Technická universita v Liberci
PEDAGOGICKÁ FAKULTA

Katedra: Anglického jazyka
Studijní obor: Anglický jazyk

READING ACTIVITIES
INVOLVING STUDENTS INTELLECTUALLY,
EMOTIONALLY, AND PHYSICALLY

(Čtecí aktivity zapojující studenty intelektuálně,
emocionálně a fyzicky)

Závěrečná práce 96-PF-KAJ

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Počet	stran	obrázků	tabulek	příloh
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V Liberci dne 17. května 1996

Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a že jsem uvedla veškerou použitou literaturu.

Děkuji tímto paní PhDr. Marcele Malé a panu Kennethovi Winklerovi, MA za vydatnou pomoc a trpělivost během vypracování mé závěrečné práce.

V Liberci dne 17. května 1996

ANOTACE

Čtení je nezbytnou součástí výuky jazyka. Učitelé by proto neměli tuto dovednost opomíjet, ale naopak jí věnovat dostatečnou pozornost. Bohužel čtení je často učeno způsobem, který studentům v porozumění anglicky psaných textů nepomáhá, ale spíše je odrazuje.

Cílem této závěrečné práce je prozkoumat různé druhy metod výuky čtení se zaměřením na aktivity, které se snaží maximálně začlenit studenty do čtecího procesu a tím prohloubit jejich schopnost porozumět anglickým textům.

ABSTRACT

Reading is an essential part of language learning and the teaching process. Teachers should not overlook this skill but pay proper attention to reading. However, reading is often taught in a manner that does not help students to cope with English written texts, and, consequently, they are easily intimidated or even frustrated.

This paper investigates different methods in teaching reading comprehension through activities that maximise students' involvement during the process of reading and increases their understanding.

ANOTATION

Lesen ist ein wesentlicher Teil des Prozesses des Lernens und Lehrens einer Sprache. Deshalb sollten Lehrer diese Fertigkeit nich übersehen und ihr angemessene Achtung schenken. So wird das Lesen oft in einer Weise gelehrt, die den Schülern nicht hilft, mit englischen Texten fertizuwerden. Die Schüler sind foglich leicht eingeschüchtert oder auch frustriert, wenn sie sich englischen Texten gegenübersehen.

Diese Arbeit untersucht verschiedene Methoden, das verstehende Lesen zu lehren durch Aktivitäten, welche die Einbeziehung der Schüler während des Lernprozesses mazimieren und so deren Verstehen steigen.

OUTLINE

Thesis statement:

Reading activities that involve students intellectually, emotionally, and physically increase their comprehension.

Chapter I. - ACADEMIC

A. Importance of reading

1. How reading is being taught

2. Factors that influence reading comprehension

3. Importance of maximising students' engagement
    a. Intellectual Involvement
    b. Emotional Involvement
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B. Increasing student involvement

1. Involving students intellectually

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3. Involving students physically

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A. Class profile

Chapter III. - CONCLUSION
Summarising theory, methodology, and practice

Chapter I. - ACADEMIC

A. Teaching Reading Comprehension

It is generally accepted that reading, as one of the receptive skills, promotes better spelling, better writing skills, and higher language comprehension. It is considered an effective way of obtaining a more advanced vocabulary and it therefore also enriches language. In other words, the main advantage of teaching reading is that it improves students' general English language level.

1. How reading is being taught

Considering its importance, teachers should pay proper attention to reading comprehension. Unfortunately, there are still many classrooms where reading is a neglected skill and where pertinent activities are designed solely to test the students' memory or pronunciation.

If we look first at some common classroom procedures, we see that in most cases they fail to give the learner any successful training in reading comprehension. Such procedures, for example include (Harmer 1991, Konaré 1994):

1. Individual students read the text aloud, one by one ("reading around the classroom"), and the teacher interrupts to correct students' pronunciation. This, however, can be useful as a pronunciation exercise but does not help much to develop the good silent reading skills students are most likely to need.

2. Students read sentence by sentence and translate them into their native language. The result is that students tend to pay attention to individual words and consequently become get frustrated when they do

not understand each word.

3. The teacher presents new vocabulary before students start reading the text in order to make the reading faster. Students then do not have a chance to improve their guessing/inferencing skills.

4. Students read the text silently without being given a purpose for reading. Then they try to remember as much as they can for the questions the teacher may ask afterwards. This is done to test students' memory instead of their comprehension.

(Harmer 1991:181-2, Konaré 1994:6)

Even though all four procedures are very common and currently in use, none offer what the learner needs if he/she is alone and faced with a text to understand. Nuttall (1982:167) describes this as "a vicious circle of the poor reader": students read in a word-by-word fashion, concentrating on each single word, while in turn the overall meaning disappears. Students have difficulties understanding the text and easily get frustrated. They then look upon reading as some dull and boring classroom task, do not enjoy it, and therefore do not read much. Teachers who want their students to benefit from reading and develop into a learner with a lasting interest in reading English should bear in mind the negative effects of these procedures and avoid them.

According to Badrawi (1992) the overall purpose of teaching reading "is to develop in the reader the attitudes, abilities, and skills needed for obtaining information, fostering and reacting to ideas, developing interests and, finally, deriving pleasure by reading through understanding" (Badrawi 1992:16).

As described above, students simply become poor readers because they do not enjoy reading as they find it too difficult or merely another pointless classroom task. On the contrary, according to Cambourne (1988) students who are not intimidated by reading become successful readers. They find that " the end result of the struggle which they experience when engaged in learning to read has been so worthwhile that they will continue to use what they have learned outside the four walls of the classroom" (Cambourne 1988:51).

2. Factors that influence learning reading comprehension

Success in second language learning depends on a number of different factors. The most important ones are: general intelligence and language aptitude, but in fact, these cannot be changed as they are largely determined by heredity. Besides these two individual variables, Krashen (1982) sees motivation, self-confidence and anxiety of a student as "the affective filter". Richards and Rodgers (1986) identify this as an adjustable filter "that freely passes, impedes, or blocks input necessary to acquisition" (Richards and Rodgers 1986:133). According to Stephen Krashen's hypothesis, built on research in second language acquisition, students with a low affective filter, interact with confidence, and are more receptive to the input they receive and therefore their comprehension is better. On the contrary, anxious learners have a higher affective filter that impedes their learning.

Richards and Rodgers (1986) summarise Krashen's opinions when they write that ".... learners with high motivation do generally better,.... learners with self-confidence and a good self image are more successful" and, finally, ".... low personal and classroom anxiety is more conductive to second language acquisition" (Richards and Rodgers 1986:133). This has obvious implications

for language teaching. Adding on this means that the teacher should present as much comprehensible input as possible but also keep in mind that whatever assists comprehension is important.

3. Importance of maximising students' engagement

Susan Halliwell, in her book "Teaching English in Primary Classroom" (1992) suggests that students' comprehension of presented input can be increased by adapting activities that offer both mental and physical engagement. There are several reasons for this.

a. Intellectual involvement

Considering the earlier references, teachers should try to make learning "to read" as barrier-free as possible, and lower students' affective filter. But it does not mean that reading should be also 'challenge-free'. On the contrary, Cambourne (1988) sees a difference between *struggling* to find the solution to a problem and *suffering* while students try to solve it. According to him this 'struggle' is "an essential part of all learning. Any pleasure that comes from learning is associated with it". He continues, "Remove the struggle and you remove the pleasure" (Cambourne 1988:5).

During my teaching practice I noticed that this 'struggle/pleasure' relationship has something to do with an apparent need of the human brain to construct meaning, and to make sense out of chaos. When the students were successful in making sense or imposing order of something, satisfaction followed and they were positively challenged for the following tasks or activities.

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b. Emotional involvement

Many experts agree that a student's emotional reactions when reading a text are very important. According to Morrow and Schocker (1987:251-3) we can foster students' motivation and therefore their comprehension through their emotional involvement.

Also Griese (1977) states that it is essential to "stimulate emotional reactions within the reader so that he can relate the story experience to his own life and thus more readily recognise the emotional reactions and motives of the main characters of the story" (Griese 1977:73).

In other words, emotional reactions are necessary for developing the cognitive skills that students need for effective reading comprehension.

c. Physical involvement

Krashen demonstrates that the human brain is divided into two hemispheres according to function, with language centralised in the left and motor activities in the right hemisphere. He points out, according to Richards and Rodgers (1986), that "when a sufficient amount of right hemisphere learning has taken place, the left hemisphere will be triggered to produce language and to initiate other, more abstract language process"(Richards and Rodgers 1986:91).

There is another reason why teachers should, during or between some activities, encourage students to move around the classroom. Hess (1991) is of the opinion that it improves the climate of the classroom because the students get to know each other better.

Griese (1977) also believes that tasks involving students physically are one of the stress-reducing factors as they draw students' attention to physical

activity and so to help students relax for a while.

Finally, according to Halliwell (1992) the tasks or activities that physically involve students 'stir' them up, i.e. wake up or stimulate students. It is especially important to keep this in mind because reading itself is a 'settler' and the students might sometimes find reading too long a process and as a result get bored.

Summarising all the experts' citations we come to the same conclusion as Susan Halliwell (1992) who identifies whole-student involvement as an essential part of language learning. She believes that if there are more channels transforming information to our brain, the better comprehension of presented input will occur.

B. Increasing student involvement

Now that the important role of the whole-student involvement has been introduced, different ways of involving them while reading an English texts should be discussed

a. Intellectual involvement

Reading in a second language, unless the text is extremely easy, is a very intellectually demanding activity for students. Therefore teachers should pay special attention to selection of reading material. There is always a risk that students would not be challenged or learn much if the text is too easy. However, if the reading material is too advanced, students may come to believe that reading in English is difficult and not worth the effort. To avoid this happening, Harmer (1991) advises to use texts slightly above the students level that are authentic or at least 'stimulate authenticity'. He feels that non-authentic texts should not be used if we want to help students to become better readers. Primarily, the language in those text is extremely unvaried and secondly, the language is usually artificial.

Readers also must be taught a number of specific skills to aid them in comprehension. Students need to be able to skim, scan, read for the recognition of content, to find specific details, to outline, to use the dictionary or to guess/inference the meaning of new words from the context. It is said that "reading merely to find answers to specific questions should be discouraged and replaced by thought-provoking questions calling for more than factual information and by discussion centring around why, how, what was the result, etc." (Badrawi 1992:17). Some of thought-provoking activities, for example, are:

1. Illustrating favourite events by drama or drawings.

2. Questions about cause-and-effect relationship.

3. Helping students construct their own questions to be answered from the reading (- anticipating)

4. Activities in which the main idea of a selection is to be found, inferences are made and justified and conclusions drawn.

Badrawi (1992) believes that all of those activities develop students' ability to think and therefore they improve their reading comprehension.

b. Emotional involvement

According to Griese (1977) we can develop the cognitive skills individuals need for effective reading comprehension by stimulating emotional reactions within the reader. "Joy, delight, excitement, and so on, act as satisfiers to quicken and deepen the learning process. Learning to read, then, should be made as interesting and pleasurable as possible" (Badrawi 1992:16).

But how can we stimulate students' emotions? The first and the most important is the selection of reading material. Besides the fact that the text should at least "stimulate authenticity" (Harmer 1991), teachers should also pay attention to a topic, style, and form of the readings. A variety of materials is essential for not only encouraging students' motivation but also their interest.

