

University of Pardubice
Faculty of Arts and Philosophy

**Developing Reading Comprehension in English with Focus on
Pupils with Dyslexia**

Nikol Eisová

Bachelor Thesis

2022

Univerzita Pardubice
Fakulta filozofická
Akademický rok: 2020/2021

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(projektu, uměleckého díla, uměleckého výkonu)

Jméno a příjmení: **Nikol Eisová**
Osobní číslo: **H19100**
Studijní program: **B0231A090018 Anglický jazyk**
Specializace: **Anglický jazyk pro vzdělávání**
Téma práce: **Rozvoj řečové dovednosti čtení s porozuměním v anglickém jazyce u žáků s dyslexií**
Zadávající katedra: **Katedra anglistiky a amerikanistiky**

Zásady pro vypracování

Studentka se bude ve své bakalářské práci zabývat problematikou rozvoje řečové dovednosti čtení s porozuměním u žáků s dyslexií. V teoretické části představí charakteristiky a potřeby žáka s dyslexií, definuje řečovou dovednost čtení s porozuměním a zasadí ji do širšího kontextu na základě relevantních dokumentů, a také bude prezentovat způsoby jejího rozvoje ve vztahu k vybrané skupině žáků. V závěru teoretické části představí učebnici jako didaktický prostředek a rozebere způsoby jejich analýzy a evaluace. V praktické části studentka ohodnotí aktivity rozvíjející čtení s porozuměním ve vztahu k žákům s dyslexií ve vybrané učebnici anglického jazyka, a to na základě vydefinovaných kritérií vyplývajících z teoretické části.

Rozsah pracovní zprávy:
Rozsah grafických prací:
Forma zpracování bakalářské práce: **tištěná/elektronická**
Jazyk zpracování: **Angličtina**

Seznam doporučené literatury:

- Gavora, Peter. 2000. *Úvod do pedagogického výzkumu*. Brno: Paido.
- Kasíková, Hana, Straková Jana. 2011. *Diverzita a diferenciacie v základním vzdělání*. Praha: Karolinum.
- Kasíková, Hana, Valenta, Josef. 1994. *Reformu dělá učitel aneb Diferenciacie, individualizace a kooperace ve vyučování*. Praha: Sdružení pro tvořivou dramatiku.
- Pechancová, Blanka, Smrčková, Andrea. 1998. *Cvičení a hry pro žáky se specifickými poruchami učení v hodinách angličtiny. (Metodická příručka a pracovní listy)*. Olomouc: Vydavatelství Univerzity Palackého.
- Smith, J. Colin, Laslett, Robert. 1992. *Effective Classroom Management: A Teacher's guide*. London: Routledge.
- Štigutová, Marta. *Výuka angličtiny u dětí s dyslexií*. 2002. Ostrava: Ostravská univerzita.
- Tomlinson, A. Carol. 1999. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA, USA: ASCD
- Weiner, Maryellen. 2013. *Learner-Centered Teaching: Five Key Changes to Practice*. John Wiley & Sons.
- Zelinková, Olga, Černá Monika, Zitková, Helena. 2020. *Dyslexie –zaostřeno na angličtinu*. Praha: Pasparta.
- Zelinková, Olga. *Cizí jazyky a specifické poruchy učení*. 2005. Havlíčkův Brod: Tobiáš.

Vedoucí bakalářské práce: **Mgr. Helena Zitková, Ph.D.**
Katedra anglistiky a amerikanistiky

Datum zadání bakalářské práce: **1. dubna 2021**
Termín odevzdání bakalářské práce: **31. března 2022**

doc. Mgr. Jiří Kubeš, Ph.D.
děkan

Mgr. Olga Roebuck, Ph.D.
vedoucí katedry

V Pardubicích dne 30. listopadu 2021

Prohlašuji:

Tuto práci s názvem Rozvoj řečové dovednosti čtení s porozuměním v anglickém jazyce u žáků s dyslexií jsem vypracovala samostatně. Veškeré literární prameny a informace, které jsem v práci využila, jsou uvedeny v seznamu použité literatury.

Byla jsem seznámena s tím, že se na moji práci vztahují práva a povinnosti vyplývající ze zákona č. 121/2000 Sb., o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon), ve znění pozdějších předpisů, zejména se skutečností, že Univerzita Pardubice má právo na uzavření licenční smlouvy o užití této práce jako školního díla podle §60 odst. 1 autorského zákona, a s tím, že pokud dojde k užití této práce mnou nebo bude poskytnuta licence o užití jinému subjektu, je Univerzita Pardubice oprávněna ode mne požadovat přiměřený příspěvek na úhradu nákladů, které na vytvoření díla vynaložila, a to podle okolností až do jejich skutečné výše.

Beru na vědomí, že v souladu s § 47b zákona č. 111/1998 Sb., o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších předpisů, a směrnicí Univerzity Pardubice č. 7/2019 Pravidla pro odevzdávání, zveřejňování a formální úpravu závěrečných prací, ve znění pozdějších dodatků, bude práce zveřejněna prostřednictvím Digitální knihovny Univerzity Pardubice.

V Pardubicích dne 13. 6. 2022

Nikol Eisová v.r.

ACKNOWLEDGEMENT

I would like to express my gratitude towards my supervisor, Mgr. Helena Zitková, Ph.D., for her valuable time, kind guidance, and advise on the process of writing my thesis.

ANNOTATION

This bachelor thesis focuses on the problematics of the development of reading comprehension and how pupils with dyslexia are being addressed during the process in the classroom. The theoretical part elaborates on dyslexia, its features, and dyslexic learners. It also introduces reading comprehension as a skill, its context in the English language, and approaches of how it should be taught. The final part of the theoretical part discusses the problematic of textbook and its evaluation. The objective of the practical part is to create a checklist of criteria, based on the theoretical part, and evaluate the reading comprehension exercises in the textbook More 2, second edition. Based on the criteria, its suitability for teaching reading comprehension to pupils with dyslexia will be judged. In the final part of the practical section of the thesis, there are proposed possible modifications of three of the evaluated exercises.

KEY WORDS

dyslexia, reading comprehension, textbook, evaluation, reading comprehension exercises, criteria checklist

ANOTACE

V této bakalářské práci je představena problematika rozvoje řečové dovednosti četní s porozuměním u žáků s dyslexií v hodinách anglického jazyka. Teoretická část pojednává o dyslexii, jejích znacích a žácích trpících dyslexií. Dále se v ní objevuje problematika čtení s porozuměním v anglickém jazyce a způsoby jeho vyučování. V poslední části je rozebrána učebnice jako didaktický prostředek a způsoby její evaluace. Praktická část se skládá z hodnocení jednotlivých cvičení na čtení s porozuměním v učebnici More 2, druhá edice. Na základě informací v teoretické části, byla vytvořena hodnotící kritéria, která určují její vhodnost pro vyučování čtení s porozuměním žáky s dyslexií. Na konci praktické části se objevují tři z hodnocených cvičení s návrhem jejich možné modifikace tak, aby splňovaly dané nároky.

KLÍČOVÁ SLOVA

Dyslexie, čtení s porozuměním, učebnice, hodnocení, cvičení pro čtení s porozuměním, seznam kritérií

TABLE OF CONTENTS

INTRODUCTION	1
1. DYSLEXIA	2
1.1 DEFINITION OF DYSLEXIA	2
1.2 CAUSES OF DYSLEXIA	2
1.3 FEATURES OF DYSLEXIA.....	4
1.4 APPROACHING A DYSLEXIC STUDENT IN THE CLASSROOM	6
1.4.1 How to Spot a Dyslexic Learner in the Classroom.....	6
1.4.2 Approaching the Learner	6
2 ENGLISH LITERACY AND READING COMPREHENSION	9
2.1 L1 AND L2 LITERACY	9
2.2 THE NATURE OF READING	10
2.3 CLT AND READING	10
2.4 DEFINITION OF READING COMPREHENSION.....	11
2.4.1 Reading Comprehension According to CEFR.....	11
2.5 THE NECESSITY OF READING COMPREHENSION	12
2.6 DEVELOPING READING COMPREHENSION AT LOWER-SECONDARY SCHOOLS IN THE CZECH REPUBLIC..	12
2.7 READING PROCESSES.....	13
2.8 TYPES OF READING	13
2.8.1 Extensive Reading	13
2.8.2 Intensive Reading	14
2.9 READING TECHNIQUES – SKIMMING AND SCANNING	14
2.10 TEACHING READING COMPREHENSION.....	15
2.10.1 Reading Comprehension Strategies in Different Phases of the Reading Process	15
2.10.2 Pre-reading phase	15
2.10.3 While-reading phase.....	17
2.10.4 Post-reading phase.....	17
2.11 SELECTING TEXTS FOR TEACHING READING COMPREHENSION	17
2.12 ASSESSMENT OF READING COMPREHENSION.....	18
2.12.1 What is the purpose of assessing reading comprehension?	18
3 TEXTBOOK	19
3.1 FUNCTIONS OF TEXTBOOK AND ITS ROLE IN ELT	19
3.2 WHAT MAKES A GOOD ESL TEXTBOOK?	19
3.3 TEXTBOOK EVALUATION AND ANALYSIS	20
3.3.1 The Purposes of Textbook Evaluation.....	21

3.3.2	How to evaluate a textbook?	21
3.3.3	Evaluation of Reading comprehension Tasks.....	22
4	EVALUATED TEXTBOOK	23
4.1	WHY DID I CHOOSE MORE 2?.....	23
4.2	GENERAL DESCRIPTION OF MORE 2! – SECOND EDITION	23
5	DATA COLLECTION AND ANALYSIS	24
5.1	THE PROCESS OF CREATING THE CRITERIA CHECKLISTS	25
5.2	CHECKLISTS:	25
5.2.1	Reading Comprehension Checklist.....	25
5.2.2	Dyslexia Checklist.....	25
5.2.3	Text Selection Checklist	26
5.3	INDIVIDUAL READING TASKS EVALUATION	27
5.3.1	Unit 1	27
5.3.2	Unit 2.....	28
5.3.3	Unit 3.....	29
5.3.4	Unit 4.....	30
5.3.5	Unit 5.....	30
5.3.6	Unit 6.....	31
5.3.7	Unit 7.....	32
5.3.8	Unit 8.....	33
5.3.9	Unit 9.....	34
5.3.10	Unit 10.....	35
5.3.11	Unit 11.....	36
5.3.12	Unit 12.....	36
5.3.13	Overall evaluation	37
5.4	MODIFICATION OF SELECTED INDIVIDUAL TASKS	39
5.4.1	Unit 2.....	39
5.4.2	Unit 6.....	40
5.4.3	Unit 9.....	42
5.4.4	Conclusion of the Modified Exercises.....	43
	CONCLUSION.....	45
	RESUMÉ	47
	BIBLIOGRAPHY	50
	APPENDICES	54
	APPENDIX A.....	55
	APPENDIX B: MODIFIED READING ACTIVITY – UNIT 2	57
	APPENDIX C: MODIFIED READING ACTIVITY – UNIT 6	58

APPENDIX D: MODIFIED READING ACTIVITY – UNIT 9	60
APPENDIX E: EVALUATION OF MODIFIED READING EXERCISES	62

LIST OF ABBREVIATIONS

CEFR – Common European Framework of Reference for Languages

CLT – Communicative Language Teaching

ELT – English Language Teaching

ESL – English as a Second Language

FEP BE – Framework Educational Programme for Basic Education

L1 – First Language

L2 – Second Language

INTRODUCTION

The English language, its teaching, and learning have become an inseparable part of the modern world. People learn English to be able to keep up with the global society in which it is the dominant language of the communication mainstream. For one to be able to speak and understand the English language, it is crucial to acquire the four basic skills – speaking, listening, writing, and reading.

Since reading is one of the ways of how people communicate, understanding of what one is reading, otherwise known as reading comprehension, is key. Reading comprehension is a set of processes which enables humans to perceive a text as a complex unit and understand what it is communicating. That is why teaching the communicative competence of reading comprehension is fundamental for all people.

There are people to whom the complex process comes easily, others might need more assistance. Such people might be the ones with dyslexia, a common reading difficulty, disabling people read and decode words without great effort put into it. The question which comes to mind is how are such learners being addressed and assisted in the process of learning reading comprehension?

The aim of this thesis is to elaborate on the problematic of dyslexia and reading comprehension and how pupils with dyslexia should be addressed when practising and learning the skill in the classroom. Since textbooks are a very common device when teaching reading comprehension, and part of the curriculum, the main subject of the research will be their use and suitability for effective reading comprehension and how dyslexic pupils are being addressed in that matter.

The theoretical part of the thesis elaborates on dyslexia and a dyslexic learner, reading comprehension and the problematic of its teaching, and a textbook as a didactic tool for English language teaching.

In the practical part, the textbook Moore 2, second edition, will be introduced. Its evaluation will be the subject of the research – text analysis. All reading comprehension exercises from the “skills” section in the textbook will be examined and evaluated based on three sets of criteria, which will be formulated based on the findings from the theoretical part of the thesis.

The outcome of the practical part will be the information whether each exercise is suitable for teaching reading comprehension to students with dyslexia. In the end of the practical part, I will select three exercises and propose their possible modification accordingly to the criteria.

THEORETICAL PART

1. DYSLEXIA

1.1 Definition of Dyslexia

The term dyslexia was first spoken by a German neurobiologist Rudolf Berlin in 1887, who used Greek etymology: dys – difficulty and lexis – the written word or language (Thomson, Watkins 2007, 1).

Even though its name suggests that dyslexia is a difficulty in reading and decoding written word, it is not that simple to find one definition of dyslexia. Despite the fact that the word “dyslexia” is well-known, the specifics of the conditions and its wide range of symptoms are often not (Raymond 2002, 1). Ott states, that the problem with defining dyslexia is that it has no single pattern, it is often difficult to define it and, therefore, make the diagnosis (Ott 1977, 2). Raymond defines dyslexia as “a specific learning disability, showing problems with reading, writing, handwriting, speaking, listening and memory” (Raymond 2002, 1).

Originally it was seen only as a problem of medical origin related to a deficit in short-term memory (Thomson, Watkins 2007, 1). Zelinková et al. state that over time, it has been proven that it is a specific learning difficulty of neurobiological origin. It is typical for problems with fluency and accuracy of distinguishing different words and insufficient ability of spelling and decoding. (Zelinková, Zitková, Černá 2019 12)

Put simply, as Munzer et al. say, dyslexia is a term used to describe a specific learning disability marked by difficulties with correct or fluent word recognition, poor decoding and spelling skills (Munzer, Hussain, Soares 2020, 37).

