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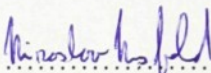
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APPROPRIATE AUTHENTIC TEXTS - MOTIVATION FOR PUPILS TO READ
(Vhodné autentické texty - motivace pro žáky ke čtení)

Závěrečná práce 2002-PF-KAJ

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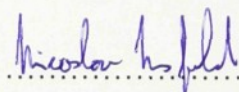Prohlášení k využívání výsledků diplomové práce:

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ABSTRACT: The purpose of my diploma thesis was to test the correctness of the thesis that using appropriate authentic texts in teaching FL can motivate students to read and help to improve their reading skills. The practical implementation of the project was realised at basic school Lesní with the 9.A students and at basic school Ostašov with the 7.A students during my five-week teaching practise in Autumn 2000. The Project was based not only on theories and experience of methodology and psychology experts but also on my own experience as a student and a teacher. The results of the Project confirm correctness of the thesis if all the presented methodology principles are kept.

ANOTACE: Účelem této diplomové práce je ověření teze, že používání autentických textů v hodinách anglického jazyka může motivovat žáky ke čtení a zároveň zlepšit jejich dovednosti týkající se práce s textem. Praktické ověření teze jsem provedl ve třídách 7.A (ZŠ Ostašov) a 9.A (ZŠ Lesní) v Liberci během své pětitýdenní praxe na podzim roku 2000. Projekt je založen nejen na teoriích a zkušenostech expertů v daném oboru, ale také na mých vlastních zkušenostech jak z pozice žáka, tak i z pozice učitele. Z výsledků mé práce vyplývá, že původní teze je pravdivá, jestliže jsou dodržena všechna pravidla uvedená v metodologické části.

RESUME: Der Zweck dieser Diplomarbeit ist Überprüfung der These, dass die Benutzung der Originaltexte in den Englischstunden die Schüler zum Lesen motivieren kann und auch ihr Lesengeschicklichkeit verbessern kann. Die praktische Überprüfung wurde im Herbst 2000 während meines Praktikums auf der Grundschule Lesní in Liberec in der 9.A Klasse und auf der Grundschule Ostašov in Liberec in der 7.A realisiert. Das Projekt wird nicht nur auf den Theorien und Erfahrungen von Experten in Fach gebaut, sondern auch auf meinen eigenen Erfahrungen gebaut. Die Resultate meiner Arbeit beweisen die Wahrheit der These unter der Voraussetzung, das alle Regeln von Methodologie Teil werden gehalten.

Contents:

Chapter I. – Motivation and Reading

CHAPTER I. – MOTIVATION AND READING

A. Subject and Purpose of Diploma Thesis

"Open your textbooks on page 100. There is an article called Our Town, which we are reading today", said the teacher.

Probably everybody can remember something very similar to this extract from a lesson at basic school. Whatever I read in the lessons of foreign language, it was some articles from a textbook that usually concerned someone's typical day, family, hobby, etc. I did not like them because they were boring and unattractive. According to poor participation of our class in such reading activities, I believe that most of my classmates had similar opinions of them. Nevertheless, our teachers still used them. I asked myself why we had to read them - what was the reason. I also asked the teacher why we had to do so. He said that it was necessary for practising vocabulary and grammar. I wondered if there was some alternative to those unattractive textbook articles. Now I can say that there has always been something better - authentic texts adequate for our level of language and interests. Such texts could fulfil the same goals as the textbook texts. Moreover, they could present interesting information and give us authentic reasons for reading (reading for pleasure and reading for information). But my basic school FL teachers were not interested in this approach towards reading.

From the observations I have done at basic schools during last four years, I have come to the conclusion that this approach still dominates among teachers. Several of my present classmates confirmed that they have had very similar experiences. A majority of teachers still have not realised that using appropriate authentic texts in teaching English can motivate students to read and help to improve their reading skills.

The aim of my Diploma Thesis is to prove that reading authentic texts can be a very effective tool in FL lessons. The tool having the ability to make lessons more interesting and more amusing not only for students but also for teachers.

B. Theory of Motivation and Reading

B.1. Motivation

B.1.1. Definition of Motivation

I will start with the definition of motivation so all of us comprehend the same meaning under this term. I have chosen Bernard's definition that says:

> "Motivation refers to all those phenomena which are involved in the stimulation of action toward particular objectives where previously there was little or no movement toward those goals. Motivation considers basic or internal drives as well as external incentives or rewards." (1972:198).

The presented definition says that motivation is something that drives us all towards our goals. It applies to any kind of activity, which means that it applies to the learning process as well. To be successful in dealing with motivation inside the classroom, teachers have to have enough knowledge about its principles, functions, types, etc. The following sections dealing with motivation can serve as a source of information about this subject.

B.1.2. Typologies and Types of Motivation

In this section I will describe in detail two typologies of motivation, Čáp's typology and Harmer's typology. Both of them cope with the role of motivation in the learning process.

B.1.2.1. Čáp's typology

Čáp divides the subject of motivation into two categories: intrinsic and extrinsic motivation (Based on: Čáp, 1993:187).

"Intrinsic motivation is represented by partial motives directly connected with a particular subject or activity which a student deals with."(Čáp, 1993:187). These partial motives are, for example, curiosity, achievement of success, needs to explore and try out, etc.

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"On the contrary, extrinsic motivation includes such factors which are connected with a particular learning activity and its matter only vicariously."(Čáp, 1993:187). In a school environment the mentioned factors can be good marks, rewards, avoidance of punishments or rebukes. "General understanding of how they work is that rewards or praise increase the frequency of expected behaviour, and punishments or rebukes decrease it." (Hrabal, 1979:85).

In the methodology part of my Diploma thesis we will find out that reading authentic texts is primarily based on Čáp's elements of intrinsic motivation; therefore, only these will be described in detail.

B.1.2.1.1 Elements of Intrinsic Motivation

Several subcategories of intrinsic motivation concern the motivation of students at school (Čáp, 1993:pp.188-190):

Possibility to use the subject matter in real life

Students want to see that they do not learn something just because someone said so. They want to learn matters that are useful for them. Therefore, it is necessary to practise the subject matter on examples having a clear connection with the world outside the classroom.

Connection between the subject matter and students' interests

To satisfy this need, teachers have to find out what their students' interests outside the classroom are and how to apply them in the lessons. There are many ways to do this. Students can read about them, write about them, discuss them, etc. Teachers just have to give space and time to their students' interests in their lessons.

Interesting presentation of the subject matter

Teachers have to show enthusiasm, use surprising or unusual activities to make their lesson interesting, and enable students

to be active. It is boring for learners to participate for most of the lessons only as listeners or observers. Learners need to explore, to try out and to experience novelty. They need to satisfy their curiosity. The fulfilment of these needs is the way of making the lesson interesting.

Achieving success

Success always produces motivation to go on in an activity that we are successful in. The higher goal we have and achieve, the more motivating the success is. It boosts students' self-confidence. As success motivates students to learn, so repeated failure demotivates them. Therefore, teachers should set tasks so everybody could achieve success, for instance: more demanding tasks for efficient learners and less demanding tasks for less able students; work in groups where efficient students help slower students and together they experience success.

Social factors of motivation

A very important role in this kind of intrinsic motivation is positive appreciation of a learner's work by people whose opinions are crucial for them, for example their classmates, teachers, and parents. Also the cooperation with other people whom students have positive relationships with can increase their motivation and it can develop students' social skills.

B.1.2.2. Harmer's typology

Harmer's typology of motivation looks very similar to Čáp's division. It is also focusing on the role of motivation in the learning process and it is also divided into two categories: *extrinsic motivation* and *intrinsic motivation*. But according to Harmer (1983:pp.2-5), *extrinsic motivation* refers to factors outside the classroom and *intrinsic motivation* refers to all phenomena involved in the classroom.

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Extrinsic motivation is further divided into *integrative motivation* and *instrumental motivation*. *Integrative motivation* consists in a student's desire "to integrate himself into that culture" or "to know as much as possible about the culture of the target language community." (Harmer, 1983:3). *Instrumental motivation* consists in a student's desire to master the foreign language in order to serve as an instrument in his life. For example, it will improve the student's chance to find a good job.

In Harmer's typology *intrinsic motivation* refers to all phenomena involved inside the classroom; hence, it "plays by far the larger part in most students' success or failure as language learners" (Harmer, 1983:4). It includes four factors:

Physical conditions

This term covers aspects, such as decoration of the classroom, temperature, number of learners in the classroom, lighting, etc.

Method

The idea is that teachers have to come with methods that are interesting for students.

The teacher

Teachers are the most important aspect of intrinsic motivation because they play the main role in the classroom. They affect students through their personality (friendly, patient, fair, etc.), levels of FL skills, methods they use and other features.