Secondly, as Griese (1977) writes we can trigger students' emotional reactions through imagery. "Imagery creates a picture or series of pictures in a person's mind that is a recreation of a related experience from his own life' (Griese 1977:73). Images, however, do not have to always be purely visual. They can pertain to any of the senses: sight, smell, sound, taste, or touch. Therefore the teachers should attempt to stimulate student imagery, for

example, by using pictures connected with the text, music, or even smell. I myself quite successfully used a stinky cheese smell during the one of my special lessons to help students comprehend the story. Griese identifies this as presenting 'the highly abstract medium of the written word in a more concrete and a personal way' (Griese 1977:74).

c. Physical involvement

Although, involving students physically during the reading lessons is for many teachers something unheard of, it can be done. Despite the limited number of these activities there are still some which can be used quite frequently without danger of spoiling the lesson.

We can, for example, make use of Total Physical Response (developed by James Asher) by having students engage in full-body learning when explaining or revising new vocabulary from the text. The lexical items that are suitable for this technique are, for example, those describing some action or facial expressions.. Asher, according to Richards and Rodgers (1982), believes that this method reduces learners' stress but also that "verbal rehearsal accompanied by motor activity increases the probability of successful recall" (Richards and Rodgers 1982:87)

Hess (1991) also suggests an activity called 'Off The Wall'. This can be a reliable technique in one's teaching repertoire for a couple of reasons: the reading is transformed from a sit-down task to a move-around task which makes reading a more enjoyable experience for learners because it is something new, but also it is very good way of how to practice scanning and skimming skills. Hess adds that the physical nature of the activity gets the students to read faster.

C. PURPOSE OF PROJECT

The main objective of my paper was to design activities for special reading lessons that would make the reading of English texts more interesting and effective for students. I wanted to enlarge the students' understanding by maximising their involvement while reading English texts.

I did not intend to teach language as such, e.g. grammar, but I rather focused on practising some reading-subskills development activities. During all of the special lessons I practised skimming, scanning, and inferring the meaning of new words. In lesson 1 and 2 I also focused on predicting and anticipating the content of the story, in lesson 3 I had the students look for details and practice working with dictionaries and finally in lesson 4 students practised note-taking.

All four lessons I taught followed a basic methodological model for teaching receptive skills (Harmer 1991) consisting of five stages:

1. *Lead-in* -   the teacher introduces the topic and explores the students' previous knowledge (pre-reading)
2. *T directs comprehension task* - the teacher sets the task that the students will have to perform during or after reading
3. *Ss read for task* - the students read silently and perform the task
4. *T directs feedback* - the teacher gives feedback on the students' performance of the task. (Stage 2 to 4 are sometimes repeated)
5. *T directs text-related tasks* - the teacher gives follow up tasks (after-reading)

(Harmer 1991:189)

I paid special attention to text choice as well. The text were slightly above the students' level (-intermediate). I also provided them with a variety of styles and topics of reading materials - in lesson 1 I worked with the text based on a real story, lessons 2 and 3 were centred on two authentic texts from which one was a poem, and lastly, in lesson 4 I used a text that stimulated an interview with a famous rock group.

D. THESIS INTRODUCTION

This project is intended to support the following thesis: _Reading activities involving students not only intellectually, but also emotionally and physically lead to better comprehension and on condition texts are properly chosen, they develop students' positive approach to reading._

E. PAPER PARTS

This paper consist of three parts. The first part of the project focuses on the theory and methodology based on literature research. In the second part of my paper I discuss four analysed teaching plans, including my experience with different reading activities in the class. Finally, in the third part I talk about the result of this project.

Chapter II. - SUMMARIES 1.-4.
REFLECTIVE TEACHING PRACTICE

The following material is presented in two main sections. First, the Class Profile describes the specific class in which the lessons were taught. Teaching and learning problems as well as some basic characteristics of the class such as the students' age or level are mentioned there. Second, the Summaries, 1 - 4, consist of four elements. Pre-Lesson Plan Summary demonstrates the lesson planning stages of the teaching practice. The Lesson Summaries show the stages of classroom presentation and practice. In Reflection on the lessons, my experience with various reading activities is presented. And finally, Conclusions discuss the outcome of the lessons.

CLASS PROFILE

Class	1st
Age	14-15 y.
Number of students	15
Girls/Boys ratio	13 girls / 2 boys
Level	Intermediate
Textbook	New Generation I. II.
Lessons per week	4 x 45 minutes
Teaching problems	Light discipline problems of some students
Learning problems	Mixed ability of students
What was positive	Supervising teacher

COMMENTS

1. Class

It was their fourth month of studying English at Gymnazium but all of the students had attended some English classes. Most of them had been studying English for three of four years.

2. Age

Students at this age are usually difficult because they like to show off in front of their peers and also their motivation is poorer. I was pleasantly surprised because they were well behaved and also very well motivated.

3. Number of pupils

Fifteen is a quite good number for a language class. Most of the time I was able to give individual attention particularly to the weaker students, and also the learning pace was perhaps faster than it would be in a larger class.

4. Girls / Boys ratio

Since there were only two boys in the class, the female majority was one cause of discipline problems. The girls were more talkative than the boys and sometimes a few disrupted the class. The boys even though they were a minority, were as active as the girls.

5. Level

Most of the students were intermediate, but there were also some who were a bit stronger than the others. When the students worked in groups

I tried to arrange them to be as balanced as they could be, so that the stronger students could help the weaker ones.

6. Textbook

This was the first time the students used this book "New Generation I./II.". It was designed for beginner and low intermediate students, therefore the students' regular teacher used this book mainly for practice and revision. During the special reading lessons I used the textbook just once (see lesson No.1)

7. Lessons per week

This class had 4 x 45-minute lessons per week. I found this sufficient for their level. But, also, I was able to design 4 special reading lesson in 5 weeks without risking that the students would miss something.

8. Teaching problems

Discipline was sometime a problem. There were a couple of girls who disrupted the class by talking to each other. I think it was because their English level was a bit better than the others and they sometimes got bored and stopped paying attention. I tried to solve this by involving them more in the activities (group leaders) or by seating them away from each other during some activities.

9. What was positive

One thing which was very positive about the practice was the approach of the supervising teacher towards me. Although she was very busy, she always found time to discuss the lessons with me. She told me what she liked about the lessons, and what she would do differently.

SUMMARY 1

1. PRE-LESSON PLAN COMMENTARY

i. GENERAL LESSON THEME

This lesson began by introducing a story "The Elephant Man", which was taken from New Generation I., unit 59. At first the students in pairs did a jigsaw exercise by scanning the 1st part of the text (=part A). The students then shortly predicted the 2nd part of the story (=part B) and did a matching exercise. After that the students inferred the meaning of key words and completed a filling-gap exercise of a paragraph (=part C), which connected A and B, and finally they wrote a letter using the new vocabulary and basic information from the text.

ii. THESIS FOCUS

In this lesson I tried several reading activities involving students intellectually as well as experientially (i.e. physically and emotionally) in order to lessen their stress, arouse their motivation and to help them understand the rather long text.

Intellectual Involvement - doing a jigsaw exercise, a matching exercise, and a filling-gap exercise

Emotional Involvement - by asking the students to draw a picture, and write a letter

Physical Involvement - when students were asked to exchange their places and partners for different activities (group/pair work), and to write a letter

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iii. ANTICIPATED TEACHING PROBLEMS/POSSIBLE SOLUTIONS

I thought the students might have some difficulties with the text because of the new vocabulary. I decided to solve this problem by asking them to work in pairs or in groups so that the stronger students could help the weaker ones.

The next anticipated problem was the length of the text. Therefore, I decided to divide the story into 3 shorter parts (part A, B, C) and work on them individually, one after another.

iv. LESSON AIMS

1. to arouse students' motivation
2. to improve reading skills (scanning) by doing a jigsaw exercise (part A)
3. to make the students read part B by doing a matching exercise
4. to improve students' guessing skills
5. to check students' ability of using new vocabulary in a similar context
6. to make students actively use new vocabulary

v. MATERIALS

Textbook: New Generation I.
Unit: 59
Pages: 92-94

(see attachments No. 1A-1C)

2. LESSON SUMMARY

1. INTRODUCING THE TOPIC

a. Teacher asks students to write down 5 herbivorous animals; then they name the biggest one of them ----> ELEPHANT; teacher writes it on bb and adds the word MAN. ("THE ELEPHANT MAN" = the title of the story)

b. Students draw a simple picture of what they think the Elephant Man looked like-> students predict the Elephant's Man appearance (see attachment No. 1D)

c. Teacher asks general knowledge questions about the Elephant Man (e.g.: *"Do you think the Elephant Man really existed ?", "Have you seen the movie 'The Elephant Man '?", "What do you think the Elephant Man looked like ?"*)

Aim: to introduce the topic; to motivate the students to read the text and arouse their curiosity

2. SCANNING - A JIGSAW EXERCISE

a. (pair work) each pair gets a set of 6 comprehension questions; each partner is asked to answer only 3 questions; students then read part A (see attachment No. 1A) and answer their questions:

(1st student:)   *Who was Frederick Treves?*

                      Why was John Merrick called the Elephant Man?

                      Where did Treves see John the first time ?

(2nd student:)   *Why Treves wanted to see John in the hospital ?*

                      What did F. Treves give the Elephant Man?

Why did Merrick wear a long cloak and a mask?

b. students are asked to exchange their seats, i.e. they form new pairs; each student in a pair provides answers to 3 questions to complete the jigsaw exercise

c. Teacher checks the answers by asking students

d. Teacher summarises part A by asking comprehension qs (e.g.: *How old was J. Merrick?, Where did Treves see the poster advertising the Elephant Man?, What was Treves' job?*)

Aim: to improve reading skill -scanning; to exchange basic information from part A by doing a jigsaw exercise.

3. SKIMMING - A MATCHING EXERCISE

a. Students predict what will happen next with the Elephant Man

b. (books shut) students are divided into groups of 3-4; each group is given 6 pictures in the right order and 7 slips of text (= the 2nd part of the story) - (see attachment No. 1B); they match pictures and texts together and decide which slip is odd one out

c. Teacher checks the answers, i.e. students read the pieces of the text in right order

d. Teacher asks two students to shortly summarise this passage

Aim: to have students read part B through a matching exercise; to summarise this part of the story.

4. GUESSING THE MEANING OF NEW VOCABULARY

a. Each student is given a piece of paper with one new word (e.g.: *cloak,*

poster, huge, cab, etc.) and is asked to guess its meaning from the context; students look for the words in part A and B

b. Everyone presents his/her word to the entire class, i.e. gives Czech translation; the teacher elicits the meaning of the words that students cannot guess, (e.g.: *rescue*)

Aim: to improve students inferencing skills through a whole class activity

5. A GAP-FILLING EXERCISE

a. Students suggest what was happening with the Elephant Man between part A and B (= 2-year long gap)

b. (individual work) Each student is given a paragraph (=part C) summarising what actually happened with the Elephant Man with some words missing (see attachment No. 1C); the students fill in the gaps with provided vocabulary.

c. (feedback) Teacher monitors and individually corrects the mistakes; one student is asked to read the paragraph aloud

Aim: to connect part A and B; to use new vocabulary in context

6. WRITING A LETTER ASKING FOR MONEY

a. The students are given a copy of the beginning and the ending of a letter (see attachment No. 1C); the students write a body of the letter, i.e.: asking the editor of "The Times" for money for the Elephant Man (so that he can stay at hospital); teacher announces a competition for the most persuasive letter

b. Students are asked to find two mistakes in the closing phrase of the letter: *I look forward hearing from soon.* --> *I look forward **to** hearing from **you** soon.*

c. (feedback) Teacher corrects the major mistakes in the letters and in the following lesson goes through the mistakes together with the students

Aim: to reinforce students to actively use new vocabulary; to briefly summarise the story; to improve their writing skills.