1.2 Causes of Dyslexia

Dyslexia emerges in all cultures and settings, disregards class boundaries and affects people of all ages and intellectual abilities. According to Armstrong, it can be the cause of anxiety for otherwise brilliant children who are, despite numerous attempts to learn how to read, unable to do so. As he continues, there are so many people being diagnosed with dyslexia, many of

them at an average or above-average range on intelligence tests (Armstrong 2010, 33). That is why its causes have been a burning question.

Since there is not only one clear definition of dyslexia, it is apparent that there is also not just one cause of it. In many cases, there are multiple of them, they overlap and merge in varying degrees of intensity.

According to Thomson and Watkins and their research, the causes of dyslexia can be divided into two main categories: neurobiological and cognitive. The neurobiological refers to how the brain works. The cognitive one concerns the perception, memory, or related functions. They suggest that dyslectic issues can be caused by a left-hemisphere deficiency or a disconnection syndrome in which normal processing for auditory input is mixed with faulty processing for visual content. It could also be due to delay in the maturity of left-hemispheric language function. (Thomson, Watkins 2007, 11) As stated by Armstrong, it is the left-hemisphere where the word-form centres are located. It is involved in forming letters from word sounds and connecting them to visual letters, such as b to the sound “buh” (Armstrong 2010, 60-61). That is the reason why people with dyslexia, have trouble processing word sounds, when being compared to proficient readers.

Munzer et al. also agree that dyslexia occurs due to a certain brain deviation. However, according to them, dyslectic people have unique brain anatomical traits that cannot be simply characterised by “delayed brain development” (Munzer, Hussain, Soares 2020, 36). Thomson and Watkins claim such statement, when they say that dyslexia cannot be seen as brain damage but rather as a difference in brain organization (Thomson, Watkins 2007, 11).

Munzer et al. further explain that in brain, there are two areas that are very important for reading: resting state networks (RSNs) and hub areas that communicate information between the RSNs. Their correct function is crucial for right brain activity. It is connecting visual words with the letters and sounds, which is necessary for correct and fluent reading and writing. They agree that it is mainly the left hemisphere, that is responsible for language and reading and the neuroplasticity of which is being notably reduced. (Munzer, Hussain, Soares 2020, 36) Zelinková et al. agree that there are certain changes in the structure of a dyslexic brain, therefore it works distinctively differently than a brain without any deviations (Zelinková, Černá, Zitková 2019, 10-11).

Neuropsychologists, eye doctors and psychologists draw attention to certain differences in eye perception. According to Zelinková et al., dyslexia is not an eye defect which could be cured

by glasses. Dyslectic students show some deviations in the perception of moving subjects and focusing their attention on one aim as well as their eye movement is different which can lead to wrong identification of letters and letter identification errors. (Zelinková, Černá, Zitková 2019, 11) Such statement is also supported by Thomson and Watkins, who claim that, even though it is the brain that does the reading, the eye is the receptor and difficulties with eye movement and eye sequencing are secondary to the core issue of converting visual symbols into sound – the reading process alone (Thomson, Watkins 2007, 11).

Dyslexia is a specific learning difficulty which has several different causes which interfere with each other. It is caused by neurobiological malfunction and biological heritage plays a big role. Zelinková et al. state that in 40% - 50% of all cases the major part plays heredity. If one or both parents suffer from dyslexia, it is very likely that the child will too. (Zelinková, Černá, Zitková 2019, 11) For that reason, it is a condition which cannot be completely cured or eliminated. As Rose states, reading disorders are also partly of social aspect and when handled with care, the dyslexic learners might be able to learn to use important words correctly in their day-to-day life (Rose 2009, 37).

1.3 Features of Dyslexia

As already stated, dyslexia is a very complex and specific learning difficulty. For that matter its features may vary with every individual and come in different intensities. It can be, therefore, a very difficult task to spot and correctly diagnose a dyslectic student. Primarily, it is the reading difficulties being the warning sign of dyslexia, however there could be more occurrences when its features may appear.

The first question that comes to mind is when the first signs of dyslexia can be spotted in a child. Rose states that despite the fact, that early indicators of dyslexia can be seen in pre-school, the problem usually begins in later school years, as increased demands on reading and writing fluency come into place (Rose 2009, 31).

Despite the fact, that everyone may show different features, some of them are more common. One of the most often articulated features are difficulties with phonological awareness, processing, and its speed. Rose defines phonological awareness as “the ability to identify and manipulate the sounds in words” (Rose 2009, 22). In other words, dyslectic student is unable to understand that if the “f” in “fat” is transformed into an “h”, it makes the word “hat”. Munzer et al. add that since such processes do not come naturally to learners with dyslexia, it is the reason they develop issues with reading, writing, and vocabulary acquisition. That leads

to the fact that young students may struggle to understand letter sounds and names, and therefore, make delayed reading progress or have unreadable handwriting. (Munzer, Hussain, Soares 2020, 38) As Thomson and Watkins say, unreadable handwriting may be also caused by challenges in distinguishing identical letter forms. Such problem may occur in the form of spelling the word “doll” as “llob” or “snake” as “kss” (Thomson and Watkins 2007, 5).

According to Raymond, speech, grammar, meaning, and rhyme are all affected by dyslexia, yet they all rely on memory. As a result, anything that involves memory, such as the alphabet, or solving mathematical problems, can be very challenging for a dyslectic child. (Raymond 2002, 1) Rose points out that verbal memory, which means the capacity to remember an organized series of data for a short space of time, also known as phonological short-term memory, is important for recalling a list of words, such as remembering a set of instructions (Rose 2009, 33). Thomson and Watkins describe such occurrence as “poor short-term memory skills”. They also add that difficulty with sequencing, including trouble pronouncing the months of the year or the days of the week in the correct order. (Thomson and Watkins 2007, 6-7)

The features of dyslexia do not have to be seen only in aspects of language. As Raymond comments, there may be also other issues, along with sloppy penmanship. He also talks about the lack of focus, difficulty following instructions, and hesitancy in understanding of left and right side (Raymond 2002, 1). Problems with left – right recognition were also recognized by Thomson and Watkins, who add that dyslexic students often times don’t have the right concept of left and right position in space (Thomson and Watkins 2007, 5-6). Rose points out that even though poor language, physical coordination, mental calculation, concentration, and personal organization are all examples of co-occurring problems they shouldn’t be considered dyslexia symptoms of themselves (Rose 2009, 35).

Thomson and Watkins and Armstrong agree that it is impossible to simply grow out of dyslexia (Thomson and Watkins 2007, 4, Armstrong 2010, 60). However, as Munzer et al. suggest, the reading outcomes can be improved with early detection. When handled correctly, the students can learn to read, but it is typically more difficult for them to do so. They add that it is also important not to compare their reading performance to children without dyslexia (Munzer, Hussain, Soares 2020, 41).

1.4 Approaching a Dyslexic Student in the Classroom

Schoolteachers usually are not experts in all areas of child development and areas which fall into the domain of paediatricians or educational psychologists. Nor are they expected to fulfil such occupations, however, they, along with other experts and parents should be able to identify learning difficulty issues and address them accordingly.

According to Pollock et al., in almost every classroom, there is at least one dyslexic student. It is very difficult for teachers to offer each student enough personalized attention and support. In a blended class full of children of different needs and learning styles, teachers should be looking at dyslexia rather as on ability to learn differently. (Pollock, Waller, Pollit 2004, 7) Since dyslexic pupils are of all scale of intelligence, and as Thomson and Watkins point out, can be outstanding students in a variety of tasks (Thomson and Watkins 2007, 4), it might be sometimes difficult to spot them among other students and their needs are being frequently overlooked.

1.4.1 How to Spot a Dyslexic Learner in the Classroom

Before thinking about how to properly approach a dyslexic child, it is important to be able to spot them among other students in the classroom. The features of dyslexia have been already elaborated on in the previous chapter, nonetheless the experts have agreed on some usual behaviour signs that help the diagnosis in practice.

Ott lists the very common ones. Such as that the student reads in a very slow paste or stumble and repeat words and phrases, miss punctuation, read with their finger, or don't seem to be able to remember a content of a text that they have just read (Ott 2006, 103-104). Along with such issues, come also less apparent ones, which must be dealt with in the class as well. Pollock et al. add that even problems like poor organization skills are common and must be addressed by the teacher (Pollock, Waller, Pollit 2004, 173). As Thomson and Watkins point out, dyslexic students might hide their deficiency in spelling and reading by "seeking attention by being the class clown or the invisible child." (Thomson and Watkins 2007, 5).

1.4.2 Approaching the Learner

Dyslexia is a condition stressful enough by itself, but especially for someone among others who don't share similar hurdles. In order to keep such students away from anxiety and self-doubt, communication and assistance is key to help them succeed. As asserted by Pollock et al., a dyslexic student should be explained that he is not the only person having troubles mastering a certain skill, however learning how to read and write properly is an essential part

of life. He should be able to understand that with help of others and his own dedication, he has the means to handle the situation. (Pollock, Waller, Pollit 2004, 3)

Dyslexic child's self-esteem is what typically suffers the most. As Stowe claims, before children start school, many of them are content and relaxed. When they start attending school, they must face the reality of education tailored to the majority, which is often incompatible with their own. They attempt to keep up with their peers, when they keep failing, they quit trying. She adds that the problem of dyslexia is its erratic nature – one day the student's performance is great and the other they seem to have forgotten everything. (Stowe 2000, 277-278) Such claim is supported by Ott, who stresses out, that it is not advised to anticipate student to become proficient. The success of dyslexic students will fluctuate every day (Ott 2006, 69).

Since teachers spend a significant amount of time with their students, they have a special position in their lives. It is, therefore, their job to mentor the students in difficult situations. Stowe continues by saying that, for that matter, teachers should be always cautious of the emotion climate as dyslexic students have significant doubts about their capacity to keep up with others and be successful. One of her advises is the to keep humour and laughter in presence during the classes. Humorous situations add to decontracted ambiance (Stowe 2000, 56).

Despite the fact that keeping a relaxed climate in the classroom is extremely important, by far it is not the only thing which the teacher can do to help a dyslexic pupil integrate in the classroom and improve their learning skill and experience. Pollock et al. point out the fact that it is very important to acknowledge different forms of strengths and limitations, with dyslexic students especially (Pollock, Waller, Pollit 2004, 7). In other words, it is crucial to try to address cognitive needs of every student and accommodate the teaching to the student's learning styles. As Stowe suggests, in case the student needs more assistance and mediation, it could be beneficial to seek a help of a professional assistant (Stowe 2000, 45).

As stated by Broomfield and Combley, both, reading and writing are multisensory activities and stress the importance of incorporating the usage of multisensory teaching methods (Broomfield and Combley 2003, 35). According to Stowe, dyslexic students require a far more active and involved learning environment. Feeling objects, seeing pictures, and hearing material, writing down what they are learning is beneficial for them (Stowe 2000, 52). Ott discusses the benefit of reading and listening to the audio version of the given text at the same time. She says that this helps the students to focus on what they are reading and reinforces

their reading skills as well as the presence of enough visual stimulus in the form of pictures with vocabulary and spelling (Ott 2006, 68-69).

Since Pollock et al. point out the fact that any source of physical activity helps in the process of learning (Pollock, Waller, Pollit 2004, 43), the kinaesthetic part of learning also should not be omitted. Stowe adds that, if possible, opportunities for physical activities during the sessions should be created (Stowe 2000, 52).

Since dyslexia is mainly a problem of fluent reading and spelling (Rose 2009, 29), it does not mean that the dyslexic child cannot achieve great results in other areas of learning. As Ott claims, learners with dyslexia might have outstanding abilities in other subjects (Ott 2006, 1). Pollock et al. claim that since the anxiety of not being able to keep up with their peers can have harmful effect on their self-confidence, they should be given the opportunity to express themselves in other ways (Pollock, Waller, Pollit 2004, 2). One of the ways how to accomplish that could be giving the opportunity of what Grellet calls “the non-linguistic response to a text. Rather than checking reading comprehension by asking questions and requiring written answer, the students could be asked to draw an illustration or putting a sequence of pictures into the correct order (Grellet 1981, 12).

Great help might be also letting the students sit close to where the teacher is. This is very helpful when keeping an eye on the student and whether they are following their instructions and provide them with help and a certain sense of comfort when needed (Ott 2006, 67). The presence of the teacher is equally as important for the dyslexic learner as co-operations with their peers. When it comes to co-operation in reading, as proposed by Broomfield and Combley, shared reading can be highly beneficial when motivating the learners for reading. They suggest that such activity positively affects the learner’s reading development and want to read. It also enables greater understanding of what is being read. It may include discussion about the topic of the text and related pictures, guessing the progression of the story or even listening to others read aloud. (Broomfield and Combley 2003, 33)

Pollock et al. support Ott’s opinion given on the seating plan and add that such students need constant revision. However, they claim that despite the importance of incorporating a dyslexic student among their classmates, it might not be always the best option. When withdrawn from the group, the student’s learning strategies could be developed more efficiently. (Pollock, Waller, Pollit 2004, 167) It is also important to assure the dyslexic learner of the possibility to work at their own pace and independently if they feel the need to do so.

Stowe suggests other areas in which a dyslexic student might use some assistance in the process of reading and learning. One of them being presenting study materials sequentially and in smaller units as well as giving clear personalized instructions. It is important for the students to know that they can work as fast as best suitable for them and give enough opportunities for rehearsal of what has been already learnt. It is always useful to start the lesson by including a review of the previous ones. (Stowe, 2000, 53-55)

Including a dyslexic student in a regular class setting takes a lot of time, effort, and dedication for both, the student, and the teacher. Since taking up such task all by oneself could be extremely demanding, it is advised that the teachers should find help in the rows of specialized assistants and educational therapists. It is very helpful and beneficial if the teachers, parents, and other specialists work closely together, communicate, and collaborate.

2 ENGLISH LITERACY AND READING COMPREHENSION

Being able to read the modern world is a crucial skill which humans need to acquire for being a functioning part of the society. Reading, along with listening, speaking, and writing, is a basic skill to acquire, however, to be able to read and comprehend what we are reading, one must be literate. Celce-Murcia et al. explain that the term literacy doesn't stand only for reading and writing, but it comes along with other skills, such as critical thinking and oral language skills. In the recent years, literacy can cover even more than that. It contains abilities such as the capacity to find, identify, assess, use, and communicate via a range of resources, such as different kinds of texts, audio, and video (Celce-Murcia, Brinton, Snow et al. 2014, 155).