Success

Students need to experience success as we all do; therefore, it is a teacher's task to set activities on a level that is not too high or too low for students. Activities are demotivating if they are too easy (effortless success) or too difficult (failure).

For the purposes of my Diploma Thesis I will use Čáp's typology and terminology, which means that all the future references to extrinsic or intrinsic motivation apply to Čáp's division. I decided to use Čáp's typology since I found it well balanced and very well covering the area of motivation inside the learning process. Another reason was that I found Harmer's division of motivation to phenomena that take place outside and inside the classroom ambiguous. For example, I do not think that the phenomenon of physical conditions is involved only inside the classroom as Harmer claims. Students learn at home as well; therefore, I think that physical conditions refer to extrinsic motivation as well.

B.2. Reading

B.2.1. Definition of Reading

Zintz and Maggart present several definitions of reading:
"Reading is decoding of written words so that they can be produced orally.
Reading is understanding the language of the author of a printed message.
Reading is the ability to anticipate meaning in lines of print so that the reader is not concerned with the mechanical details but with grasping ideas from groups of words that convey meaning.
Reading involves a complicated set of interactions between a reader and a text in order to derive meaning."(1989:8).

From the definitions above we can conclude that reading is an activity during which readers apply different skills. Each definition of reading describes a certain skill or ability that readers need to master so that they can successfully tackle any text.

B.2.2. Reasons for Reading

Grellet (1991) presents an opinion that there are two main reasons for reading - reading for pleasure and reading for information (p.4). Nuttall gives an even more detailed description of reasons to read: "You read because you wanted to get something from the writing: facts, ideas, enjoyment, even feelings of family community (from a letter): whatever it was, you wanted to get the message that the writer had expressed." (1982:3). These are authentic reasons for reading. But as Nuttall (1982) confirms, reasons for reading at school are quite often different from the mentioned authentic reasons. She maintains that reading at school is primarily used for teaching language itself where the authentic reasons for reading are left out. Reading is considered as a linguistic exercise rather than acquiring information from the text (p.19).

B.2.3. Reading Techniques and Skills

According to the purpose of reading, readers use different reading techniques: skimming, scanning, extensive reading and intensive reading.

Skimming is used by readers who want to quickly find out the gist of a text. They just glance through the text. The same principle is used with **scanning**, but the aim of this technique is different. Readers use it for looking for a specific piece of information in the text. Next technique - **extensive reading** - is connected with the reading of longer texts. The reader's aim is to achieve global understanding of the text and fluency of the activity. On the contrary, **intensive reading** consists in detailed reading shorter texts from which the reader tries to gain specific information. This activity is focusing on accuracy.

Reading is an active action. Thus, it requires of the reader mastery of many skills. Nuttall (1982:pp.31-32) divides reading skills into four categories:

Skills involving flexibility of technique: use of different

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reading rates or techniques according to the purpose of reading.
Skill utilizing information that is not strictly speaking part of the text itself: ability to take advantage of all clues represented by reference apparatus, pictures, diagrams, etc.
Word-attack skills: dealing with unfamiliar lexical items within the text by guessing, using a dictionary, etc.
Text-attack skills: to be able to understand the text as a whole, to interpret cohesion, etc.

The teacher's task is to train students to use the mentioned reading techniques and skills so they can successfully deal with any text.

B.2.4. The Reading Lesson

Reading appears in some form almost in every lesson. It can take part in giving instructions, practising language items, such as grammar, vocabulary, etc. Which does not mean that a lesson including reading is a reading lesson. In my work the term reading lesson will have a very specific meaning. It represents a lesson where reading texts are used "for any of the authentic purposes of writing: to inform, to entertain and so on."(Nuttall, 1982:20). The primary purpose of the text consists in conveying a message.

The procedures involved in reading lessons are aimed at the development of the reader's ability to extract the message contained in the text. The goal is to get the learner to make use of the previously gained knowledge and skills in order to obtain new information.

So that students could achieve the mentioned goal, they have to have appropriate knowledge of grammar, structures and vocabulary from so-called language lessons. In addition to this, students have to be taught how to approach different reading texts and which techniques to use.

According to Nuttall, the aim of a reading development programme based on reading lessons is to "enable students to read

without help unfamiliar authentic texts at appropriate speed, silently and with adequate understanding." (1982:21).

B.2.5. Textbook Texts or Supplementary Authentic texts

Although the quality of today's FL textbooks is usually very high, there are still textbooks which suffer from various defects. For the purposes of my Diploma Thesis, I will focus only on the defects relating to textbook texts and their possible use for reading lessons. (Based on: Nuttall, 1982:pp.19-20).

Firstly, Nuttall stresses that some textbooks for beginners do not contain texts at all. Reading texts were replaced by a series of disconnected sentences. "These may be used to practise the skill of decoding but they are useless for practising any higher level skills." The higher level skills are represented by comprehension of functions and organization of the text, assessing and evaluating the text, etc.

Secondly, texts are quite often disfigured by overmuch use of particular grammar items which are presented to learners through the reading texts. Owing to this fact their style is usually found very awkward.

Next point concerns texts that describe pictures accompanying them. The problem with these texts is that they are very often "giving the reader hardly any information that he has not already obtained from the picture itself." (Nutall, 1982:20). So then there is almost no reason to read the text when you get all the information from the picture.

Finally, a very common defect of FL textbook texts is the usage of over-familiar topics speaking in general about subjects, such as family, town, clothes, etc. The value of information in these texts is very low. Their only purpose is "to indicate how certain facts are expressed in the FL."(Nuttall, 1982:20), which can hardly satisfy any reader.

Each of these defects somehow violates the idea that the reading lesson texts are used for authentic reading purposes

only, as stated in the previous section. Therefore, texts suffering from the mentioned defects cannot be used during reading lessons and need to be supplemented by appropriate authentic reading texts. The principles of working with authentic texts will be described in the Methodology part that will describe in detail the preparation of the reading lesson.

C. Methodology of Preparation of the FL Reading Lesson

C.1. Choice of the Text

The first step is to choose the topic of the text. Since the task of a text used in a reading lesson is to bring information that is useful and interesting for students, I believe that it should be their task to come up with a subject of reading. I prefer to let the students vote. This approach can motivate the learners because it enables them to influence the contents of the lessons, which is one of their needs, as the reader found out in the section concerning motivation.

The second step is to find a suitable reading text. Going through dozens of magazines and books in libraries is one possibility. I do not prefer this approach since I find it too time-consuming. Teachers should learn to use modern technologies, such as the Internet. They can find anything they need there. It can take them from a few minutes to half an hour to find suitable material. It depends on how experienced they are in working with the Internet.

According to Nuttall (1982:pp.25-32), when choosing or arranging a reading text, there are three factors to be considered: readability, exploitability, and suitability of content.

Readability is represented by the level of difficulty of the text for the students. It has got two main aspects - occurrence of new unknown vocabulary and grammatical forms. The teacher's task is to find the right level of difficulty so that students can cope with the text and achieve success, which is an important factor of intrinsic motivation.

The term **suitability of content** deals with the choice of the topic and finding appropriate material that can be used as a reading text.

The topic of the text should correspond with students' interests. Since the students know their interests best, it is appropriate to let them choose the topic.

When selecting suitable material for the reading text, it is necessary to consider if the text presents elements, such as new and interesting information (if not for all students, then at least for most of them) provoking learners to discuss the problems and attitudes which occurred in the text or making them find out more about the subject on their own. These elements have a strong influence on the learner's motivation.

Exploitability of the text relates very closely to the purpose of the reading lesson, which is teaching students to extract substance from any reading text. Therefore, texts in the reading lessons are exploited for developing the skills necessary for successful dealing with the text and presentation of usage of the FL for conveying content.

Sometimes it may happen that the teacher finds a text suitable in all aspects except one - it is too demanding on the FL knowledge. The question is whether he should deny this text or make a few changes in the text so students will be able to cope with it. Some experts support simplification of the text while the others reject it. In the classroom the decision is up to the teacher. But when he chooses to use simplified text, he should remember that "however good the simplification, something is always lost ... If you can find unsimplified material at the right level, clearly that is the best answer. If you cannot, think carefully before choosing material which is impossible for your class to tackle independently." (Nuttall, 1982:32).

At the end of this section I would like to mention two more aspects of the text to be considered - the length of the text and the involvement of non-verbal material.

The length of the reading text needs to be measured with respect to the time management of the lesson and the reading skills of the students. Teachers should not forget that reading lessons do not consist only of reading itself, but also from activities that take place before, through, and after reading.

Occurrence of non-verbal material, such as diagrams, tables,

pictures, etc. "is often of great assistance in interpreting the text" (Nuttall, 1982:52). Therefore, it should not be missing in any reading text.

