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The aspect of motivation in teaching reading skills

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Abstract

The thesis deals with factors influencing reading motivation in the English language learning process. It discusses the current research on the topics regarding teaching reading and the notion of motivation in the school environment. Additionally, multiple motivational aspects and methods connected to the process of teaching reading, including the selection of teaching materials are overviewed in the project with a regard to their motivational potential. The practical part of the thesis studies the attitude and motivation of Czech secondary school's students to engage in different reading tasks, with the inclusion of such methodology. The study mainly concentrates on the involvement of methodology using productive language skills connected to reading tasks as those bearing the highest motivational potential.

Introduction

Reading, for many, represents a leisure activity that is often sought for when one's goal is to dedicate their time to a relaxing and mind-easing activity, not needing any sort of creativity or production on the reader's part. Indeed, reaching out to the nearest shelf for the favourite book of our choice and spending hours diving into different worlds, different lives, times or situations is a stress-free process of letting the brain have a different type of, perhaps, a positive experience. That is, when the environment considered is the one of our own choice, it is not time limited, and most importantly, it is not evaluated and the reader is not judged upon their reading comprehension and overall performance.

If the environment is taken into the academic one, considering elementary and secondary education, and the reading activities are turned into evaluated actions and exercises, the overall stress-free and relaxing factor might completely disappear in an instant. The need to distinguish several aspects in the process includes the reader (in this case, a student in elementary and secondary schools) and the provided environment, where the actual reading process takes place. Defined by following factors - usually limited then by time measure, eventual evaluation of their performance, and the actual placement in a school class, where a number of other students are present at the same time, this all creates a section of an integral part of one's motivation to complete such reading task. The goal of motivating someone to engage in reading might actually become a challenging issue, and as it has been marked by some as a space where many blank spots are remaining (e.g. Kung, 2019), the thesis's goal is to tackle down at least some strategies and methods that could be effective in this respect.

Naturally, factors such as self-realisation, knowledge of the topic read in a presented text, the role of a teacher, conducted methods, and eventually, the involvement and usage of activities and tasks involving productive skills into the individual learning process are also examined within this thesis. These factors create a substantial and integral aspect of a student's motivation to read and most importantly to participate and engage in reading skills activities within conducted lessons in the classroom.

The goal of this thesis is therefore – firstly, to provide an overview of the aspects and methods used to motivate students in elementary and secondary schools to engage and actively participate in activities involving reading comprehension exercises, secondly, to discuss the nature of these methods and, thirdly, to determine their potential in the means

of motivation. Drawing on the fundamental basis of knowledge considering motivation, and its vital presence and importance in the learning environment, the thesis aims to present different types of motivational strategies, considering teaching reading skills and involving reading as a desired part of lessons and the learning process.

In its practical part, the thesis presents a research conducted on a number of students with the goal to determine their attitude towards reading in their personal, as well as their school environment. It also includes a research among English language teachers in the same schools, with a goal to determine their own attitude towards the importance of including reading into their lessons, as well as the actual practice of such. The thesis also includes several suggestions and ideas of such lessons, including different types of methods conducted within lessons, where the imperative was put on motivation of students through the involvement of activities and methods using productive skills and skills integration.

I. Theoretical part

1 Reading and its place in learning

In the first chapter of the thesis, the concept and importance of reading is discussed, with its important relation to other aspects of life and development, and its location within the learning process. A place is also given to different reading strategies, as these do influence the learning process, as well as the process of student's motivation to proceed further.

1.1 Defining reading

There is no doubt that reading, as a skill, creates an integral part in the whole complex package of learning a language. However, reading skills and the ability to successfully comprehend a written text is not important solely for the purpose of language learning, but it is important in the whole progress of an individual's development. The ability to read creates an integral part in people's social position value, their professional potential, overall awareness and it makes them a part of an educated, globalized society (Teixeira; 2012).

Reading is a purposeful and complex activity that is in its nature gradual in development and mastering (Bojovic; 2010). Reading is a tool used to recognise the world, and as such is fully conscious and actively stimulates the working processes in human's brain (Watkins and Thornbury; 2017 or Kyloušková; 2007). Apart from its popular contribution to enhance one's imagination reading fictional stories involving fantastical and supernatural settings, involving reading into the language learning process is vital for a full acquisition of such language, as well as a full comprehension of its system. Reading makes us aware of the certain language and the way it is used, and it also makes us socially aware, considering its communicative purpose, its individual message, or the fact that the reader is actually a receiver of a social produce, as reading is a production of language. (Wallace; 1993)

As many studies already conducted onto the topic of the contribution of reading to one's mental development (e.g. Kyloušková; 2007), or various learning strategies, developing reading skills highly influences the processes of brain's stimulation. Such stimulation then multiplies the delicate connections between separate parts of acquired knowledge of the language, influencing the quality of language competence.

Reading is always undergone for a certain purpose. This purpose may vary for individual readers, influenced by the nature of the reading material, but it is indeed an integral part of the overall experience of the reader. The purpose to read is the reason, the need to change our current situation by obtaining information, being positively or negatively affected (therefore, involving feelings, ideas or emotions), and that is the engine of the reader's motivation. For the reader to be motivated to read, the reason for engaging in reading must be recognised and considered as valid, otherwise the reading experience will not be efficient. (Nuttall; 1996)

1.2 The development of reading skills

Reading is described as a receptive skill, therefore not involving any production on the reader's (student's) part. The word receptive, according to Harmer (2005), means the ability to extract meaning from something heard or seen. However, it must not be understood merely as such, as according to the CEFR¹ recognition of language skills, the level of proficiency in English language concerning the mastery of reading skills includes for instance critical interpretation or appreciation of the ideas presented, which, in itself is a demonstration of a creation based upon the performed reading activity. It might be understood then, that receptive does not equal passive. Reading is fundamentally a skill performed by a recipient, however, it challenges this individual to produce actively and stimulates a process of creation in such person (Munoz; 2011).

1.2.1 Reading skills

Teixeira (2012), drawing on other studies and researches, admits the existence of an effort to create a taxonomy of reading skills, and that by many researchers, whose goal is to define all the abilities that an individual possesses and uses when interacting with a written text (representing the reading skills - in Teixeira; 2012), several skills are suggested, that are in need to develop for an individual to become a successful reader. Drawing on the CEFR in her study (where reading skills are divided into visual – perceiving the text, orthographic – recognition of the script, linguistic – identification of the message, and semantic – understanding of the meaning, with the addition of

¹ For further reference, see Common European Framework of Reference for Languages: Learning, Teaching, Assessment, issued by the European Council. Available from <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf>

predicting, inferencing and scanning skills), Teixeira claims that the core reading skills include:

- Scanning and skimming,
- Inferencing and predicting,
- Semantic skills (comprehension skills),
- Cognitive skills (interpretation skills). (Teixeira, 2012)

As Teixeira (2012) underlines, scanning and skimming skills both contribute to the reader's awareness of the text's important parts and aids them in adapting the speed of their reading to the purpose of the text. Predicting skills refer to guessing and working with previous knowledge and schematas that the reader has already experienced or known. As one's own knowledge is included, predicting is also motivated by the involvement of own experience and personality, as well as the partial involvement of one's own ideas. (Teixeira, 2012)

The skill of inferencing (deducing, concluding) represents a complex language skill that enhances the student's ability to navigate connections between different parts of texts and recognising unknown elements, such as vocabulary, structural or grammatical features etc. Inferencing also includes uncovering of different clues and references used in the text to discover the text's actual meaning and message. (Teixeira, 2012)

For many authors, as Teixeira (2012) points out, semantic and cognitive skills go hand in hand, and their difference is sometimes difficult to realise. Teixeira uses her own interpretation to describe cognitive skills as a higher level of semantic skills, where the former merely mean to derive the meaning, with the latter's actual sense in a construction of the meaning that goes beyond its literal notion. It might appear quite similar and undistinguishable in the difference, but the discrepancy in evolution of these two is obvious, as comprehension in itself does not equal interpretation. (Teixeira, 2012)

Other authors, who have also dedicated their time to studying the development of reading skills and its phases, present other divisions of such. For instance, according to Wallace (1993), the types of a reading performances can be generally divided into four different activities that are all understood as a form of a reading skill:

- Identifying,
- Decoding,

- Reciting,
- Interpreting. (Wallace, 1993)

Each of these understandings of reading skills and specific reading performances develop at a different point in time considering individual development. The youngest learners firstly try to identify (the words, letters, signs), gradually progressing into being able to decode the message of the text and being able to assign sounds to different textual symbols. Older students are then able to read particular situations (where text is not even present for the reading to be successfully performed), based on the knowledge received, in the means of understanding it and interpreting it correctly. (Wallace, 1993)

Other authors, such as Nuttall (1996) or Kyloušková (2007), propose different division underlining the development of the identifying skill as key in the phase of early reading, recognising a heavy amount of reading practice as the engine of progression forward, to understand the concepts of meanings, and to decode. (Nuttall, 1996 or Kyloušková, 2007)

Reading models

There are three reading models recognised by Kyloušková (2007), as well as Harmer (2005) that describe the process going on in a human's brain while reading. These models are represented by the bottom-up reading model, top to bottom reading model and interactive reading model. The bottom-up model is only applicable with young pupils learning to read in their mother tongue (it is a model starting from identification of words, connection of sounds to these words and gradually progressing).

For experienced readers, who already mastered the ability to read in their mother tongue, it is the skill of working with the pre-knowledge, already gained experience and information about a certain topic (also referred to as a schema – Harmer; 2005), and basically only 'arguing' with the text as it progresses. This model is also applicable on people learning to read in their mother tongue, whose pre-knowledge is solely situational and based on already experienced situations (merely behavioural experience, where the use of intonation or certain words is known to them). This model is called top to bottom. Combination of these two then creates the interactive reading model, where the reader is in an active interaction with the text, and uses multiple strategies to decode the text to its full extent. (Kyloušková, 2007)

Kyloušková (2007) then also recognises four separate phases in the process of reading skills development with a regard to the activity going on between the reader and the text in the progress of reading:

- Perception,
- Assimilation (anticipation, an estimate of construction and text structure),
- Identification of the language features,
- Interpretation (an actual understanding of the text). (Kyloušková, 2007)

Each of these four phases than takes place according to the reader's ability, knowledge of vocabulary and the function of language, which is fundamentally connected to obtaining and developing specific skills in reading. If the level of the text is chosen appropriately to the reader's ability (as to challenge the reader, but not to an extreme extent), the reader is able to go through all of the phases efficiently, reaching the ultimate goal of recognising the message, and therefore finding the purpose of his reading. This aspect is very important in connection to motivation of the reader in the post-reading phase, where positive feelings of accomplishment will possibly follow. (Kyloušková, 2007)

With secondary school students, the level of B1 of language competence would be the ultimate goal to reach (the B1 level being the target level to pass maturita exam), and as the CEFR recognises the goals for the B1 level to be merely understanding of a text (satisfactory level of comprehension of different types of texts) and an identification of most important arguments and points in the text), the reading skills need to reach identification and decoding surely. Considering the division presented by Kyloušková (2007), all of the skills that are a part of the reading process need to be successfully obtained in order to identify and understand. The interpretation phase is what distinguishes the level (as written in the CEFR) of B1 and B2.