3. REFLECTION

(general)

1. INTRODUCING THE TOPIC

Although, I was afraid to ask the students to draw the Elephant Man, they enjoyed it.

This new experience with drawing a picture of someone unknown and therefore "making up" a new human being really interested the students. I think it was partly because it was not a normal task for them. They had a chance to use their own imagination and to reveal their personal expectations about The Elephant Man, i.e. what they think and feel about him, rather than just talking about him (which some of the students may find difficult). Even though most of their pictures showed a man with a trunk and huge ears, each drawing was different (see Appendix No. 1D). Because the question of the Elephant Man's existence remained open, students were, in my opinion, curious and therefore

positively challenged to find out something more about this character.

2. SCANNING - A JIGSAW EXERCISE

I wanted to reduce the students' possible frustration from not knowing all the words so I told them that completing this task did not require understanding every word. The forms of the questions were simple and easy to understand so the students knew exactly what information they were looking for. But still a few were having difficulties finding the information and I think it was due to their lack of knowledge of new vocabulary. Later on when the students worked in pairs the situation improved -stronger students helped the weaker ones with the task.

Moving the students around the classroom was a little bit problematic but, fortunately, it did not take much time. At first the students protested (*"....why should we change our seats if we want to work with the person sitting next to us....."*) but then they exchanged their seats.

3. SKIMMING - A MATCHING EXERCISE

This activity was demanding for the students because of the new vocabulary. They did not seemed to have problems skimming the text, but when they were matching the pieces of the text with the right pictures together some students were having difficulties. Probably because they were not used to be given an odd one out text that made the matching more difficult. Some students seemed anxious as they could not tell which was the "seventh" piece of the text.

4. GUESSING THE MEANING OF NEW VOCABULARY

During this stage the students proved that they were able to infer the key words from the context. Their guesses were either correct or very close to the right solution. Because each student was asked to guess only one word the activity did not take much time. The next lesson, if I decide to practice students' inferencing skills, I would encourage students to guess more than one word so they can improve this skill.

5. A GAP-FILLING EXERCISE

This stage should have proved that the students understood the meaning and the usage of the new words correctly. Generally, the students did well. I think stage 4- inferring the meaning of new vocabulary was very important and helped the students a lot as they did not seem to have any problems. During this stage I monitored and so I could individually help the weaker students who had some problems.

6. WRITING A LETTER

To increase students' motivation at the end of the lesson I created a competition for the most persuasive letter. By asking the students to write the letter I put them into a position where they partly felt responsible for the future of the Elephant Man which seemed to help them when writing the letters. Most of the letters were very persuasive and the reasons why "The Times" should fund the Elephant Man were also creative. There are some examples of their letters:

1. *There is a man named John Merrick in our hospital. He isnęt sick, he*

is only a little bit different from other people. We would like to collect some money for him so he stay in our hospital because he cannot live alone.

2. I want to help the Elephant Man. His name is John Merrick. He has not any money and any home. He wants to live like other people, but they are afraid of him. He has got enormous head. Can you please help us?

The students proved that they were able to actively use new vocabulary but they had certain problems with the grammar (tenses, articles, etc..). To make the students aware of their mistakes I corrected the most common ones together with the students.

A couple of the students were able to correct both errors in the "original" letter. I wrote it on bb to make the rest of the class aware of the mistakes that are quite frequently made.

4. CONCLUSION / ACTION

Despite some minor difficulties the reading lesson went smoothly. The students proved they were able to cope with an English written text, complete the comprehension exercises and infer the meaning of new words.

However, there were some problems concerning the choice of the text: firstly, because I worked with a text which was taken from students' textbooks, I found out during the lesson that some of the students had already read the text at home. Secondly, I realised I could have chosen a more difficult one as some students found it quite easy. So for the next lesson I decided to pick up and work with a more difficult text, preferably one not taken from their textbook.

Involving students' personal emotions towards the main character seemed to increase their motivation (stg 1) to read the story, because the existence of the Elephant Man was something strange to students, but also stimulated their creative thinking and reasoning during after-reading activity (stg 6).

I found out that student co-operation during a matching and a jigsaw exercises was an effective way of helping weaker and slower readers. They were not put on the spot and so they did not feel as frustrated as if they were asked to work individually.

Making a matching exercise more demanding using extra information was a good idea even though some students got frustrated. Next time I would do the similar thing again because I believe that it improves students' concentration while reading.

Lastly, I would like to mention students' physical involvement during this lesson. I think that even though students were not very enthusiastic about getting up and changing their places this time I would do it again because I think that students would gain. I believe that the class atmosphere would improve as the students would get to know each other better.
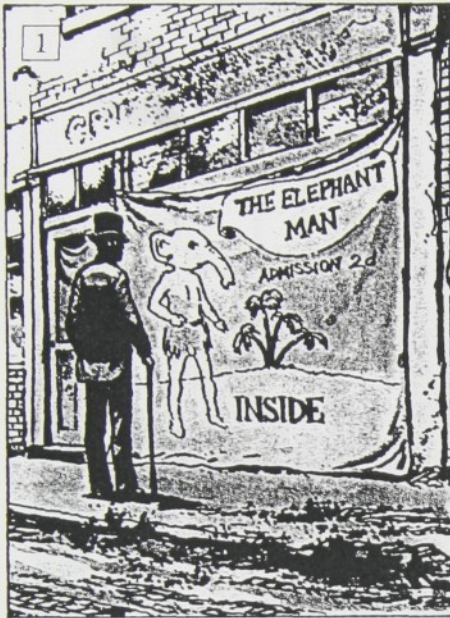
THE ELEPHANT MAN

One day in November 1884 a young doctor called Frederick Treves saw a poster in a shop window on the Mile End Road in London. The poster advertised the exhibition of the Elephant Man. The picture on the poster interested Treves and he went into the shop.

This is Frederick Treves' story: 'The showman pulled the curtain and I saw the Elephant Man for the first time. I could not see him clearly because he was sitting on a chair.

'The showman shouted, "Stand up." The Elephant Man was small but he had an enormous head. His skin was thick like an elephant's. He was horribly ugly.

'I asked the showman about the Elephant Man but all he could tell me was, "His name's John Merrick and he's 21 years old."


'I made an appointment for Merrick to come and see me at the hospital where I worked. I gave Merrick my card. Later this card was very important in Merrick's life – but I did not know that then.

'Two days later the Elephant Man walked into my room at the London Hospital. He was wearing a long, black cloak and a mask. He always wore these clothes in the street to hide his face and body.

Attachment No. 1B
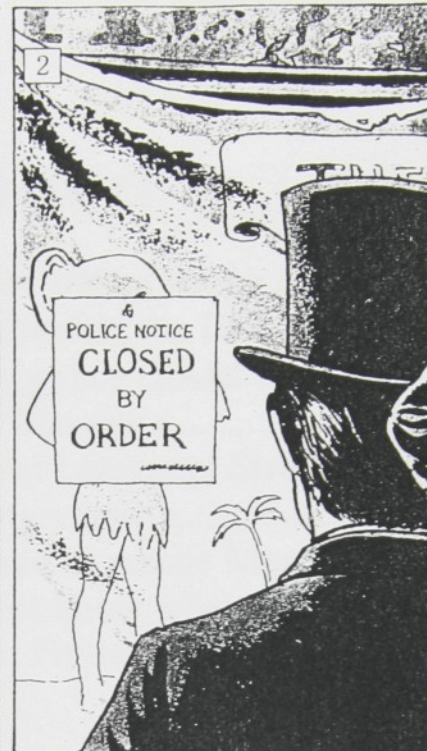
'I took Merrick to a small room in the hospital but there was a problem.'

'But one day nearly two years later a policeman knocked on my door at the hospital. He asked me, "Can you come at once to Liverpool Street Railway Station, sir?"'

'The police helped Merrick into a cab and I drove with him at once to the hospital.'

'The next day I walked oast the shop on the Mile End Road. It was closed. There was a police notice. I thought, "So that's the end of th Elephant Man."'

'Merrick was lying on the floor. He was almost dead with tiredness and hunger. He was holding my card in his hand.'

'Twenty minutes later we arrived at Liverpool Street Railway Station. There was a big crowd of people outside the station waiting room. I had to push through the crowd. There, on the floor, in a corner, was the Elephant Man.'

'I examined Merrick. Then I asked him some questions about his life but I could not understand what he said. His speech was very unclear.'

1. A gap-filling exercise (=part C)

One day in November 1884 a young doctor 1..................... Frederic Treves 2..................... John Merrick, the Elephant Man, for the 3............... time. Soon 4..................... the police closed the 5.................. and Merrick's owner, the showman, took Merrick 6.................. . Two years later Merrick 7................ back in London at Liverpool Street Railway Station. He had no 8.................. . He was hungry and 9..................... . He had no friends or 10..................... . The police had to rescue Merrick from a big 11................ of people. The police did not know what to do with 12...............Then Merrick 13................... them Frederick Treve's 14..................

CARD   FIRST   RELATIVES   MONEY
EXHIBITION   SHOWED   AFTERWARDS   HIM
CROWD   MET   ABROAD   CALLED
ARRIVED   TIRED

2. A letter to "THE TIMES"

Dear Sir,
My name is Mr Gomm. I am the chairman of the hospital committee. I would like to ask you for your help._____
_____
_____
_____
_____

I look forward hearing from soon.
Yours sincerely,

Mr Gomm

Attachment No. 1D

SUMMARY 2

1. PRE-LESSON PLAN COMMENTARY

i. GENERAL LESSON THEME

At first, the students were exposed to a terrible stinky cheese smell (- made in Olomouc). After this we talked about a picture of "the Stinky Cheese Man". Then while the students were reading the story, they were guessing the meaning of key words, did a T/F - exercise, looked for synonyms of the word *nasty* , searched for the most repeated sentences, and did a matching exercise. As a follow-up activity students made up the end of the story. Finally, they summarised the whole story by putting the pieces of the text and the pictures into the right order.

ii. THESIS FOCUS

The main purpose of the lesson was to introduce activities increasing students' motivation and curiosity to read the text and also help them to understand the story better through whole-student involvement:

Intellectual Involvement - inferring the meaning of new vocabulary, answering
   comprehension questions, and creating the end of the story

Emotional Involvement - smelling and reacting to a stinky cheese smell (that
   was also the main point of the story), making up the end which
   expressed their attitudes towards the main character.