2.1 L1 and L2 Literacy

Today, being literate in only one language is becoming insufficient. It is, therefore, natural that closer attention must be paid to teaching literacy to L2 students in schools. Celce-Murcia et al. state that since the English language learners (ELLs) are expected to keep up with their native English-speaking peers in all areas of the curriculum, it is important to bear in mind that along with acquiring English literacy, the ELLs must simultaneously also master the material in other areas, such as maths or science. (Celce-Murcia, Brinton, Snow et al. 2014, 155)

Celce-Murcia et al. continue with a claim that students can highly benefit from L1 literacy as it may be similar in some ways, and that children who know how to read well in their mother

tongue, tend to learn English faster than those who don't (Celce-Murcia, Brinton, Snow et al. 2014, 155). Grabe argues that each language is different in their phonology, orthography, and syntax and therefore the mother tongue can highly differ from English. He explains that the teacher needs to be careful when teaching English literacy as some features of L1 language usually do not correspond to L2, especially if the writing system is different, such as in the Czech language. In that case L1 vocabulary information as well as the understanding of syntax don't transfer well. (Grabe 2009, 118-119)

2.2 The Nature of Reading

As reading is a human invention, it is a skill which needs to be learnt and the reading abilities need to be actively developed over time.

Reading, along with listening, is a receptive skill of extremely complex nature which arise from decoding of phonological and orthographical language. According to Wooley, is a complicated interactive activity involving aspects such as memory and motivation, along with the characteristics of the text which is being read (Wooley 2011, 8-9).

Ott adds that the ability to read requires a variety of important sub-skills, such as the capacity to recognise letters and comprehend the context (Ott 2006, 100). Some of the skills were more closely elaborated on by Grellet, who suggests that reading does not involve only word decoding but also the ability to understand the concepts of cohesion and coherence, interpreting the text or locating the most important information (Grellet 1981, 5). Zelinková et al. describe reading and its outcome as phonological processing of information which covers not only phonetical knowledge (the ability to distinguish vowels of given word and manipulate them accordingly) but also the ability of quick appellation and short-term-memory which helps to keep the knowledge gained from the text, along with the speed of which the reader is able to remember the meaning of seen word. (Zelinková, Černá, Zitková 2019, 21)

2.3 CLT and Reading

Since the main point of being a human is communicating with others, it should be the main goal of ELT to fulfil such needs. In the past, the main approach to teaching a language was mostly based on theory and text analysis, memorizing, and translating (Celce-Murcia, Brinton, Snow et al. 2014, 15). Later, the teachers started to recognize that language teaching should aim at communication and authentic exchanges among people (Brown 2000, 245). That is when CLT (Communicative Language Teaching) came into existence.

Celce-Murcia et al. describe CLT as “an approach to language teaching that emphasises learning a language first for the purpose of communicating with others” (Celce-Murcia, Brinton, Snow et al. 2014, 15). When people read, some information is being delivered from the writer to the reader. Being able to understand such message is called communicative competence. As stated in Brown, the term was first articulated by Dell Hymes, who described it as “an aspect that enables us convey and interpret messages and negotiate meanings interpersonally within specific contexts” (Hymes 1967 in Brown 2000, 246). Celce-Murcia et al. describe communicative competence as “the ability to use language effectively” (Celce-Murcia, Brinton, Snow et al. 2014, 18). In other words, it means being able to connect with the textual content as well as with other language users and be able to actively interact in the construction of meaning.

2.4 Definition of Reading Comprehension

Reading Comprehension is something that should arise automatically from word decoding along with other linguistic competences. Therefore, as explained by Kendeou, “comprehension is not a unitary phenomenon but rather a family of skills and activities.” (Kendeou et al. 2007, in Grabe 2009, 28-28). The said family of skills, otherwise known as the comprehensive components, is listed in Celce-Murcia as follows: decoding skills, vocabulary, grammar and word knowledge, short-term memory, and inferential knowledge (Prater 2009, in Celce-Murcia et al. 2004, 177). That explains why understanding a text is such a complex process and some of the most demanding tasks of cognition which people face. Grellet explains the act of comprehending a written text as a withdrawal of as much information of what is being read and as swiftly as possible (Grellet 1981, 3). Wooley, on the other hand, defines reading comprehension as “the process of making meaning from text”. He says that it is the ability to read something and understand its content (Wooley 2011, 13).

2.4.1 Reading Comprehension According to CEFR

According to CEFR, reading comprehension includes written texts along with the signed ones. CEFR then introduces further divisions such as “reading for orientation” and “reading for information and argument” as well as the explanation of “skimming and scanning” which will be elaborated on further in this work (CEFR 2020, 53).

Overall reading comprehension for the level of English A2, the upper secondary school, is cited in CEFR as follows:

“An A2 English student can understand short, simple texts of familiar matters of a concrete type which consists of high frequency everyday or job-related language.” (CEFR 2020, 54).

2.5 The Necessity of Reading Comprehension

When students learn how to decode individual letters and connect them into words, they also need to understand what the text, which they are reading, is about. That is what Wooley claims when he states that the goal of reading comprehension is to understand the broad picture of what the text is about rather than attempting to deduce the meaning from singular words (Wooley 2011, 15). Grellet says that in general, there are two major reasons why people read. They are reading for pleasure and for information (Grellet 1981, 4). In both situations the reader needs to comprehend the message to be able to interpret it. When people are able to make sense of a text, according to Moreillon, they can also interact with the writer and bring their own background knowledge and emotions into it (Rosenblatt 1978, in Moreillon 2007, 19).

2.6 Developing Reading Comprehension at Lower-Secondary Schools in the Czech Republic

English is a global language, that is why it is being taught in Czech schools as a second language, often since the first grade.

Since Common European Framework of Reference for Languages: Learning, Teaching, and Assessment was published in 2001, fifty European countries base their teaching of English around this document (CEFR 2020, 11). The Czech Republic Framework Education Programme for Basic Education (FEP BE) is no exception.

According to FEP BE, student of lower-secondary school is expected to “understand the content of simple texts in textbooks and the content of authentic materials using visual aids, find familiar expressions, phrases and answers to questions in texts”. Concerning topics such as: home, family, school, free time, clothing, nature and weather, holidays, and traditions (FEP BE 2007, 25).

Students with special needs are addressed in the FEP BE as well. They should receive necessary methods to enable them the process of education. Principles of differentiation and individualization should be put in application. Higher time allowance for tasks along with adaptation and reformulation of specific objectives should be modified accordingly and realistically with respect to the students’ abilities (FEP BE 2007, 111).

2.7 Reading Processes

There are two main approaches to reading processes which need to be taken into consideration when teaching reading skills. They are top-down and bottom-up processes.

Top-down is best described by Harmer as a process where the reader understands the image from a broad perspective and gets a complex idea of what the given text is about (Harmer 2015, 301). Broomfield and Combley further elaborate and explain that such reading is present in the real life in the form of books or general language experience. It is best cultivated while shared reading, when the children read along with their parents or peers and discuss what they have just read. This could include talking about the visuals, speculating about what might happen or even reading themselves then they feel ready. Such approach is a student-centred and helps best when focusing on the meaning, which is the purpose of comprehensive reading. (Broomfield and Combley 2003, 32-34)

The other type is the bottom-up process during which the reader concentrates rather on particular words, phrases or devices of cohesion and gains knowledge by connecting these small components together to form a larger picture (Harmer 2015, 301). Broomfield and Combley add that such process is additionally divided into two subcategories: phonic and look and say. Where the “look and say” approach challenges the student’s ability to decode whole words according to what they look like. The phonic method is centered on a reader’s understanding of individual letters sounds and their relation to written language. (Broomfield and Combley 2003, 32).

As Harmer sums up, when children progress beyond the elementary recognition of words and sound, it is usually best to think of top-down and bottom-up reading as elements which interact. There are situations when it is the details that help us see the big picture, other times we need the overview to absorb the details (Harmer 2015, 301).

2.8 Types of Reading

Harmer explains that for student to gain the maximum experience from reading, it is important for them to get engaged in both top-down processes - intensive and extensive reading (Harmer 2015, 314).

2.8.1 Extensive Reading

As Harmer claims, extensive reading is the type of reading which often happens outside of school, traditionally having the purpose of pleasure and gradual acquisition of language

(Harmer 2015, 319). Hedge adds that the term stands for “reading large quantities of material – short stories, novels, newspaper, magazines, or professional reading”, according to her, it is also very important that such reading activity takes place regularly (Hedge 2004, 202). Lems et al. suggest that extensive reading can be a significant aid in learning new vocabulary and grammatical structure (Lems, Miller, and Soro 2010, 183). Grabe agrees with its positive effects on the development of vocabulary and points out the close association of extensive reading with positive approach and motivation for reading in general (Grabe 2009, 322).

2.8.2 Intensive Reading

Hedge defines intensive reading as “reading activities in the classroom, on texts which are usually not more than a page or so in length, intended to train students in the strategies needed for successful reading” (Hedge 2004, 202). Later, she elaborates that their aim is to include in-depth text analysis and help students become familiar with the characteristics of written English texts (Hedge 2004, 202). Harmer adds that intensive reading exercises generally come along with exercises forms like true / false questions, multiple choice questions and what, how, how often and when, questions (Harmer 2015, 314). That leads to Mart’s claim that it is primarily accuracy on which intensive reading aims in the first place. According to him it is analysing the reading materials in detail and helping to assist the learners to master the language quickly is its main objective (Mart 2015, 85).

Lems et al. see both intensive and extensive reading as a “reading workout” which needs to cover both techniques. They claim that they are interconnected and “one activity alone will not build overall strength” (Lems, Miller, and Soro 2010, 184). Harmer adds that intensive reading is for teachers to assist students while learning different reading strategies, but it is mostly the extensive reading which makes the students use them all alone (Harmer 2015, 202).

2.9 Reading Techniques – Skimming and Scanning

According to Harmer, intensive reading helps students improve their reading skills. Including gaining a general idea of a text, also known as the gist, or skimming (Harmer 2015, 314). Grellet explains skimming as “quickly running one’s eyes over a text to get the gist of it” (Grellet 1981, 4). Yusuf et al. comment that skimming is often used by readers when materials of bigger volume are being read in a short time (Yusuf et al. 2017, 47).

Scanning, as Brown explains, is a technique of rapid search for a specific piece of information, used by all readers (Brown 2003, 209). According to Grellet, scanning is searching swiftly through a text to find a certain information (Grellet 1981, 4).

Grellet also points out that skimming and scanning should not be considered mutually incompatible. For example, one might skim through a text to understand the main idea before choosing whether the specific section of the text is worth further scanning (Grellet 1981, 4).

2.10 Teaching Reading Comprehension

As already stated, teaching reading comprehension is fundamental. Wooley asserts that reading comprehension demands a greater level of meaning involvement (Wooley 2011, 176). As for Grabe, it is the ability to detect key ideas in a text and construct an appropriate interpretation which is required for main idea understanding (Grabe 2009, 206). Harmer proposes the fact that students cannot obtain meaning from what we see or hear until their brains are completely involved with the text (Harmer 2015, 297). To achieve the required level of comprehension, there are certain strategies which can be taught to help to acquire the skill.

2.10.1 Reading Comprehension Strategies in Different Phases of the Reading Process

Definition of strategy by Brown:

“Strategies are specific methods of approaching a problem or task. They are employed by individuals to attack problems in particular contexts” (Brown 2000, 112-113).

Wooley notes that comprehension strategies need more time and practice to master but improving them will have a positive effect on students’ motivation and metacognition (Wooley 2011, 176-177) Grabe says that for successful reading comprehension acquisition, the teachers should demonstrate effective ways of reading. It is essential to help students highlight core ideas and synthetically connect elements of text. (Grabe 2009, 209) As Watkins asserts, “it is a typical practise in L2 lessons to use a three-stage method: pre-reading, while-reading and post-reading activities” (Watkins 2017, 20). Different strategies can be used in individual reading phases.

2.10.2 Pre-reading phase

At the beginning, it is important to note that students normally employ only one reading strategy but rather their combination (Wooley 2011, 180). Yet, successful reading comprehension doesn’t only depend on the mastery of reading strategies, but as Watkins

proposes, motivation is also an important component of successfully comprehending what is being read. He says that, in the first place, learners must be motivated to do the work required to comprehend all the materials (Watkins 2017, 28).

According to Grabe, motivation allows for a better understanding both directly in the given moment, and indirectly by increasing the time spent reading outside class (Grabe 2009, 175). Since Klinger et al. say that it is mostly the poor readers whose motivation and preparation to read is low and therefore have trouble remembering what they've read (Klinger, Vaughn, and Boardman 2007, 4), more effort should be put into motivating them in the pre-reading phase.

One of the strategies used to help learners prepare for reading is activating their background knowledge. Moreillon asserts that our minds look for patterns and to integrate new information, we associate it with some existing knowledge (Moreillon 2007, 19). Watkins observes that usually when activating the prior knowledge, the students are encouraged to discuss what they already know about the given topic (Watkins 2017, 27). Such strategy is very useful because as Moreillon adds, connections are what reinforces comprehension and help us form opinions (Moreillon 2007, 27). In other words, what we read is firmly linked to our prior experiences and understanding of the subject, which is called a schema (Klinger and co. 2007, 2).

According to Moreillon, the background knowledge also involves personal memories and images (Moreillon 2007, 41). Remembering personal memories could be reached by visualisation. Watkins says that visualisation is what may make the most difficult materials more approachable (Watkins 2017, 31). Moreillon also comments on the fact that encouraging students to use their imagination can boost their engagement in reading (Moreillon 2007, 41-43). Imagination can be as well used for predicating what a text might be about. Watkins proposes that predication from pictures is a useful tool to put imagination into practice. The students can, for instance, come up with a story which will motivate to be focused on reading it. (Watkins, 2017, 39)

Since the knowledge of vocabulary is necessary for reading, its pre-teaching it is another useful strategy. As explained by Wooley, it is acknowledged that the knowledge of vocabulary and reading comprehension are closely linked together (Wooley 2011, 64). Watkins adds that when pre-teaching vocabulary, the learner becomes more familiar with it and consequently can read more efficiently (Watkins 2017, 32-33). Grabe suggests exposing the learners to the new vocabulary in variety of situations, introducing a smaller number of key words, using visuals, and creating opportunities for its practice (Grabe 2009, 283).

2.10.3 While-reading phase

As defined in Thomson and Watkins “the while reading phase is probably the most important of all the phases” (Paran 2003, in Watkins 2017, 47). Wooley notes that it is during reading when students might have some issues in comprehending a text (Wooley 2011, 157).