1.2.2 Reading strategies

Nuttall (1996), Watkins and Thornbury (2017), Kyloušková (2007), Wallace (1993) or Harmer (2005) all seem to agree on the fact, that reading strategies are ways and processes to master and perfect reading skills and reading comprehension. Without clearly settled goals and an effective path to reach them (to understand, to comprehend the text), the goals cannot be achieved. Even the most skilled reader, who knows the language used perfectly with no difficulties, is using a profound and clearly structured reading strategy, thanks to which he or she is able to navigate through the text and understand the overall

message, and to find the crucial information, that is being searched for during the reading process. (Nuttall, 1996; Watkins and Thornbury, 2017; Kylvoušková, 2007; Wallace, 1993; or Harmer, 2005)

As Watkins and Thornbury (2017) argue, there is not a definite distinction between skills and strategies, even though one seems to be offering itself immediately – skills are automatic, whereas strategies are planned and intentional. Wallace (1993) proposes the idea of a very flexible line between these two concepts, and the actual possibility of one being transformed into the other one (for instance, mastering up a specific reading strategy might be actually considered as a skill). According to Kylvoušková (2007), reading strategies are very much based on the situational context, the type of the text being read, and unavoidably based on the reason to read (therefore, also on the motivation of the reader). Watkins and Thornbury (2017) offer the classical division of reading strategies into two separate sections, metacognitive and cognitive.

Metacognitive strategies include complex processes of monitoring - whether the reader actually does comprehend the text correctly, and goes back to the division of reading phases in terms of skills to the interpretation phase, presented by Wallace (1993). If this phase is not reached by the reader, Watkins and Thornbury (2017) suggest that the reader adapts and turns to a cognitive strategy, to the parts of texts he or she understands and interprets easily.

Cognitive reading strategies

Drawing on a huge sample of studies, concentrated on the problematics on the complex of reading strategies, especially the cognitive and metacognitive ones, Ali and Razali (2019) concluded a volume of reading strategies, where the reader's cognitive processing is involved. Among such strategies are those that allow full understanding without language or comprehension challenges, such as lack of vocabulary knowledge or a lack of the knowledge of the topic discussed in the text.

According to the research by Ali and Razali (2019), the cognitive reading strategies include:

- Comprehending strategies (using a dictionary, translating),
- Memory strategies (visualising or highlighting the text, underlining, color-coding),

- Retrieval strategies (working with a pre-knowledge, previewing and scanning the text beforehand),
- Reciprocal Teaching Intervention strategies (summarising, planning, questioning, clarifying),
- Planning strategies (slow analysis of the text, system of breaks and pausing in reading),
- Monitoring strategies (scanning, rereading the text, asking questions). (Ali and Razali, 2019)

Of course, a reading strategy is adapted to a specific goal in desire to be reached by the reader. If the goal is the comprehension of the text, its message, or if it is in gaining specific information or knowledge from the reading material, a reading strategy is adapted based on the specific needs of the particular student. Different approaches to reading then serve as a tool to aid the student in the process, and adapt to their requirement in the nature of the strategy itself. (Ali and Razali, 2019 or Kylvoušková, 2007)

Metacognitive reading strategies

These specific reading strategies are connected to the understanding of the concrete and visible, as well as a processual evaluation and thinking about one's learning process that is taking place. In their collective study on reading strategies, Ali and Razali (2019), drawing on an extensive research, also concluded the main types of reading strategies connected to metacognition:

- Problem-solving strategy,
- Global reading strategy,
- Support reading strategy (including e-books, reading journals, etc.). (Ali and Razali, 2019)

Ali and Razali (2019) concluded, that problem-solving strategies put a considerable strain on the reader, in the terms of their challenging tasks (difficult texts, vocabulary guessing, understanding of contextual concepts, speed adjustment, reading aloud). The global reading strategies then do not really lean away from the previous one, however being specific in the choice of their topic. The last presented reading strategies are represented by the teacher or the students themselves providing an extra reading material (for instance

dictionaries, working with paraphrases, notes-taking, etc.), that contributes to the overall understanding of the message. (Ali and Razali, 2019)

Another division of reading strategies

Watkins and Thornbury (2017) also underlined other divisions of reading strategies, for instance that offered by the research by Grabe and Stoller². These authors, as Watkins and Thornbury present, divided reading strategies into three main fields:

- Global strategies,
- Monitoring strategies,
- Support reading strategies. (Watkins and Thornbury, 2017)

Global strategies are, for instance, represented by an intentional goal setting in the pre-reading phase, using the strategy of selective reading (generally, picking up only the needed information from the text to achieve a specific goal), activating prior knowledge (a significant motivational phase), previewing the selected text, making summaries, writing down notes, connecting knowledge gained from the text with prior or background knowledge, predicting the direction of the text or identification of central arguments. All of these reading tools ultimately aid and lead the reader towards not only the understanding of the text itself, but perhaps also further understanding of the issue discussed within it, as these particular strategies do support such processes while reading. A number of these also motivate the student for further cognition and understanding. For instance, engaging prior knowledge or background knowledge does develop the students own concepts already heard of or acknowledged. Working with prior knowledge does work as a significant motivational factor (see subchapter 2.2.1 for further discussion). In general the, global reading strategies could be understood as both metacognitive and cognitive, as they involve the reader's own knowledge and general awareness, as well as the awareness of the text and its structure. Global reading strategies do aid the student in reaching a complex understanding of meaning, as well as an overall contribution of the particular reading material. (Watkins and Thornbury, 2017)

Considering monitoring strategies, as presented in the book by Watkins and Thornbury (2017), those are represented for instance in rereading of the text to deepen understanding,

² Division of reading strategies – further reference in Grabe, W. and Stoller, F. 2011. *Teaching and researching reading*. 2nd edition. Harlow: Pearson.

picking up on missed references, reflection of what was read and introduced in the text, identification of difficulties (unknown vocabulary, difficult grammatical structures, textual structures etc.), or reflection of the goals of the text and the learning feature of the text. These strategies include for example post-reading discussions or visual tools, such as mind maps, concept mapping (Teo, Shaw, Chen and Wang; 2016) or reading diaries, that are able to help the readers in raising their text awareness, self-evaluate their own progression as well as navigate the most crucial ideas and concepts presented in the text. Especially, using visual tools aids the students tremendously in their ability to focus on the most important pieces of information presented (Teo, Shaw, Chen and Wang; 2016).

Support reading strategies are focused on external aid materials or devices aiming at helping the reader to navigate the text and realise its meaning easily. Materials used, with the goal to help the reader with the certain text, can be for instance dictionaries, text paraphrasing, visual tools (such as underlining or highlighting) or the usage of graphic organizers. These are also the tools for monitoring strategies, and it might be obvious that, indeed, different types of reading strategies, as they are overlapping themselves, are directed towards the very same goal – to lead the reader towards a complex understanding of the text. (Watkins and Thornbury, 2017)

As is implied then, all of the reading strategies show common features in their realisation, and all with one goal. There are possibly other divisions of these reading strategies proposed, based on different factors and tools, however, in conclusion, the understanding of their usage and goals set is the most crucial in order to select the best possible one for the targeted student, as different strategies work well with different students, where a personality factor is included (see Chapter 2 for further reference).

1.2.3 Intensive and extensive reading

Harmer (2005) and other authors point out the distinction between two natures of reading tasks and connected nature of reading performances, and that between intensive and extensive reading.

Intensive reading is more language concentrated and goal driven. The nature of intensive reading, according to Harmer, lies in more of a stressful situation, where pleasure or relaxed attitude to reading is omitted. On the other hand, extensive reading requires a stress-free attitude and the nature of reading for pleasure, where study goals are not explicitly required nor intentionally followed. Extensive reading idea goes along reading

a lot of books and other materials, whereas intensive reading focuses on specific texts, however bearing challenging vocabulary and creating challenging tasks for the readers. (Harmer, 2005)

Among the biggest advantages of extensive reading and the teaching programmes established on this idea is the fact that the students are able to choose reading source according to the area of their interest, which contributes to them being motivated to actually read and complete their reading tasks. As Harmer (*ibid*) points out, the teacher's role in this must be to organize reading programmes, where an area of selected reading sources is provided, so that students are not troubled in their choices. The ability to choose is also motivating for the students, as they feel a sense of liberty in their own learning process. (Harmer, 2005)

1.2.4 Critical reading

A number of reading strategies that include the text's assessment, message understanding and questioning not only this message, but also the pieces of individual information provided in texts, as well as its actual contribution one's knowledge, were introduced in the previous passages of the thesis. All of these strategies were concluded to be contributing positively to the process of reading, depending on the actual student. Jose and Raja (2011) take all of these gained reading abilities and unify them into the complex skill of reading critically, alongside with the abilities of intelligent and justified decision-making skills, based on the studied material.

The ability to read critically is described as being capable of reading in-between the lines, rather than only what is on the lines. Critical reading cannot be mastered without knowledge, mastery of language competences and the ability to think critically about the read text. Critical reading also involves assessment of such reading material in terms of its background, sources and authors, and the recognition of their validity. (Jose and Raja, 2011)

1.3 Competences

In order to be fully able to use a foreign language in one's own production, such individual needs to understand the language, its function, social role and other aspects. Such quality could be described as a language competence. Hymes (1972) uses the words of person's capabilities as those to describe the general understanding of competences. That would

be the most basic explanation of the term competence, and unavoidably, it was taken further by author authors, such as Westera (2001), who used the word qualification, connected to the know-how of skill and knowledge usage, connected to specific contexts. As such then, the acquisition of language competence could be established as the desired goal of any language learner.

1.3.1 Communicative language competence

According to Kylvoušková (2007), the ability to read in a foreign language is one of the fundamental requirements to reach the mastery of communicative competence. Language itself and literature are understood as means of communication. A part from developing the communicative competence, linguistic competence of the reader is also developed (as reading strengthens language structures in one's language production). Connected to these two, the sociolinguistic, pragmatic and cultural competences are also developed. (Kylvoušková, 2007).