Physical Involvement - students lining themselves up according to the slips op
   paper in their hands indicating the chronological development of the
   story

iii. ANTICIPATED TEACHING PROBLEMS / POSSIBLE SOLUTIONS

A problem I foresaw was that students might find difficult to read an authentic text with a lot of new vocabulary. Therefore I reminded the students that they do not need to understand *all* the new words to comprehend the story and to complete the exercises which I designed to lessen their stress.

iv. LESSON AIMS

1. to introduce the topic of the lesson; to experientially stimulate students interest and curiosity
2. to present the text; to have students guess the meaning of new words
3. to scan the text and check the students' understanding of the story through a set of comprehension exercises
4. to have students make up the end of the story
5. to summarise the text

v. MATERIALS

English Teaching Forum, January 1995, Volume 33, Number 1.
    Poster "The Stinky Cheese Man" - story written by Jon Scieszka
       & Lane Smith

(see attachment No. 2A, 2C-2G)

2. LESSON SUMMARY

1. INTRODUCING THE TOPIC OF THE STORY

a. Teacher asks students about what is in her bag; they cannot see it but they can smell it (= a piece of stinky cheese); teacher introduces the word *stinky*

b. Teacher shows a picture of Stinky Cheese (see attachment No. 2C) and asks what/who it is; teacher elicits the name of the character using word stinky and writes it on bb --> **The Stinky Cheese Man** (= the title of the story)

Aims: to elicit the title of the story (and the lesson topic); to increase the students' motivation and interest to read the text by attacking their sense (i.e. smell)

2. INFERRING THE MEANING OF NEW VOCABULARY

a. Teacher hands out a copy of the story without the end (see attachment No. 2A); students follow the text while teacher reads it aloud

b. Teacher asks students to think of some other story with a similar plot and say the title -> "*The Story About the Doughnut*"

c. Teacher gives students a time limit, they scan the text and guess the meaning of highlighted words (pair work)

d. (feedback) Students give out their guesses; teacher elicits the correct meaning of those words that students get wrong

e. Students repeat the new words after teacher

Aims: to scan the text; to improve students' inferencing skill through guessing

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the meaning on the new words from the context; to introduce the pronunciation of the new vocabulary

3. COMPREHENSION EXERCISES

a. (pair work) teacher asks students to change their partners and hands out a sheet of paper with different tasks (see attachment No. 2B); students read the text once again and answer the questions:

    i. T/F/D (=do not know) statement exercise: e.g. *The cow would rather eat weeds than the Stinky Cheese Man.*

    ii. students look for synonyms of the word NASTY in the text (i.e. *awful, terrible*)

    iii. students search for the most repeated sentences in the text (i.e. *Run run run as fast as you can. You can't catch me I'm the Stinky Cheese Man*)

    iv. students find out who is "You-know-who" (->*the Stinky Cheese Man)*

    v. they match the words from the text with their synonyms (e.g. *kids= children*)

b. (feedback) teacher checks the answers and elicits peer correction

Aim: to check students' comprehension of the story through a set of comprehension exercises; to check their understanding of the new vocabulary

4. CREATING THE END OF THE STORY

a. (group work - 3 groups of 5) Teacher announces a competition for the best ending; students write (3-5 sentences)

b. Teacher reads endings aloud; students decide which is the best; the winning group is awarded by +

Aim: to encourage students to creatively use some new vocabulary; to increase their curiosity to read the real ending

5. SUMMARISING THE STORY

a. (group work - 2 groups); each group is given 6 slips of paper with the text (the end is included) and 4 pictures connected with the story (see attachments No. 2C-G); each student picks 1 piece of the text/picture and students in groups line themselves up according to the chronological order of the story; (teacher announces a competition for the faster group to motivate the students)

b. (feedback) teacher checks the correct order of the texts and the pictures; finally one student from the winning group reads the real ending of the story

Aim: to summarise the text by putting the cut text into the right order

3. REFLECTION

(general)

1. INTRODUCING THE TOPIC OF THE STORY

Students' reactions to the smell differed. Their guesses were: *dirty socks, old food, meat, perfume, cheese, etc.* ; . Some of them disliked it,

some did not smell anything, and some students even liked it. But all of them seemed to get very interested in what was in my bag because they could not agree on what it was. This, in fact, really increased their curiosity about the subject and consequently about the story they were going to read. I myself had been interested in what students response would be like because this was possibly something they had never experienced before. But all of the students reacted very spontaneously which showed their real interest in the subject.

2. INFERRING THE MEANING OF NEW VOCABULARY

I believe that reminding the students of a similar fairy tale "The Doughnut", was very important. Both stories differ in some details and, in my opinion, those differences made reading even more interesting. The students recalled all what they could remember, then compared those two stories together.

Generally, the students were capable of inferring the meaning of most of the words. In case the students had problems I elicited the meaning- using only English, e.g.: *GROSS --> s1: Big -->T: It does not mean BIG. You use the word GROSS to say that you don't like something or someone, for example, for some of you the stinky cheese is GROSS.........-->s2: terrible..* Also, there were two pairs who had some problems because those students who worked together were both weak. Next time, I should make sure all the pairs are well balanced

3. COMPREHENSION EXERCISES

The students worked in pairs again but with different partners than in stg 2. Changing places went fine and quickly without any complaining.

Most of the students did not seem to have any problems while

completing the tasks. It took a bit longer than I expected but their answers were correct. I did not give them a time limit which was a mistake because the students' individual working pace was different and some students finished sooner than the others. They then did not have to concentrate on anything and while the others were still working they became bored. Fortunately, it was only for a very short time because I stopped the activity and checked their answers. Next time it would be better to give them a time limit at the beginning of the activity.

4. CREATING THE END OF THE STORY

While creating the end of the story the students' interest and motivation seemed to increase. I think it was mainly because they actively contributed to the plot of the story. The activity itself was very successful and the endings they made up were very inventive and interesting. According to the students, a couple of them were even better than the original ending. They also showed they were able to use the newly-learned vocabulary correctly. Sample endings include:

1. *The terrible smell of the Stinky Cheese Man knocked the fox back. He dived under the water and the Stinky Cheese Man fell apart. Every fish in this river died. The river is now called the Awful Smell - River.*

2. *He decided he would dive. So he dived into the water. The Stinky Cheese Man fell apart and the river brought pieces of him to the sea and then the whole world smelled.*

3. *Then the Stinky Cheese Man met a Black bird. She took him into her*

mouth. Then, there came a wolf and he said: "You can sing so lovely. Sing me a song, please!" So the Black Bird sang a song and the Stinky Cheese Man fell out from her mouth and the wolf ate him.

4. *You can't catch me I'm the Stinky Che... Mmmmmm..... It was a good cheese!!!*

5. SUMMARISING THE STORY

This activity was both competitive and challenging but it also summarised the whole story. Students welcomed this activity very much. I believe it was a very good idea of how to end the lesson. Getting up and moving around 'stirred' students up a bit after a 'settling' activity of reading.

4. CONCLUSION

I tried to chose a text with an interesting or unusual topic and plot. I believe when students find a reading material exciting their attitude is more positive and then they are more likely to comprehend.

The comprehension activities were not extremely difficult because I thought the text itself was difficult enough. The comprehension activities I chose were designed to help the students with new vocabulary. Nevertheless, I found out that I could have prepared more difficult tasks as some of the students found them too easy.

The students were emotionally involved in the text right from the beginning. "Using" a cheese smell was experimental, but it was a good idea.

The stinky cheese smell was the main point of the story and so the students could better imagine and therefore better understand the behaviour of the characters in the story. I would definitely try to use smells in future, however, I am aware that it is not always possible.

The only physical involvement during the lesson, except students moving to change partners for pair work, was in stage 6. I think it was a very successful thing to do, especially at the end of the lesson. Some of the students got very enthusiastic and eager but this could have disturbed their attention and concentration for the rest of the lesson if done in the middle of the lesson.

The only problem during this lesson was bad timing of the comprehension exercises. Next time I will make sure that before the students start working on a given task I should give them a time limit.

THE STINKY CHEESE MAN

Once upon a time there was a little old woman and a little old man who lived together in a little old house.

They were lonely. So the little old lady decided to make a man out of stinky cheese. She gave him a piece of bacon for a mouth and two olives for eyes and put him in the oven to cook.

When she opened the oven to see if he was done, the smell **knocked her back.**

"Phew! What a terrible smell?" she cried.

The Stinky Cheese Man **hopped out** of the oven and ran out the door calling, "Run run run as fast as you can. You can't catch me. I'm the Stinky Cheese Man!"

The little old lady and the little old man **sniffed the air**.

"I'm not really very hungry, " said the little old man.

"I'm not really all that lonely, " said the little old lady.

So they didn't **chase** the Stinky Cheese Man. The Stinky Cheese Man ran and ran until he met a cow eating grass in a field.

"Wow! What's that **awful smell**?" said the cow.

The Stinky Cheese Man said, "I've run away from a little old lady and a little old man and I can run away from you too I can. Run run run as fast as you can. You can't catch me I'm the stinky Cheese Man!"

The cow gave another sniff and said, "**I'll bet** you could give someone two or three **stomachaches.** I think I'll just eat **weeds**."

So the cow didn't chase the Stinky Cheese Man either. The Stinky Cheese Man ran and ran until he met some **kids** playing outside school.

"**Gross**," said a little girl. "What's that **nasty smell**?"

"I've run away from a little old lady and a little old man, and a cow, and I can run away from you too I can. Run run run as fast as you can. You can't catch me I'm the Stinky Cheese Man!"

A little boy looked up, sniffed the air and said, "If I catch him, our teacher will probably make us eat him. **Let's get out of here**." So the kids didn't chase the Stinky Cheese Man either.

By and by the Stinky Cheese Man came to a river with no bridge.

"How will I ever **cross** this river? It's too big to jump, and if I try to swim across I'll probably **fall apart**," said You-Know-Who.

Just then the **sly** fox (who shows up in a lot of stories like these) **poked his head** out of the bushes.

"Why, just hop on my back and I'll carry you across, Stinky Cheese Man."

"How do I know you won't eat me?"

"Trust me," said the fox.

So the Stinky Cheese Man **hopped on** the fox's back. The fox swam to the middle of the river and said, "Oh man! What is that **funky smell**?"

Attachment No. 2B

COMPREHENSION QUESTIONS:

1. Decide whether these sentences are true or false (T/ F):

The Stinky Cheese Man's eyes were made of raisins.
The little lady and the little man gave him a piece of English bacon for a
  mouth.
Everybody was chasing the Stinky Cheese Man but they never caught him.
The cow would rather eat weeds than the Stinky Cheese Man.
The Stinky Cheese Man was very popular among the children.

2. Find two synonyms for "NASTY SMELL":
                                    1...
                                    2...

3. What are the most repeated sentences in the story (2-3)?
_____
_____
_____

4. Who is You-Know-Who ? _____

5. Match words from the two columns.

hop on	smelled
kids	follow
chase	pain in the stomach
weeds	jump on
cross	children
gross	grass
fall apart	go over
stomachache	clever
sniffed	break in pieces/ disappear
sly	terrible

The Stinky Cheese Man said.

"I've run away from a little old lady and a little old man and I can run away from you too I can. Run run run as fast as you can. You can't catch me. I'm the Stinky Cheese Man?"

The cow gave another sniff and said. "I'll bet you could give someone two or three stomachaches. I think I'll just eat weeds."

So the cow didn't chase the Stinky Cheese Man either.