According to Watkins certain activities can be employed during this time to make the process of reading more efficient. He suggests the following: multiple choice questions, yes / no questions, matching pictures with subheadings, correcting errors in a summary or making notes (Watkins 2017 47). Moreillon agrees that note-making helps in the process of finding the meaning of a text and summarizing it (Moreillon 2007, 99). She also stresses the importance of questions in this phase. According to her, it is necessary to be asking both types of questions, open and close ended, which contribute to deeper thinking (Moreillon 2007, 60-64).

Broomfield and Combley bring up the fact that collaborative reading can be inspiring since reading with another person can help clarify the meaning of a text (Broomfield and Combley 2003, 61-62). Moreillon adds that learners should have the opportunities to be able to discuss what they have read with their peers and share their ideas (Moreillon 2007, 99).

2.10.4 Post-reading phase

Wooley calls the post-reading phase the “self-reflection phase” (Wooley 2011, 159). As Zimmermann says, self-reflection strategies are critical for the achievement of reading comprehension (Zimmerman 2002 in Wooley, 159).

Klinger et al. agree that this phase of reading is very important (Klinger, Vaughn, and Boardman 2007, 108). Watkins suggests that summarizing can help understand key parts and information of the text (Watkins, 2017, 219). Klinger et al. support such claim and suggests that summarizing can be done in different ways, for example by writing, drawing or a discussion (Klinger, Vaughn, and Boardman 2007, 108).

2.11 Selecting Texts for Teaching Reading Comprehension

Wooley states that whether a reader comprehends a text or not depends on many elements, one of them being the text-related features (Wooley 2011, 17). Moreillon suggests that texts in textbooks are suitable because they consider the students’ level, however readers’ prior knowledge and area of interest is not always observed (Moreillon 2007, 102). Therefore, according to Broomfield and Combley, the most important criteria is to provide the students with a text which is interesting and meaningful to them (Broomfield and Combley 2003, 62).

Hedge proposes that if there is the opportunity, students' interest should be taken into consideration when picking a suitable text for the learners. It might be useful to even encourage the students to find a text on their own. (Hedge 2004, 206) Such step might motivate the students, which is a very important factor for a successful reading results.

As explained by Duke and Pearson, since successful outcome in reading is not the same with all genres, it is important to allow for engagement in a large variety of texts (Duke, Roberts 2010, in Duke and Pearson 2011, 59). Hedge adds that diversity should be apparent in topics, genre, the purpose for reading, and in how long different texts are (Hedge 2004, 206).

Broomfield and Combley stress the importance of the language used in given reading tasks. They suggest that it should be genuine and engaging (Broomfield and Combley 2003, 62). However, Duke and Pearson assert the fact that even though teachers should pick texts which are not overly demanding, the readers should be challenged by their readings since it may increase their engagement (Duke and Pearson 2011, 60).

2.12 Assessment of Reading Comprehension

Watkins defines assessment as “the process of gathering data on the progress and performance of learners, which can come from variety of sources” (Watkins, 2017, 268). As stated in Wooley, assessment is essential part of successful reading instruction and intervention (Clay 1992, Caccamise and Synder 2005, in Wooley 2011, 209).

2.12.1 What is the purpose of assessing reading comprehension?

There are many reasons why assessment of reading comprehension is important. According to Klinger, one of the goals is the comparison of the level of comprehension among students, or to see whether learners meet the requirements for their supposed level (Klinger 2007, 14). Grabe asserts that the primary goal of assessment is to give feedback on the reading skills and other competences (Grabe 2009, 356). As Oakhill and co. suggest, teachers need to assess reading comprehension to see if the students are reacting appropriately to the teaching and if all the objections are being accomplished (Oakhill 2015, 27).

3 TEXTBOOK

Textbooks take up a large portion of how English is being taught. Hatoss defines textbooks as follows: “commercially available books which are used in language teaching programs, designed for a wide range of clients” (Hatoss 2004, 25). As Průcha says, textbooks take part in the curriculum documents of educational programs as well as other didactic devices (Průcha 1996, 14). Therefore, they play a big role in the process of education.

As declared by Celce-Murcia et al., it is expected that a textbook contains the entire course content along with other complementary activities. Hence, has a “special status” in ELT (Celce-Murcia, Brinton, Snow et al. 2014, 381). Mikk agrees and states that textbooks establish educational material and provide the most comprehensive portrayal of curriculum. Moreover, they are organised accordingly to the curricula (Mikk 2000, 15-17).

3.1 Functions of Textbook and Its Role in ELT

According to Harmer, textbooks are used to provide structure for teachers to implement in the lessons and give recommendations for how to teach such content (Harmer 2015, 71). As Průcha says, the learners use textbooks as a source of knowledge, for the teacher it serves a guideline and an assessment aid (Průcha 1998, 19).

In ELT, according to Cunningsworth, textbooks offer suitable material and activities for teaching and learning grammar, vocabulary, and language skills that are convenient for given syllabus (Cunningsworth 1995, 7). Ur adds that it could be a great source of ready tasks and texts which provide students with direction and certain autonomy (Ur 1996, 184).

Even though, textbooks function as a framework and guidance for teachers and students, it is not its only purpose. According to Mikk, textbooks should support differentiation, motivation, and help the learner to be consciously active in the learning process (Mikk 2000, 18).

3.2 What makes a good ESL textbook?

There are many kinds of textbooks to choose from and when coming up with the criteria for an ideal textbook selection, multiple factors need to be taken into consideration. According to Celce-Murcia et al., standardly, in an ESL textbook there should be two contexts included. The linguistic one, covering grammar and vocabulary, along with the factor of theme (Celce-Murcia, Brinton, Snow et al. 2014, 386). Such statement stresses the fact that learning a language is a problematic of complex measure and the two crucial factors should be taken as inseparable. Cunningsworth comments that for that matter, both aspects of language should be

reflected in textbooks. According to him, textbooks should successfully provide students with the means to use language at its all complexity (Cunningsworth 1995, 15).

For learners to acquire a language, motivation is key. Cunningsworth suggests that coursebooks shall supply students with impulses that will motivate and inspire them to improve their usage of English (Cunningsworth 1995, 16). The importance of entertainment in textbooks has also been stressed by Mikk, who states that if the material is boring, the learners will not be willing to interact with them (Mikk 2000, 17).

What also needs to be considered in teaching in general are the students' needs. Textbooks are no exception. Cunningsworth lists common needs of learners: the need for effective communication, variability, being responsible for their own learning, awareness of the system of language, and understating of different cultures (Cunningsworth 1995, 97). Mikk also recognizes the need for satisfying different learning styles, therefore a variety of learning strategies should be included (Mikk 2000, 18). As Cunningsworth states, it is important that textbook consider students' needs and allow possibilities for the employment of a variety of styles of choice (Cunningsworth 1995, 16). Celce-Murcia et al. suggest that the presence of relevant illustrations can help improve conceptual comprehension (Celce-Murcia, Brinton, Snow et al. 2014, 386).

Mikk asserts one more important factor which a good textbook should have. That being the ability to activate students' active participation during learning. He says that if a textbook is too difficult to follow, it will be difficult for the learners to acquire new knowledge and develop learning skills. Therefore, the structure of a textbook should be clear and organized in accordingly in smaller segments. (Mikk 2000, 18-21)

3.3 Textbook Evaluation and Analysis

Mikk defines textbook analysis as "collecting data about textbook characteristics using explicitly stated rules". He continues by saying that a good textbook analysis provides an overall information about its features (Mikk 2000, 77). Celce-Murcia et al. state that since textbooks strongly influence the experience of learning and teaching, its evaluation should be taken seriously and based on key factors of the learning process (Celce-Murcia, Brinton, Snow et al 2014, 382). According to Cunningsworth, such factors are the expectations, needs and preferences of both learner and teacher as well as the demands of the given syllabus (Cunningsworth, 1995, 9).

3.3.1 The Purposes of Textbook Evaluation

Harmer states that many teachers heavily depend on the coursebook which they are using and get influenced by it (Harmer 2015, 72). Průcha explains that textbooks have a direct impact on the functioning and production of the education system, which is the reason is why it is important to carefully analyse the material being used in class (Průcha 1998, 41). As asserted by Cunningsworth, textbook evaluation is useful to support the development of the teaching – learning process by making sure that given textbook is appropriate for addressing the needs of learners (Cunningsworth 1995, 14-15).

When evaluating the content of a textbook, it can often become apparent that given exercises or texts are not suitable for the learners. Ur suggests paying attention to evaluation of the quality of the textbooks in this area because when the texts are uninteresting or not suitable for the students' language level, they become inadequate and should be replaced (Ur 1996, 188). Mikk adds that the objective of a good analysis should be to provide data about to which extent is the given textbook fulfilling all the requirements. Put simply, analysis and evaluation of textbooks sums up its attributes and allows to judge its adequacy (Mikk 2000, 77).

3.3.2 How to evaluate a textbook?

As Cunningsworth notes, evaluating materials is a complex task and there is an ongoing list of different ways of doing so (Cunningsworth 1995, 5). As one of the first steps he suggests using the “impressionistic overview”, which serves to get the general gist of the book's attributes and qualities (Cunningsworth 1995, 1). Mikk then follows and lists suggestions for deeper analysis such as collecting respondent opinions and experimental investigations being some of them (Mikk 2000, 25). When it comes into more detailed analysis, Cunningsworth proposes an “in depth evaluation, which investigates in in more detail. In such analysis, things such as addressing the individual needs of students or the demands of syllabus should be examined (Cunningsworth 1995, 2).

According to Celce-Murcia and col., the evaluation of textbook is most often based on certain checklists of criteria (Celce-Murcia, Brinton, Snow 2014, 382). Hatoss suggests that when evaluating a textbook, it is convenient to focus on the following three areas: the input, cultural authenticity, and the objectives of the textbook writers and publisher agreeing with the objectives of the teaching – learning process (Hatoss 2004, 26). Cunningsworth asserts that when creating the list of criteria for evaluation, areas such as those listed by Hatoss should be considered and prioritized (Cunningsworth 1995, 5).

3.3.3 Evaluation of Reading comprehension Tasks

When evaluating a textbook, Cunningsworth suggests considering whether all four skills are being adequately and equally addressed (Cunningsworth 1995, 64).

When focusing on the evaluation of the tasks targeting on reading comprehension, Cunningsworth asserts that things like the length and authenticity of the reading material should be considered along with the vocabulary range complementary activities supporting reading comprehension (Cunningsworth 1995, 75). Mikk offers a framework for the evaluation of reading tasks published by Steinley (1987), which covers aspects such as considering the students' pre-knowledge and its emphasising along with suitable organisation of the text such as the quality of coherence of texts (Mikk 2000, 28).

Ur suggests focusing on whether the given texts are suitable for the student's level of English as well as examining their captivity and variety. In case the text does not fulfil the desired requirements, she advises to adjust or extend them to comply with the needs of given task (Ur 1996, 187-88).

PRACTICAL PART

Introduction

The practical part of this bachelor thesis is going to focus on the evaluation of exercises for comprehensive reading in the textbook *More 2* and their suitability for learners with dyslexia.

Based on the information about dyslexia, dyslexic learner, comprehensive reading, and textbook evaluation covered in the theoretical part of my work, I will create a checklist of criteria for an appropriate reading comprehension text for dyslexic learners. Such checklist will be the reference point in the process of doing the “in depth evaluation” of the textbook.

In the next step, based on the said checklist, I will proceed to evaluate comprehensive reading tasks and activities in all twelve units of the textbook and their suitability for learners with dyslexia.

4 EVALUATED TEXTBOOK

4.1 Why did I choose *More 2*?

I came across *More 2* when during my teaching practices in one of the local schools. Therefore, the main reason why I decided to opt for this textbook was because I had already worked with it in the past and was familiar with it, I knew that this textbook would be a great source of reading tasks to be evaluated.

4.2 General Description of *More 2!* – Second Edition

More 2! – second edition is a textbook for the learners of the lower secondary schools. It has 127 pages and comprises of twelve units. *More 2!* – second edition was written by Herbert Puchta, Jeff Stranks et al in 2014.

Each of the lessons covers grammar, language focus and vocabulary, skills – reading, writing, listening, speaking activities. Additionally, at the end of each unit, there is space dedicated for some extra material. Such material comes either in the form of entertaining comic to incorporate reading for pleasure into the lessons or some information about English speaking countries culture and history in the form of additional texts for reading or listening comprehension. Each “Culture” section offers online follow-up activities for the students. There is also a short revision test section by the end of every second lesson to summarize what has been discussed and to check students’ progress. In each “Check your progress” section, there are exercises focusing on the vocabulary and grammar discussed in the two

previous units. At the end of the book, there is a wordlist for each lesson. The textbook is written in English only.

The visual side of More 2! Is mostly constructed to accommodate the engage the students' attention by the presence of many pictures of vibrant colours, related to the topic. Additionally, the book offers extra CD, and DVD resources along with an online platform called "Cyber Homework", which serves for homework or as a source of further practice.

5 DATA COLLECTION AND ANALYSIS

As Celce-Murcia et al. claim, the most common textbook-evaluating tool is creating a checklist of criteria (Celce-Murcia, Brinton, Snow et al. 2014, 382). Based on all the findings and data collected and the research of literature, covered in the theoretical part of the theses, I will propose three lists of criteria which will help me decide about the suitability of each reading comprehension exercise for dyslexic students.

The process of data collection started with what Cunningsworth calls the "impressionistic overview" (Cunningsworth 1995, 1). In this part I got familiar with the textbook as a whole and all its parts and features. During the process studying the textbook, I realised that in each unit, there is always one exercise in the "Skills" section aiming at the development of reading comprehension. Some units also include articles in the "Culture section". For the purposes of this theses, I only focused on evaluating the exercises in the "Skills" section.

The next step was the detailed analysis of individual reading tasks. This part was named by Cunningsworth as the "in depth evaluation" (Cunningsworth 1995, 2). In this phase I will focus on each reading task and evaluate whether it meets the criteria.

The final product of the evaluation process will be a table with yes / no answers, which will be the reference point for the analysis and overall conclusion. The said table is to be found in the appendix.

5.1 The Process of Creating the Criteria Checklists

All the selected criteria arise from the information collected in the theoretical part.

Based on every chapter of the theoretical part of the theses, I created three checklists of criteria. The first one aims to find out whether the given exercise complies with the general appropriates of what should be included in reading comprehension exercises in general. The second checklist is for the specific needs of students with dyslexia. The last one examines the appropriateness of the text selection.

5.2 Checklists:

5.2.1 Reading Comprehension Checklist

1. Is the pre-reading phase included?
2. Does the exercise provide with any background knowledge?
3. Does it activate students' prior knowledge or their imagination?
4. Is pre-teaching vocabulary involved?
5. Is the while-reading phase involved (answering questions, note-taking, discussion)?
6. Is the post-reading phase involved?
7. Are the multiple-choice questions / yes or no questions / matching pictures with headings / error-correcting / note-taking exercises included?
8. Are there open-ended questions included?
9. Is co-operation included?
10. Is summary or discussion involved?