Within the Common European Frame of Reference for Languages (CEFR), the need to acquire competences is described as essential for language learning. CEFR distinguishes communicative competence as one consisting of linguistic, sociolinguistic and pragmatic competences. In all, a competent language user is knowledgeable of the formal properties of certain language (grammar, lexis, phonology, ...), is aware of the sociocultural notions and aspects of the language (as politeness, register,...) and is able to react and navigate different scenarios with the knowledge of language use in such situations³.

Taking into consideration all presented, it is obvious that competent language users, bearing the qualifications described as language competences, do reach these qualifications by obtaining and learning knowledge and skills. Reading skills, undoubtedly, play a significant part in this process, and in the whole complex of language learning process contribute to the creation of a competent language user.

1.4 Chapter 1 summary

In this chapter, several ideas were presented, in order to navigate the importance of reading within the language learning process, as well as to distinguish different

³ For further reference, see Common European Framework of Reference for Languages: Learning, Teaching, Assessment, issued by the European Council. Available from <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf>

perceptions of language skills and possible language strategies to obtain these skills. For an individual to be a successful language user, reading skills must be mastered. Regardless of whether mother tongue or a second/foreign language is discussed, reading skills are fundamental, and the divisions introduced in this chapter do apply to all learning processes of any language and its acquisition process. In order to achieve a specific desired level of these skills, different strategies can be used. This chapter concluded different divisions of reading skills in order to underline the processes in teaching and developing reading skills during a learning process. Despite their minor differences, all of these skills, developed and taught through the usage of different reading strategies, do eventually lead to the acquisition of language competences, which in turn means a successful and active language user.

2 Motivation

The aim of this chapter is to determine and describe the most essential factors and understanding of motivation in the learning environment. Drawing on this knowledge, the chapter also includes a section dedicated to specific motivational factors connected to language learning.

2.1 Defining motivation

From its Latin origin *movere*, meaning to move or to push something in a different direction, the phenomenon of motivation creates the moving stimulus not only in the school environment, but also in all places of life. Motivation creates a key aspect in the learning process (considering the school environment as well as the notion of lifelong learning as a process), as it represents and intends to enhance the student's agency, and therefore highly influences the eventual efficiency and success of the process itself. (Hrabal, Krykorková, Pavelková, 1981, or Pugnerová, 2019)

Motivation is tightly connected to personality and its individual development (eg. Říčan, 2010, or Cakirpaloglu, 2012). Separate motives are understood as internal incentives that influence the behaviour of an individual. People act upon these motives, that could have once been stimuli exposed upon them from the surrounding world, and gradually internalized themselves into the personality of such individuals. The engine and origin of motivation lies in the need that is desired to be satisfied by reaching a certain goal. The existence of such need is determined by a feeling of either deficiency or excess of a certain material or emotional tool, and by the act of reacting upon such situation a change, determining the progress that follows, is implemented (Cakirpaloglu, 2012). Installing such goals, that do create the fundamental basis of these changes happening, are vital for one's motivation to obtain them (Blatný, 2010). The methods and processes of such can be variable, and the nature of them is essential for the enhancement of student's interests in chosen topics and activities, with the fundamentals being based in the stimulus, and the understanding of motives that had been internalized by students (Cakirpaloglu, 2012).

As Cakirpaloglu (2012) also underlines, motivation and the nature of motives is highly individual and own to each human, according to their personality and experience. Motives, as well as needs (all to the bottom to the most basal ones, such as the need for

food or the need to drink)⁴ are unique to each person, and therefore it is essential to determine the goals set by such individuals, as the individual motives go along with their own mental and physiological characteristics. As was mentioned above, the goals set determine the motives and the overall progress shaped by the measure of such motivation. Therefore, motivation is creating the answer to people's behaviour, understanding of their direction and their desires. (Říčan, 2010)

2.2 Motivation in the learning environment

Considering the learning environment, and the variety of students' personalities, their interests, individual pre-knowledge in different subjects, or their situation at home, as was already concluded, the motivational strategies and factors will not only depend on these facts, but their efficiency will highly vary in different classes as well. As personalities are unique, distinguished motivational factors will also differ in their success. (Cakirpaloglu, 2012 or Pugnerová, 2019)

There is, undoubtedly, a variety of factors that influence the motivation to learn. Pugnerová (2019) points out four essential factors, whose role in the learning process must not be underestimated. Among those factors, Pugnerová recognises the newness and originality of the learning situation, the focus on the activity and the role of the student, success and failure of the student and the social aspect of the learning situation, meaning the possibility of interaction as well as positive acceptance and evaluation of the activity.

2.2.1 Motivational factors in the learning process

There are possibly many factors influencing motivation in the learning environment. This subchapter discusses success and failure, self-realisation, social aspect and the important roles of the teacher and role of the student, as those having a definite impact on the motivation in the learning process.

Success and failure

The aspect of the recognition of the student's success or failure is an important factor that highly influences the student's motivation to progress forward. Success and failure are

⁴ According to a well-known American personality psychologist Abraham Maslow (1908-1970), human needs can be recognised using a specific system that is presented in the Maslow's hierarchy of needs. In the bottom of this pyramid, the most basal, physiological needs can be found, including the need to eat, drink, sleep or have sex (e.g. in Aanstoos; 2019).

both tightly connected to the concept of rewards and punishments, which in itself constitutes a very efficient motivational factor in the school environment. Considering these, rewards and punishments always depend on several aspects, such as the age of the student, gender, own interests, cultural background and a number of others. Using rewards and punishments to motivate is understood to be one of the strongest motivational factors available for teachers. The goal of using these is to enhance and support desired behavioural patterns in the targeted individual that is being rewarded for already performing it, or is being punished for demonstrating a lack of its knowledge. (Pugnerová, 2019)

Success is a very positively recognised feeling that is connected to one's mastery of a skill, ability, or a correct understanding of a problem and its solution. In majority of the learning situations, success does equal further motivation for the following tasks. As much as success is viewed positively, failure is considered as one of the key factors of the student's demotivation. Both of these factors highly influence the student's self-esteem and self-evaluation, and it is needed to thread wisely as a teacher, when more failures are beginning to follow, as this aspect may very negatively contribute to the learning process of the student. (Pugnerová, 2019)

Success or failure is also defined by the given task that the student must fulfil. As Krejčová (2009) says, the need for an adequate and appropriate task to the student's level is vital for their motivation. If the task is too difficult and highly oversteps the student's abilities and competences, the student is demotivated, because the effort given is strenuous and insufficient for a successful completion. Same situation may happen in the case of a task that is too easy, leading to the student's loss of interest in it due to the fact that it does not challenge him in any way. Drawing on a fundamental developmental psychology theory presented by Lev Vygotsky⁵, Krejčová (2009) stresses the need for teachers to recognise well the level of their student's capabilities, and adjusting tasks to these findings, considering their motivation and investment in the subject.

⁵ A famous Soviet developmental psychologist Lev Vygotsky (1896-1937) became an influential figure in pedagogical psychology with his theory, defining a Zone of proximal development. Vygotsky argues, that within this zone are found skills that are being developed, and are defined with what the individual can do on their own, and what can only be achieved with a help of an expert or an access to more knowledge. The zone of proximal development therefore defines the potential to progress. To achieve that, the tasks must be challenging, but achievable.

Self-realisation

According to Abraham Maslow's theory on motivation (Aanstoos; 2019), the needs, whose integral part is created by the complexity of the self (self-awareness, self-actualisation, self-worth or self-realisation), are to be found within the two top parts of the Maslow's hierarchy of human needs (see appendix 1). Indeed, the need for one's own self-recognition must be included in the chosen methodology when considering motivation and internal processes of students. As these are found in the first places of individual human needs, they must not be forgotten or omitted with the learning process, considering school environment, as well as recognised for their worth and essential importance in choosing methods and activities in specific lessons. (Cakirpaloglu, 2012 or Krejčová, 2009)

Abraham Maslow also presented several ideas, considering his theory of motivation and hierarchy of needs, where he recognises different aspects of the individual needs and motives. For instance (in Cakirpaloglu; 2012), Maslow claims that the satisfaction of needs to be found on the top of the hierarchy leads to eventual feelings of happiness, serenity and ultimately enriches the internal mental and life processes of such individual. The progress, determined by the path of reaching the satisfaction of these needs also brings the tendency to reach a healthier setting and directing one's mind away from pathological traits. As was also implied, satisfaction of the higher needs also eventually leads to the sense of self-realisation, which may be grasped as the ultimate finish line of the goal-chasing and reaching process, motivated by the idea of this one moment. (Cakirpaloglu, 2012)

Social aspect

Krejčová (2009) cites Čáp, (1997); Kyriacou, (1996); Ormrod, (2006) and Pavelková, (2002), and proposes the classical division of motivation based on the source of the motive to internal and external, with the aims being conformed to the school environment, and therefore being directed at either task completion, or a good and progressive performance. Krejčová (based on studies written by Ames, 1992; Cotterell, 2007; Fischer, 2004; Ormrod, 2006; Patrick, Ryan and Kaplan, 2007 and Pintrich, 2000) understands the former as focused on the self-realisation, the latter then on the social recognition of the work, in the means of the direction of the student's motivation. Presentation of the student's work is vital in the means of the self, but as equally important in the means of

the social environment and its influence on the student. In this case, as Krejčová argues, the factor of competition with other peers creates a very strong motivational factor for some of the students. On the other hand, many students tend to withdraw from these types of situations, as they fear a possible failure, and in these cases, social aspect contributes to their demotivation. (Krejčová, 2009)

In connection to this aspect, the ever present fact of being evaluated for a task done at school must be considered. Drawing on Krejčová (2009) the attitude towards a specific task, such as reading, considered to be a leisure time and relaxing activity, might be then altered and turned into a rather stressful and negative experience (for its time limit, feelings of being evaluated or compared with other peers performing the same task).