The Stinky Cheese Man ran and ran until he met some kids playing outside school.
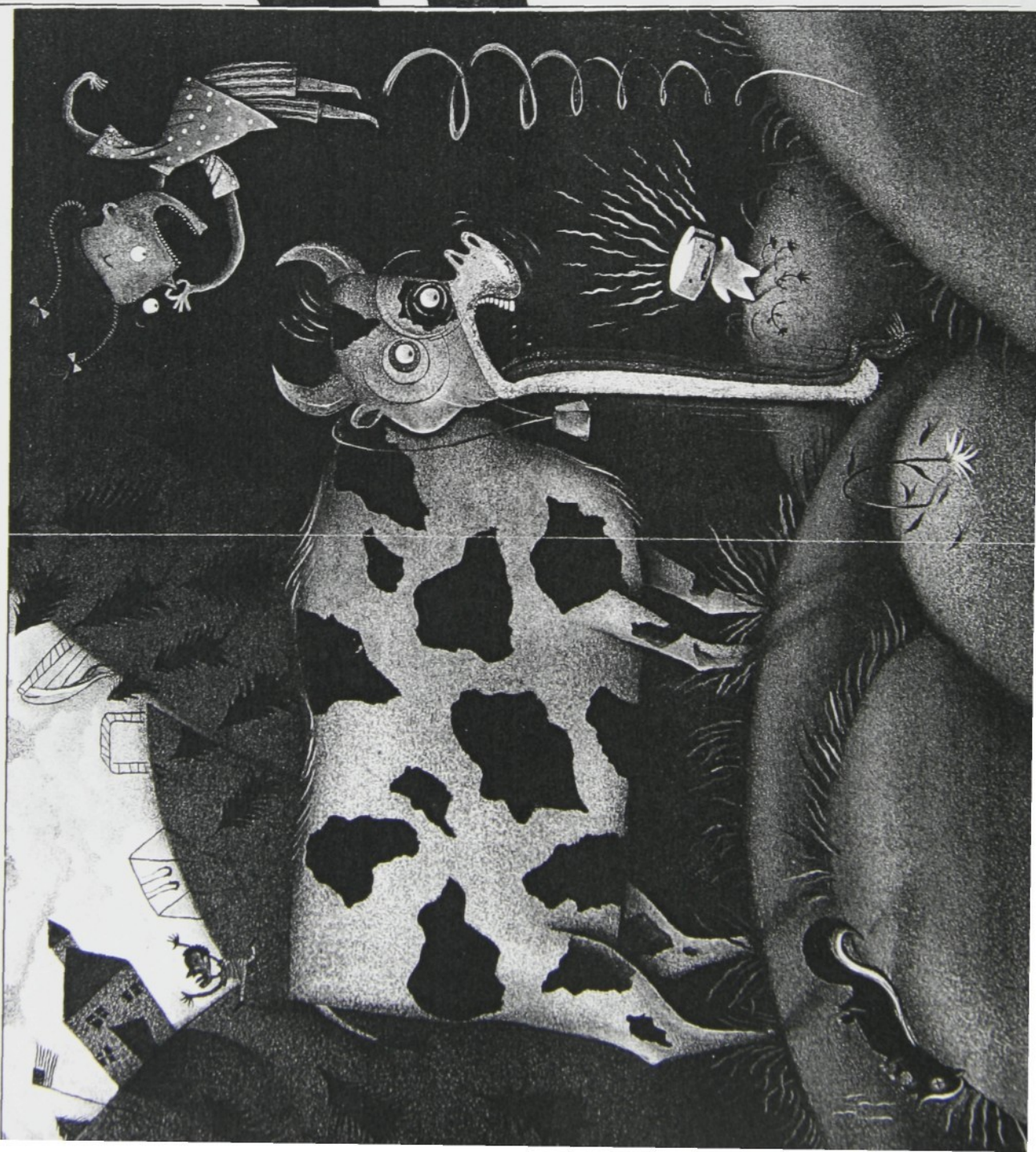
"Gross," said a little girl. "What's that nasty smell?"

"I've run away from a little old lady, and a little old man, and a cow, and I can run away from you too I can. Run run run as fast as you can. You can't catch me. I'm the Stinky Cheese Man!"

A little boy looked up, sniffed the air and said. "If we catch him, our teacher will probably make us eat him. Let's get out of here."

So the kids didn't chase the Stinky Cheese Man either.

When she opened the oven to see if he was done, the smell knocked her back! "Phew! What is that terrible smell?" she cried. The Stinky Cheese Man hopped out of the oven and ran out the door calling, "Run run run as fast as you can. You can't catch me. I'm the Stinky Cheese Man!"

The little old lady and the little old man sniffed the air. "I'm not really very hungry," said the little old man. "I'm not really all that lonely," said the little old lady. So they didn't chase the Stinky Cheese Man. The Stinky Cheese Man ran and ran until he met a cow eating grass in a field. "Wow! What's that awful smell?" said the cow.

THE STINKY CHEESE MAN

Once upon a time there was a little old woman and a little old man who lived together in a little old house. They were lonely. So the little old lady decided to make a man out of stinky cheese.

She gave him a piece of bacon for a mouth and two olives for eyes and put him in the oven to cook.

By and by the Stinky Cheese Man came to a river with no bridge.

"How will I ever cross this river?

It's too big to jump, and if I try to swim across I'll probably fall apart," said You-Know-Who.

Just then the sly fox (who shows up in a lot of stories like these) poked his head out of the bushes.

"Why, just hop on my back and I'll carry you across, Stinky Cheese Man."

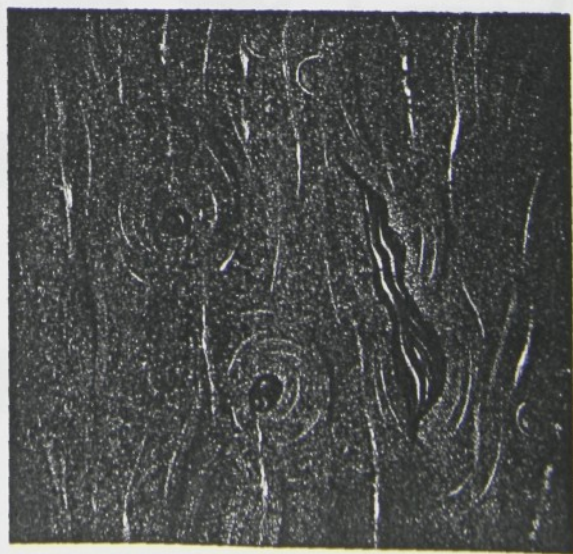"How do I know you won't eat me?"

"Trust me," said the fox.
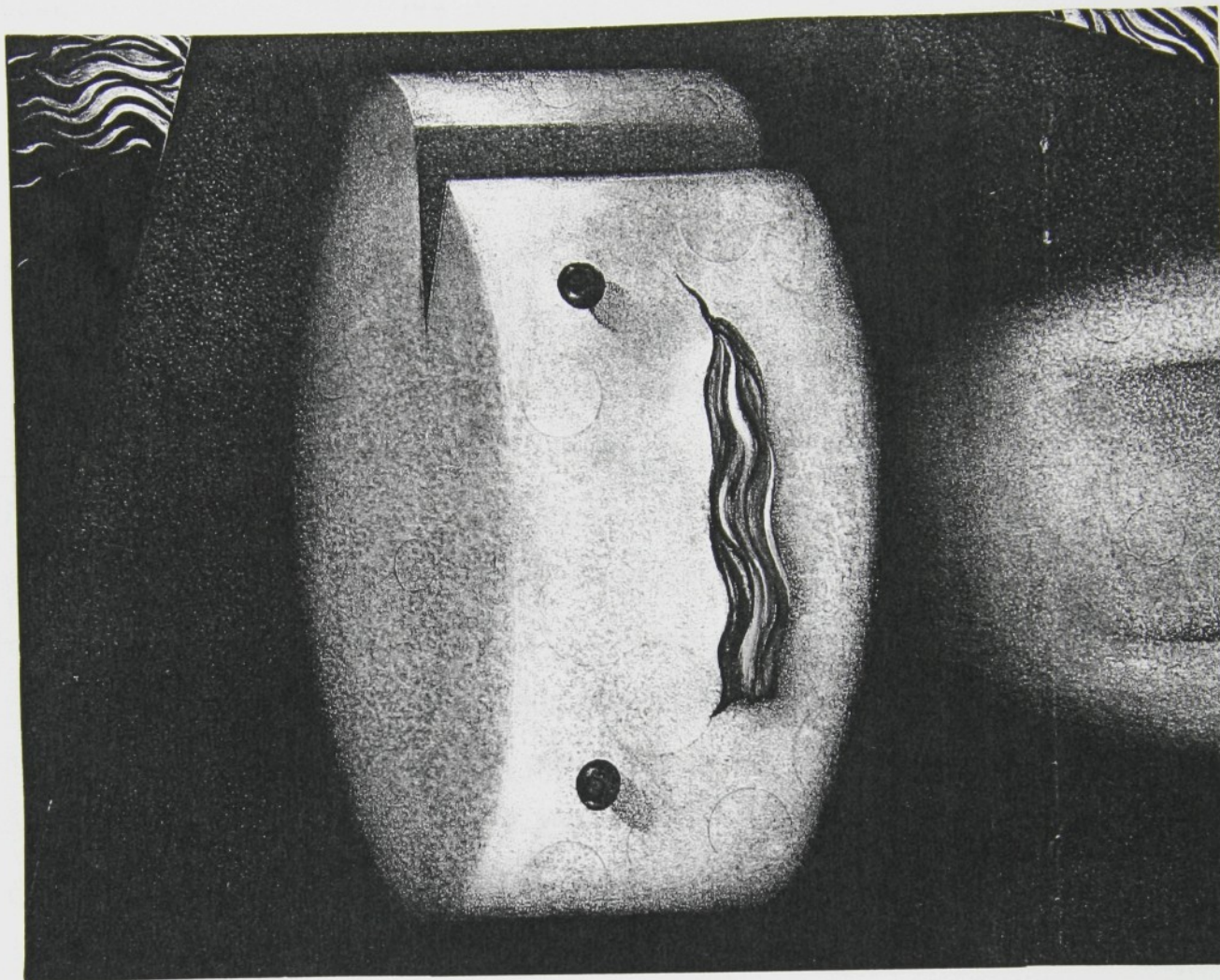
So the Stinky Cheese Man hopped on the fox's back.

The fox swam to the middle of the river and said, "Oh man! What is that funky smell?"

The fox coughed, gagged, and sneezed, and the Stinky Cheese Man flew off his back and into the river

where he fell apart. The End.

1. PRE-LESSON PLAN COMMENTARY

i. GENERAL LESSON THEME

This lesson was centred on reading a poem "Little Red Riding Hood and the Wolf" written by Roald Dahl. At first students looked at and described a picture of a dog wearing red clothes taken from a book of photos taken by William Wegman. The students were then asked to tell an English title of a famous fairy tale where The Wolf and Little Red Riding Hood (later only LRRH) are the main characters and to briefly tell its plot. Then the students scanned first three quarters of the poem looking for the main difference between the original fairy tale and this poem. Afterwards, the students inferred the meaning of some new words and then checked their guesses in dictionaries. In the next activity they put the sentences from the rest of the story in a chronological order and answered multiple choice questions. Finally, students wrote a short poems using rhyming word from the poem and prepared to role-play the story.

ii. THESIS FOCUS

I designed this special reading lesson with an emphasis on whole-student involvement during the lesson in order to maximise students' engagement while reading and consequently to enlarge their comprehension of the poem.

Intellectual Involvement - when putting the sentences in the correct order, answering multiple choice questions, guessing the meaning of new words

Emotional Involvement - during looking at and describing the pictures and
    role-play

Physical Involvement - when checking answers to multiple choice question,
    when presenting new vocabulary

iii. ANTICIPATED TEACHING PROBLEMS / POSSIBLE SOLUTIONS

One problem was the length of a poem. Therefore I divided it into three smaller parts and had the students work on each passage in three groups.