C.2. Reading Exercises

We are in the point of preparation of the lesson when the reading text is ready and the next step is to select exercises completing it.

Grellet (1991:pp.12-25) calls exercises used for reading lessons as *Comprehension exercises* and divides them into four groups.

First of them is dealing with **reading skills and strategies necessary for a basic reading competence.** This category is further split into three subgroups of exercises focusing on:
- sensitizing (coping with unfamiliar words or sentences hard to understand)
- improving reading speed
- skimming, scanning, predicting, previewing and anticipation

Second group handles **the text functions and organization.** In exercises focusing on functions of the text students find out text aims (to give information, make the reader think about the subject, entertainment of the reader, etc.). Understanding the organization of the text is crucial for students because different patterns of organization (chronological sequence, argumentation, cause and effect, etc.) require the usage of different reading strategies, and focus on different elements of the text. Exercises coping with the organization of the text consist in its recognition and additional tasks (reordering of paragraphs in chronologically organized texts, rejecting of irrelevant information in argumentative organization, etc.).

The third group of exercises copes with **understanding of content of the text.** It is usual that comprehension is checked

through various types of questions which will be discussed in the following section. Grellet presents different ways of checking comprehension which seem to me more natural, authentic, and colourful than questioning.

One of the ways of checking comprehension is through non-linguistic response to the text. Students match pictures and parts of the text, create tables and diagrams completing the text, solve problems using information from the text, etc.

The other way is through linguistic response to the text. Again the variety of this kind of exercises is really broad, for example:

- a reorganization of the information using different forms of presentation (tables, diagrams, etc.)
- a comparison of several texts describing the same event to see different approaches and point of views of authors
- filling forms, answering letters, etc. based on information from the text
- practising study skills, such as note-taking or summarizing

The last group of exercises focuses on the ability **to assess and evaluate the text**. The student's task is to distinguish opinions from facts and to realize writer's intentions according to his point of view, tone, and other aspects of writing.

C.3. Questioning

Questioning is a technique of checking text comprehension that is very popular with teachers. Its advantage is that it can be used in any part of the lesson. On the contrary, in comparison with the comprehension exercises above, this technique seems less colourful and authentic. Regardless, when teachers decide to use questioning in their reading lessons, they should follow certain rules:

Firstly, learners should not be able to answer questions without reading the text (if it is a question based on the text).

Secondly, each part of the text should be covered by several questions. Teachers should prepare different kinds of questions – from questions of literal comprehension to questions of evaluation or personal response.

Thirdly, questions are not used only to test or to enable practising different reading strategies, but also to help students to understand the text.

"The questions that help you to understand are the ones that make you work at the text. They force you to contribute actively to the process of making sense of it, rather than expecting understanding just to happen. They make you realize which bits of the text you have not understood, so that you can concentrate on those bits."(Nuttall,1982:125).

Finally, when preparing questions, teachers have to be careful about the level of the FL they use. "The language you use should be as clear and simple as you can make it. At the very least, it ought not to be more difficult than the language of the text itself."(Nuttall, 1982:131)

C.4. Stages of the Lesson

A reading lesson begins with **Pre-reading activities** - they are used for catching learner's attention. In this part of the lesson teachers try to elicit information from students. The purpose of it is to show the students that they have already got some knowledge about the topic although they have not read the text yet. It does not matter whether the teacher uses discussion or questioning in this part of the lesson. What does matter is to prepare learners for what will follow, to introduce them the topic.

After the pre-reading activities comes reading itself and **While-reading activities** which can be represented by the first three groups of *Comprehension exercises* (practising reading

skills and strategies, investigation of functions and organization of the text, and checking understanding of the text). Another possibility is the usage of questioning (questions focusing on general understanding of the text followed by questions concentrating on specific information).

Then it is time for **Post-reading activities** whose task is to check students' overall comprehension of the text and to develop the topic of the text. In this part of the lesson teachers should present questions of personal response (asking learners about their opinions and feelings about the text). Students evaluate the text, they judge writer's opinions and aims. For these purposes, *Debates* and *Discussions* are very useful as "debating is a good way of involving the student with the topic and exposing him to different points of view." (Nuttall,1982:138). *Role-plays* and *Dramatizations* or *Competitions* based on information from the text can also take place in this part of the lesson.

D. Thesis

Using appropriate authentic texts in teaching FL can motivate students to read and help to improve their reading skills.

CHAPTER II. PROFESSIONAL PROJECT

A. Basis for the Project Design

This chapter will describe the development of the Professional Project which is based on Nuttall's, Bernard's and other methodology experts' theories concerning appropriate use of motivation and principles of reading lessons and practical data gained from interviews and questionnaires.

There is a cliché which says 'You can lead a horse to water, but you can't make him drink'. Bernard adopted it to school environment and it says, "Teachers can lead pupils to the fountain of knowledge but that does not mean that they come there with thirst." (Bernard,1972:198). The thirst represents motivation to learn. It is a teacher's task to evoke the thirst for learning in students. From the presented methodology theories regarding the subject of motivation in the classroom I conclude that the best way to fulfil this task is to work with intrinsic motivation "represented by partial motives directly connected with a particular subject or activity which a student deals with."(Čáp,1993:187). Applying this idea to reading lessons means, for example to use topics attractive for students, to present authentic texts bringing useful and interesting information, to perform meaningful activities that support the text and help students to comprehend it, etc.

I want to prove that if all methodology rules concerning the usage of authentic texts and reading lessons are kept, I will be able to positively answer the question of my Professional Project: Can appropriate authentic texts together with suitable activities motivate students to read?

B. Preparation of the Practical Model

In order to effectively and successfully apply the presented methodology theories, I prepared questionnaires for students and teachers concerning reading.

B.1. Questionnaires for Teachers

The aim of the questionnaires for teachers (see Appendix 1) was to find out:

a) what textbooks teachers used

b) how teachers evaluated the textbook texts

c) if teachers used supplementary texts (why or why not)

d) what supplementary texts they used and how often

The questionnaires were completed by two EFL teachers in whose classes I was going to test my practical model. Both the teachers used Project English 1 textbook. The teachers positively evaluated the textbook comics since they found them funny and the students liked to work with them. The teachers also appreciated some topics of reading, for example sci-fi or records. On the contrary, the teachers considered the execution of several themes (food, clothes, etc.) as little attractive for students. One of the teachers also criticized the fact that too many reading activities were based on dialogues. The last imperfection, which the teachers found, was occurrence of out-of-date information in several texts.

Both the teachers used supplementary texts from Friendship, Teen, and Hello magazines. The frequency was about once in three weeks. The teachers mentioned that they applied these texts to make the lessons more colourful and as rewards for the students. Both of the teachers also confirmed that the students found these texts more interesting and they paid more attention.

B.2. Questionnaires for students

The purpose of questionnaires (see Appendix 1) for students was to identify:

a) students' attitude towards supplementary texts and textbook texts

b) students' favourite topics of reading

I got twenty-four completed students' questionnaires and most of them were quite critical about the reading texts in their textbook. About half of the students found the textbook texts unattractive. One of the ninth-grade students presented a very interesting and appositive opinion about the textbook texts. She wrote: "I do not like them since it is obvious that they were made for the needs of the subject matter; therefore, they are sometimes somehow awkward" and she continued: "I would like to read something more normal, more real or more entertaining." I got fourteen similar answers. The students answered that they would like to read about nature, sports, and news from the world. At the question "Do you prefer textbooks text or supplementary texts brought by your teachers?" about two thirds of the students replied that they favoured the supplementary texts.

C. Practical Implementation of the Model

C.1. The Choice and Preparation of Materials

Firstly, the students chose a subject of reading. I asked them to give some suggestions and then they voted for them. I told them to give very specific topics. For instance, that the subject 'Sport' is too broad, but we can have 'Alpine skiing' as the subject of a reading lesson.

In 9A. I was given several proposals: 'Britney Spears', 'Snowboarding', 'Computer games', and 'Mobile Phones'. The convincing winner was 'Snowboarding'. The learners of 7A. presented the following topics: 'Horrors', 'Horses', and 'PC games'. 'Horses' won. Since I planned to have two reading lessons with this class, I intended to use some of the remaining topics as well.

To get the necessary information about the topics I used the Internet. It took me about ten minutes to find a text and pictures for each topic. Then I needed next thirty minutes to work out the final reading texts.

C.2. Characteristics of the Classes

I worked out my Project at two basic schools: 10th basic school (Lesní) and Ostašov basic school. I worked with two classes:

Class: 9A. (10th basic school)
EFL teacher: Mrs. Gabarova
Level of English: beginners
Number of pupils: 13
Textbooks used: Project English 1

There were four students who worked really well and whose level of English was very good. But the level of English of the rest of the class was substandard. Moreover, it was almost impossible to keep their attention and discipline through the lessons.