It has been proven, that classes, where peer cooperation and cooperative or group work is encouraged or conducted as a learning method, and where mistakes are used as a problem to be solved by the students, their motivation to learn and progress in the subject is much higher, rather than when the focus is put on marks and summative evaluation. Formative evaluation should be encouraged, as it answers to the individual progress of the student, rather than only concentrates on the finishing line of his effort. Student's tendency is to be motivated by their overall progress, rather than only by their overall performance. (Krejčová, 2009)

In her study, Krejčová also talks about the importance of the social environment and its correlation towards motivation. There are several factors (social groups), that influence the individual goals and inner push to reach these goals, including the teacher, peers, and the family. Students are highly influenced by their classmates and friends, the dynamics of the whole class in the lessons and their identification with other peers. Especially during adolescence, where the identity is being heavily searched for and in the desire of being found, student's own goals and motives are influenced by those presented to them in their nearest distance (their own social group). For teachers, it is therefore quite important to be aware of the social atmosphere in their lessons, and not to turn away from activities involving cooperation, possible identification and age-appropriate interests, that would spark a mutual discussion or identification among the students. (Krejčová, 2009)

Knowledge and the tasks

Considering the nature of the given tasks, there are several aspects that must be taken into an account in order for the task to be achievable, challenging and educational. All of the

tasks should carry the quality of having a clear sense that must be obvious to the student, as is also stressed in the results of a research conducted within the *Kurikulum S* project (orchestrated by *Národní ústav odborného vzdělávání*). Proposing the classic questions often heard in the classrooms (*Why am I learning this?, What is it good for?, How will I use this in my normal life?, etc.*), the answer to those must be always present and simple, and the student must be fully acknowledged with the practical aspect of the matter taught. Seeing a purpose in learning is vital for the students, and making the purpose visible is a task for the teacher, as well as its variety, including different methods and activities. Additionally, the connection between each activity should be visible and understandable to the student, who is then engaged more in the lesson as a whole complex unity. (Krejčová, 2009; Pugnerová, 2019 or Cakirpaloglu, 2012)

Considering tasks and methodology, it is motivational for the students to look for solutions and problems to be solved (Krejčová, 2009). This aspect will be more discussed within the following section, discussing the role of the teacher in the student's motivation, and also within the third chapter of the thesis, with a regard to reading.

Role of the teacher

The notion of self-realisation and self-worth is connected to the motivational beliefs and the goal setting process performed by the student. A positive relationship towards a specific subject may be then determined by the inner conviction of the student (meaning their own opinion, attitudes and values connected to the subject or a specific matter), but also by the attitude of the teacher towards this complexity of information. The most essential factor for the teacher to be prepared for is the involvement of a certain kind of a positive feedback, encouragement or a sense of success as an important part of his or her lesson, to further motivate the student and to enhance their own relationship towards such subject. In all, the teacher creates an unavoidably essential factor of the student's attitude and opinion, and therefore, on their own motivation. (Pugnerová, 2019)

According to *Národní ústav odborného vzdělávání* and one of the past conducted projects within this institution, bearing the name *Kurikulum S*, the teacher's role in the terms of his/her creativity, personality and setting a good example creates a key aspect of the whole teacher and student relationship, and therefore also highly influences the student's motivation within the particular subject. Throughout the teacher's acceptance and recognition of the student's progress, the student is also recognising their own self.

According to one of the researches conducted within this project, a number of teachers were asked about their own concept of motivating their students, as well as to comment on whether they recognise any changes throughout the course of their teaching experience. The teachers, according to the results of this particular questioning, confessed they do, indeed, find it more difficult over the passing years to successfully motivate their students in the lessons. Reacting to this fact, a method of experience based learning proved efficient for them to improve this situation, as well as active discussion on current topics and methods involving the students' active participation. Interactive lessons, where teachers chose to include these methods, heuristic methods, problem-solving and task-based learning proved to be the most effective in the terms of students' motivation. (project *Kurikulum S: Národní ústav odborného vzdělávání*)

There is, therefore, absolutely no question about the essential role that the teacher takes on in the learning process of his or her students, regarding both the methodology used in lessons and the actual personality, character and attitude of the teacher. Krejčová (2009) proposes the role of the teacher in student's motivation as an essential feature, and that in two interconnected aspects. Firstly, there is the need to evaluate efficiently, as teacher's individual evaluation of the student's progress or success leads to a positive attitude towards the subject, adoption of principles, norms and knowledge and understanding of the matter. From the position of authority, that is recognised by the students, teacher's evaluation also influences the self-realisation of the student (Pugnerová; 2019), and therefore establishes their own inner further motivational drive. The learning style adapted by the individual teacher is a variable that influences the self-confidence and self-awareness of the student. Students do need a discipline and organisational guidance, presented by the authority of the teacher. The notion of authority is the source of discipline, and it is important to maintain, as environments where students are given too much power over the course of the lesson and activities may end up in a mayhem and lack of organisation, eventually ending in a lack of motivation to learn in such environment. Student's autonomy and agency is welcomed, but with clearly stated limits, defined and maintained by the teacher from a position of authority. (Krejčová; 2009)

In conclusion, as teachers, one of the main goals to achieve efficient and progressive lessons must be, therefore, to understand and grasp these motivational factors and variables, and to comprehend the goals of our students as well as to aid in setting these

goals, as the teacher's authority and his or her role in this whole process is a vital aspect that does, indeed, support the shaping of such motives and needs.

Role of the student

As Krejčová (2009) underlines, there is a very distinct difference between the inner motivation of students in the elementary schools, and those in secondary education. However, she (drawing on a study by Larson, 2000) also claims that students in the phase of adolescence tend to be motivated more by their own extracurricular interests and activities, even though the measure of challenging tasks in these two is highly unbalanced, and the potential of adequate progression is significantly lower. Consequently, as many studies on pedagogical psychology and motivation conclude (for instance Pugnerová; 2019, Cakirpaloglu; 2012 and others), connecting and involving the student's own interest into the learning process, implementing and working with their own possible knowledge of the subject matter creates a very strong and efficient motivational factor, that highly influences not only the dynamics of the lesson and the work in the lesson itself, but also the whole learning experience of the student. The reason for this fact is quite simple in its sense, and goes along with the ideas of Abraham Maslow's theory of motivation and his hierarchy of needs, as this feature answers to the need of self-realisation and self-actualisation.(Pugnerová, 2019 or Cakirpaloglu, 2012)

As was proved (Krejčová; 2009), the nature of the relationship between teacher and student influences the student's attitude towards the subject, and it's primarily based on the educational style of the teacher and his or her attitude to students. If it is a highly authoritative teacher, suppressing the student to be merely there to obey and listen will give the student a passive and forced submissive role within the class, which will highly demotivate him, as the student's need to self-realise and self-actualise is close to non-existent in such lesson. On the other hand, fully democratic teachers, with a friendly trait to their attitude may struggle with a lack of recognised authority (Krejčová; 2009). Harmony within these two factors is key, taking into consideration the understanding and validation of the student's needs in all cases (as these do determine the motives and the possibility of motivating the students), as well as the teacher's abilities and competences. (Krejčová, 2009)

2.3 Chapter 2 summary

Motivation is a significant and unavoidable factor in the learning process of any individual. Including motivation into learning is vital for one's realisation of the self, life goals and social awareness. Without being motivated, learning turns into a difficult process where goals are hard to perceive, as there is no drive or reason supported for them to be reached. The most important factors for motivation in the learning environment are the roles the teacher and the students take on, the relationships between them as well as relationship between the peers, the factor of success and failure (and how the teacher works with these aspects) and involvement of the self-realisation and self-actualisation need, that every individual has and every student feels and yearns to satisfy. With clear established goals, involvement of the students' knowledge, interests and experience, activating the students and enabling them to take on an active and creative role in the lessons, as well as praising them and evaluating their progress, these needs are nurtured and tended for immensely, creating an inner drive for the actual task perceived.

3 Motivation to read

Drawing on the fundamental basis and knowledge on motivation and its presence in the learning process, it is possible to recognize these factors with the focus on teaching reading. Of course, as was stressed in the previous subchapters, different motivational strategies apply on different students, as individual personalities differ, or the factors such as age or gender are calculated with. This chapter therefore aims to underline the most known, used and discussed strategies to motivate students to read, and that in the general aspect, as well as in the learning situation aspect, despite the fact that some authors (such as Kung; 2019) consider this field of study as one full of unanswered questions, considering the actual knowledge and ways how one can really motivate someone to read.

Wallace (1993), considering the relationship between reading and learning, proposes two separate environments. One of them is undoubtedly the school, with the other one being completely school unrelated. As Wallace underlines, the learning potential of this environment must not be underestimated nor omitted, as school reading, according to her knowledge, tends to turn into a display of an ability, rather than understanding and reflection. Wallace suggests that the school environment does not support internalization and development of the higher skills for its competitive nature, however, that must be argued with, as many authors (such as Harmer; 2005) have stressed the need to engage student's own interests in reading, and therefore, to bring the extracurricular element of one's own engagement into the school setting.

As was already mentioned in chapter 1.1 of the thesis, the fundamental basis of one's motivation to engage in reading activities and for an individual to actually decide to and start reading, is the purpose, the reason for the reader to even do so. As Dörneyi (2001) or Nuttall (1996) or Pang, Muaka, Bernhardt and Kamil (2003) stress in their extensive studies on motivation in the foreign language classroom and on reading and its place in teaching foreign languages respectively, making reading into a purposeful activity is the initial and the strongest motivational factor the teachers may work with when doing reading activities in their lessons. As Nuttall (1996) also underlines, the same measure of motivation to read is found in the mother tongue as much as the second language the students are studying, and that is an important factor to count with as well.

3.1 Motivational reading strategies

Ali and Razali (2019), in their collective study on metacognitive and cognitive reading strategies (for further reference see chapter 1.2.2), underlined also a section of such strategies, that are considered as motivational. Drawing on an extensive research by many (for instance, Ali and Razali mention Nasab and Ghafournia⁶), Ali and Razali list a selection of reading strategies possible to implement to also motivate the students for further reading. These include for instance the engagement of students' own needs, interests, enthusiasm and prior knowledge in connection of the subject matter of the text, increasing the student's self-esteem and implementing methodology that enhances the learning process and makes it enjoyable for the student (Ali and Razali; 2019 or Pang, Muaka, Bernhardt and Kamil; 2003). According to Ali and Razali (2019), it is the teacher's duty to increase the student's level of engagement and enthusiasm using various methods, in order to promote their reading motivation.

