pravdivými odpověďmi přispěješ k zhodnocení projektu a tím i zmenšíš svou námahu při studiu angličtiny ;-).
Děkuji, Magdaléna Nováková.

1) Změnil se Tvůj přístup ke čtení během uplynulého roku?

- a) ano
- b) spíše ano
- c) spíše ne
- d) ne (pokračuj otázkou č. 4)

2) Jak se změnil?

- a) zlepšil se
- b) zhoršil se
- c) jinak (napiš jak) _____

3) Co bylo důvodem této změny?

Měli jsme čistve škole i doma.

4) Jak bys odlišil čtení v hodinách od čtení pro potěšení (kterému jsme se v uplynulém roce věnovali)?

Doma si můžu zvolit text který chci číst, ale ve škole máme
zadany text.

5) Bavil tě tento druh čtení – čtení pro potěšení?

- a) určitě ano
- b) spíše ano
- c) spíše ne
- d) určitě ne (pokračuj otázkou 7)

6) Pokud ano, co konkrétně tě bavilo?

Ten první den nebo večer kdy jsem si knížku půjčila. Začítka jsem se doni.

7) Pokud ne, čím to bylo způsobeno?

8) Myslíš, že Ti tento druh čtení pomohl ke zlepšení v angličtině?

- a) určitě ano
- b) spíše ano
- c) spíše ne
- d) určitě ne
- e) nevím

9) V jaké jazykové oblasti Ti toto čtení pomohlo nejvíce?

- a) rozvoji slovní zásoby (nová slova, nové významy)
- b) rozvoji gramatiky
- c) rozvoji větných struktur
- d) použití toho, co znáš v praxi

10) Jaké dovednosti jsi nejvíce rozvíjel?

- a) Čtení
- b) Psaní
- c) Mluvení
- d) Poslech

11) Jak často ses ke čtení dostal?

- a) každý den
- b) 2 x za týden
- c) 1 x týdně
- d) 1 x za 14 dnů
- e) méně často

12) Co ovlivnilo četnost Tvého čtení?

že jsem neměl na tu knížku náladu. Ale když tu náladu mám tak dokážu přečíst celou knížku.

13) Jak jsi knížky získával?

- a) ze školní knihovny
- b) od spolužáků
- c) doma/ od rodičů
- d) od kamarádů
- e) z městské knihovny
- f) z jiné knihovny
- g) jinak (napíš jak) _____

14) Kdybychom tento projekt nerealizovali, myslíš, že by ses tomuto čtení (čtení pro potěšení) v angličtině věnoval?

- a) určitě ano
- b) spíše ano
- c) spíše ne
- d) určitě ne

15) Umiš si představit, že bys v tomto čtení (čtení pro potěšení) pokračoval i nadále – tedy po skončení našeho projektu?

- a) určitě ano
- b) spíše ano
- c) spíše ne
- d) určitě ne

Appendix 8 - Borrowing registry

Anglická knihovna						
kniha	autor	jméno žáka	třída	datum	vráceno	
Goose Bumps - Attack of the	Alie	Martin Pačt	B.A.	18/11	21/12	✓
Goose Bumps - Invasion of the		Adam Kolářka	B.A.	4/12	9/10	✓
King Kong		Jana's Petrček	G.B.	17. 12. 10	26. 1	✓
Frog and toad		Anna Jahodářová	G.A.	10. 12. 10		✓
King Kong		Natalie Gazdová	S.A.	12. 1. 11		
Harry Potter	J.K. Rowling	Albert Machel	G.B.			✓
Escape from Alcatraz	De Witt Brown	Jana's Petrček	G.B.	26. 1.	12/11	✓
The House of Horrors	Lyn Hughes	Zabita Mítrová	G.A.	26. 1.	✓ 27. 1.	
The Vampire	Carly Ann	Hynek Štáhl	G.B.			
	rainald?	Klára Kozmova	G.A.			
Goosebumps	Z.L. Johnson	Alžběta Ambrožová	G.B.			
		Anna				
Goosebumps - In the woods	Myra Jones	Jana's Petrček	G.B.			✓
Frog and toad		V. Jitkovská	G.B.			✓
Cat						✓
Fox in Jodels		Jan Václav	G.B.	27. 1.	✓ 31. 1.	
King Kong					31/31	✓
Goosebumps - The curse of the	man's jumbo	Zlenda	G.A.	29. 1.		
Monster blood	R.L. Stine	Pozimová	S.C.	?	162	✓
Attack of the Jack-o-Lantern			S.C.	16. 2.		
Welcome to Haunted night	Haye P. Levine	Martin Pačt	V.A.	21/12	24/3	✓
One day at Hallowland	R.L. Stine	Amelie Pavlica	V.A.	2/3		
The Vampire	Carly Ann	Helica Husarova	V.A.	9. 3.	31/31	✓
Onion Juice	Ch. Dickens	Anna Jahodářová	V.A.	9. 5.	25/31	✓
The Volcanos	J. Calderon		V.A.	9. 5.	25/31	✓
The Glorious Flight	W.P. Harrison	Adam Kolářka	V.A.	9. 3.	9/6	✓
The Vampire	Carly Ann		V.A.	9. 3.	29/31	✓
Pearl Harbor	Catherine Brown		V.A.	9. 3.	9/6	✓
		Matej Špišl			9/6	✓
The Water Babies	Ch. Kingsley		V.A.	9. 3.		
The Prince and the Pauper	M. Twain					
Pearl Harbor	C. Wrenn				15/6	✓
Goat worms	R.L. Stine	Martin Pačt	V.A.	24. 3.	10/31	✓
Frog and toad	Arnold Lobel	N. Gazdová			8/4	✓
		Albert Machel	V.B.	4/4	25/31	✓
King Kong						
The Water Babies	Ch. Kingsley	Katec Padová	V.B.	4/4		
The Humpans		Matej Špišl	V.A.	14/4	26/31	✓
		Albert Machel	V.B.	4/4		
		Jana's Petrček	V.B.	14/4	12/31	✓
the Panomorphed chief		Albert Machel	V.B.	14/4		✓
Mr. J. Shep		K. Kuchtařová	V.A.	18/4		
The Simpsons		Z. Misková	V.A.	12/5	2/6	✓
		J. Kofel	V.A.	12/5		
Spiderman		Matej Špišl	V.A.	12/5		