Class: 7A. (Ostašov basic school)
EFL teacher: Mr. Holub
Level of English: beginners
Number of pupils: 12
Textbooks used: Project English 1

In this class there were only little problems with discipline or lack of participation of the students. Most of the students always showed interest in lessons. Their level of English was mostly good. If topics of the lessons were interesting, it was quite easy to motivate them to participate in activities.

C.3. Lesson Plans and Reflections

ACTIVITY PLAN NO.1

Class: 9A.

Topic: Snowboards

Resource: the Internet

Aims: - to present useful and interesting information

- to practise scanning and skimming

- to practise the students' comprehension

Materials: - reading text (see Appendix 2-3)

- task sheet (see Appendix 4) for Step 2.

- paper bits with questions for Step 3.

- snowboard magazines

Lead in

Time: 5 min.

Aim: - to introduce the topic

- to elicit information from the students to find out how much they know about the subject

Form of work: whole-class discussion - oral

The teacher gives one text (see Appendix 2-3) to each pair. Then he starts to ask the learners questions:

Look at the papers I gave you and tell me what the subject of today's lesson is.

Is there anybody who hasn't seen a snowboard yet?

Is there anybody who rides a snowboard?

How much do snowboards cost?

Do you know any snowboard companies?

Then the teacher explains and illustrates the process of guessing with an unknown word <u>slide</u> (He asks the students series of questions leading them to the meaning of the word <u>slide</u>. For example: *Is it an adverb?, Is it a verb?, What can you do on snow?, etc.*).

Step 1. – Reading

Time: 10 min.

Two parts: 1. Skimming (reading for getting the gist of the text)

2. Scanning (reading for specific information)

1.Skimming

Time: 3 min. for reading + 2 min. for answers

Aim: - to skim the text to describe its contents

Form of work: individual - oral

The students read the articles, Brief History of Snowboarding and What Should We Consider Before We Buy a Snowboard? (see Appendix 2-3) and then they describe in their own words what the texts are about.

(While the students are reading the text, the teacher writes questions focusing on specific information on the blackboard.)

2.Scanning

Time: 5 min.

Aim: - to scan the text called Brief History of Snowboarding to answer questions focusing on specific information

- to help the students understand the text

Form of work: individual - oral

The teacher goes step-by-step through the questions and the students present their answers.

Questions:

Who made the first snowboard?	(Tom Sims)
What did he use for his snowboard?	(a skateboard)
When did the first snowboard magazine come out?	(1985)
Where was the first snowboard race held?	(Suicide Six, Vermont)
Can you name some snowboard magazines from the text?	(Absolute radical,…)

Step 2. - Reading

Time: 15 min.

Aim: - the students extract the information from the text called
        What Should We Consider Before We Buy a Snowboard?
   - the teacher checks their comprehension of the text
   - to help the students understand the text

Form of work: individual - written

The teacher asks the students to look at the pictures in the text
and tell him what they have to buy when they want to ride a
snowboard. (The teacher helps with pronunciation of the word
binding if necessary.)

Then he/she gives each student one sheet of paper with an
exercise checking their comprehension of the last text (see
Appendix 4).

The students' task is to correctly complete left out words.
During checking of the words they filled in, the students have to
explain why they used those particular words. All the necessary
information can be found in the text that they have just read.

Step 3. - Role-Play

Time: 10 min.

Aim: - further development of the lesson topic
   - checking understanding of different types of questions

Form of work: whole-class role-play - oral

The teacher asks the learners to come to the blackboard with
their chairs. Then one student is chosen as an interviewee (a
famous snowboard rider). The rest of the students are reporters.
The students (reporters) create a semicircle around the snowboard
rider. The questions for an interviewee are already prepared by
the teacher (It would be too complicated if the students did the
questions themselves - the same questions, finding out those
questions, etc.). The questions are written on strips of paper.

Each learner takes one. The teacher gives the students a minute to look at their questions. Then they present their questions as reporters. If there is anybody who does not understand some question, the reporter tries to explain it to them in English. If the reporter is not successful, the teacher will explain it.

Questions:

How long have you been riding a snowboard?

Which type of snowboard are you riding?

Do you ride alone or with friends?

Where did you ride last winter?

Can you do some tricks?

What is the make of your snowboard?

Have you ever had any problems with skiers?

Can you ski? If yes - Is it easier to ride a snowboard or to ski?

Have you got a favourite snowboard rider?

Can you tell us about some places in Liberec where you can buy a snowboard?

How long have you learned to ride a snowboard?

Do you read snowboard magazines? Which?

How much did your snowboard equipment cost?

Step 4: - Filler

Time: Till the end of the lesson

Aim: - a filler

Form of work: group work

The students go through the snowboard magazines.

Reflection of the lesson:

Because of my previous experience with this class I did not expect good results in this lesson. The level of English of most of the students was low and their lack of discipline was a major problem as well.

I decided to translate all my instructions into Czech in order that I did not lose attention of the students. When working with this class, I preferred to use controlled activities and activities in which students worked individually so that I could better keep discipline.

PRE-READING ACTIVITIES

I handed out the texts and started with the lead-in consisting of eliciting information about snowboards from the learners (see the questions in the lesson plan). I wanted to catch their attention, to introduce the topic and to show them that they had already had some knowledge about the topic. At the beginning the students were a bit timid and only a few of them were willing to answer. But step-by-step more students started to participate in the lesson so at the end of the activity more than half of the class actively cooperated with me and I was given several answers to each question.

According to the students' participation and interest in the subject, I believe that this stage of the lesson fulfilled its aim. I could see that most of the learners were really interested in the subject.

Because the students tended to speak in Czech during the activity, I had to remind them several times that only answers in English would be accepted.

At this stage of the lesson I also explained some basic rules of working with the text to the learners. I pointed out that there were several unknown words in the text but for understanding the text it was not necessary to comprehend all of them. I also stressed that they could very often guess the

meaning from the context. I illustrated the process of guessing with an unknown word <u>slide</u>.

READING ACTIVITIES

After finishing the pre-reading activities, I asked the learners to skim both the articles and tell me what they were about. I gave them three minutes to do it. All the students managed to read the text in time. Because the general understanding exercise was quite easy, I called up mainly the weaker students. Although some of their answers were not grammatically correct (e.g. "They write about type of snowboards.", "It is about people who invented snowboards", etc.), they still very well described the gist of the text so I praised their effort.

Then I showed the students the questions concerning the first article focusing on specific information (I made all the questions of the words from the text so it was easier to find the answers. It was because of the earlier mentioned low level of English of most of the students.). I read the first question and asked the students to find the answer in the text. Almost immediately three students held up their hands. I waited for a moment so the others could find the answer as well. Then I asked one of the fast students to present his answer. The rest of the class checked whether the answer was right. I applied the same procedure to the rest of the questions.

Except for the second question, **What did he use for his snowboard?**, the students managed to deal with the questions very well. It means that during the whole activity at least three quarters of the students held up their hands to give their answers and they were always right. The students had a little problem with the second question since they were not too much familiar with the word <u>use</u>. So I asked them to try to guess the meaning of this word. And really one of the students managed to guess the meaning of this word. So finally they found the correct answer for this question as well.

After that we changed the topic a little - I spoke about the popularity of snowboards and that maybe one day the students will want to buy snowboards for themselves. Then I asked them to look at the pictures on the paper and to tell me what we had to buy when we wanted to ride a snowboard. They mentioned all parts of equipment I wanted to hear - a snowboard, boots and bindings (I knew that they would have problems with guessing the right pronunciation of the word binding so I wrote it together with its correct pronunciation on the blackboard).

For the following comprehension task the students were given five minutes. In that time I was walking among them and watching their progress - they did well. Then we together checked the exercise. I called up a student to read one sentence with the word he filled in and then he explained to us why he put that word in the sentence. Although this exercise was not as easy as the previous ones, because of the necessary explanation, there were always about ten students ready and eager to give their answers. The students had more problems with the explanation why they picked that particular answer rather than with finding out the right answer. Their explanations were quite awkward from the grammatical point of view (e.g.: word order, tenses, etc.). Since this part of the activity was focusing on fluency rather than on accuracy, it did not matter too much. I wanted to know whether they comprehended the text and their answers and explanations proved that they did.

POST-READING ACTIVITIES

The activities in this part of the lesson did not work with the text anymore but they still followed and developed the topic. We began with a Role-play called Press Conference.

For this part of the lesson it was important to choose a suitable interviewee - someone experienced in snowboards to be able to answer all the questions and willing to cooperate. I chose Jonáš, who was an experienced snowboard rider, his English was good, and he was also a very good showman.