Another anticipated problem was that, for example, a group of students working on part A would not be familiar with the plot of sections B or C and also they would not know the meaning of the words and phrases that were underlined in these parts. I made sure that each group summarised their section for the others and that everybody wrote down meanings of all the underlined words/phrases after they were inferred.

iv. LESSON AIMS

1. to introduce a lesson topic; to arouse students' motivation
2. to have students recall the tale about " LRRH"
3. to scan the text
4. to have students infer the meaning of new words and check their guesses in dictionaries; to shortly summarise 3 parts of the poem
5. to introduce the fourth part of the story,
6. to check students' understanding of the poem
7. to summarise the story through a role-play; to have students write poems using some of the new vocabulary

v. MATERIALS

Text: Dahl, Roald. <u>Roald Dahl's Revolting Rhymes</u>. Bantam Books,
            London, 1988   (see attachment No. 3A)

Pictures: Wegman, William. <u>Little Red Riding Hood.</u> Hyperion, New
            York, 1993   (see attachment No. 3C-3G)

2. LESSON SUMMARY

1. DESCRIBING A PICTURE

    a. 2 students describe a picture of a dog dressed like LRRH (see attachment No. 3C)

    b. Teacher shows some more photos (from the book by W. Wegman) of 3 dogs disguised as the characters from the story "LRRH" (see attachments No. 3D-G); students express their opinions about the pictures

<u>Aim: to introduce a topic of the lesson through a set of pictures; to motivate students to read the story</u>

2. SUMMARISING A STORY ABOUT LRRH

    a. Students tell the plot of the fairy tale about 'LRRH'; every student says at least one sentence (teacher selects students to speak)

b. Teacher writes the words students need for telling the story and also some key words on the bb, e.g.: *kill somebody, huntsman, fur, wolf, wood, grandma, basket*, etc.

Aim: to get students to summarise a well-known fairy tale; to revise key words from the tale and prepare students for the actual reading

3. SCANNING

a. Teacher hands out sheets with 3/4 of the poem **"Little Red Riding Hood and the Wolf"** by R. Dahl (see attachment No. 3A); students read it silently looking for the main differences between the original fairy tale and this poem.

b. (feedback) Teacher selects 3 students to tell the difference

Aim: to practice scanning while looking for the differences

4. GUESSING THE MEANING OF NEW WORDS

a. Teacher divides the students into 3 groups; each group is asked to work only on one part of the poem (1st part = lines 1-16, 2nd part = lines 17-31, 3rd part = lines 32-43); students choose their "secretary" and the "speaker" who will orally summarise their section

b. Students guess the meaning of the underlined phrases and highlighted words

c. Students themselves check the correctness of their guesses in dictionaries (bilingual)

d. (feedback) each group, one by one:

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i. demonstrates/explains the meaning of underlined words in their section to the rest of the class, using examples, gestures, miming; other students write down new words

ii. the "speaker" of each group shortly summarises their part of the poem

Aims: to improve students' guessing skills; to have students use mime or gestures when explaining new vocabulary; to practice looking up the words in dictionaries; to summarise the first three parts of the poem

5. JUMBLED SENTENCES - The end of the story

a. (group work) Students form groups of 3, each group gets 16 slips of text with the end of the poem (see attachment No. 3B); they put them in the correct order + write down the difference between this poem and the original fairy tale; teacher announces a competition (t monitors)

b. (feedback) Teacher asks students their results and the first group to finished tells the difference; teacher asks students their opinion about the whole poem and the end

Aims: to make the students familiar with the end of the story, to find out whether students like the poem

6. MULTIPLE CHOICE QUESTIONS / STATEMENTS

a. Students individually complete the task (see attachment No. 3B)

b. Teacher divides students according to the rows where they sit, each row is named after one letter - A, B, C; teacher reads the statements and

students from the row which 'name' (=letter) expresses the right answer stand up

    c. (feedback) Students correct their wrong answers

Aims: to practice reading for details

7. ROLE-PLAY / WRITING A POEM

Teacher divides the students into groups of 3 (= 5 groups) and asks students to prepare to role-play the poem for the next lesson students in groups are also asked to write very short poems (4 rhymes) using words from the text

Aim: to summarise the story in a very short amount of time through a role-play; to have students use newly-learned vocabulary while acting the story; to create a poem

3. REFLECTION

    (general)

1. DESCRIBING A PICTURE

The pictures of disguised dogs were really interesting, but for some students rather shocking. Some students really liked them and laughed but others thought the poor dogs were being tortured and were really negative. I think that because of the diversity of students' opinions their motivation and

interest at the beginning of the lesson increased. Describing a dog-Red Riding Hood was connected with the previous lesson when the students learned how to describe people and therefore it was a good way of practising what they had learned.

2. SUMMARISING A STORY ABOUT LRRH

I wanted the students to retell the plot of the famous fairy tale to prepare them for actual reading. They did not have any serious problems, except using the right words. The students sometimes could not remember certain words to express what they wanted to say. When this happened I asked others to help him/her or I myself elicited those word and wrote them on the bb.

3. SCANNING

I tried to increase the students' motivation and also to challenge them to read the text by suggesting that there was something "wrong" with this fairy tale. I was quite surprised that scanning the text to find the differences did not take long even though the text was rather long. Most of them understood and liked the humour and the plot of the story which was obvious from their facial expressions and laughter.

4. GUESSING THE MEANING OF NEW VOCABULARY

While I monitored I saw that the students' guesses were right most of the time even though the words I chose were difficult to understand. Their ability to orally express the meaning of those words was weak. Even though

they understood the meaning of the word correctly they sometimes were not able to express themselves. On the other hand, when they used miming or gestures, others seemed to understand better; e.g.: ***horrid grin*** = *it is something like a smile, but horrible (+ mime it)* I think that nearly everybody enjoyed stg. 4d. Some of the words were demonstrated very well, e.g. yelping or curled.

5. JUMBLED SENTENCES

In my opinion this was a very intellectually demanding stage. Some groups had serious problems while completing the task. I think it was due to a number of new vocabulary and also to the fact that the end was different than the students expected. But in the end all the groups, even though they did not put all of the sentences in the right order, seemed to find the major difference between both stories. The reaction of the students to the end differed: some of the students thought it was a very funny way of ending this notoriously famous story, but there were some who preferred the 'real' end and did not like this poem much.

6. MULTIPLE CHOICE QUESTIONS/ STATEMENTS

This activity went fast without major problems. I think this was somehow a relaxing activity for students after stage 5. Students seemed to particularly enjoy the stage when they were asked to get up whenever they thought the name of their row expressed the correct answer. There were always some individuals who stood up at the wrong time and made other students laugh. Fortunately, those students who were laughed at did not seem to take it personally and laughed as well.

7. ROLE-PLAY / WRITING A POEM - homework

Because stage 4 was very time consuming I did not have time to do the intended 7th stage. Therefore I decided to ask students to prepare both activities for their homework.

Even though the activities were quite demanding the students performances in the next lesson were very good. Some students even brought some prompts - e.g. a comb, a basket, a plastic pistol, curlers, which made the activity even more entertaining. Everybody seemed to enjoy this activity very much I was a bit afraid that they would be shy but it was not the case. Also the reading of the "poems" was very entertaining and did not take too much time because all were really short.

4. CONCLUSION

Generally speaking, this lesson was very successful. The students, even though the poem itself was demanding, had fun while reading it. According to a simple questionnaire , which I gave pupils after finishing all four special lessons, this lesson together with lesson 2 was the most successful and most liked by the students. They were co-operating and participating very well which in fact was very encouraging and motivating for me I realised how important it is to prepare the lesson well enough so that both students and the teacher would benefit from it.

I think that the students favoured all of the activities, except maybe stage 5, because most students found it quite difficult. However, this did not seem to

have any big influence on the students' overall understanding of the poem.

In my opinion, using pictures taken by W. Wegman was a very good idea. The students' emotions were indirectly aroused by rather strange pictures of disguised dogs. Also the character of the pictures implied that there may be something strange with the story.

The activities that involved the students physically, such as explaining/ demonstrating new words (stg 4) and multiple choice statements were both very successful. Students seemed to have fun which I believe positively influenced their learning.

LITTLE RED RIDING HOOD AND THE WOLF
(by Roald Dahl)

1   As soon as Wolf began to feel
   that he would like **a decent meal**
   He went and knocked on Grandma's door
   When Grandma opened it, she saw
5   The sharp white teeth, **the horrid grin,**
   And Wolfie said, "May I come in?"

   Poor Grandmamma was **terrified,**
   "He's going to eat me up!" she cried.
10   And she was absolutely right.
   He ate her up in one big **bite**.
   But Grandmamma was small and **tough**,
   And Wolfie **wailed**, "That's not enough!
15   I haven't yet begun to feel
   That I have had a decent meal!"

   He ran around a kitchen **yelping**,
   "I've got to have **a second helping!**"
20   Then added with a frightful leer,
   "I'm therefore going to wait right here
   Till Little Miss Red Riding Hood
   Comes home from walking in the wood."
25   He quickly put on Grandma's clothes,
   (Of course he hadn't eaten those).
   He dressed himself in coat and hat.
   He put on shoes and after that
30   He even brushed and **curled** his hair,
   Then he sat himself in Grandma's chair.

   In came the little girl in red.
   She stopped. She **stared**. And then she said,

   "What great big ears you have, Grandma."
35   *"All the better hear you with,"* the Wolf **replied**.

   "What great big eyes you have, Grandma,"
   said Little Red Riding Hood.
   "All the better see you with," the Wolf replied.
40   He sat there watching her and smiled.
   He thought, I'm going to eat this child.
   Compared with her old Grandmamma
   She's going to taste like caviar.

Attachment No. 3B

1. Put these sentences in the right order:

_____ Then Little Red Riding Hood said, "*But Grandma,*

_____ I came across Miss Riding Hood.

_____ To tell me what BIG TEETH I've got?

_____ *what a lovely great big furry coat you have on.*"

_____ She **aims** it at the creatures head

_____ A few weeks later, in the wood,

_____ Ah well, **no matter what you say**,

_____ "That's wrong!" cried Wolf. "Have you forgot

_____ My lovely furry wolfskin coat."

_____ I'm going to eat you anyway."

_____ The small girl smiles. One **eyelid flickers**.

_____ No silly hood upon her head.

_____ And *bang bang bang*, **she shoots him dead.**

_____ She **whips** a pistol from her **knickers**

_____ But what a change! No cloak of red,

_____ She said, "Hello, and do please note

2. Comprehension multiple choice questions /statements:

1. When Little Red Riding Hood came
Wolfie was.....
     a. standing
     b. sitting
     c. lying

2. Little Red Riding Hood was living .....
     a. alone
     b. with her mum
     c. with her grandmother

3. Where was Wolfie waiting for Little Red
Riding Hood?
     a. outside
     b. inside, in bed
     c. inside, in chair

4. Little Red Riding Hood killed wolf
because....
     a. she liked wolf's' fur
     b. she wanted to save her Grandma
     c. she was hungry