5.2.2 Dyslexia Checklist

1. Are the students' individual needs being considered?

Are the students clearly given the opportunity to work alone or with somebody when needed?

2. Are multisensory teaching methods involved?

Multisensory teaching methods refer to the opportunity for the students to see pictures (visual stimulus), or hearing materials.

3. Do the students have the opportunity to read and listen at the same time?

4. Is there an opportunity for the student to respond non-linguistically to the text (by drawing illustrations or putting pictures into the correct order)?

5. Is note-taking involved?

6. Is pair-work and shared reading involved?

Shared reading can occur in the form of a discussion of the progress of the story or listening to others read aloud. It motivates the dyslexic learners and positively affects the reading process (Broomfield and Combley, 2003, 33).

7. Are the task instructions and materials presented sequentially in smaller units?

The instructions should be divided into smaller units to enable the students focus on one task at the time.

8. Is the text clearly organised in paragraphs using headings?

5.2.3 Text Selection Checklist

1. Are the instructions clearly formulated and understandable?

Are the instructions formulated in a manner that is intelligible, not leaving any space for confusion, containing all the information needed for successfully completing the task?

2. Is the text meaningful?

Are the students introduced to the reason why they are reading the text and familiar with its context?

3. Is the text suitable for the learner's level of English according to CEFR and the FEP BE?

According to FEP BE, the anticipated level of reading comprehension of a student of the equivalent of lower-secondary schools in the Czech Republic is the to be able to search for a specific information in a simple text, which is related to discussed topic and understand short texts about daily life, especially when visual support is available (FEP BE, 2017, 25).

Subject matters as stated in FEP BE:

The students should be able to reply to basic relationship (Who?, Where?, When, What?

How much? / How many? questions. The theme areas are: "home, family housing, school, free time and leisure activities, personal letter forms, sport, healthcare, food, in

town, weather, nature, people and society, travelling, the socio-cultural environment of relevant language areas” (FEP BE, 2017, 26).

CEFR describes the overall reading comprehension of A2 level as follows: “The student can understand short, simple texts containing the highest frequency vocabulary”. (CEFR, 2020, 54). When it comes to reading for information and argument, an A2 student should be able to “understand texts describing people, places, everyday life and culture, provided they use simple language, can understand a short factual description or report within their field, written in a simple language not containing unpredictable details, can mostly understand what people say about themselves” (CEFR, 2020, 57).

5.3 Individual Reading Tasks Evaluation

5.3.1 Unit 1

The reading exercise selected for this unit is a short narration of a girl talking about her first day in an art club making candles.

The text falls into the theme of the lesson, which is about going back to school. All the preceding activities concern the same topic, despite this fact, there is a lack of explanation and introduction of the given text, therefore, it cannot be classified as meaningful. It is structured into four short paragraphs. The first one is separated from others by colour and font and serves as a short introduction and a heading at the same time.

The instructions: “Read the text, then answer the questions.” are clear and suggest that the questions should be answered after reading the article, but they do not introduce the task itself and do not provide any further information. Therefore, they are insufficient.

It is a simple text using the highest frequency vocabulary describing free time and leisure activities, aiming at searching for a specific information, therefore is suitable for the A2 English level students, to whom the textbook is aimed (CEFR 2020, 57, FEP BE 2017, 26).

Since the theme of the text is of similar topic as the whole unit, the prior knowledge has already been activated in the previous communication and vocabulary exercises. The text is accompanied by photographs of items related to the topic with the names of the items written on them and serve for pre-teaching the vocabulary at the same time. Therefore, the readers can employ their visual learning style (multi-sensory learning).

None of the while-reading activities, such as note-taking or the opportunity to read and listen at the same time or to co-operate are employed.

The text is followed by four open-ended questions to check the comprehension. Since they should be answered after reading the text, they are a post-reading activity. No other follow-up activities such as a discussion or summary and materials take place.

The dyslexic students are only being addressed by the presence of images enabling them to activate the visual sense and because the text was sectioned into paragraphs with headings being used.

Text and instructions criteria: 2/3

Reading comprehension criteria: 6 / 10

Dyslexia criteria: 2 / 8

5.3.2 Unit 2

The reading comprehension exercise for Unit 2 is a one-page long text called “The visitor”. It is about a school trip to the museum where something strange happens to their teacher.

Even though the text should be suitable for the given English level, since it is a short story describing place and people with visual support in the form of complementary illustration, which helps to activate imagination (CEFR 2020, 57, FEP BE 2017, 26), it is completely unrelated to the theme of the rest of the unit, which is all about TV programmes and films therefore, its meaningfulness is not apparent.

The instructions “Read the story, then answer the questions below.” are easily understandable. The word “then” suggests that the questions should be answered after reading the text. They, however, do not present the material in smaller units and sections.

The pre-reading phase was omitted, since there is no preparatory task, in the form of background knowledge activation or pre-teaching vocabulary included. The while-reading phase does not take place at all. The post-reading phase consists of answering six open-ended questions which should check comprehension. No other post-reading tasks, such as summarizing, or co-operation are apparent.

Only two items of the dyslexia checklist were apparent in the task – involvement of visual support in the form of an illustration, and the text being organized into short paragraphs using headings. Rest of the criteria did not appear in this exercise.

Text and instructions criteria: 2 / 3

Reading comprehension criteria: 3 / 10

Dyslexia criteria: 2 / 8

5.3.3 Unit 3

The reading comprehension exercise of this unit comprises of three separate short texts concerning people talking about their holidays. The overall theme of the lesson is about travelling and the past simple tense, therefore the choice of such text is justified, however, the instructions do not introduce the reason why it should be read or what it is about. They only say, “Read the texts and answer the questions.”. Not only do they give the reading a lack of meaning, but they are also unclear since they do not instruct the readers when or how to answer the questions. Since all the texts are short narrations of personal story using frequent vocabulary and past simple tense, they are considered suitable for the given English level (CEFR 2020, 56, FEP BE 2017, 26).

The pre-reading phase is not included. The only thing which could activate the background knowledge and activate visualisation are three pictures of places described in the text. However, one of the photos is completely unrelated to what the text is about, which might be confusing. No attention is being brought to them in the instructions, which means that they cannot be considered a part of the pre-reading phase. The pre-teaching of vocabulary does not take place.

Since it is not apparent from the instructions when the seven open-ended questions should be answered, they cannot be classified into either of the following categories: the while or post-reading phase. No other comprehensive strategies such as summarizing, or co-operation are considered.

When it comes to the extent of assistance to dyslexic students, only two points of the checklist could be found in the exercise. It was the presence of visual support in the form of photographs and the text being fragmented into smaller units with headings.

Text and instructions criteria: 1 / 3

Reading comprehension criteria: 2 / 10

Dyslexia criteria: 2 / 8

5.3.4 Unit 4

In this exercise, the students should compare two football players based on the information given about their features written in a table, introduced by a short paragraph, briefly presenting the players. Such exercise is suitable for the given English level, since the matter is a factual description of people, related to the topic of the unit, concerning sport as its topic, using visual support aiming at searching for specific information (CEFR 2020, 56, FEP BE 2017, 26). Even though, the nature of the text itself falls into the theme of the whole unit, the instructions do not introduce the task and do not provide any links of relevance. For that reason, its meaningfulness is not considered sufficient, nor is the overall clarity of the instructions. They say: “Read the text, then answer the questions below. Write Bale or Messi.” Even though they suggest when the questions should be answered (after reading the text) as well as how they should be completed (write Bale or Messi), they still do not provide enough information about the process or completing the task and can be misleading.

The reason why the pre-reading phase was checked off the list are two photographs of the players which help activate the prior knowledge, along with the fact, that a short introductory paragraph introduces who the chart is about, which provides the readers with background knowledge. Pre-teaching vocabulary is not involved.

No attention is being paid to the while-reading phase. As suggested by the instructions, the post-reading phase consists of answering the seven questions. No calling for summary or discussion is apparent.

The presence of headings and visuals are the only two items out of the dyslexia checklist apparent in this exercise. Learners with dyslexia are not being otherwise considered.

Text and instructions criteria: 1 / 3

Reading comprehension criteria: 5 / 10

Dyslexia criteria: 2 / 8

5.3.5 Unit 5

The text chosen for this lesson is a letter of a made wiring about her job where she describes all the chores she does. Even though, the theme of the lesson is discussing different types of housework, the instructions do not provide any explanation or background information. Therefore, the text cannot be considered meaningful.

The instructions say: “Read the letter form Hannah to her parents and complete the sentences below.”. Only based on the instructions, it is not apparent who is Hannah, why the text should be read, or when and how the questions should be answered. The instructions are unclear.

The text is a short narration describing a daily routine containing frequent vocabulary, aiming at searching for specific information which makes it suitable for A2 level of the English language (CEFR 2020, FEP BE 2017)

The pre-reading phase is not apparent in this case. There are no signs of background knowledge, imagination, or prior-knowledge activation. Pre-teaching vocabulary is not included as well.

Since it is not clearly articulated when the questions are to be answered, they cannot be classified neither as a while-reading, nor as a post-reading activity. No other strategies, such as note-taking, co-operation, shared reading, or summary are not present.

As for the dyslexia criteria, none of them was to be found in the exercise. The task is free of individual needs recognition, sensory images, read and listen opportunity, or non-linguistic response. The reading material is not even divided into paragraphs and lacks any headings.

Text and instructions criteria: 1 / 3

Reading comprehension criteria: 1 / 10

Dyslexia criteria: 0 / 10

5.3.6 Unit 6

In this unit, the students learn about school subjects and different occupations. That is why a text about a genius, named Jacob Barnett is included. Since the instructions only say: “Read the text about Jacob Barnett and complete the sentences below.”, they do not explain who the boy is and do not provide the reader with any background knowledge. For that reason, they are unclear and insufficient, and the text is not meaningful.

The text is considered suitable for the given English level because it aims at finding specific information in a short narration describing a life of a person, with visual support provided (CEFR 2020, FEP BE 2017).

Despite to the fact, that there is a photograph of a boy studying, providing with the activation of imagination and prior knowledge, the pre-reading phase not considered present. It is because the photo is not being addressed in any way and no attention is being brought to it. Pre-teaching vocabulary or background knowledge do not appear in this exercise.

The procedure of answering the five open-ended question is not specified. For that reason, it cannot be clearly distinguished whether it should be done in the while-reading or post-reading phase. Since no other comprehension strategies used in either phase are to be found, they must be both marked as a “no” in the list.

The only two things taking dyslexic students into account are sensory images completing the text and its division into paragraphs.

Text and instructions criteria: 1 / 3

Reading comprehension criteria: 1 / 10

Dyslexia criteria: 2 / 8

5.3.7 Unit 7

The major theme of this unit are sports. That is the reason why two short texts about people talking about their sports were included. Although, the text follows the topic of the unit, it is not clear from the instructions and its purpose is not described to the reader. That is what makes the task not meaningful. The instructions themselves “Read the texts, then match the sentence halves below.” do not leave space for confusion, are easy to understand, and give information how the task should be completed.

When it comes judging the suitability, both texts are short, using the highest frequency vocabulary, discussing free time and sports, aiming at searching for a specific information. Therefore, it is suitable for the A2 level students (CEFR 2020, 56, FEP BE 2017, 26).

The pre-reading phase consists of two introductory headlines giving information about the background knowledge. Pre-teaching vocabulary is not included. There are also two photographs of people doing sports. The pupils are not being instructed to discuss the photos or focus on them in any way before the reading. That is why they are not a part of the pre-reading phase. However, they work as a visual support helping with visualisation and background knowledge activation.

Since the readers are instructed to complete the sentence halves after having read the texts, it is considered the single strategy of the post-reading phase. The while-reading phase is not included.

There are two features addressing the dyslexic students in the task. They are the sensory images in the form of two photographs and the text being sequenced into two short paragraphs, marked by frame and a heading. The individual needs, opportunity of listening

and reading at the same time, non-linguistic answers, note-taking, shared reading, or instructions broken into smaller units do not appear in this exercise.

Text and instructions criteria: 2 / 3

Reading comprehension criteria: 5 / 10

Dyslexia criteria: 2 / 8

5.3.8 Unit 8

The exercise is composed of two separate short narratives of people describing their injuries. This entire lesson focuses on talking about illnesses and injuries, which is why such text is included. However, this fact can be only figured out based on the context and is not clearly stated in the instructions and its meaningfulness is not directly presented to the reader. Which leads to the fact that the instructions “Read about these accidents and answer the questions below.” aren’t sufficient by themselves. Even though they suggest that the text is about accidents, they do not provide any further details and the way the task should be completed is not apparent. The nature of the text is searching for a specific information in a short text related to the discussed topic (healthcare) with visual support using simple language, aiming at searching for specific information – the text is suitable for the English level (CEFR 2020, FEP BE 2017).

The pre-reading phase is considered included because that the instructions suggest that the reading is about accidents provides the reader with some background knowledge. The involvement of illustrations helps narrating the situation described in both texts, which activates imagination and enables visualisation, however, since they are not being addressed, they cannot be considered a part of the pre-reading phase, but rather just a visual support. Pre-teaching vocabulary does not take place.

Since it is not clear from the instructions when the eight open-ended questions checking comprehension should be answered, they cannot be included into neither the while-reading nor the post-reading phase. Since the task does not include any more comprehension strategies like note-taking, co-operation, shared reading, or discussion, the post-reading and while-reading phases are not clearly presented.

The only support for dyslexic learners in this exercise is the visual support in the form of illustrations, along with the organisation of the task into two short paragraphs, marked by headings and letters A and B for better orientation. No other dyslexia-supporting devices, like the consideration of individual needs, simultaneous reading and listening, the possibility of

non-linguistic response, shared reading, or gradual presentation of the reading material, were found apparent in this case.

Text and instructions criteria: 1 / 3

Reading comprehension criteria: 4 / 10

Dyslexia criteria: 2 / 8

5.3.9 Unit 9

The text is a narration of a girl telling a story of when she was embarrassed. Since the entire lesson is about feelings, such theme of a reading task is justified. However, the readers are not introduced to the task in the instructions and the link of theme is apparent only from the context after having read the text. That is why the text is not meaningful.

The instructions go as follows: “Read the text and answer the questions.”. They are written in a very brief manner, with no further information provided about the task itself or its completion. Therefore, they are unclear, and the readers can easily be left with confusion.