From thirteen questions that the students asked the interviewee two questions needed to be explained since some students did not understand them. Some students did not know the word last in third question (The reporter managed to explain it in English). And then no one was able to find out the meaning of the word the make. So I explained the meaning by giving examples of different makes, for example Adidas, Sony, Ford, etc.

I have to say that Jonáš' (the interviewee) performance was really great. He answered all the questions very well. Moreover, he really entertained the class when he told them a story describing his negative experience with skiers. He also described and on a chair performed a snowboard trick called Indy. Jonáš did really a great job. The students not only got interesting and useful information from him, but they also amused themselves, which was the main purpose of this activity.

Since we finished the activity about three minutes before the end of the lesson, I let the students do whatever they wanted to do. It was a reward for their good work. Most of them went through the snowboard magazines that I brought with me.

CONCLUSION

From my point of view this reading lesson accomplished all my expectations and supported my thesis. I can see the success of this lesson in the usage of the authentic text which was supported by elements of intrinsic motivation.

It was important to let the students be active - choose a topic they wanted to read about, be partly responsible for the contents of the lesson, bring their subjects of interest into the classroom. The students worked with the authentic text which presented information that was interesting and useful for them, which was probably the main reason why the lesson worked.

Somebody may find the text and the questions too easy but I had my reasons for doing it that way. I knew from my previous experience that these students really needed activities in which each of them could be successful, when they showed some effort.

When it was not like that, their participation was very weak. The result of my approach was that even very weak students participated actively in the lesson because they could see that it was possible for them to achieve success. I think that my strategy was correct according to good cooperation of almost all the students. I had also hardly any problems with discipline, which happened very rarely in this class.

Since the students successfully managed to accomplish the reading activities, I conclude that they comprehended the text well. This was also partly the result of the fact that the reading activities did not serve only for practising different reading strategies or checking the students' understanding of the text. The questions that occurred in the reading activities functioned also as clues helping students realise the main points and elicit the most important pieces of information.

ACTIVITY PLAN NO.2

Class: 7.

Topic: Resident Evil (the movie)

Resource: the Internet

Aims: - to present useful and interesting information

       - to practise guessing and working with a dictionary

       - to practise scanning and skimming

       - to practise the students' comprehension

Materials: - reading text (see Appendix 5),

          - task sheet for Step 3. (see Appendix 6)

Lead in

Time: 5 min.

Aim: - to introduce the topic and to elicit information from the
       students

Form of work: whole-class discussion

The teacher gives one dictionary to each pair. Then he starts to ask the learners various questions, for example:

     Has anybody heard of Resident Evil?

     Do you know the game called Resident Evil?

     Do you know other movies based on computer games?

Step 1. Dictionary Race

Time: 5 min.

Aim: - to practise working with a dictionary

     - to practise scanning

Form of work: pair work

This activity is performed as a competition in which the students scan the reading text for words in italics, which occur in the second and third paragraph (lurking, Hive, outbreak, seals, contain, leak, ravenous), and look up their meanings in the

dictionaries. Then the students together with the teacher check their answers.

Step 2. Skimming

Time: 12 min.

Aim: - to practise skimming and guessing

Form of work: individual

The students read each paragraph step-by-step and look for the main points and important information in order to produce the outline of the text. They have from thirty seconds to one minute, according to the length of the paragraph, to skim it. The teacher writes their ideas on the blackboard.

Step 3. Left out words

Time: 10 min.

Aim: - to check the students' comprehension and ability to guess words through contextual clues

Form of work: individual

The students complete left-out words in the text with the words from the task sheet (see Appendix 6). Then they present their answers and explain why they picked those particular answers. (While the students are reading the text, the teacher writes questions focusing on specific information on the blackboard.)

Step 4. Scanning

Time: 5 min.

Aim: - to scan the text in order to answer questions focusing on specific information

- to help the students understand the text

Form of work: individual

Questions for students:

> *What is the supercomputer's name?*   (The Red Queen)
>
> *What is a T-virus?*   (an experimental project)
>
> *Can you name some obstacles that the team has to pass through?* (mutant dogs, ...)
>
> *Who is the Licker?*   (a mutated creature)

The students write their answers in their exercise books.

Step 5. - Discussion

Time: 8 min.

Aim: - to let the students present their opinions about the movie and the article

Form of work: whole class discussion

Reflection of the lesson:

The topic of the lesson was based on my research of the students' interests. I discovered that movies and computer games were most popular immediately after horses - the topic of the other reading lesson in this class.

By chance I found out that the 'Resident Evil' movie would be soon coming to our cinemas. So I came to the conclusion that it would be fun to have a reading lesson based on a text presenting information about this movie. Since the movie was inspired by a computer game, the topic had big chances to be popular with most of the students.

PRE-READING ACTIVITIES

I wrote the title of the movie 'Resident Evil' on the blackboard and asked the students whether they had seen it before. Two boys knew the computer game series called 'Resident Evil'. So I asked them to briefly describe the game. They replied

that the game was about fighting zombies - dead people who were still alive, which was a very good answer. Then I asked the students whether they understood the title of the text. None of them did since both the words were totally unfamiliar to them. I asked the students to use their dictionaries and to find a suitable translation for the title. They gave me some suggestions which sounded rather strange, such as "občan zlo" or "zdejší zlo". After a short discussion about the word resident, we translated the title as "Usídlené zlo". Then I asked the class if they knew any other movies based on computer games. Several students knew the movie called 'Tomb Raider' and as I found out they did not like it very much.

According to clear attraction of the students by the topic, I think that the activity successfully fulfilled its aim to catch the students' attention and to introduce the topic to those students who were not familiar with it.

The aim of the following activity was to familiarize the students with unknown words that were crucial for the comprehension of the text and could not be guessed from the context. I reminded the students that some of these words had several meanings so they should not just write down the first meaning they find. I told them to think about the context before they write down the Czech meanings. Despite my suggestions three students translated the word seals as tuleni and only two of them managed to correctly translate the phrase "to contain the leak" as "zamezit úniku (viru)". Other students came up with translations "obsahovat díru", "ucpat díru" or they came up with no suggestions. The translation of the rest of the words was without any difficulties. The winners were clear since there was only one pair having all the answers correct. Both learners got a plus from their teacher.

The students participated well during this part of the lesson and most of them showed interest in the subject of the lesson. There were two girls who did not find the topic very

interesting, but when we got to the 'Dictionary Race', they competed very eagerly.

READING ACTIVITIES

Firstly, the students skimmed one paragraph after another to extract the main points. They correctly identified the main points of the first and last two paragraphs. When working on the second paragraph, some students claimed that they could not recognize the main information because they did not understand some vocabulary. I told them to concentrate on words they understood and to use them for guessing the unknown words in the text. Then I asked them to tell me what the first sentence of this paragraph was about, on the basis of the words they were familiar with (Something, terrible, is, lurking, in, the Hive, huge, genetic, company). They told me that it was about some building called the Hive where probably something bad was done with genetic material. I told them that it was just enough what they needed to know. It did not matter that they did not know the words, such as research, facility or faceless. After that they extracted the main point and asked no more about the unknown vocabulary in this lesson.

The learners also needed my help with the third and fourth paragraph since they did not manage to identify the main points. For example, in the third paragraph they correctly identified "detailed description of zombies and their behaviour" as one part of the main information, but they missed the other part - "the commando's task". So I asked them to read the initial part of the paragraph again. After that they found the second part of the main point as well. With all the main points on the blackboard we got the rough outline of the text (It could be used by the learners for better orientation in the text during the following scanning activity).

If I consider the amount of unknown vocabulary and complex structures which occurred within the text, I have to say that the students dealt with the text quite well. I was very happy to see

that they were not discouraged by the difficulty of the text and that most of them did their best.

Then we continued with the activity focusing more on detailed comprehension of the text. Since I wanted the students to focus mainly on the context of the story, the left-out words were chosen so they could be logically deduced. We did the first word together as an example for further action. The second left-out word caused the biggest difficulties. Almost all the students made a mistake in it when they completed the word bad instead of the word evil. I explained to the students that evil is the right answer because the word good functions in this sentence as a noun; therefore, only evil functioning as a noun could be used. Other words caused only minor difficulties, which means that usually only one or two of the students completed an incorrect word. The results of this exercise proved that the students understood the text very well not only in general but also in detail.

On the basis of the students' previous performances in the lesson I assumed that following scanning activity would be easy for the students in terms of correct answers. So I decided to add more challenge into it: I transformed it into a competition (Competitions in general worked very well in this class.). As we went through the answers, I found out that all of them were correct. I could see that the students were really familiar with the text and knew where to find the information they were looking for.