There are numerous specific methods, using various reading strategies as a motivational tool to enhance the students' reading motivation and to make the reading-learning experience enjoyable for them. As was discussed and presented in chapter 1.2.2 of this thesis, the variability is great, and there is a possibility to use different types of tools or methods in order to achieve the goal of students' motivation to read. Ali and Razali (2019) summarise the content of many studies, concluding a number of possible strategies to motivate students to read. Among those, that there are to offer, Ali and Razali propose a number of ideas, including the usage of support reading strategies for the purpose of motivation. Connected to this, Ali and Razali stress the importance of using digital and technological tools in individual work, as well as in group work, where the idea of social networking proved to be efficient in motivating the students to proceed with reading actively and also to pay attention throughout the lesson. Such strategies include, for instance, usage of e-books, online reading lessons, websites containing English songs and narrated stories, as well as usage of other digital tools. As these studies showed, students are indeed more motivated using modern technology, as well as taking on an active role within its use. (Ali and Razali, 2019)

⁶ For further reference, see Nasab, E. and Ghafournia, N. 2016. Relationship between multiple intelligence, reading proficiency and implementing motivational strategies: A study of Iranian secondary students. *International Journal of Education and Literacy studies*. 4(3). 34-40. <https://doi.org/10.7575/aiac.ijels.v.4n.3p.34>

Unavoidable is also the role of the social aspect, as peer cooperation in reading (such as cooperation on various exercises, discussion with peers, peer interviews during reading to understanding meanings, peer reviews or peer evaluation) contributes to the students' reading motivation greatly. For instance, a study by Cooc and Kim (2017) indicated that peers and the relationship between them do really matter to others' reading skills development. The study presented a research, where a sample of young children was observed in their help-seeking and cooperating activities with peers, regarding their reading skills. In conclusion, children indeed improved their reading skills when cooperating with a more skilful peer (Cooc and Kim, 2017). Using the strategy of questioning others, cooperating, discussing one's own results and understanding therefore may highly influence and contribute to one's own performance. As the children's results improved, their motivation was raised also. The peer aspect and cooperation therefore must be considered as a positive reading motivation strategy. (Cooc and Kim, 2017)

3.2 Methodology

In the terms of selected methodology to increase reading motivation of one's student, a following principle can be implemented -

“To enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding.” (Nuttall; 1996, p. 31)

The methodology thus must be selected appropriately in accordance with the established goals, student's level and abilities, in order to develop language competences, but to maintain an enjoyment or comfortability factor all at once. As might be obvious, a crucial factor to the achievement of such is the role the teacher takes on, and the materials, tools and methods he or she chooses in order to reach it. First, however, the students' roles are discussed below.

3.2.1 Role of the student

Nuttall (1996) suggests numerous approaches and methods to enhance the student's engagement in reading activities. The possibilities seem to be endless, however, they do share one significant feature, and that in putting the student into an active role of a creator, debater, interactor or evaluator. It is crucial to engage the student's productivity in connection to reading tasks, as their own experience, opinion, explanation, knowledge

and personality is then involved, which has been stressed in the previous chapter as a vital point of enhancing one's reading motivation.

This very same notion is presented by the ideas that were concluded based on an extensive research conducted by Green, Kandyba, McDonald and Stevens (2000), where a high influence on reading motivation is found within various extrinsic (going from the surrounding environment) sources of ways to motivate the students to read, as well as to improve and strengthen their general attitude to reading. In its conclusion, the study summarised the most effective ways to motivate into three most distinctive lines - those involving student's active role and participation in the process, the role of the teacher and the choice of reading material, and the importance to expose the students as much as possible to libraries and bookstores. Involvement of discussion also showed to be vital for their motivation, as well as reading aloud to them in the lessons. The study also showed, that organisation of the classroom in the means of installing bookshelves with extensive reading material provided (and applying the same in the students' homes) creates a factor that attracts the students toward discovering what is in there and being more engaged in reading. (Green, Kandyba, McDonald and Stevens, 2000)

Wallace (1993) also recognises the importance of student's involvement in the choice of reading material as a crucial point of reading motivation. Enabling the students to choose the text, book, or any other sort of reading material also puts the student in an active role, and that one bearing responsibility and decision-making. This given sense of freedom of choice and influence on the student's own learning process supports the development of positive attitude not only to reading in general, but also to learning. This factor also contributes to the nature of relationship between the teacher and the student. (Wallace, 1993)

3.2.2 Role of the teacher

It is quite unavoidable and obvious, that the teacher's role is not only important as such, but also complex and one of many duties, considering the methodology, choice of reading materials, atmosphere, as well as the overall attitude and experience of the student, in the process of conducting lessons and activities directed at the development of reading skills. Jose and Raja (2011) conclude a number of these obligatory tasks the teachers must not forget. These tasks include a clear and relatable learning objective, thorough assessment of the teaching materials to be used in the lessons (acknowledging language

appropriateness, connection to the learning objective, length and time matter, possible difficulties, etc.), the actual choice of the teaching materials (choice of the text), and all that with bearing in mind the students at all times. For instance, if a reading programme is established for the students to follow, teacher needs to set up a library for the students to choose the reading material from, that would be available and relatable to all of them in some measure at least (Harmer; 2005).

The teacher also needs to settle and articulate the clear purpose of why this particular text was chosen and how it is related to the students, use methods and activities to motivate the students to engage in this activity or to provide and support good learning conditions (including proper lightning, necessary for reading), as all of these factors can work as motivational. However, if not managed or prepared properly, they might also go down the opposite way, and demotivate the students from engaging in reading activities (Harmer; 2005).

As Harmer (2005) also stresses, the teacher's own personality and attitude to reading, or the teacher's relationship towards specific books is highly influential on the students. If the teacher chooses to discuss favourite books in the lessons, present them to the students or read to the class aloud from them, this action itself might support the students' own views over their own possible choices of books or other texts they might favour. The teacher's attitude therefore might be very significant for the students' own established views over reading as such. (Harmer, 2005 or Nuttall, 1996)

3.2.3 Lesson planning

In order to achieve a lesson with enthusiastic and interested readers, according to Harmer (2005), the teacher must take on multiple roles. In efficient reading lessons, teachers are organisers (goal setting, time frame, clear instructions), observers (monitoring the students' learning process), feedback providers (including leading post-reading discussions, enabling pair comparison and sharing experience) and prompters (which includes going over features of the text that need clarification or further discussion, encouraging the students to talk about the unknown or unclear to them). (Harmer, 2005)

As was also already discussed in the previous subchapter, the role of the teacher within the lesson structure therefore changes and varies, according to the learning needs of the students, and with the goal to be achieved in mind. According to Dörnyei (2001), there is

a structural organisation model to be followed in the second language classroom, presenting four general aspects:

- Creating the basic motivational conditions,
- Generating initial motivation,
- Maintaining and protecting motivation,
- Encouraging positive retrospective self-evaluation. (Dörnyei, 2001)

This model can be applied to the course of the lesson or a reading activity. In the terms of lesson planning, the teacher therefore (working with a particular text that was already chosen), needs to create applicable motivational strategies. Concerning the first point, Dörnyei (2001) explains basic motivational conditions with the presence of supportive atmosphere in the lesson, good relationship between the teacher and the students and a cohesion of the learning group.

The phase of generating initial motivation is key for the whole learning process. Strategies and methods should answer to students' interest, values and opinions. According to Dörnyei (2001), this can be achieved by implementing methods activating the productive aspect of student's personality, such as discussion of such, brainstorming, one-to-one interviews, open-ended questions (What would you do, if ?) or writing assignments on the given topic. Others (see British Council: Motivating pupils to read) suggest specific strategies:

- Explanation of the reason for the reading material choice and the learning goal,
- Involvement of the pupils in the selection process,
- Instruction on how the material will be worked on,
- Preparation of the pupils (strategies, working with support material),
- Introduction to the text and providing a stimuli (illustration, reading a section, audio recording, video, students' predictions, discussions),
- Reading outcome and evaluation (quizzes; productive phase – creation of posters, role play, creative writing, directing a TV programme, storytelling, reading diary etc.). (British Council: Motivating pupils to read)

All of these phases should be included when working with a text. The last phase is very significant motivation-wise, due to its nature of producing something concrete, being creative and that based on the reading material. If students are acknowledged with this

aspect before the reading actually starts, their reading performance may improve highly, thanks to their bigger investment and effort to proceed and get to the creative part (British Council: Motivating pupils to read). These types of motivational strategies also answer to the student's need of self-realisation and self-actualisation that is not necessarily nurtured during reading as such. Through own creative process, production and inclusion of active language formation, the students are supported in their self-realising process. For a teacher, this aspect also involves the opportunity to monitor the reading progress of the students, as these tasks demonstrate the knowledge gained and the message understood. (British Council: Motivating pupils to read or Dörnyei, 2001)

3.2.4 Skills integration

In order to achieve a proper development of the communicative language competence, all four skills need to be worked with within programmes or plans, where their integration and connection is present. Drawing on an extensive research, Munoz (2011) in her academic thesis concludes that teachers should provide learning environments and activities that do intentionally cater to oral, as well as written production, and that also integrate the receptive skills with the productive ones. As Munoz underlines, quoting for instance Chen (2007), such action as integration of skills leads to the language being taught authentically and with the language as a unity in mind.

Including activities and tasks, that involve the usage of productive skills, creates a factor that motivates the students, not only for the reading part of the overall task, but also to engage in the productive one, as their own self-realisation process is included within that. Both writing and speaking skill integration with reading may then lead into overall positive reading experience, where the students memorise and take from the text more, than in the case when the only focus is put on the reading comprehension itself. (British Council: Motivating Pupils to read 2)

3.3 Chapter 3 summary

There is a definite plethora of aspects and methods to be implemented within lessons focused on reading, when trying to initiate, maintain and nurture the reading motivation of students. The key factors to keep in mind within this process appear to be first and foremost the teacher and his/her role, to roles of the students and the nature and variability of methods that do answer and count with the student's active participation and self-

realisation. It proves to be highly influential to the whole reading experience, when students are active, productive and creative, and when these activities are integrated within teaching reading skills. Additionally, as this particular aspect appears to be contributing greatly to the whole language learning process, methods using skills integration, creativity, active participation, expression of opinions or ideas or discussions should be implemented overall, not only within teaching reading.

4 Teaching materials

The aim of this chapter is to present a variability of teaching materials possible to use in teaching reading skills, with the emphasis being on the students' motivation to read. An overview of different reading materials is provided, with the connection to the skills development, and with the ultimate goal presented in the usage of authentic literature. A brief overview of other teaching materials is provided, as supportive tools for reading activities, such as visual or auditory ones do increase the students' motivation to read.

4.1 Reading materials

The selection of teaching materials (especially reading materials) chosen for the purpose of teaching reading skills is the fundament for such process. Without the text, reading cannot be performed. Teaching materials are usually selected by teachers, who may choose to involve students in the process. There are several factors discussed in this subchapter that should be considered in the selection process, keeping the students' interests in mind, along with the established goals of what is to be achieved in the particular learning segments.