The nature of the text is reading for specific information in a short narration of a personal story with visual support, using frequent vocabulary (CEFR 2020, 57). For that reason, it is considered suitable.

There is an illustration suggesting what the text is about, which can activate the student’s imagination. However, given the fact, that the students are not instructed to work with the picture before reading to task, nor is it being addressed in any other matter, it cannot be considered a part of the pre-reading phase. No background knowledge or pre-teaching vocabulary is included.

Since the instructions do not clearly express in which phase of the reading process should the seven open-ended questions be answered, its classification is impossible. Since there are not any other strategies, such as multiple-choice questions, co-operation, summary, or discussion included, neither the while-reading nor the post-reading phase can be classified as present.

The suitability for dyslexic learners was only found in the presence of sensory images and the fact that the text is organized into paragraphs, introduced by a heading. No other points of the checklist were met in this case.

Dyslexia criteria: 2 / 8

Text and instructions criteria: 1 / 3

Reading comprehension criteria: 3 / 10

5.3.10 Unit 10

The text, selected for this unit, is a short story about a lady who was the first one to create the London A-Z. The unit's theme is giving directions and talking about maps, but the purpose of the text is not explicitly stated in the instructions and its meaningfulness is only deducible from the context, which is not sufficient. The instructions say: "Read the text and answer the questions.", which does not give the reader any information about the task itself or when and how the four open-ended questions should be answered. They leave space for confusion and are not formulated clearly enough.

Since the text is a short narration with visual support, telling somebody's story, focused on searching for a specific information, using frequent vocabulary, it can be classified as suitable (FEP BE 2017).

In the task, there are not apparent any of the three reading phases. The task is not being introduced in any way, does not provide with any background knowledge, or pre-teach vocabulary. There is a visualisation of a London A-Z, which should also serve as a heading. Thanks to the picture, the readers can imagine what they are reading about.

Due to the fact, that the instructions do not clearly state when the questions should be answered, and since no other while-reading or post-reading activities are being introduced, none of the phases is considered as included.

There are four open-ended WH-questions checking comprehension without any further information. The task does not call for cooperation, discussion, or summary.

As with the previous exercises, the only two points supporting students with dyslexia were organisation of the text into paragraphs and the inclusion of visual support.

Text and instructions criteria: 1/3

Reading comprehension: 2 / 10

Dyslexia: 2 / 8

5.3.11 Unit 11

The text for this unit is a short, three-paragraph text using simple language providing short, factual description of a place, using frequent language focused on answering five open-ended WH-questions, therefore is suitable for the students whom it is aimed to (CEFR 2020, 57, FEP BE 2017, 26).

The instructions “Read the text and answer the questions.” don’t provide the reader with any information about the nature of the task, or how it should be completed. Since the task is not being introduced in any way and does not clearly navigate the reader, it cannot be classified as meaningful or clear or understandable.

The pre-reading phase is not apparent in this exercise. There is no background knowledge provided for the reader, it is also lacking any vocabulary pre-teaching. The only thing which activates the readers imagination and prior knowledge are the vibrant photographs, which illustrate the text. However, it is not stated in the instructions to address the pictures (to talk about them, use them to imagine what might be the text about) they are not considered to be a part of the pre-reading phase and are only a complementary visual support.

Since it is not being clearly stated when the questions should be answered, they cannot be defined as a part either, the pre-reading phase or post-reading phase. Since there are no other activities suggesting either of the phases, like note-taking, multiple choice questions, summary, or discussion, they are both absent from this task.

The aid for dyslexic students is only noticeable in the form of the visual support and the text being fragmented into small paragraphs, each elaborating on one thought. No other items of the dyslexia checklist were present in this exercise.

Text and instructions criteria: 1 / 3

Reading comprehension criteria: 2 /10

Dyslexia criteria: 2 / 10

5.3.12 Unit 12

This reading task comprises of two separate short texts, each of them is about one famous city in England. The instructions have two parts. The first part is for completing the reading task itself and the other part is for a follow-up post-reading activity. The instructions for reading sound as follows: “Read these extracts from the commentaries of two other videos in the competition, then answer the questions below.” The problem with the instructions is that

there are no “other” videos anywhere to be found in the unit, which makes it pointless and confusing. On the other hand, the instructions suggest that the questions should be answered after the text has been read. Unfortunately, that does not make the instructions clear, understandable, or meaningful. The instructions for the post reading activity “Work in small groups of four. Plan a video about where you live and make notes.” provide the students with enough information and encourage the students’ co-operation.

The two texts are short descriptions of places, containing high frequency verbs. The aim is to search for specific information within simple texts with visual support, which is in alignment with CEFR (2020, 57) and FEP BE (2017, 26) description of A2 level of English.

In this case, the pre-reading phase was not included. The background information is provided in the instructions; however, its formulation does not make any sense and is confusing. The prior knowledge and imagination may be activated by two photos of each city. However, any form of interaction with them is not stated in the instructions, therefore cannot be considered a part of the pre-reading phase.

The post-reading phase is included in the form of six open-ended questions and a follow-up task in which the students are asked to form small groups and re-create something similar about their own city based on what they have read.

The forms of support for dyslexic pupils are limited. The exercise contains visual support the form of the photographs. The texts are clearly organised into two small units with headings, each text is further divided into paragraphs. In addition, the instructions for this exercise are presented sequentially meaning that they are divided into two parts, presented gradually as the task progresses (the post-reading task is instructed after the reading has been done).

Text and instructions criteria: 1 / 3

Reading comprehension criteria: 5 / 10

Dyslexia criteria: 3 / 8

5.3.13 Overall evaluation

To summarize and gather all the information collected, it is important to state that all of the twelve evaluated exercises were considered suitable for the A2 level of English according to the CEFR and FEP BE. In nine exercises, the given instructions were judged as unclear and difficult to be understood. None of the texts were properly introduced and the reason for reading was not explained, which means that none of them was considered meaningful.

Five tasks included the pre-reading phase, mainly by providing the background knowledge. Imagination or prior-knowledge activation by using pictures and illustrations was found within all of them but was not considered to be a part of the pre-reading phase. Only one exercise employed pre-teaching of vocabulary.

The while-reading phase was not considered within any of the tasks, the post reading phase took place in five cases.

The post-reading phase mainly consisted of open-ended questions. Except for the reading task in unit twelve, which had a follow-up post-reading activity the form of a group work, no other post-reading strategies were considered.

Dyslexic students and the consideration of their special needs were mostly omitted. There were only two features throughout the textbook accommodating dyslexic learners. First of them being the presence of sensory images, in the form of photos or illustrations, activating the pupils' imagination in eleven exercises. The second is the fact that most of the texts were either structured into paragraphs or the reading task consisted of more short texts clearly distinguished by headings.

The reading comprehension checklist consisted of ten criteria, the highest number of checked criteria was six (within the unit one), and the lowest number was one (within the units five and six).

The text selection checklist comprised of three criteria, none of the exercises matched all of them. Three exercises matched two criteria, the rest of them only one (the suitability according to CEFR and FEP BE).

In the dyslexia checklist, there were eight criteria. All the exercises matched only two of them. In all cases they were the implication of sensory needs (the presence of pictures), and the texts being organised into paragraphs. In unit twelve, there was one more criterion met. It was the fact that the instruction were presented in two sections for different phases of the reading process.

For that matter, none of the exercises can be considered as a suitable reading comprehension exercise for pupils with dyslexia.

5.4 Modification of Selected Individual Tasks

The selected lessons were modified based on the information which I had collected in the theoretical part of the theses. All the modified activities are to be found attached in the appendix at the end.

5.4.1 Unit 2

In the Unit 2 modification I focused especially on the pre-reading, while-reading and post-reading activities, which were not considered in the original variant, as well as the visual part of the reading exercise and supportive strategies for supporting dyslexic pupils. The original variant only checked two items of the dyslexia list, one item of the text selection criteria, and three of the reading comprehension criteria.

Firstly, I incorporated an introductory task as an engaging pre-reading activity in order to introduce the readers to the topic of the task and add meaningfulness to it. The students should imagine that they are watching a film, since the main theme of the unit is films and television and give ideas about what said the film is about. Visualisation helps every student to engage with the task and allows for creativity, which is helpful for both, dyslexic and non-dyslexic readers. This step should also evoke discussion and make every student involved by sharing their ideas. The next pre-reading task is dedicated to pre-teaching vocabulary, where the students should match four words from the text with the pictures. Becoming familiar with the vocabulary before reading the text helps with the comprehension. Matching words with pictures activates multisensory learning.

In the while-reading phase I employed the note-taking strategy, the students are instructed to note down the events of each paragraph. Focusing on the events of each paragraph individually will enable them better orientation in the sequence of events and understand what they are reading about. There is also an opportunity for listening to an audio recording of the text to read and listen at the same time. This choice should be made individually based on the needs of each student, that is why they have the opportunity to listen to it with headphones. Even though both, pre-reading, and post-reading phases are created with regard to co-operation and integration, as Stowe suggests, giving the dyslexic student the opportunity to work individually and at their own speed is equally as important (Stowe 2000, 55). That is why the freedom of choice of working alone or with others is integrated.

The post-reading phase is interactive. The students are asked to collaborate when coming up with the answers to the open-ended questions and later have a discussion with others in the

classroom and share their answers. The reason for the integration of collaborative reading is that dyslexic students might find it useful to talk about what they have just read to help them grasp the content of the text. Talking about the reasons why a particular answer is true may ease the comprehension and clarify possible confusion.

As stated in Broomfield and Combley, attention issues are common in learners with reading difficulties (Broomfield and Combley, 2003, 6). For that matter, the major changes concern the complexity of the exercise and its visual form, which was created with focus on being as interactive and gripping as possible. Sequencing the instructions into three tasks and making them more detailed helps the students focus on completing one at the time and, therefore, be more engaged with the reading itself.

Text and instructions criteria: 3 / 3

Reading comprehension criteria: 9 / 10

Dyslexia checklist 6 / 8

5.4.2 Unit 6

The main reason why this exercise was selected for modification was the fact that it only had one item checked in the reading comprehension and the text selection checklist and met only two criteria from the dyslexia checklist. In unit six, the big issue was the lack of pre-reading and while reading activities. The insufficient instructions on how the task should be completed were a problem as well.

Even though the theme of Unit 6 is about studying and doing homework and the reading task corresponds with it, the pre-reading part, along with its introduction, was insufficient. For that reason, I incorporated two pre-reading activities plus one optional. At first, the students are asked to think about who a genius is in general and then what they know about Albert Einstein, whose name appears later in the text. I also incorporated a visual of him, which should help stimulate their thinking. They should write down their ideas and discuss them with their peers. This kind of activity activates their imagination and visualisation as well as their background knowledge. Coming up with their own ideas and discussing them increases the students' motivation, which is important for successful reading. The initial discussion is also an opportunity for integration of the dyslexic students, which helps them feel involved. The second pre-reading task concerns pre-teaching vocabulary. I selected four words from the text, the students shall match the words with their meaning to become familiar with them and to read the text with greater ease. The third pre-reading activity task should be optional,

depending on the time donation for completing the activity. In this task, four (or more) students should pick one out of the words in the box. They should mime the word in front of the class who will guess what word they mean. This activity serves multiple purposes. Primarily, it is a way rehearse vocabulary which will appear in the text; however, it is also a mean of incorporating kinesthetics learning into the reading activity. Such activity might as well create decontracted and friendly ambiance and can give the extroverted dyslexic and non-dyslexic learners and opportunity to be actively involved. The activity may be time consuming, however might motivate the learners for more engaged reading experience. Moreover, as stated by Pollock and col. any type of movements boosts the “feel good” element in humans (Pollock, Waller, Pollit 2004, 43).

Since the while-reading phase was not considered at all, I opted for the strategy of matching the suitable heading, marked a-c, to each paragraph numbered 1-3. Matching the paragraphs will make the reader more engaged and focused on what they are reading. It helps them read the text in smaller sections and forces them to summarize each one for them to make sure they use the correct heading, consequently, their concentration should increase. Focusing on one paragraph at the time makes the overall comprehension more achievable to the dyslexic learner. In this part, there is a possibility of choice. The pupils can decide whether they want to participate on this activity with someone in pairs (shared reading) or work by themselves (consideration of individual needs).

The original questions were incorporated into the post-reading phase. They serve as a rehearsal of what the learners have just read. In the modification, they serve the same purpose. The students should fill in the statements independently, but then, their answers should be discussed with a partner or in small groups. Co-operation and discussion help both dyslexic and non-dyslexic learners with better understanding of the text and gives the opportunity to correct possible errors made while completing the exercises.

Text and instructions criteria checklist: 3 / 3

Reading comprehension criteria checklist: 1 / 10

Dyslexia criteria checklist: 6 / 8

5.4.3 Unit 9

The reason why I selected the reading exercise from unit nine to be modified is because it only matched two points out of the dyslexia checklist, one of the text selection, and three of the reading comprehension one. But mainly because of the lack of engagement which it offers to the learners as well as for the absence of sufficient instructions and because none of the reading phases was considered.

The whole Unit 9 is about emotions. For that matter, in the text, there also appear some words describing feelings. That is why the first pre-reading task which I created focuses on pre-teaching vocabulary. The learners should match four emotions from the text with pictures of people expressing them. I decided to use pictures instead of descriptions because I wanted to employ the visual leaning style. The other pre-reading activity is a visualisation task. The students are asked to imagine the time when they felt embarrassed themselves. They are even provided with space to note their feelings down. Thinking about their emotions and feeling them helps them to engage with the text on a higher level and makes it the reader more interested in what they are about to read.

In this exercise, I decided to include the provided open-ended questions into the while-reading phase. The students are asked to get familiar with the question before reading the text itself. As they read it, they are asked to answer the questions and highlight the parts where they found the given answer. The fact that they should highlight the said passages helps them think about what they are reading more in depth, therefore they must read more carefully and consider their answers. Since the questions are presented gradually, the readers can answer them one by one as they progress in reading. The pupils also have the opportunity to individually listen to the audio version while reading the text.

In the final post-reading part, I incorporated co-operation. Discussion with others might help dyslexic learners understand the text and grasp what they might have missed. Since the relevant passages should be highlighted, it enables easier analysis, and they can even discuss and figure out why they are marked correctly or incorrectly. The learners are instructed to summarize what the text was about in pairs and discuss their answers. Since it might be beneficial for dyslexic learners to work individually, they are offered an option of a comprehension checking task in the form of non-linguistic response to the text (Grellet 1981, 13). They may draw a sequence of three pictures capturing what happened in the story. Then they should present what they drew and why.