POST-READING ACTIVITIES

We finished the lesson with a discussion about the movie. Most of the students found it interesting and said that they would like to see this movie. I also asked them about the text - whether they found it difficult or easy to understand. They said that it was a difficult text since they did not know much vocabulary. But they acknowledged that although they did not understand many words, they could well comprehend the text. The

students told me that it surprised them how many words they were able to guess.

CONCLUSION

Motivation with the text presenting interesting and useful information worked very well in this class as well. In fact, only two girls did not show much interest in the topic during the lesson. But even they participated very well in the 'Dictionary Race' and the 'Scanning' performed as competitions. The 'Dictionary race' was meant to be a starter of motivation for the students who were not interested too much in the topic to take part in the lesson (The winner of the competition got a plus from their teacher.). I think that the text fulfilled its task to motivate the students to participate in the lesson. Their support of the topic was very much the cause that most of them did their best to successfully tackle this challenging text.

As we proceeded with the activities, I could see that the students were getting more and more familiar with the text and that they comprehended it very well. This lesson definitely taught them that it was not necessary to know all the vocabulary from the text to understand it or it rather taught them how little they needed to know to understand this text. I also believe that the guessing activities, which took place in the lesson, helped the students to improve their ability to deal with unfamiliar words. On this account I consider the lesson successful.

ACTIVITY PLAN NO.3

Class: 7.

Topic: Drawing a Horse Head

Resource: the Internet

Aims: - to teach the students how to draw a horse head

     - to practise skimming and guessing

     - to practise the students' comprehension

Materials: - 7 sets of jumbled pictures and strips of the text

        (see Appendix 7)

     - 7 copies of a horse head picture (see Appendix 9)

Lead in

Time: 5 min.

Aim: - to introduce the topic

     - to find out how much the students know about the subject

Form of work: whole-class discussion

The teacher asks the students questions about horses, for example:

> *Has anybody ridden a horse?*
>
> *Do you know any horse breeds?* (Can be answered in Czech.)
>
> *What are their colours?*
>
> *What are horses used for?*

Step 1.

Time: 5 min.

Aim: - to practise skimming

Form of work: individual + whole-class discussion

The teacher hands out one set of jumbled strips of the text to each pair and asks the students to skim through them and to find out an appropriate name for this article. The students also have to support their suggestions by words or phrases from the text.

Step 2.

Time: 3 min.

Aim: - revision of vocabulary + guessing of unknown words

Form of work: individual

The teacher draws a horse head on one side of the blackboard and names of parts of the horse head on the other side (see picture no 1. below). Then the students are called up to match them together. The teacher can give the students clues to help them guess meanings of unfamiliar words, for example, "People have noses but horses have muzzles.".
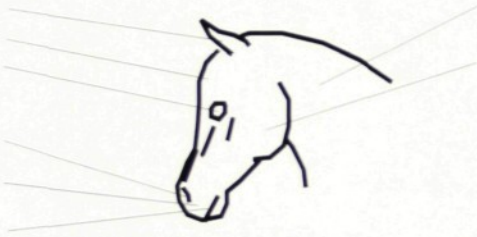
CHEEK
EYE
EAR
FOREHEAD
MOUTH
MUZZLE
NECK
NOSTRIL

(Picture no. 1)

Step 3.

Time: 12 min.

Aim: - to correctly arrange jumbled strips of the text

Form of work: pair work

The students' task is to correctly arrange the order of jumbled pictures and strips of the text (each picture belongs to one strip) and to support their opinions with logical arguments. (*The correct order of strips is: Z, Y, X, W; the order of pictures is 2, 1, 4, 3)*

Step 4.

Time: 15 min.

Aim: - to prepare instructions for the following activity

    - to check the students' understanding of the text

Form of work: individual

This Step consists of two activities. Firstly, the teacher asks the students to find and underline all sentences describing the process of drawing a horse head in the text (for correct results see Appendix 8). Then the teacher calls up the students to rewrite the underlined sentences as instructions on the blackboard and complete them with further information, if necessary (for correct results see Appendix 8).

Step 5.

Time: 10 min.

Aim: - to draw a horse head

Form of work: individual

The students draw a horse head according to the instructions they made up in the previous Step. The teacher hands out to each pair two blank sheets of paper and a sheet of paper with a detail of a horse head as a model (see Appendix 9).

Reflection of the lesson:

    Since the topic was extremely popular with girls, eight of twelve students were girls, I really did not expect any difficulties with arising their motivation and interest in it. Some boys were not very much pleased with the topic. They said that they did not want to read about horses. I reminded them that some girls did not appreciate very much reading about the

Resident Evil movie either, and still they cooperated during that lesson. So I asked them to do the same and for most of the lesson they really did.

PRE-READING ACTIVITIES

Right from the beginning the girls were showing their great interest in the subject and the will to present how much they knew about horses. I found out that several of them rode horses on a farm in Machnín and that one of the girls had its own horse. Since they were very eager to share their knowledge about horses with the rest of the class, I let them present some information in Czech (they did not know English terms concerning breeds, texture of hair, etc.).

After that we proceeded to another activity. The students got the sets of jumbled strips of the text and three minutes to skim through them and to come up with an appropriate title for the text. I also asked them to underline or write down words on which they based their suggestions of titles because I wanted them to somehow support their ideas. Most of the students managed to finish the activity in time. They came up with suggestions "Draw a horse head" and "Sketch a horse head". So they discussed which one is better. After a short debate they came to the conclusion that the first one is better, but I pointed out that it was not perfect yet. The students themselves came up with the change of 'draw' to 'drawing', which was correct. After that I explained to them that the reading had its authentic purpose. They would read the text in order to gain information necessary for drawing horse heads themselves.

The next activity consisting in matching parts of a horse head with their names served as a revision of vocabulary and also as an exercise training the students' ability to guess the meanings of unknown words. The students easily matched familiar words such as eye, ear, mouth, etc. From unfamiliar words - cheek, muzzle, nostril - they managed to correctly guess and match nostril since it sounded very similar to the Czech term

'nozdra'. Then I told them that nostril was a part of a muzzle and after that the students guessed two remaining unfamiliar words.

The girls were fabulous in this stage of the lesson. Thanks to their positive attitude all the activities went smoothly and without any difficulties. The boys did not cooperate that well but at least they paid attention.

READING ACTIVITIES

The following exercise, in which the students were looking for the correct order of jumbled pictures and strips of the text, was quite difficult. Without my help they correctly identified the order of pictures, the first paragraph and the last paragraph. They also found out arguments supporting their claims – that the pictures were ordered according to the elaboration of details; the first part of the text (strip Z) was identified by the sentences "I start with these. Firstly, I sketch ..." and the last part (strip W) by the sentence "It is time for the final breath.". But the learners could not find out which strip was second and which one was third. So I gave them a clue. I reminded them that they correctly arranged the order of pictures and that each picture belonged to some strip of the text. So I suggested they should try to match the pictures and the paragraphs to get the order of the paragraphs. I pointed out that the pictures contained only such details which already occurred in the text. It still took them two or three minutes till they found the right order and were able to support their opinions, but they managed it and that was crucial. This exercise showed the learners how the non-verbal information, in our case pictures, can help them to understand the text.

When the students restored the text to its original form, they could proceed to another activity consisting of two steps. The students underlined all the sentences describing the process of drawing a horse head in the text and then they rewrote the underlined sentences as instructions on the blackboard and

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completed them with further information, if necessary. I explained the procedure to the students and identified the first sentence "First, I will sketch ..." Then the students worked by themselves. None of the students found all the sentences relating to the drawing process. Usually one or two sentences were missing. So we identified the missing sentences together. Then I called up the students to rewrite the underlined sentences on the blackboard in the form of instructions. If the instructions were grammatically incorrect or they were incomplete, I asked the learners questions suggesting that there was something wrong or that some information might be missing. For example, if the student wrote on the blackboard "Draw a muzzle circle.", I asked him "OK, but do we know what size the muzzle-circle is?". Then he completed the instruction himself or his classmates helped him. The instructions extracted from the text were essential for the following activity in which the students drew a horse head according to these instructions.

POST-READING ACTIVITIES

Most of the students could not wait to take their pencils and start to draw their horse heads. During this activity I only checked whether they followed the instructions and how they dealt with the task. At the end of the activity the students voted for three best pictures, which were put on the notice board. Since we had a few minutes left, I asked the students whether they liked the text and what they thought about its difficulty. All the girls liked it and two boys also acknowledged that it was not so bad. The students found this text easier since there were not so many unknown words as in the previous one.