5. Little Red Riding Hood
     a. was afraid of the wolf
     b. wasn't scared at all
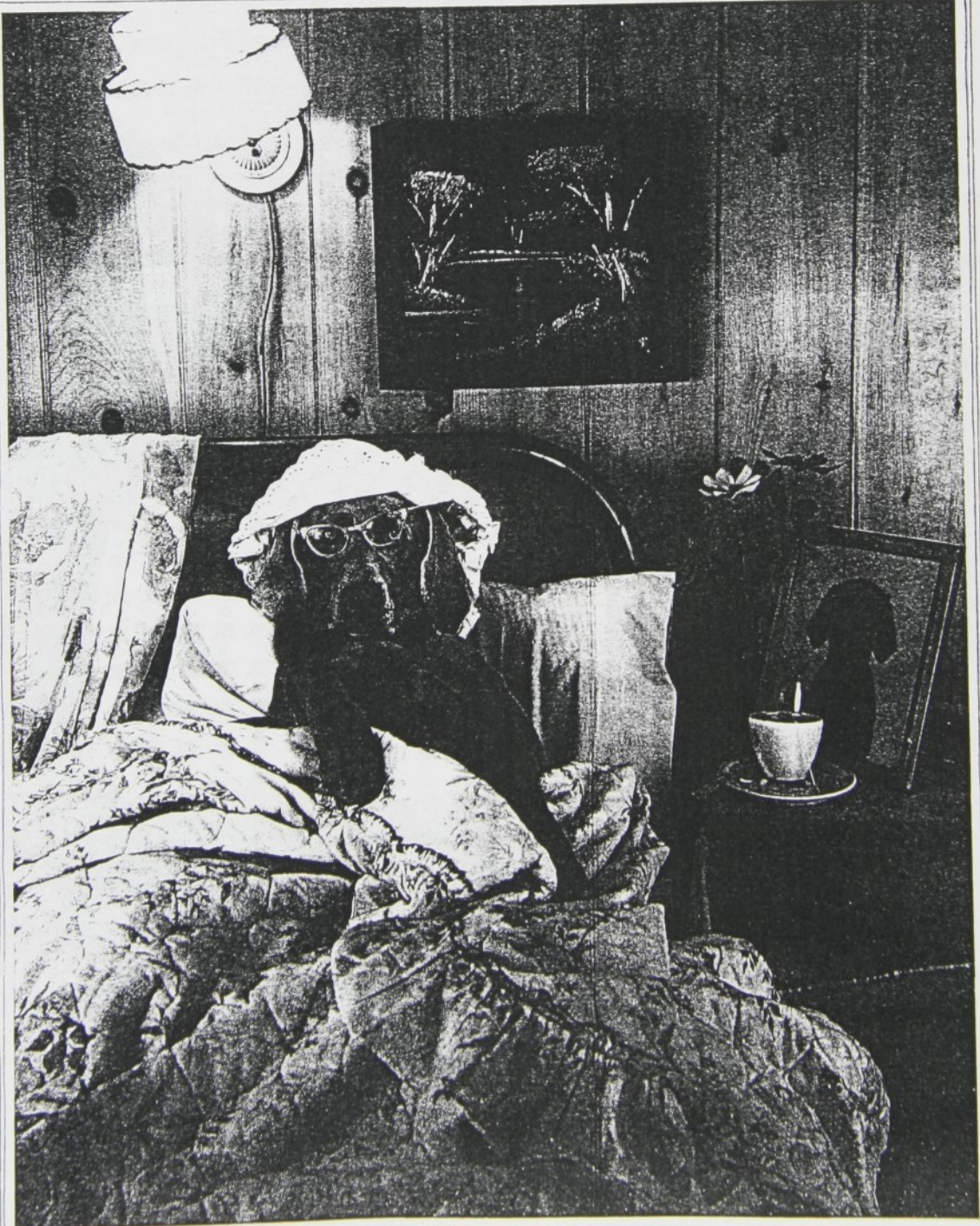   c. was afraid of her grandma

WILLIAM WEGMAN

Attachment No. 3D

"Bring this basket to your grandmother."

Attachment No. 3E

Something was different.

"Come closer."

Grandmother made chocolate cupcakes.

1. PRE-LESSON PLAN COMMENTARY

i. GENERAL LESSON THEME

This lesson started with playing an American rock-group called R.E.M. (LP "Out Of Time"). After a couple of minutes of listening, the music was turned down and a discussion about the group followed. Students then brainstormed the words connected with the topic MUSIC, and anticipated the content of the article by making up two questions that they hoped would be answered by the article. After that the students practised a note-taking skill and as the next activity students co-operated in groups looking for answers to comprehension questions (= a jigsaw exercise). Students then solved a crossword using vocabulary and information from the text. Finally, students listened to a song "Losing My Religion" and did a gap-filling exercise.

ii. THESIS FOCUS

The purpose of this lesson was to practice students' anticipating, and note-taking skills, scanning and their reading speed. I used activities, which involved students both mentally and physically to increase their involvement in reading and thus to maximise the effectiveness of the learning process.

Intellectual Involvement- when brainstorming, note-taking, sorting out the meaning of unknown words from synonyms and definitions, finding the answers to comprehension questions, solving a crossword, and filling in missing words during the listening section.

Emotional Involvement- through listening to music and asking students to express their opinions.

Physical Involvement- note-taking, moving around the classroom when
forming groups and when looking for information needed to solve a
crossword.

iii. ANTICIPATED TEACHING PROBLEMS/POSSIBLE SOLUTIONS

The problems I anticipated were connected with stage 4. Before the
activity I decided to I encourage students to start with different pieces of text to
avoid bunching up around one posting on the wall. And I also made sure that
the printing was large enough so they could easily read it.

iv. LESSON AIMS

1. to motivate students; to increase their curiosity
2. to prepare students for reading through brainstorming and
   anticipating content of the article
3. to practice note-taking skills; to scan the text during a jigsaw reading
   exercise
4. to have students use new vocabulary and scan the text again to solve the
   crossword
5. to practice listening skills through a gap-filling exercise

v. MATERIALS

"R.E.M.: Musical Dreams." TEEN. N.3. ARTIA, December 1991,
   Praha (see attachment No. 4A)

"Out Of Time" - an audio-cassette recorded by R.E.M. ,1991

2. LESSON SUMMARY

1. LEAD-IN

a. Teacher plays a part of R.E.M. song (from LP "Out Of Time"); students listen

b. Teacher asks some general knowledge questions about the group and about students' opinions, e.g.: *Are R.E.M. your favourite pop group, Jane ? Do you know how old is the song you've just listened to ?* , etc.

Aims: to introduce the topic of the lesson; to stimulate students' interest to read the text

2. PRE-READING ACTIVITIES

a. BRAINSTORMING - teacher asks students to 'brainstorm' any words connected with the topic MUSIC; teacher writes students' suggestions on bb, e.g.: *concert, singer, song, album, CD, guitar, piano,* etc.; teacher elicits some more words, e.g.: *group, star, single record,* etc.

b. ANTICIPATING - each student makes up 2 questions about what they would like to know about the group and which they think would be answered; teacher asks 2 students to write one of their questions on bb

Aims: to prepare students for reading the text by revising vocabulary (brainstorming); to have students anticipate the content of the article

3. CO-OPERATIVE JIGSAW READING

a. (individual work) teacher divides the text into 3 parts (at about the

same length); different groups of students read each part and take notes of the most important items from their section

b. (group-work) students stand up and form groups of 3 where each member reads a different part of the text; members of groups co-operate, using only their notes to answer comprehension yes/no or open-ended questions and complete true/false statements (see attachment No. 4B)

c. each student gets a copy of the whole article and a vocabulary sheet explaining new important words using synonyms or English explanation (see attachment No.4A); students in groups look for answers to questions they did not manage to answer in stg. 3b

d. (feedback) teacher asks the comprehension questions; students listen to the answers and correct the wrong ones (peer-correction); teacher asks students whether they found the answers to 2 questions they made up (stg 2b)

Aims: to practice note-taking; to have students scan the text and answer comprehension questions; to help students with new vocabulary by giving them a vocabulary list

4. A CROSSWORD - "OFF THE WALL"

a. (pair-work) each pair gets a copy of a crossword (see attachment No. 4D); teacher sticks pieces of paper with enlarged extracts (see attachment No. 4C) from the text and some other information about R.E.M. on the wall around the classroom; teacher announces a competition

b. students in pairs walk around the classroom looking for information needed to solve the crossword

c. (feedback) the winning pair reads aloud the right solution, i.e. the title of R.E.M. song "Losing My Religion " and writes it on bb

<u>Aims</u>: to have students remember information from the article; to improve students' reading speed through physical activity

5. GAP-FILLING ACTIVITY - LISTENING TO A SONG

a. students get a transcript of a song "Losing My Religion" with some words deleted (see attachment No. 4D); tape is played twice; students fill in the missing words

b. (feedback) teacher goes through the song asking students for the missing words; teacher plays the song once again, some students sing together with the tape recorder

<u>Aims</u>: to practice listening skills through a gap-filling activity

3. REFLECTION

(general)

1. LEAD-IN

The students' reaction to listening music at the beginning of the lesson was very positive. They seemed very relaxed and some of them even started humming to the rhythm of the song. This was rather surprising because the recording was 4 years old and I did not expect many students to recall this particular song.

During the discussion I found out that about half of the class liked the group, the other half thought it was fine, and 3 students did not really like it.

The diversity of students' opinions played an important role later on when students had to form groups of three (stg 3). I made sure that the groups were balanced , i.e. the 3 students who did not like R.E.M. did not work together. Their dislike of this particular music might have had a negative effect on their learning process, especially when obtaining information from the text.

The students did not manage to answer all of my questions. Their answers were either incorrect or they did not know them at all. The discussion was loud and full of curiosity. This, fortunately, motivated students to read the text because they wanted to know the answers .

2. PRE-READING ACTIVITIES

a. This was the first time I had used a brainstorming technique to revise topic vocabulary before reading a text. At first students did not really know what they were supposed to do but after a while they started to participate. At the end, they 'brainstormed' about 20 words. The students themselves seemed to be surprised how many words they could recall which was very encouraging and stimulating for them.

b. Even though most of the students' questions were the same or very much alike, such as "*How many members has R.E.M. got ?, How many albums have they released?, Where are R.E.M. from?* , but some of them showed an interest in the topic and in the group itself, e.g. "*Is Michael Stipe married ?* "

3. CO-OPERATIVE JIGSAW EXERCISE

a/b. This task seemed very demanding for some students. Even though they had some experience with note-taking in their native language they were

not quite capable to extract important information from the English text. Their notes either contained the wrong information or were too detailed. The result was that during the group-work students were able to answer only about half the given questions.

When students were forming groups, looking for their partners went smoothly and fast. The fact that they had to stand up and move a bit seemed to cheer them up after a not very successful note-taking activity.

c/d. The students welcomed the sheets with the explanation of some most important words. They understood or guessed the meaning of most of the explanations well. During this stage the students answered the majority of the questions correctly. I think it was mainly due to the fact that the students wanted to prove that they could answer the questions. Also co-operation of students was very important because the stronger students helped the weaker ones. However, the students had problems answering questions that were based on making inferences, such as *'What do you think that* 'Out Of Time' *mean?'*.

4. A CROSSWORD -"OFF THE WALL"

Solving the crossword went without major problems. Students, even though they were asked to move round the classroom, behaved well. They also showed they were able to remember about half the information from the text itself. Therefore this activity went quite fast as the students needed to scan only the papers with the information they did not remember or with the one that was new to them.

Generally, all the students found this activity very interesting and motivating because it was something new to them. I also think that the students welcomed this 'physical' part after a demanding intellectual task.

5. GAP-FILLING ACTIVITY - LISTENING TO A SONG

Listening to a song "Losing My Religion" was not only a reward for the students' effort during the lesson but also an effective way of improving listening skills. The song I chose was a hit song of 1991-2 and some students knew it very well. But I still had to play the tape twice because most of them found it difficult to understand Michael Stipe's singing and consequently they were not able to fill in the missing words correctly.

4. CONCLUSION

I think the article I chose, even though it was not authentic, was the most demanding of all four. Students found it quite difficult but they were able to extract most of the important information they were asked to look for.

This time I tried to think up comprehension questions that would not only check students' ability to find answers in the text but the ones that are based on making inferences and on expressing students' opinions about certain facts from the article. This caused some problems but I think that further practice would improve this skill. Also, students had some problems when they were taking notes. Next time I could make this task easier by asking students to underline or highlight the most important information in the article.

The students generally liked the topic of the lesson - reading about the group R.E.M. Most of the students agreed (before the lesson) that they would like to read about some pop/rock group. I thought it would be very good for students to hear R.E.M. music before they start reading about the group. I believe that presenting the music at the beginning of the lesson (-emotional

element) was excellent and reminded the students of the group itself and so get them motivated and interested in the topic.