Text and instructions criteria: 3 / 3

Reading comprehension criteria: 9 / 10

Dyslexia criteria: 6 / 8

5.4.4 Conclusion of the Modified Exercises

All the selected exercises were lacking all three of the reading phases and didn't provide enough activities to keep the learners engaged in the text. Since the texts, themselves were all according to the CEFR and FEP BE in terms of their suitability for the A2 level of English, all of the modifications contain the original texts, which did not undergo any changes.

During modifying the tasks, I focused on the practical as well as the visual side. The visual side is not any less important, since the way the given exercise is presented and the impression it gives for the first sight, is what makes the reader interested and motivated work and read further.

All the three tasks were supplemented by pre-reading activities in a form of discussion, visualisation, or writing. Pre-teaching vocabulary appears in all three of them. The while-reading part was not omitted at either of them as well. Each was chosen considerably according to the character of each text. In the post-reading phase, I focused on collaboration and discussion, both important for the improvement of comprehension.

During modifying, I focused on presenting the materials in small units. That is why each reading task comprises of three or four steps. The reason for this is that for the learners to pay attention to each individual task at once, which increases their productivity and effectiveness when reading and completing the task.

To sum up, all the modified exercises reach up to six out of eight criteria from the dyslexia checklist, two modified exercises check nine of ten and one check ten out of ten criteria for reading comprehension, and all of them were modified to fit into all three text selection criteria.

CONCLUSION

Since dyslexia is a common learning disability among people of all spectra, mainly being connected with reading and writing difficulties, pupils suffering from it should be addressed accordingly in the classroom, especially during reading comprehension practice. The main objective of this thesis was to elaborate on dyslexia and find out how or whether are pupils with dyslexia being addressed during developing the communicative competence of reading comprehension in a textbook Moore 2, second edition.

The theoretical part was written with the aim to provide a framework and the basis for the analysis, which took place later in the practical part. The first part of the theoretical part elaborates on dyslexia and dyslexic learners and ways they should be addressed during the process of learning in a classroom. Dyslexia is a learning difficulty of neurobiological origin, characterized by differences in the brain structure. Such deviations cause difficulties with correctly distinguishing letters of similar shapes or sounds. Consequently, dyslexic learners have problems with reading acquisition. Dyslexia also affects short-term memory, which is the main pre-conception for successful reading comprehension. For that reason, dyslexic learners need specific approach and assistance when being taught reading comprehension.

The second chapter is about reading comprehension and its place in ELT. This chapter offers an overview of how reading comprehension is defined in CEFR (2020) and other publications, and its necessity. Reading comprehension is a complex process concerning many internal features working together to be able to understand a text as a whole. Furthermore, it elaborates on the ways reading comprehension is being developed at lower-secondary schools in the Czech Republic according to FEP BE (2017). Then types and techniques of reading are being discussed as well as the three different phases of the reading process (pre-reading, while-reading, post-reading phase), along with different strategies which could be used when teaching reading comprehension. In the end of this chapter, evaluation of reading comprehension is being slightly touched up on since it is an important part of the learning process. The third and final chapter of the theoretical part is introduction of textbook as a didactic aid and part of the curriculum. A textbook is the main source of material for teaching reading comprehension. For that reason it is important to evaluate it and analyse whether its content is in agreement with the curriculum, as well as the needs of pupils and teachers. To analyse a textbook means to collect data about its characteristics. The outcome of

good analysis should be a complex information about its main features and the measure in which they are in agreement with given criteria.

The practical part of my work is a text analysis of the textbook *More 2*, second edition based on three sets of criteria arising from the theoretical part of the thesis. At first is being introduced the textbook itself. The chapter dedicated to the textbook introduces its features and provides with the reasons why it was chosen for evaluation. In the following chapter, data collection and analysis are being elaborated on. This chapter contains the given checklist along with the description of the process of their creation. The checklists are divided into three groups: dyslexia, reading comprehension, and text selection checklist. Consequently, the evaluation of each exercise in the unit along with its detailed description is presented.

According to the data, the issues with addressing dyslexia were the same in all the evaluated activities. It was the lack of consideration of students' individual needs, the opportunity to read and listen to the text at the same time, the opportunity to respond non-verbally, the lack of note-taking and shared reading, and the instructions not being presented in smaller units. The exercises satisfied the criteria only within two points – the presence of sensory images and division of the texts into paragraphs using headings. When it comes to the reading comprehension data, the majority of the exercises was not considered meaningful, lacked the background knowledge and opportunities for co-operation. They mostly lacked the while and post-reading phase as well.

The data show that all the exercises are suitable for the given level of English (A2) (CEFR 2020, FEP BE 2017), however, none of the evaluated exercises can be considered suitable for teaching reading comprehension to pupils with dyslexia since most of them only accommodate two of eight criteria of the dyslexic checklist, and only one exercise met more than one half of the reading comprehension criteria.

Finally, in the end of the practical part, there are three modifications of the selected evaluated exercises, created accordingly to the checklists, in the appendix B, C, and D. The modifications were created to propose possible solutions to the issues which arose from the data collection and text analysis.

The appendices contain: Evaluation of Particular Reading Activities in *More 2*, second edition, Modified Version of the Reading Activity – Unit 2, Modified Version of the Reading Activity – Unit 6, Modified Version of the Reading Activity – Unit 9, and the final Evaluation of Modified Reading Activities.

RESUMÉ

S pojmem dyslexie se člověk může setkat téměř v každodenním životě. Jedná se o pojem notoricky známý, typicky spojený s problémy ve čtení a psaní. Dyslexie je porucha učení, která se může vyskytnout u každého bez rozdílu v inteligenci, či v sociálním postavení. Jedná se o vrozené výchyly v mozkové struktuře, které zapříčiňují odlišné vnímání textu. Dyslektici mívají problém rozeznat podobné tvary písem, což znemožňuje dostatečně rychlý posun v osvojování si čtení a psaní. Vzhledem k tomu, že dyslexie přímo ovlivňuje krátkodobou paměť, která je základním předpokladem pro úspěšné čtení s porozuměním, je jí ohrožená i tato řečová dovednost nutná k mezilidské komunikaci.

Dnešní globální společnost vynakládá nároky na jedince být schopen komunikovat v anglickém jazyce. Je tedy nutné v hodinách anglického jazyka věnovat komunikaci zvýšenou pozornost. Díky těmto nárokům, vznikla snaha u žáků rozvíjet všechny čtyři řečové dovednosti, potřebné k předávání a přijímání informací. Těmito řečovými dovednostmi se rozumí: mluvení, psaní, poslech a čtení s porozuměním. Čtení s porozuměním je komplexní proces, skládající se z mnoha faktorů, které společně vedou k pochopení textu jako celku. Otázkou tedy zůstává, zdali a jak je čtení s porozuměním rozvíjeno u žáků s dyslexií v hodinách anglického jazyka?

Zodpovězení této otázky předcházelo zpracování teoretické části práce. První kapitola se zabývá problematikou dyslexie, jejími příčinami a projevy, dále pak rozebírá znaky dyslektického žáka a jak k němu přistupovat. Ve druhé kapitole je představena řečová dovednost čtení s porozuměním a jeho zasazení do kontextu anglického jazyka z pohledu jeho vyučování s oporou v odborné literatuře, Společném referenčním rámci pro jazyky (CEFR) a Rámcovém vzdělávacím programu pro základní vzdělání RVP ZV (MŠMT ČR). Rozebírá také druhy a techniky čtení a představuje způsoby vyučování čtení s porozuměním.

Vzhledem k faktu, že praktickou částí této práce je textová analýza učebnice, nedílnou součástí její teoretické části je také rozbor učebnice jako didaktického nástroje a součástí kurikula. Tato kapitola se věnuje představení učebnice jako hlavního zdroje materiálu pro rozvoj čtení s porozuměním ve výuce anglického jazyka, představuje znaky vhodné učebnice, způsoby a důvody jejího hodnocení a analýzy.

Učebnice jsou hlavním zdrojem učebních podkladů ve výuce anglického jazyka, proto je důležité hodnotit jejich obsah a zkoumat, zdali je v souladu s kutikulárními dokumenty a potřebami žáků i učitelů

Analýzou učebnice se rozumí sběr dat o jejích charakteristikách. Výsledkem dobré analýzy jsou data podávající informace míře, v jaké daná učebnice splňuje stanovená kritéria.

Praktická část představuje učebnici More 2, druhé edici, jakožto hlavní předmět zkoumání. More 2, druhá edice je učebnice anglického jazyka vhodná pro druhý stupeň základních škol. Učebnice se skládá z dvanácti kapitol. Každá kapitola představuje jeden tematický celek. V jednotlivých lekcích se nachází sekce pro procvičení jednotlivých řečových dovedností a gramatiky. Na konci každé druhé kapitoly se nachází krátký test, kde si žáci mohou vyzkoušet gramatiku a slovní zásobu z předešlých kapitol. Učebnice More 2, druhá edice také obsahuje CD a DVD přílohy pro poslech s porozuměním. Na konci je seznam slovíček ke každé příslušné kapitole.

Nástrojem pro sběr dat a jejich analýzy byly tři seznamy kritérií, vytvořené na základě informací z teoretické části práce. Jednotlivé seznamy obsahují uzavřené otázky pro hodnocení vhodnosti výběru textu, vhodnosti daného cvičení pro dyslektiky a obecné vhodnosti pro vyučování čtení s pozměním. Jednotlivé cvičení z každé kapitoly byly zhodnoceny zodpovězením otázek a následným sběrem dat formou zaznamenávání odpovědí do tabulky.

Výsledkem analýzy byl fakt, že celková vhodnost těchto pro vyučování čtení s porozuměním pro žáky s dyslexií nebyla prokázána. Co se týká vhodnosti pro dyslektiky, téměř ve všech zkoumaných případech byla splněna pouze dvě z osmi kritérií. Tím byla přítomnost obrázků jako sensorického stimulu, a fakt, že texty byly rozděleny do odstavců, či kratších celků s použitím nadpisů. V žádném ze cvičení nebyla zaznamenána možnost uspokojení individuálních potřeb žáků, současného poslechu a čtení daného textu, neverbální odpovědi na text, poznámek v průběhu čtení, či rozdělení instrukcí do více menších celků. V případě analýzy rozvoje čtení s porozuměním, pouze jedno ze zkoumaných cvičení splňovalo nadpoloviční většinu kritérií (6 / 10). Nejméně splněných kritérií splnily cvičení v lekcích pět a šest, s číslem jedna. Hlavními nedostatky bylo minimum pozornosti věnované činností před samotným čtením, ale i během a po něm. Cvičení zpravidla neobsahovaly dostatek informací o daném textu a možnost seznámení se se slovní zásobou. Dále se zde ani jednou neobjevila možnost spolupráce, či sdíleného čtení, ani prostor pro shrnutí textu a diskusi. Z hlediska vhodnosti daných textů, byly všechny v souladu s RVP ZV a CEFR, většinou však postrádaly podrobné instrukce. U většiny z nich nebyl zřejmý význam čtení daného textu, jelikož jeho vysvětlení nebylo předloženo.

Jelikož výsledkem analýzy je fakt, že cvičení pro rozvoj řečové kompetence čtení s porozuměním v učebnici More 2, druhá edice, nejsou vhodná pro žáky s dyslexií, v konečné části práce se nacházejí možnosti pro modifikaci vybraných třech cvičení, která splňovala nejmenší počet kritérií tak, aby s nimi byla v souladu.

BIBLIOGRAPHY

- Armstrong, Thomas. 2010. *Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences*. Boston: Da Capo Lifelong Books.
- Broomfield, Hilary, Combley, Margaret. 2003. *Overcoming Dyslexia: A Practical Handbook for the Classroom*. 2nd ed. London: Wiley.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. 4th ed. New York: Pearson.
- Brown, H. Douglas. 2003. *Language Assessment: Principles and Classroom Practices*. New York: Pearson.
- Celce-Murcia, Marianne, Donna M. Brinton, Marguerite Ann Snow ed. 2014. *Teaching English as a Second Foreign Language*. 4th ed. Boston: Natural Geographic Learning.
- Cunningsworth, Alan. 1995. *Choosing your Coursebook*. Oxford: Heinemann.
- Grabe, William. 2009. *Reading in a Second Language: Moving from Theory to Practice*. New York: Cambridge University Press.
- Grellet, Françoise. 1981. *A Practical Guide to Reading Comprehension Exercises*. New York: Cambridge University Press.
- Harmer, Jeremy. 2015. *The Practice of English Language Teaching*. 5th ed. New York: Pearson Education.
- Hedge, Tricia. 2000. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Klinger, Janette K., Sharon Vaughn, Alison Boardman. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Mikk, Joan. 2000. *Textbook: Research and Writing*. Frankfurt am Main: Peter Lang.
- Moreillon, Judi. 2007. *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association.
- Oakhill, Jane, Kate Cain, Carsten Elbro. 2015. *Understanding and Teaching Reading Comprehension*. New York: Routledge.
- Ott, Philomena. 1997. *How to Detect and Manage Dyslexia*. Portsmouth: Heinemann.
- Ott, Philomena. 2007. *Teaching Children with Dyslexia*. New York: Routledge.

- Pollock, Joy, Elisabeth Waller, Rody Pollit. 2004. *Day-to-Day Dyslexia in the Classroom*. 2nd ed. London: Rutledge Falmer.
- Průcha, Jan. 1998. *Učebnice: teorie analýzy edukačního media: příručka pro studenty, učitele, autory učebnic a výzkumné pracovníky*. Brno: Paido.
- Puchta, Herbert, Jeff Stranks, Günter Gerngross, Christian Holzmann et al. 2014. *More! Level 2 Student's Book with Cyber Homework*. 2nd ed. Cambridge: Cambridge University Press.
- Raymond, Sally. 2002. *Helping Children Cope with Dyslexia*. 2nd ed. London: Sheldon.
- Stowe, Cynthia M. 2000. *How to Reach and Teach Students with Dyslexia*. New York: The Center for Applied Research in Education.
- Thomson, Michael, Watkins, Bill. 2007. *Dyslexia: A Teaching Handbook*. 2nd ed. London: Wiley.
- Lems, Kristin, Leah D. Miller, Tenera M. Soro. 2010. *Teaching Reading to English Language Learners*. New York: The Guilford Press.
- Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Watkins, Peter. 2017. *Teaching and Developing Reading Skills*. New York: Cambridge University Press.
- Wooley, Gary. 2011. *Reading Comprehension: Assisting Children with Learning Difficulties*. New York: Springer.
- Zelinková, Olga, Monika Černá, Helena Zitková. 2019. *Dyslexie – zaostřeno na angličtinu*. Praha: Pasparta.

ONLINE SOURCES

Council of Europe, 2020. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Strasbourg.