CCONCLUSION

I believe that as in the previous lessons it was mainly the topic that evoked positive approach of most of the students towards reading and the text. I suppose that students were also encouraged in their performances by the realistic purpose of the

reading (gaining information that the students needed for drawing a horse head) and the fact that the activities were organised as a series of meaningful actions (restoration of the text, formulation of the instructions) leading the learners towards their goal – drawing a horse head. This approach definitely contributed to motivation of the students to deal with sometimes challenging tasks.

With regard to the comprehension of the text the students had only very little difficulties. The fact that they managed to successfully accomplish most of the activities without my help proved that they comprehended the text very well. I believe that the cause consists in lower difficultness of the text (a lower number of unknown words, simpler structures, etc.) in comparison with the previous text concerning Resident Evil movie and also in the fact that most of the learners took advantage of experience gained in the previous reading lesson as regards dealing with unfamiliar words.

CHAPTER III. PROJECT EVALUATION

A. Conclusion

The aim of my Professional Project was to test the correctness or incorrectness of the thesis that using appropriate authentic texts in teaching FL can motivate students to read and help them to improve their reading skills.

According to the methodology and psychology experts' theories presented in Chapter I., the usage of appropriate authentic texts can contribute to increased motivation of students to read and work with texts. This is executed by bringing elements of intrinsic motivation, such as interesting topics, presentations of attractive information or authentic reasons for reading into the reading lessons. The mentioned elements can also motivate students to participate in lessons of their own accord and to help them overcome possible difficulties.

The primary aim of activities related to authentic texts is to develop students' reading abilities, such as dealing with unknown words or usage of suitable reading strategies. Moreover, they can also improve students' motivation to work with texts by enabling learners to achieve success.

The evaluation of the Professional Project reflects success or failure of the reading lessons based on the mentioned principles with regard to the thesis. It consists of three parts:

- *evaluation of students involved in the lessons*
- *evaluation of classroom teachers based on their observations*
- *self-evaluation based on my own experience*

Students' evaluation

Data for this part of the evaluation of the reading lessons were obtained from questionnaires (see Appendix 10) and discussions with the students that took place after the lessons.

Most of the students of 9A. appreciated the reading lesson very much. Except for one student, all of them found the text about snowboards (see Appendix 2-3) much more interesting than

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the texts from the textbook (Printing office, Captains log) that we were working with during my teaching practise in this class. The students also pointed out that the given information was useful and attractive for them. All of them answered in the questionnaires that they understood the text well despite some unknown words. Most of the students claimed that the text was neither easy nor difficult. In the discussion they mentioned that it was probably for the first time that they read a text that was completely authentic, and almost all the students liked this feature.

The students of 7A. were happy that they could choose topics of the reading texts themselves. About eighty percent of the students found both of the authentic texts very interesting. The rest of the students found attractive only one of the texts. I consider that as a reasonable result since it was not possible to find two texts that would be interesting for all the students. The students also noted that the authentic texts were much better than the textbook texts mainly because they presented information that was practical and attractive. In the discussion after the second reading lesson the students told me that they were surprised they managed to comprehend the reading texts (see Appendix 5, 7) so well. They mentioned that at the beginning of the first reading lesson they thought that they would not be able to successfully tackle such a difficult text. The students also mentioned that practising guessing and dealing with unfamiliar words in the first reading lesson helped them a lot in the second reading lesson.

Evaluation of Classroom Teachers

Both of the teachers appreciated positive influence of the choice of the topics and the contents of the authentic texts on the students' performances. Particularly Mrs. Gabarova, the EFL teacher of 9A., pointed out that there was an evident improvement of most of the students' work compared to the reading lessons

based on the textbook texts. On the other hand, the teachers had different opinions of the difficulty levels of the texts. While Mrs. Gabarova found the complexity of the test concerning snowboards (see Appendix 2-3) on a reasonable level, the ESL teacher of 7B., Mr. Holub, claimed that the first reading test called Resident Evil movie (see Appendix 5) was too difficult, and mainly in the initial stages of the lesson many students struggled with it. But he also acknowledged that the students managed to successfully deal with it. Both the teachers positively evaluated my detailed explanations and illustrations of the strategies and techniques that I wanted the students to apply. Concerning the structures of the parts of the reading lessons, the teachers found them functioning, and they believed that the lessons fulfilled the aim to motivate the students to read and to improve some of their reading skills through the use of appropriate authentic texts and activities.

Self-evaluation

In my opinion all the lessons of the practical model proved the importance of an attractive topic for successful motivation of the students. On the basis of my experience, I believe that this aspect of motivation was probably the most important. I claim that it positively affected the students' will to overcome difficulties that they faced in the lessons, and without it the authentic reasons for reading would be hardly achieved.

Different levels of difficulty of the texts that occurred in the lessons indicate that authentic texts can be used with students of various levels of English. The aspect of difficulty of a text was also closely related to another element of motivation included in the lessons - experience of success. This was a very important factor to consider when preparing the text for the reading lesson of 9A. I needed to find an authentic text that would be quite simple since I knew, from my experience with this class, that any other authentic text would not be

successful. I believe that if I had more reading lessons with this class, it would be possible to slowly increase the difficulty of the texts as the students would become more experienced in dealing with them. On the other hand, when I was arranging the reading lessons for 7A. class, I knew that I could use more difficult texts immediately from the beginning because the students' level of English was good and their attitude towards learning was mostly positive. I decided to use the more difficult text for the first reading lesson since I wanted the students to practise guessing and other ways of tackling unknown words as much as possible. At the beginning, as I expected, the students needed a lot of my help and advice because they were not familiar with these techniques. But as the students were practising the mentioned reading skills, I could see that they were gradually learning to cope with unknown words. In the second reading lesson the students' dealing with unknown words was evidently better, which was, as I think, caused by two factors. Firstly, it was the lower difficultness of the text (a lower number of unknown words, simpler structures, etc.). Secondly, it was the fact that most of the learners took advantage of experience concerning unfamiliar words that they had gained in the previous reading lesson. Thus, I believe that the aim of improving students' reading skills was met. According to successful accomplishment of all activities, I conclude that both the classes understood their texts well. That was also supported by the results of the questionnaires (see Appendix 10), in which the students acknowledged my assumption. On that basis I think that the aim of reasonable comprehension of the texts by students was fulfilled as well.

The results of the Project support the thesis that using appropriate authentic texts in teaching FL can motivate students to read and help to improve their reading skills. Although the results may not be always as good as in my Professional Project,

as I found out in some of my other reading lessons based on authentic texts and from discussions with other teachers, I believe that supplementary authentic texts belong to the EFL lessons. They have got the ability to present information that is attractive for students through the unsimplified language, and they are very useful for practising different reading skills and strategies as well.

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APPENDIX

DOTÁZNÍK PRO UČITELE ANGLICKÉHO JAZYKA (gabarová)

Jakou učebnici používáte ve svých hodinách angličtiny?

Project English 1

Jak byste ohodnotily texty v této učebnici?

Kladně hodnotím: *comics - většinou zajímavé a vtipné, oblíbené mezi žáky, některá zajímavá témata - rekordy, sci-fi.*

Negativně hodnotím: *Témata jako oblečení, jídlo, nakupování, zpracována značně nezajímavě; většina lekcí založena na dialozích.*

Používáte ve svých hodinách nějaké doplňkové texty?

Ano, protože *Zpestřují hodiny, žáci těmto věnují více pozornosti; je patrnější zájem o angličti...*

Texty čerpám z *časopisů Friendship, Teen.*

Ne, protože _____

DOTAZNÍK PRO ŽÁKY

Líbí se ti více texty z učebnice nebo texty, které vám vybírá Váš učitel z anglických knížek a časopisů? Napiš také proč se ti více líbí ty či ony texty.

z časopisů - jsou zajímavější než texty z učebnice

O čem si rád-a čteš ty?

o zvířatech, přírodě

Brief History of Snowboarding

The first Snowboard was made in 1963 by Tom Sims, when he modified a skateboard to slide on snow. But first real snowboard was made by Dimitrije Milovich, who was a surfer on the east coast of the USA. He started developing snowboards based on surfboards and the way skis work.

In 1982 the first International Snowboard race was held in Suicide Six, outside Woodstock, Vermont. In 1985 the first Snowboarding magazine comes out. It's name was "Absolute Radical". Later was the name changed into "International Snowboarding Magazine". Today snowboarding belongs to one of the most popular sports among young people.

What should we consider when we want to buy a snowboard?

1. Our Riding Skill

Beginners should start with softer and shorter boards. This will aid the learning process.

2. Where and how we want to ride

There are three types of boards:

Freestyle snowboards

Freestyle snowboards are used for jumps and doing tricks.

Free ride snowboards

Free ride snowboards are used for riding on the hills and downhill courses.

Alpine/race snowboards

Alpine/race snowboards are used for races, such as slalom, giant slalom and downhill.