One of the factors apparent, that does play a role in the students' reading motivation considering the nature of the selected reading materials, is their authenticity. Through authentic texts, a connection towards 'real' English is made, bringing with itself the benefits of the development of language competence, social and global awareness, cultural awareness and specific knowledge of not only the language itself, but also the vocabulary and specific language features. The creation of authentic texts is also always made in mind with the reader as a priority, and therefore the focus lies in the contribution to the overall text comprehension, rather than concentrating on other specific matters, such as specific vocabulary. (e.g. British Council: *Motivation to Read*; drawing on Dörnyei; 2001 or Pang, Muaka, Bernhardt and Kamil; 2003)

In her work *Reading*, Catherine Wallace (1993) also mentions the criteria for a choice of reading materials, with one of the most important ones to be the authenticity of such text. Wallace describes an authentic text as one not specifically written for pedagogical or educational purposes, and underlines several other criteria that should be considered by teachers when choosing the right reading material for their students:

- Texts aimed teaching specific language structures tend to lack authenticity and students' interest to read,
- Interesting and attractive content,
- Involvement of students in the choice of reading material,
- The learning goals. (Wallace, 1993)

According to Pang, Muaka, Bernhardt and Kamil (2003), the complexity of goals and principles, based on which the reading materials should be chosen, bearing in mind the connection to the reader (in this case, the student) and his/her reading motivation, should follow these points:

- One's cultural knowledge and language level,
- Style and language of the reading material,
- Using materials involving the students' local context and knowledge,
- Using informative texts that apply to the students' prior knowledge,
- Extensive variety of genres. (Pang, Muaka, Bernhardt and Kamil, 2003)

It appears then, that the reading material selection should definitely apply to the students' prior knowledge, experience and interests, in order to support their reading motivation and engagement in the texts. Students' positive attitude and desire to participate and gain as much as possible from the activities could also be promoted by their choice of such material, where the teacher's role settles to providing a selection of authentic texts that the students are able to choose from. (Wallace; 1993 or Pang, Muaka, Bernhardt and Kamil, 2003)

The topic and genres of such reading material are also necessary for the aspect of students' motivation to engage in it. Harmer (2005) underlines the choice of topics and genres that would be attractive and relatable to the students' own knowledge and interests as an impactful reason of their attitude towards such text. However, as he also admits, it is unavoidable that not all of students can be ultimately heard, as all personalities and interests tend to differ. Harmer (2005) suggests the usage of questionnaires and discussions to find out the interests and genres of like among the students, to better motivate and encourage them to read.

Cooper (2001) presents a division of texts used by teachers for learning purposes and the development of reading skills. As he underlines, some are more suitable for beginning

readers, some are more applicable to use with older students. Cooper divides the texts into six distinctive categories:

- Wordless books,
- Predictable texts,
- Controlled high-frequency vocabulary texts,
- Decodable texts,
- Authentic literature,
- Created, easy-to-read texts. (Cooper, 2001)

Wordless books are merely created by pictures, presenting a specific story the reader follows. Cooper (2001) underlines their contribution not only to the younger pupils, who develop their first notion of what book represents and brings to them, but also for the older students to develop a sense of self-expression and the skill of interpretation. As a visual tool, pictures as such are a valuable motivational material, where predictions and guessing is included (also serving students' own knowledge in its sense). Also known as picture books, this particular reading material can also serve as a valuable stimulus to creative writing. (Cooper, 2001)

Cooper (2001) describes predictable texts as those having a pattern that is being repeated. In his study, Cooper describes seven types of such texts, with all of them bearing the same quality of having a repeated phrase or sentence, presenting a sequence or a predictable plot. Such texts represent for instance songs or familiar cultural sequences that the students quickly memorise due to their repetitive nature. Predictability is a valuable quality of texts, in the connection to the readers own knowledge and experience, as predictions are made based on these notions. This type of reading material is good for young pupils, still developing the first sense of what a book is, and what is the function of a text. (Cooper, 2001)

Controlled high-frequency vocabulary texts represent those that are often present in day-to-day conversation and tend to also repeat themselves. Through their repetition, these basic conversation schemata, using these specific words (such as, for instance the verb go) are memorised for further use. (Cooper, 2001)

Decodable texts, also referred to as linguistically controlled texts, are efficient in the initial development of decoding skills, as they present simple sequences of actions. Sound

and letter relation concept is important and implemented in these texts, where the first sense of decoding skills is developed. For second language learners, these types of texts are to be selected when decoding in reading is not yet achieved – usually connected to a usage of difficult vocabulary that the learner is not able to decode. (Cooper, 2001)

All of these above mentioned types of texts rather focus on younger pupils and the initial phases of reading skills development. Their concentration is also to be found on the phonic features and phonemic awareness of the pupils, who are being trained by loud reading and sound practice to prevent mispronunciation (Cooper, 2001). These texts, therefore, serve greatly to purposes in the elementary school, where English as a second language is introduced.

4.1.1 Authentic literature

Involvement of literature pieces and fiction or non-fiction reading materials into the learning process presents a lot of advantages that must not be avoided. As Cooper (2001) stresses, using authentic literature is highly motivational for students. Under the term *authentic literature*, we must understand books, magazines, newspapers, online journals and many other sources, such as social media platforms, which are especially attractive for current students in their teenage years (Cooper, 2001). A considerable number of them spends a big amount of their time on these websites (such as Facebook, Twitter or Instagram)⁷.

Kyloušková (2007) underlines the significance of using authentic literature pieces in lessons as contributing to the development of communicative language competence, linguistic competence, creativity, cognition of the world, cultural elements, science or nature, recognising the knowledge of aesthetics and the values of mutuality and understanding. Such reading materials as pieces of literature are (novels, short stories, poetry for instance) are considered as one of the hardest of choice in connection to student's motivation. The teacher's role in choosing such texts is therefore crucial, and the aspects of student's cultural awareness, acquired level of linguistic competence, knowledge and language skills must be considered at all costs, in order to engage students' attention, own knowledge or experience. (Kyloušková; 2007)

⁷ For a detailed statistics, see for instance the website *Statista.com* on the average time spent by teens on social media worldwide. Available from <https://www.statista.com/statistics/800821/average-daily-time-spent-social-media-teens-young-adults/>

Cooper (2001) claims, that authentic literature should be implemented as soon as decoding skills are developed. Appropriateness of these selected texts must be considered and adapted to the student's age, level of language competence, interests or environment (Cooper, 2001). As Kylvoušková (2007) points, the specific nature of these types of reading materials must be thought of by the teacher in order to achieve an established goal for the text's actual use in the lessons. The teacher's duty also lies in the decision of the length (time measure and again lesson goals must be considered). Kylvoušková also stresses the point of the usage of literature texts in language learning strictly to teach reading skills and to further on proceed with the development of writing skills, based on the text. As such, carefully selected plethora of literature texts and materials may create a very strong motivational factor, influencing students' own consciousness, moral values, emotions and creating intellectually colourful class environment, that contributes positively to the nature of relationships between all variables present (Kylvoušková; 2007).

4.2 Support materials

There is no doubt, that teaching reading is more attractive to students when technology, multimedia or auditory and visual tools are involved in the process. Video stories, guides or audio recordings can be used to provide illustrations, initial introductions and most importantly to motivate, due to their authenticity and demonstration of the language use in practice (Harmer; 2005). Ali and Razali (2019), as was mentioned previously, also underlined the importance of using technological gadgets and multimedia in the connection with reading in the language classroom, to support and nurture the students' engagement and motivation.

Among many, such tools can be found in using technological classrooms, laboratories equipped with computers and specific software, that allows the idea of social networking and peer cooperation to be implemented (Ali and Razali; 2019).

4.3 Chapter 4 summary

Throughout the whole theoretical part of the thesis, the aspect of using students' own interests, knowledge and experience has been already repeated multiple times and stressed as a significant one, when initiating and enhancing individual's reading motivation. Not any different, considering the teaching materials used, this factor is to be remembered when choosing a book or text to be worked with in the lesson by the student

(reader). Reaching for a piece of authentic literature is set to be the goal for the teacher and the student together, because working with such material is a proof of reading skills mastery. Other important factors and teaching materials that efficiently maintain motivation in reading include the usage of modern digital technology, multimedia, where supportive materials such as video or audio tools may contribute to the students' motivation immensely.

5 Summary of the Theoretical Part

Within its four main chapters and numerous subchapters, the theoretical part of this thesis focused on overviewing and underlining several significant points of how reading is perceived and mastered, and also on the ways how motivation works and is approached in the learning process and in the reading process as well. The last chapter then discussed and evaluated different possibilities of teaching materials and a variety of texts available to choose for the lessons concentrated on reading. All of these aspects then counted with one main variable, the aspect of motivation, a significant part of any learning process. As was also underlined, without motivation, there is no real push forward, no strive to proceed and improve and no strive to learn.

Reading has its unmistakeable and significant spot in learning. Its influence is proved in its contribution to individual's development and enhancement of one's mental processes, as well as in aiding to the learning process, especially the one of language. With different personalities, different reading strategies are used to master different reading skills. While some support the reader's engagement and understanding of the text, different ones achieve the same goal with other readers. Eventually, the mastery of reading skills, from identification towards interpretation skills is possibly reached by all readers, trying out different strategies to successfully reach this ultimate goal. If motivation is considered, such process is made more enjoyable and achievable.

In the theoretical part of this thesis, several aspects of motivation were discussed, with the focal points found in self-realisation and its' presence in the school (the students' important social) environment and also, in the choice of teaching materials. The self-realisation aspect was then applied to the development of reading skills, and concluded fundamental for this learning process. In conducting reading, this particular variable needs to be counted with when considering the motivational aspect and the need of implementing it. As one of the highest needs in the Maslow's hierarchy, self-realisation of one's personality could be found and nurtured in the creative aspect of learning. Concerning the focus of this thesis, creativity in reading was discussed and recognised in such phases of learning as integrating productive skills as an impactful motivational factor, with the student being able to use his/her own experience, interests, knowledge and creativity.

Secondly, the selection of teaching materials adds to the motivational aspect with its approachability and attractiveness to the reader (the student), as well as an established goal to be reached with their usage. In such, the teacher's role is significant, lying in the bear process of the material's selection and its nature, not omitting the learning goals to be reached by such choice. Not of any less importance, support teaching materials play their role in the student's engagement within the task perceived, as they could add more to the enjoyment factor of the reading task, and, therefore, motivate.

In conclusion, with all of these facts and goals to be reached in mind, the above mentioned motivational factors should be considered as valuable and significant variables for the process of teaching reading.

II. Practical part

6 Aims of the study

The study aims at several specific matters, eventually leading up to addressing the following research questions:

- What is the current situation in attitude of students at Czech secondary schools towards reading in general?
- What is the students' attitude towards reading as a part of a task in English lessons?
- What are the students' motives and strategies that determine this experience as positive?
- What aspects of reading experience eventually encourage students to come back to reading as an activity of their interest?