<https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

Duke, Nell K., Pearson, David P. 2002. "What Research has to say about reading instruction." In *Effective practices for developing reading comprehension*, edited by A. Farstrup, and J. Samuels, 205-242. DE: International Reading Association.

https://www.researchgate.net/publication/303174858_What_research_has_to_say_about_reading_instruction

Hatoss, Aniko. 2004. "A Model for Evaluating Textbooks." *Babel* 39 (2): 25-38.

https://www.researchgate.net/publication/277809659_A_model_for_evaluating_textbooks

Mart, C. Tugrul. 2015. "Combining Extensive and Intensive Reading to Reinforce Language Learning." *Journal of Educational and Instructional Studies in the World* 5 (4): 85-90.

<file:///Users/nikoleisova/Downloads/combiningextensiveandintensivereading.pdf>

Munzer, Tiffany, Khadijah Hussain, and Neelkamal Soares. 2020. "Dyslexia: neurobiology, clinical features, evaluation and management." *Translational Pediatrics* 9 (1): 36-45.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7082242/pdf/tp-09-S1-S36.pdf>

MŠMT, 2017. *Czech Republic Framework Education Programme for Basic Education*. Praha: MŠMT.

https://planipolis.iiep.unesco.org/sites/default/files/ressources/czech_republic_framework_education_programme_for_basic_education.pdf

Rose, Sir Jim. 2009. *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*. Nottingham: DCSF Publications.

https://dera.ioe.ac.uk/14790/7/00659-2009DOM-EN_Redacted.pdf

Yusuf, Qismullah, Yunisrina Qismullah Yusuf, Burhansyah Yusuf, and Afla Nadya. 2017. "Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts." *Indonesian Research Journal in Education* 1 (1): 43-57.

<https://online-journal.unja.ac.id/index.php/irje/citationstylelanguage/get/turabian-fullnote-bibliography?submissionId=4338>

APPENDICES

Appendix A: Evaluation of Particular Reading Activities in More 2, second edition

Appendix B: Modified Version of the Reading Activity – Unit 2

Appendix C: Modified Version of the Reading Activity – Unit 6

Appendix D: Modified Version of the Reading Activity – Unit 9

Appendix E: Evaluation of Modified Reading Activities

Appendix A

Dyslexia criteria checklist:												
Criteria:	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12
1. Are the students' individual needs considered?	No	No	No	No	No	No	No	No	No	No	No	No
2. Are sensory needs considered?	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3. Can the students read and listen at the same time?	No	No	No	No	No	No	No	No	No	No	No	No
4. Is the non-linguistic response possible?	No	No	No	No	No	No	No	No	No	No	No	No
5. Is note-taking involved?	No	No	No	No	No	No	No	No	No	No	No	No
6. Is shared reading involved?	No	No	No	No	No	No	No	No	No	No	No	No
7. Are the reading material instructions presented sequentially in smaller units?	No	No	No	No	No	No	No	No	No	No	No	Yes
8. Is the text clearly organised in paragraphs with headings?	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Points:	2 / 8	2 / 8	2 / 8	2 / 8	0 / 8	2 / 8	2 / 8	2 / 8	2 / 8	2 / 8	2 / 8	3 / 8

+

Text selection criteria checklist:												
Criteria:	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12
1. Are the instructions clear and understandable?	Yes	Yes	No	No	No	No	Yes	No	No	No	No	No
2. Is the text meaningful?	No	No	No	No	No	No	No	No	No	No	No	No
3. Is the text suitable for the learners' level of English according to CEFR and FEP BE?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Points:	2 / 3	2 / 3	1 / 3	1 / 3	1 / 3	1 / 3	2 / 3	1 / 3	1 / 3	1 / 3	1 / 3	1 / 3



Reading comprehension criteria checklist:												
Criteria:	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12
1. Is the pre-reading phase included?	Yes	No	No	Yes	No	No	Yes	Yes	Yes	No	No	No
2. Does the exercise provide with any background knowledge?	Yes	No	No	Yes	No	No	Yes	Yes	No	No	No	Yes
3. Does the exercise activate students' prior knowledge or their imagination?	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4. Is pre-teaching vocabulary involved?	Yes	No	No	No	No	No	No	No	No	No	No	No
5. Is the while-reading phase included?	No	No	No	No	No	No	No	No	No	No	No	No
6. Is the post-reading phase included?	Yes	Yes	No	Yes	No	No	Yes	No	No	No	No	Yes
7. Are multiple choice / yes or no questions included?	No	No	No	No	No	No	Yes	No	No	No	No	No
8. Are open-ended questions included?	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
9. Is co-operation included?	No	No	No	No	No	No	No	No	No	No	No	Yes
10. Is a summary or discussion included?	No	No	No	No	No	No	No	No	No	No	No	No
Points:	6 / 10	3 / 10	2 / 10	5 / 10	1 / 10	1 / 10	5 / 10	4 / 10	3 / 10	2 / 10	2 / 10	5 / 10



Appendix B: Modified Reading Activity – Unit 2

Skills Reading

Imagine that you are watching a film on TV about travelling in space. What happens in the movie? Give ideas and discuss them with your classmates.



- a. excited
- b. domed roof
- c. twinkling star
- d. enormous explosion



1. Match the words on the left with the pictures:

2. Read the text, while reading take notes about what happens in each paragraph:



! If needed, use headphones and listen to the audio-version of the text and read at the same time.

Blank lined area for taking notes.

The Visitor

It was the day of our class trip to the Science Museum. The Science Museum – my favourite place in the world! When we arrived at school in the morning, Miss Burgess wasn't there. Standing at the front of the classroom was a new teacher – a teacher we didn't know.

'Miss Burgess is ill today,' he said. 'I'm Mr Pax. I'm taking you to the Science museum.'
'OK,' we all said, still excited.

Half an hour later, we were at the museum. The best part of the museum for me was at the back where the Planetarium was.

The Planetarium was a large round room with a domed roof. We sat in chairs and looked up and there, projected on the ceiling and walls, were the moons, planets and stars of the galaxy.

There was a show every half hour so we stood and waited with our new teacher, Mr Pax. He looked excited and nervous.

We entered the room and sat down. I saw Mr Pax at the end of our row. He was smiling, looking upwards. There was something strange about him.

The lights went down and we all sat back. Suddenly, stars appeared over our heads, shining brightly all over the ceiling and twinkling in the distance. Then a large moon passed and stopped over us and a comet flew by. All the planets in the universe then appeared one by one.

Out of the corner of my eye, I saw Mr Pax. He was sitting upright in his chair, looking at the planets and smiling. Suddenly the planet Mars appeared and there was an enormous explosion of light. We were all pushed back in our seats. I couldn't move, but out of the corner of my eye, I could see Mr Pax. Over his chair was an intense column of light and he was climbing up through it, using it as a ladder. The light only lasted for a couple of seconds, then stopped.

I looked around. Mr Pax's seat was empty.

3. After reading the text, work with a partner and answer these questions. Then discuss the correct answers with the rest of the class.

- 1 Why do you think the title of the story is 'The Visitor'?
- 2 Did the students know Mr Pax?
- 3 Describe the Planetarium.
- 4 Which planet activated the burst of light?
- 5 What did Mr Pax do when he saw the light?
- 6 Where do you think Mr Pax was from?

Appendix C: Modified Reading Activity – Unit 6

Skills Reading



1. How do you imagine a genius?
Do you know who was Albert Einstein?
Write down your ideas and discuss
them with your classmates.



2. Match the following words with their definitions:

- | | |
|------------------------|----------------------------|
| a. brain | perfectly |
| b. look after somebody | take care of somebody |
| c. accurately | science about the Universe |
| d. Astrophysics | an organ used for thinking |



OPTIONAL ACTIVITY

The teacher will pick four volunteers, who will choose one of the following words from the box. They will try to perform them without speaking and the rest of the class will try to guess the correct word. Have fun!

genius planetarium
to write a book brain
playing basketball
to look after somebody
to tie one's shoes

4. Read this text about Jacob Barnett. While reading, match each heading with a suitable paragraph.



Many students do not like Maths but sometimes there is a genius who can make the whole subject interesting and exciting.

1 One such genius is Jacob Barnett. He has an IQ of 170 which is more than Albert Einstein! He is American and he is autistic. That means his brain works differently to other people's. The doctor told his mother he would always live at home, never speak or be

able to do simple things like tie his shoes or look after himself. But, when he was 3, he drew a map of a place the family visited perfectly. He knew all the streets after just one visit! Then when he was 3½, he amazed doctors and teachers by answering complicated Maths questions accurately when he visited a planetarium.

2 When he was 8, he went to classes at Indiana University and taught high level Maths

(calculus) to students at college. At age 10, he was the youngest ever student to study Astrophysics. He must be a genius!

3 At the moment, he is writing a book to help teenagers study Maths. His favourite activity is playing basketball with children at Jacob's Place – a charity he started for autistic children to meet and play together.

a. A little genius or a basketball player?

b. A three-years old Einstein.

c. Are you really a teacher, kid?

5. After you finish reading, complete the following sentences and discuss your answers with a partner.

- 1 Jacob was when he drew a map of a small town.
- 2 He drew a map of a place after just visit.
- 3 He answered questions about after a visit to a planetarium.
- 4 He taught high level Maths to
- 5 He was the youngest student to study so he be a genius.

Appendix D: Modified Reading Activity – Unit 9

Skills Reading



My Embarrassing Experience

1. Match the following emotions with the pictures:

1. furious
2. embarrassed
3. disappointed
4. to feel better



2. When was the last time you were embarrassed? Think about it and write down how you felt.



3. Before reading the text, look at the questions below.

While reading, answer the questions. Use a marker to mark the passages where you can find the information.

If needed, listen to the audio-version individually.

- 1 What is Zoe interested in?
- 2 What was she doing when she dyed her hair?
- 3 What was her mother's reaction to her hair?
- 4 What did Zoe do to try and improve the situation?

- 5 Why couldn't she wear the hat she bought?
- 6 How did the students react at her school?
- 7 Did she keep her hair colour pink?

Hi, I'm Zoe and last year, my family and I moved to a different town and I started a new school. I'm really interested in music and fashion and often change my hair colour to match my clothes. The day before term began, I decided to change my hair colour from blonde to red, as I thought it would look nice. I was putting the hair dye on my head when my mobile rang. It was Sophie, my best friend from where I lived before. We chatted and chatted and I forgot the time. Afterwards, I walked back into the bathroom, took off the cap and looked at my hair – it was pink! My mother was walking past the door and saw me and screamed! 'What are you going to do?' she said. 'You can't go to your new school like that!' She was furious!

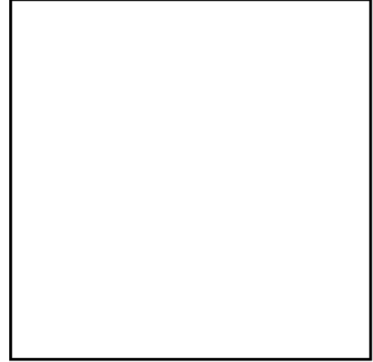
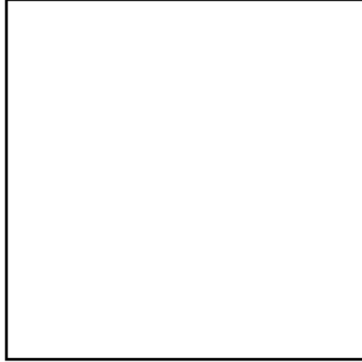
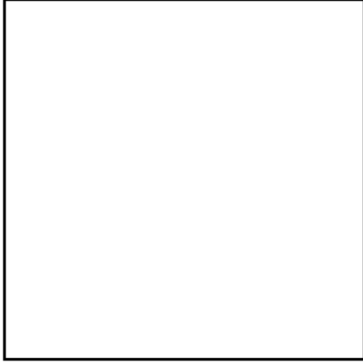
I ran to the hairdresser's down the road and asked them to dye it brown but they couldn't. It was too soon. I then bought a brown woolly hat to wear but it was summer and hot, so when I was walking along the street, people looked at me in a very strange way! It was terrible! In the end, I had to go to school with pink hair and I was really embarrassed but, surprisingly, some of the other students loved my hair and wanted to make friends with me. Some people thought I was very strange and didn't talk to me at all and still don't! A couple of weeks later, I changed my hair colour to brown. My new friends were disappointed but I felt better!

Space for your answers:



4. After you finish reading, work with a partner. Summarize what the story was about and discuss your answers.

4. Option two: if you would like to work alone, draw three pictures of what happened in the story. Then share it with your classmates.



Appendix E: Evaluation of Modified Reading Exercises

Dyslexia criteria checklist of modified exercises:			
Criteria:	Unit 2	Unit 6	Unit 9
1. Are the students' individual needs considered?	Yes	Yes	Yes
2. Are sensory needs considered?	Yes (visual, auditory)	Yes (kinesthetics)	Yes
3. Can students read and listen at the same time?	Yes	No	Yes
4. Is the non-linguistic response possible?	No	No	Yes
5. Is note-taking involved?	Yes	Yes	No
6. Is shared reading involved?	No	Yes	No
7. Are the reading material instructions presented sequentially in smaller units?	Yes	Yes	Yes
8. Is the text clearly organised in paragraphs with headings?	Yes – the text itself remained unchanged	Yes	Yes
Points:	6 / 8	6 / 8	6 / 8

Text and instructions criteria checklist:			
Criteria:	Unit 2	Unit 6	Unit 9
1. Are the instructions clear and understandable?	Yes	Yes	Yes
2. Is the text meaningful?	Yes	Yes	Yes
3. Is the text suitable for the learners' level of English according to CEFR and FEP BE?	Yes	Yes	Yes
Points:	3 / 3	3 / 3	3 / 3

Reading comprehension criteria checklist:			
Criteria:	Unit 2	Unit 6	Unit 9
1. Is the pre-reading phase included?	Yes	Yes	Yes
2. Does the exercise provide with any background knowledge?	Yes	Yes	Yes
3. Does the exercise activate students' prior knowledge or their imagination?	Yes	Yes	Yes
4. Is pre-teaching vocabulary involved?	Yes	Yes	Yes
5. Is the while-reading phase included?	Yes - notetaking	Yes	Yes
6. Is the post-reading phase included?	Yes	Yes	Yes
7. Are multiple choice / yes or no questions included?	No	Yes – while-reading phase	No
8. Are open-ended questions included?	Yes	Yes	Yes
9. Is co-operation included?	Yes	Yes	Yes
10. Is s summary or discussion included?	Yes	Yes	Yes
Points:	9 / 10	<u>10</u> / 10	9 / 10