For different kinds of boards different equipment is used:

Boots:

Soft Boots:
For freestyle and all around riding at slower speeds; soft boots provide enough stability and comfort.

Hard Boots
For free ride and alpine/race riding at higher speeds; hard boots provide more support and stability.

After boots are selected, compatible bindings need to be chosen.

Bindings:

Soft Binding:
Soft bindings for soft boots.

Hard Bindings:
Hard bindings for hard boots.

3. Measures of the board

The width of the board should fit the length of the foot without any part of the heel or toes overhanging.

It was already said that beginners should use softer and shorter boards. But the length of the snowboard also depends on rider's weight. It is much easier to ride a board designed for your weight. Here is a general guide:

Your weight	Length of the snowboard
45 kg or less	130-150cm
45kg-70kg	150-160cm
70kg and more	155-175cm

APPENDIX 4

A Completed reading text for comprehension task in Step 2:

If I earn enough money in the summer, I will buy a snowboard. Because I want to ride on the hills just for fun, I am going to buy a FREE RIDE SNOWBOARD. I have heard that the length of the snowboard depends on your weight. I weigh about 80 kilos so my snowboard will be about 160cn long.

I cannot ride a snowboard without proper BOOTS and BINDINGS. For my type of snowboard I will need SOFT boots and SOFT bindings.

I hope there will be enough snow this winter so I will be able to ride a snowboard every day.

RESIDENT EVIL

A secret experiment…a deadly virus…a fatal mistake. Based on the popular video _____(1) series, Resident Evil is an action-packed thriller starring Milla Jovovich (The Fifth Element), Michelle Rodriguez (The Fast and the Furious) and Eric Mabius (Cruel Intentions) in a battle of good and _____(2), human versus computer, the living against the Undead.

Something terrible is *lurking* in the *Hive*, a huge underground genetic research facility run by the Umbrella Corporation, a faceless bio-engineering company. A deadly viral *outbreak* occurs, and in response, the Red Queen - a supercomputer that _____(3) and monitors the Hive - *seals* the entire facility to *contain* the *leak*, killing all the trapped _____(4).

Alice (MILLA JOVOVICH) and Rain (MICHELLE RODRIGUEZ) must lead fellow commandos to isolate the virus that killed Umbrella's entire research staff. The team soon discovers, however, that the workers are…not…really…dead. They are now the *ravenous*, _____(5) Undead, and they are prowling the hive. One bite or scratch from an Undead causes infection and worse, instant transformation into their kind.

Alice and the team have three hours to complete their _____(6). To access the Red Queen, the team must pass through a series of dangerous obstacles in the maze-like hive. These include deadly lasers, mutant dogs and a vast specimen room where Alice witnesses the results of Umbrella's evil experimental _____(7) - the T-virus.

Confronting the giant computer, Rain demands that she guides them to the surface. The Red Queen agrees, but insists that no one who is infected will be allowed to escape. Unless of course, they can find the Anti-Virus first. Standing in their way is a _____(8) mutated experiment that is now a vicious _____(9) known as "the Licker," bent on destroying them all. The Licker's strength increases with each victim it slays – making the team's job even more deadly.

Will the team defeat the Red Queen and find the anti-virus in _____(10)? Or are they doomed to turn Undead? Who, if anyone, will escape the evil Hive alive?

APPENDIX 6

Step 3.

1) a) game   b) play   c) activity

2) a) god   b) devil   c) evil

3) a) controls   b) destroys   c) builds

4) a) teachers   b) employees   c) reporters

5) a) zombie-like   b) dead-like   c) hungry

6) a) mission   b) homework   c) exercise

7) a) material   b) game   c) project

8) a) naturally   b) genetically   c) biologically

9) a) creature   b) animal   c) uncle

10) a) space   b) time   c) two days

Correct answers are: 1a, 2c, 3a, 4b, 5a, 6a, 7c, 8b, 9a, 10b

In looking at a horse's head from the side; you will notice that the cheek and muzzle are both fairly round parts of the horse's face. I start with these. First, I sketch the circle that will become the cheek. I will then decide what angle I would like the horse's head to be at. After I have decided, I will sketch the muzzle-circle. The size of the muzzle circle should be smaller than the cheek by about half. Connect the muzzle and the cheek with what will become the jaw line and the forehead. Pencil in the curve of the neck and position your ears. I like to suggest the eyes with a small oval. The eyes are usually approximately 1/3 of the length of the horse's head from its ears to its nose.

From this point, I put a little more detail into my horse's face. I do it a little at a time, and I start with simple suggestions. This way, they are easier to change, and they will become like guidelines for me when I complete the line sketch. I like to suggest the nostril, the cheekbone, and the line of the mouth lightly. By now, you should have a pretty good idea of what your horse will look like. I have noticed that most of the faux pas are committed in the earliest stages: eye placement, mouth size and placement, nostrils, ears, etc.

If you are satisfied with your basic sketch so far, then it is time to bring your horse a bit more life. It is time for more detail. This is when I add muscle definition, hair, and all of the defining lines that bring character. If you look carefully you will notice that the parts of the horse's face that are not fleshy still greatly resemble the horse's skull. Notice the definition around the eyes, the bridge of the nose and the jaw. This is our foundation showing through.

It is time for the final breath of life. Because the horse's head is built on his skull, and his muscle built on that, his outside body has the same shape. To achieve their realistic look we have to define them with shading, which is the last step of the procedure.
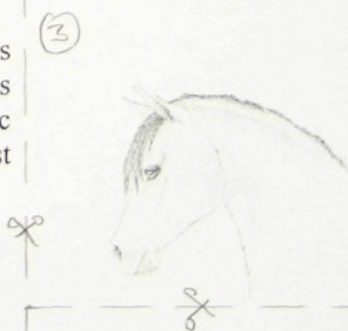
APPENDIX 8

Correct answers for Step 4:

Underlined sentences:

1ˢᵗ paragraph:

Line 3 - First, I sketch the circle that will become the cheek.

Line 5 - ... I will sketch the muzzle-circle.

Line 7 - Connect the muzzle and the cheek with what will become the jaw line and the forehead.

Line 9 - Pencil in the curve of the neck and position your ears.

Line 9 - I like to suggest the eyes with a small oval.

2ⁿᵈ paragraph:

Line 16 - I like to suggest the nostril, the cheekbone, and the line of the mouth lightly.

3ʳᵈ paragraph:

Line 23 - ... I add muscle definition, hair, and all of the defining lines that bring character.

4ᵗʰ paragraph:

Line 32 - To achieve their realistic look we have to define them with shading, ...

Underlined sentences as instructions completed by necessary information:

1) Draw the cheek-circle.

2) Draw the muzzle-circle that will be about half of the size of the cheek-circle.

3) Connect the muzzle and the cheek with what will become the jaw line and the forehead.

4) Position your ears.

5) Suggest the eye with a small oval.

6) Suggest the nostril, the cheekbone, and the line of the mouth.

7) Add definition, hair, and all of the defining lines that bring character.

8) Define the muscle shading.

Dotazník pro 7A.

Jak hodnotíš článek Resident Evil: (Nehodící se škrtněte)
Dokázal jsi dobře porozumět článku, přestože obsahoval mnoho neznámých slovíček? ANO/~~NE~~
Byl pro tebe článek zajímavý? ANO/~~NE~~
Myslíš, že informace, které jsi získal mají smysl i mimo školu? ANO/~~NE~~
Bavila tě práce s tímto článkem více než práce s články z učebnice? ANO/~~NE~~
K tomuto článku bych chtěl ještě říci, že .... NEVIM ....

Jak hodnotíš článek Drawing a Horse Head: (Nehodící se škrtněte)
Dokázal jsi dobře porozumět článku, přestože obsahoval mnoho neznámých slovíček? ANO/~~NE~~
Byl pro tebe článek zajímavý? ~~ANO/NE~~ JEN TROCH
Myslíš, že informace, které jsi získal mají smysl i mimo školu? ANO/~~NE~~
Bavila tě práce s tímto článkem více než práce s články z učebnice? ANO/~~NE~~
K tomuto článku bych chtěl ještě říci, že .... NEVIM ....

Dotazník pro 9A.

Jak hodnotíš článek o snowboardech: (Nehodící se škrtněte)
Dokázal jsi dobře porozumět článku, přestože obsahoval mnoho neznámých slovíček? ANO/~~NE~~
Byl pro tebe článek zajímavý? ANO/~~NE~~
Myslíš, že informace, které jsi získal mají smysl i mimo školu? ANO/~~NE~~
Bavila tě práce s tímto článkem více než práce s články z učebnice? ANO/~~NE~~
K tomuto článku bych chtěl ještě říci, že ... *no bylo dost dobrý* ....