The aim of this project is also directed at distinguishing the methods and types of reading material that worked with the students well in the terms of their motivation, and those which failed to impress or engage them. Individual lessons, methods and teaching materials used are examined within the practical part of this project.

For the purpose of this study, an initial reading questionnaire was selected and introduced to the students during the first lesson together. In addition, an informal discussion on the students' own interests was carried out during the first lesson conducted. In the lessons to follow, different methods and activities, including reading tasks and exercises were introduced, with different skills integrated within these activities and different working styles introduced to the students.

This project took place during a four-week practical training that was realised in a Czech secondary school. A number of students from the last grade and the second grade that were included in the practical training, participated in the project. The project also includes an analysis of the school's English language teachers' attitude towards involvement of reading tasks into their own lessons, based on personal interviews and discussions with a number of teachers from the secondary school, where the practical training took place.

7 Lessons focused on reading comprehension

The four-week study was realised during February 2020 on a secondary technical school located in Ostrava as a part of a compulsory teaching training.

The project itself was realised as series of English language lessons, aimed at students aged between 15 and 19 years of age. Unfortunately, during the course of the training the number of lessons with the second grade was limited to only three lessons, therefore only one sample of a lesson conducted with the focus on reading comprehension can be included into this thesis. Majority of the lessons were realised in the fourth grade, where the age of the students was between 18 and 19 years of age.

In accordance with the aims of the study, the lessons included reading exercises and connected tasks, that varied from including productive skills (speaking – for instance a TV news report, writing – writing an article), different methods such as games, individual work, cooperative teaching, group work etc, resulting into an examination of the student's attitude towards the variety of methods, their feelings in the beginning and at the end of the project, as well as their own motivation to engage in these activities during the process of the project, discussed in the end of each lesson, as well as the end of the training.

7.1 General information

All the lessons were conducted based on a teaching plan that was concentrated on the preparation of the students for their maturita exams. As not all of the students in the class were taking the exam in English language, the overall plan was adapted to their own needs and desired interests (all of the students continued towards university studies, therefore their interest included everyday English, interests, genuine communication and maturita topics for the English language). During the four weeks of the training, all of the students participated in a plan set to a preparation for maturita exam, aiming at different topics of the teacher's, as well as their desire.

In the second grade, only one lesson including a reading comprehension was conducted, and it will be included in the study, as a parallel is examined, using same methodology as in the fourth grade.

The following chapters of this project include all of the exercises, methods and teaching materials used in search for answers to this project's research questions.

7.1.1 The school

The school, where this project was carried out, is a Secondary Technical school, aimed at educating and preparing technical workers (construction, future architectural engineers, building and geodesy). It must be underlined, that this school's focus does not lie primarily in language education, however as in every secondary school within the Czech republic education system, foreign languages are taught as general and compulsory subjects (English and German). English language is taught throughout the whole course of the study, and the school has the possibility to use a modern equipped language laboratory, where the potential and advantage lies in an interactive software system, enabling the teacher to conduct different sorts of activities (for instance, the teacher may connect different students sitting in different places for a speaking activity, using a software tool for the teacher, and the students not need to leave their original spots). Apart from this laboratory, the school also possesses several other modern equipped classrooms. However, the laboratory is unique and considered as the 'most modern' among other schools in the city.

The ultimate and eventual goal is to prepare the students for the final maturita exam. However, it is not obligatory for all of them, as they may choose between mathematics and the foreign language. In the profile part, most of them choose to take the exam in German language, rather than English.

7.1.2 The students

Considering the subjects of the study, that students who participated were those in the last grade (the fourth grade) in majority. The class consisted of fifteen students overall, with the usual number of students actually present in the lessons averaging around ten to twelve students. Students in the second grade also participated in the study (however, their participation was minimal, but as the sample of the lesson conducted in the second grade is used for a specific purpose of comparison in the study, the second grade's involvement and the results of it are mentioned and involved).

All of the students had had different experiences with studying English language before enrolling in the secondary school, as each of them came from a different elementary school, and some of them also from a more distant parts of the city, even outside of Ostrava. The fourth grade students were also very diverse in their language level, considering the CEFR, their levels varied from A2 to B2/C1 on the scale, which can be

considered as a quite significant difference between individual students. This disparity is explained by their background, as some of them studied English since the first grade, some of them since the third grade and some of them even from the fourth grade during elementary education. Even though this class had one standard teacher during the whole four year course of their secondary education, and they all had followed the same curriculum and learned the same things, the difference in their skill level and their abilities was quite significant.

In the second grade, considering CEFR, the student were all on a very similar level, with majority of them culminating around the A2/B1 level. The class consisted of fifteen students, with most of them present in all of the three lessons during the teaching training.

Both of the classes had their own teacher since the beginning of their studies in the school, who acted as mentors and observers throughout the whole duration of the project. Both of the teachers agreed with the intended project, and allowed complete independence in the choice of exercises, teaching materials and even some of the topics that the students will do during the project.

7.1.3 Teaching materials and equipment

Both of the classes used the Maturita Solutions coursebooks (specifically, Maturita Solutions Intermediate 2nd edition for the fourth grade and Maturita Solutions Pre-Intermediate 3rd edition for the second grade). The fourth grade also regularly used the Bridge magazine, a specific preparation for maturita exam edition. For the purpose of this study, coursebooks were used to their full potential (regarding content that involved reading comprehension exercises), but the teaching materials overall in majority consisted of a number of selected texts (also using different coursebooks) and prepared worksheets.

The fourth grade classroom was equipped with a computer and a projector, for listening exercises there was the possibility use a portable DVD player. Apart from this equipment, the classroom only had a standard blackboard. Same equipment was present in the second grade classroom. The school, as was already mentioned, is equipped with one of the most modern language laboratories in the city, however this classroom was not possible to use during the project.

All of these factors can be considered standard in the Czech schools, however the difficulties arose when a DVD player did not work properly, or the computer refused to turn on, which, according to several discussions with other teachers in the school has happened multiple times before. Some of the activities therefore had to be adapted and improvised, despite the original plan.

7.2 Initial reading questionnaire

In the first lesson of teaching practice, all students present were handed out a questionnaire, with the goal of recognising several aspects of the student's attitude to reading. Before they were given the questionnaires, all the students were instructed about the anonymous character of the questionnaire, the topic, the nature of the questions and the length.

Considering the favourite genres of choice, the second grade respondents were given an extra instructional speech and were allowed a discussion about their understanding of the specific genres, as a number of them raised questions in the initial part, when given time to scan the questionnaire and ask if something was unclear to them. The nature of the mystery, animal and war and survival genres was explained to them, as they were not familiar with the words.

All of the students were given the option of declining to perform the task, but none of the students refused to do so.

The questionnaire (see Appendix 2) followed these lines of research:

- General attitude to reading
- Reading within and outside of school time
- Favourite genres and reading sources/materials of choice
- Attitude to reading in school (reading to myself versus reading in front of the others)

The goal of the questionnaire was to determine the general students' attitude towards reading, how they regard reading (obligatory, leisure etc.), what types of genres appeal to them and, considering the school environment, how does the way reading is done in the terms of methodology (individual, collective) makes them feel. All of these features of the questionnaire were set to determine the initial status of the students' motivation to read, as well as to navigate the individual points of the students interests and direction

(for instance, regarding the genres of choice), and for the researcher to decipher the possibilities to improve the current situation, if it needs to be improved, as well as to include the individual findings into the content and direction of the project.

The questionnaire consisted of open questions (with the intention for the answers to be explanatory and more elaborate), questions of multiple choice and scale questions (where the respondents were expected to express the likelihood of a specific activity on a scale from Love it to Hate it, putting the sign X anywhere on the line according to their preference and feelings).

The questionnaire was conducted anonymously, as no further specification of the respondent was needed in order to reach its' set goal. The only two specific pieces of information asked from the students to provide were the class (in order to be able to evaluate the results and conclude them within the specific class) and a date (that one solely for the purpose of the researcher's sense of organisation).

Unfortunately, as this questionnaire was able to be conducted only on a small number of respondents, the overall results, of course, cannot be applied to a large-scale understanding of secondary students' attitudes to reading in general. These particular results do not dare to generalise themselves on the whole sample of such students, as it was also not even stated in the aims of the study. The results, however, could be used for the other purpose of the project, and that was to help navigate and choose the reading materials used in the lessons of the teaching practice.

7.2.1 Results of the questionnaire in the fourth grade

In the fourth grade, twelve questionnaires were collected from the students (which was also the average number of students present in the lessons, the rest of the students merely appeared once or twice during the whole practice).

General attitude to reading

Considering the four established lines of the research made with these questionnaires, the general attitude to reading was concluded as merely positive, eleven out of the twelve students claiming their liking of reading (see Appendix 3 for detailed results). However, the students also confessed that the actual practice of their reading is only actually doing it once in a while, with some of the students actually reading two or four times a week in school and also outside of school (see Appendix 4 for detailed results). The answers on

both questions also merely equalled in individual answers. Some of the respondents admitted to understanding reading only as online reading (meaning blogs and social media posts), one student on the other hand expressed their love for reading as a favourite leisure activity, as well as a school activity with reading anything every single day.

Reading within and outside of school time

Answering to the second line of the questionnaire's research, the students generally showed their choice to read outside of school, with some of them also not reading only to themselves, but to the other members of their household as well. Besides school, where students answered that their reading activity is usually around two or less times a week (see Appendix 4), some of them also choose to go to a library or select different places to perform reading activity (see Appendix 5). This particular question allowed the students to choose more answers as well, and most of the respondents answered with multiple locations of their reading activity. Among some different locations from those offered in the questionnaire the students mentioned public parks, shopping centres or public transport.

Favourite genres and reading sources/materials of choice

The results of the question on the favourite genres showed the students' inclination towards generally popular genres in both reading materials and movie industry, leading with the science fiction and fantasy at the very top of the genre popularity. Historical and romantic genres seemed to be also favoured by the students, as well as comedy (with one student specifically stating, that anything that makes him/her laugh is good and, quote, he loves it). Students seemed to less go to the genres of horror or war and survival, where only a small number of students expressed their positive feelings towards it (see Appendix 6 for the complete results of this section).

Regarding the type of reading sources or materials of the students' preference, majority of them confessed that they do reach for a novel or magazine sometimes, however not as often as online reading sources, such as websites, blogs, or as a top choice – social media platforms. Only one respondent out of the twelve did not choose social media as a source for reading (see Appendix 7 for the results). This feature, as much as it might feel strange perhaps, does prove that, indeed, younger generations (such as students in secondary schools within their teenage years), recognise the social media platforms as a valid and present reading source in their everyday lives, and they do consider the contributions on

these websites (including short messages such as tweets or Facebook posts) as valid reading materials.