Students were asked to move when changing their partners and at the end of the lesson when they were looking for information needed for completing the crossword. It was a successful activity and it was also a very fast and attractive way of practising skimming and scanning. I think 'reading off the wall' can be used quite frequently as it does not take much time to prepare and in different variations it can practice different reading subskills.

R.E.M.: MUSICAL DREAMS

A.

R.E.M.'s name fully reflects the character of their musical output. In fact, **R.E.M.** stands for Rapid Eye Movement, the phase of sleep where dreaming occurs.

The music produced by this American group is an incredible mixture of energy and imagination. R.E.M.'s songs are notable for their subtle, lively atmosphere based around the world of dreams.

Listeners are captivated by their music which at times sounds almost other-worldly and at other times seems to be based on real life.

R.E.M. were formed in the sleepy American city of Athens, Georgia, at the beginning of the eighties. Starting from their first L.P., Murmur, the group has released 9 superb albums, the most recent of which , *Out Of Time*, has been hugely successful all over the world.

B.

So what is the secret of these four people, obviously so dedicated to their music, and determined to refuse to be treated as rock stars? We put this question to the charismatic vocalist, *Michael Stipe,* who also writes the group's lyrics.

Who are R.E.M. really?

"Well, I think the title of our last L.P. expresses our identity and our philosophy perfectly. In fact we consider ourselves to be out of time and oblivious to fashion. I would say we're unique; deliberately on the edge of the music industry".

Even so, you can't deny that you've become one of the most famous groups around on the international scene....

"Sure. But I don't think it's changed the way we are. For example, we don't care about being recognised in the street and we don't mind if people think we're spoilt, spendthrift rock stars!"

C.

So I suppose you're all going to continue living here in Athens.

"You bet. Athens is a small town, full of ideas and creativity. You don't get that small-mindedness of big cities. In other words there's more freedom of though in Athens than there is in New York or Chicago".

How would you define your music?

"I think it's unique; it's timeless and it doesn'treflect any particular style. Of course we have influences like The Beatles, The Byrds and The Velvet Underground, and the 60's in general are very important for us".

I know you're also interested in social issues; in particular Greenpeace....

Well, we may be musicians, but we're also normal citizens. Because of this we feel it's our duty to make our small contribution to resolving important problems like the fight against drugs or protecting the environment. But we don't like mixing our music with our social commitments like some groups do. Our work is one thing, but our reactions to the problems which the world has are another".

Attachment No. 4B

A. VOCABULARY

REFLECT	- show, give back light/picture (a mirror)
RAPID	- very fast
INCREDIBLE	- amazing
OTHER-WORLDLY	- not from this planet, strange
SUBTLE	- deep, nice
DEDICATED	- devoted
CONSIDER	- think that something is true
DENY	- say that something is not true
DELIBERATE	- that you want to do or say something
LYRICS	- words of a song
SPENDTHRIFT	- someone who spends lots of money
DUTY	- what you do in your everyday life because it is right
SMALL-MINDED	- mean and selfish, limited
OUTPUT	- production
OCCUR	- happen
CAPTIVATED	- caught and hold by something
SUPERB	- perfect
DETERMINED	- totally sure
OBLIVIOUS	- not noticing sth, having no memory of sth
SPOILT	- like a child who gets everything
YOU BET	- definitely, sure

B. COMPREHENSION QUESTIONS

1. Who is the lead singer of R.E.M.?
2. What are the main problems of modern world ?
3. What were the most influential groups in 60s?
4. What city and state are they from ?
5. What do you think that *'Out Of Time'* means?
6. How long have they been playing together ?
7. What is the typical behaviour of rock stars?
8. Does the leader of R.E.M. write lyrics?
9. Do they care about what other people think of them ?
10. Are their songs about environment?
11. Do they want to move out of Athens ?

C. TRUE / FALSE/ ?

The 70's are a very important time period for them.
Their music doesn't reflect any particular style.
R.E.M. is the famous jazz band from Georgia.
R.E.M. consider themselves as being spoilt and spendthrift.

Attachment No. 4C

(NOTE- All of these texts were enlarged to A4)

R.E.M. stands for Rapid Eye Movement, the phase of sleep where dreaming occurs.	The charismatic vocalist MICHAEL STIPE writes the group s lyrics.
In fact we consider ourselves to be out of time and oblivious to fashion. I would say we are unique; deliberately on the edge of the music industry.	R.E.M. were formed in the sleepy American city of Athens, Georgia.
R.E.M. s songs are notable for their subtle, lively atmosphere based around the world of dreams.	The music produced by this American group is an incredible mixture of energy and imagination.
We have influences like The Beatles, The Byrds and The Velvet Underground.	We are also interested in social issues; in particular Greenpeace.
THEIR "DREAMS" ON 33 R.P.M. ARE: Murmur (1983) Reckoning (1984) Fables Of The Reconstruction (85) Life s Rich Pageant (1986) Dead Letter Office (1987) No. 5 Document (1987) Eponymous (1988) Green (1988) Out Of Time (1991)	Because of this we feel it is our duty to make our small contribution to resolving important problems like the fight against drugs or protecting the environment.

A TIMELESS RECORD
R.E.M. s' recent release, "Out Of Time", comprises 11 songs and includes the classic Losing My Religion.
 	
The LP is divided into two sides, the Time Side and the Memory Side.
	Time Side: Radio Song
	               Losing My Religion
	               Low
	               Near Wild
	               Heaven
	               Endgame
	
	Memory Side: Shiny Happy People
	               Belong
	               Half A World
	               Texarkana
	               Country Feedback
	               Me In Honey

1. A Crossword

1. A long-playing record (abbr.)
2. "..... Of Time"
3. R.E.M. songs are based on .....
4. They describe themselves as being .....
5. A song from "Out Of Time"
6. R.E.M. is a rock .....
7. R.E.M. means Rapid Eye .....
8. Words of a song are called .....
9. They are against .....
10. Their 2nd oldest album is called .....
11. A group which influenced them
12. Stipe`s first name is .....
13. They are involved in .....
14. R.E.M. don`t want to live in .....
15. The state of their origin
16. A musical instrument beginning with M
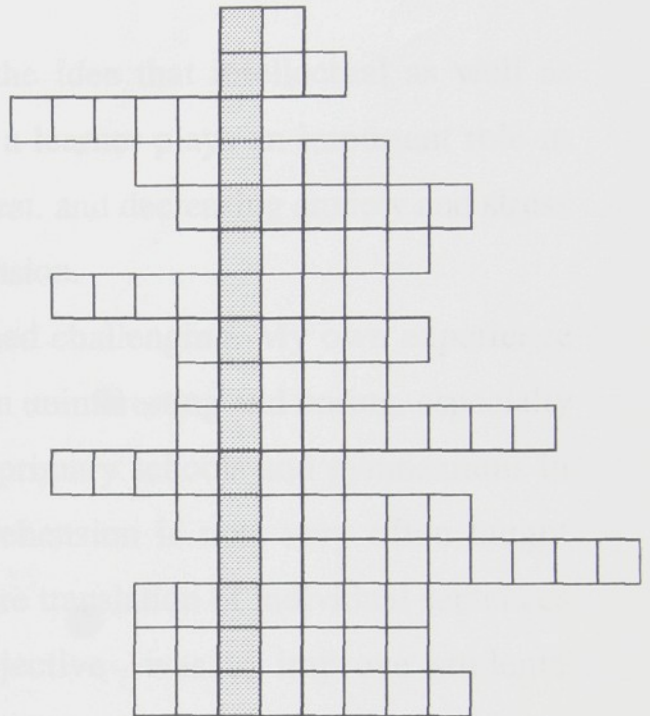
2. A Song

_____

(by R.E.M.)

Oh life is bigger, it`s bigger than you and you are not me
The lengths that I will go to is the _____ on your _____
Oh no I`ve said too much, I said it all

That`s me _____
That`s me in the spotlight losing my religion
Trying to keep up with you
And I _____ if I can do it
Oh no I`ve said too much, I haven`t said enough

Ref.: .....
I thought that I heard you _____
I thought that I heard you _____
I think I _____ I saw you try

Every _____ every waking hour
I`m choosing my confessions trying to keep an eye on you
Like a _____, _____ and _____ fool, fool
Oh no I`ve said too much, _____

Consider this, consider this, the hint of the _____
Consider this, slip, that brought me to my _____ , pale
What if all_____ fantastics come flaming around
Now I`ve said too much

Ref.: .....
That was just a dream, that was just a dream
That`s me _____
That`s me in the spotlight
Losing my religion trying to keep up with you
And I don`t know if _____
Oh no I`ve said too much, I haven`t said _____

Ref.: .....
That was just a dream - try, _____, why, _____
That was just a dream, just a dream, just a dream, dream

Chapter III. - CONCLUSION

SUMMARISING THEORY, METHODOLOGY AND PRACTICE

In this paper I tried to support the idea that intellectual as well as emotional and physical involvement of a learner plays an important role in increasing students' motivation and interest. and decreasing anxiety and stress which leads to a better reading comprehension.

I chose this topic because it seemed challenging. My own experience with learning to read in English was often uninteresting and boring, especially in the early stages. Our observations at primary schools and gymnaziums in Liberec confirmed that reading comprehension is not very often taught adequately. It was usually limited to mere translation of individual sentences or viewed as a skill whose main objective was to improve students' pronunciation. In my opinion this simply is not enough in learning a foreign language.

I prepared four special reading lessons thoroughly and carefully, thinking how I could change these classroom procedures and make reading more appealing for students.

During my teaching practice I investigated the suitability of tasks and activities through observing the students' responses and reactions during the lessons and from the supervising teacher's comments afterwards.

I found out that activities designed to make reading demanding but challenging for students prevented boredom. They also stimulated students' thinking while reading which, even though "painful", always brought a kind of product.

Secondly, when students were personally, i.e. emotionally, involved in reading right from the beginning, their motivation and curiosity to read

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increased. That had a positive effect on their comprehension and it is why I believe that pre-reading activities triggering students' emotions are so important. The activities I tried were in many ways innovative and experimental, for example when playing music or exposing the students to a piece of smelly cheese. It proved to be useful and therefore I may consider to a use similar activities in the future.

Finally, I found out that it might be difficult to involve students physically but, when carefully incorporated into a reading lesson, it is worthwhile. After a long time of concentration students need to reduce their tension and stress. However, it cannot be done often as it may disrupt students' concentration while reading. I found out that probably the best opportunity is when it is done at the end of the lesson or between two different activities.

The main finding was that a reading lesson can be fun both for students and the teacher. Even though I had a very short time to test my thesis, I found that by careful combining of activities that maximise learners' involvement the teacher can partly increase the students understanding of the text. I also believe this approach leads to a positive attitude from the learner towards reading in a second language.

I also learned that preparation of special reading lessons takes time and that it is sometimes very difficult because each text is different and therefore it requires to be treated differently. Nevertheless, I am sure that any extra time spent on preparation is worth it because if the reading material is prepared well it can be re-used again which actually saves the teacher time in the future.

Even though I believe that the four main skills, i.e. speaking, listening, writing and reading, should be in balance throughout a learning course, I think that occasional well-prepared special reading lessons, embedded into a language learning course, are certainly beneficial to all learners. It is definitely a

contribution to students' improvement of their general English level. These lessons also lead to making reading an interesting and enjoyable experience for a learner and in forming his/her good habits in reading.

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Jsem si vědoma toho, že závěrečná práce je majetkem školy a že s ní nemohu sama disponovat.

Souhlasím, aby po pěti letech byla závěrečná práce vrácena na níže uvedenou adresu, nebo v případě nedoručitelnosti skartována.

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