Considering the very significant section of the questionnaire for the results of the study, it was a positive realisation to find out, that most of the students do indeed like to read in general. The respondents answered to the reason for their reading being for fun in majority of the responses, with only a few of them stating exclusively that teachers or parents telling them to read is their reason for engaging in this activity (see Appendix 8). The respondents, in ten cases out of the whole group, admitted that they would be happy with getting a book as a present for their birthday (twelve out of twelve respondents answered with the happy choice to this question). The total number of the books read (in majority of the responses) reached the line of more than twenty books a year in eight respondents' answers, two respondents said they read less than five books a year, one respondent with five to nine books and one with fifteen to twenty books in total read during one year (see Appendix 9 for complete data).

Attitude to reading in school (reading to myself versus reading in front of the others)

Very interesting were the results of the last two questions asked in the questionnaire. Students were encouraged to express their feelings of being asked to read to themselves on the scale from *happy* to *don't mind* to *hate it*. During the instruction time at the beginning of the questionnaire, students were told that they are able to put the X sign anywhere on the scale, as close to the feeling they feel when they think about the situation. Same strategy was used for the next question, asking them to express their feeling when being asked to read out loud in front of a class.

While the first question got a hundred percent success rate in the answer of happy feeling, the second question did only as well as *don't mind*, with half of the students putting the cross sign straight on the phrase *Hate it*. This particular feature of the results of the questionnaire contributed highly to the choice of reading itself being performed individually, rather than carried out loud in front of the class throughout the whole duration of the project. Students have expressed their favour towards not being under pressure from being socially judged by their peers, for, what they labelled as an embarrassing situation that they could perhaps be teased for. Especially the students, who wrote an explanation for their feelings, said that it has happened to them on previous occasions, describing a sort of an uncomfortable or inappropriate comment was that

issued by their peers, in some cases even by a teacher, eventually fully demotivating them from liking reading activities in lessons, as well as putting a severe strain on their self-confidence.

As was already mentioned, these two questions in particular were very contributing to the course and nature of the study, as the method of individual reading out loud was fully omitted from the lessons, and instead was replaced by individual silent reading or collective reading out loud (either as the whole class, or a specific group together).

7.2.2 Results of the questionnaire in the second grade

In the second grade, ten students participated in the study, with one student, despite not refusing to do the questionnaire in the instructional part in the beginning of the first lesson, eventually handing in an empty document with no question answered.

General attitude to reading

Concluding the answers provided, the respondents in the second grade expressed their generally negative attitude towards reading. Only one response involved the answer yes to the first question of the questionnaire on their liking of reading. One of the respondents mentioned, that they do indeed have still time in their life to start reading, where, considering the age of the respondents (culminating around sixteen or seventeen years of age), it might be implied that their exposure to reading outside of school or within the school time is minimal (see Appendix 3 for detailed results). This fact was, however, contradicted within the answers to the question on the number of times they are, in reality, reading in school and in their free time as well. Six of the respondents chose either every day or up to four times a week. As their answers were merely the same in both times, the results were concluded in one graph together with the results from the fourth grade (see Appendix 4).

Reading within and outside of school time

The second grade students generally read mostly in school or at home. Not one respondent mentioned a different location, where their reading activity would take place (see Appendix 5). Most of them (seven out of ten) also admitted to have read sometime to their parents or siblings.

Favourite genres and reading sources/materials of choice

Results of no less interest were those collected from the answers to a question on favourite genres of choice, whether as a book or as a movie for instance. The results show (see Appendix 6 for complete data), that the students generally favour comedy in the first place, tightly followed by fantasy. When asked to provide a specific title of their liking, most of the students have written popular fantasy books, such as *Hobbit*, *Chronicles of Narnia* or the *Harry Potter* series. One of the respondent, regarding this question, answered by considering social media as their favourite thing to have read so far.

The type of reading sources and materials the respondents in the second grade chose in their answers as their own picks were mostly online sources (such as blogs), social media platforms and text messages. Only one of the respondents mentioned novels or non-fiction books as a material of their choice, three respondents' answers included magazines and emails as the form of reading performance they take a part in. One respondent specified, that he/she has never touched a book yet outside of school, and used the word '*forced*' when describing the relationship with reading books in school. To summarise then, respondents showed the tendency to navigate towards popular contemporary sources, such as social media platforms, blogs or even text messages, as the reading materials they encounter and choose (see Appendix 7 for the results). On the other hand, their minimal choice to read novels or books in general appears quite alarming, only underlining the ongoing trend of leaning from books to sources of an easy and immediate self-identification, and of people, that this particular age group is socially a part of.

When asked about their reason for reading, the students answered generally with being told by the teachers, a feature again drawing on the fact that the respondents mainly encounter reading as such in the school environment. More than a half of the responses also included a confession that reading does indeed help them in the learning process. On the other hand, only one respondent mentioned that they would read for the purpose of entertainment, all of the others did not choose this answer (see Appendix 8). This fact could also be underlined by the respondents' answers to the number of books actually read during the period of one year, where the highest number of books read reached only the answer with five to nine books during the last year (see Appendix 9).

Attitude to reading in school (reading to myself versus reading in front of the others)

The last two questions of the questionnaire (as explained in the previous subchapter, or see Appendix 2) were answered with the results of definite feelings of happiness, when the respondents are asked to read individually to themselves (with only one respondent stating the answer *don't mind* when asked to do so), and with the feeling of hatred towards the activity being carried out in the means of reading out loud in front of the class. Generally, the respondents showed their positive feelings associated with reading in lessons being done silently and by themselves, rather than performing it loud in front of their peers. The questionnaire's answers to these questions included no further reference or mention of a reason for their feelings, concerning these two different methods.

7.2.3 Conclusion of the questionnaire results

The questionnaire results, in both of the grades presented with it, showed very interesting, yet not that much surprising tendencies, understandings or a general attitude that would be unexpected perhaps. Discrepancies and differences between the results in both grades presented themselves in the section of the general attitude towards reading, where the second grade respondents demonstrated a rather negative feelings towards the concept of reading, in the contrast with their fourth grade schoolmates (see Appendix 3). The second grade respondents lean further away from liking reading, recognising it as a leisure and fun activity of their choice, generally read less and favour much more the social media platforms as reading sources and materials, due to their own life being presented and, in most of their free time, carried out on these websites (based on a discussion with the students, when asked about the influence of social media on their lives). On the other hand, their older fellow students in the secondary school they all attend demonstrated to have a much more positive relationship towards reading, a book in general, understanding reading as a fun and free time activity, and choosing it voluntarily. They also confessed of being told by teachers to read as well as it being a part of their learning experience they must not avoid, however, in contrast with the second grade students, majority of them actually searches reading materials outside of the online and social media world as well (see Appendices 6 and 7 for complete data).

All of the respondents generally agreed on one specific feature, for which the second grade students' responses were not omitted from this study, despite their no real further participation in the study (due to several changes in the schedules and an impossibility of

teaching the second grade due to collisions with other lessons). Considering their attitude towards the way reading is carried out during lessons, and how is individual silent reading or individual reading out loud in front of the class viewed by the respondents, majority undoubtedly stated that the latter is less liked for its features of possible embarrassment and creation of stressful atmosphere for the students. The respondents, in both grades, obviously favoured silent reading for its stress-free factor, and therefore, as they voiced out during some of the post-activity discussions during the course of the project, their concentration is better considering performing reading skills (reading out loud often reaches only the stage of identifying the text, whereas silent reading enabled the students to reach the decoding phase easily, and they were able, after one reading, summarise the most important message and information included in the text).

In conclusion, the students like to read if given stress-free conditions, if given sources or reading materials which are close to them content-wise and presentation-wise. They tend to be more in favour of reading certain genres that are close to them in age or content (such as fantasy, science fiction or comedy), rather than others (heavy genres such as war and survival or horrors).

7.3 Initial discussion with students

Following the presented questionnaire, a short additional discussion was carried out with the students during the first lesson, aiming at a recognition of their own hobbies, points of interest or activities of their own liking. The discussion was carried out informally during the course of the lesson. The reason for this particular discussion was to find out the fields, topics or areas of interest, that the students find attractive, those that they perform and do in their free time (considering this time as one of their own choice), and also those that are not at all interesting for them. To find out, the following questions were introduced to the students:

- What are your hobbies?
- What are the activities or things you like to do in your free time?
- How would you describe your main interests?
- What is the free time activity you would never do, one you do not enjoy? You can name more.

In general, the students showed an inclination towards the topics of social media, travelling, foreign countries, fantasy or romantic literature, architecture, war topics and sports (football and ice-hockey). As they commented, these are the topics close to them firstly in their age (all of them admitted to having at least one social media account), secondly in their approachability (for instance, half of the fourth grade did show the intention of eventually becoming architects or interior/exterior designers), and thirdly, in their own individual interests, which included sports, travelling around the Czech republic as well as travelling abroad (mainly within Europe, as the students expressed travelling further is not financially possible for them), reading fantasy or romance books and the topics surrounding history of wars and military technique.

These findings were not merely surprising, and contributed also to the nature of some of the selected reading material, to determine the topic's motivational factor on the students. Of course, as not all of the students share their individual interests, and as some of them expressed their disinterest in some of the mentioned enjoyed topics by the other students, the overall motivational levels in individual students differed eventually, and therefore other motivational strategies and activities were added to possibly tend to all of the students.

7.4 Interviews with teachers

An informal, but structured interviews were carried out with three English language teachers, teaching at the time of the teacher's training at the particular secondary school. Two of the teachers worked as mentors and observes during the training, the last teacher was not at all involved in the course of the training. All of the three interviews were done as an informal discussion, with the teachers being told of the contribution of the information gained from it to the diploma thesis of the interviewer. All of the teachers were familiar with the topic of the thesis, and the field of the research. The teachers wanted to remain anonymous, and therefore their names are not mentioned in the study. Instead of that, they will be further referred to as Teacher A, B and C.

All of the interviews were carried out at the end of the teacher's practice. The goal of these interviews were to found out, how are the English language teachers involving reading into their teaching, how are these activities conducted (methodology wise), how much time do they dedicate to the development of reading skills in comparison with other

language skills, and what are the motivational strategies they use when teaching reading. To obtain this information, the teachers were asked the following questions:

- Do you integrate reading exercises/activities into your English language lessons?
- In comparison with the other language skills, how much time do you dedicate to reading?
- Do you think that involving reading is important in the second language learning?
- What are the methods you use to teach reading skills?
- What are the criteria for your selection of teaching/reading materials?
- Do you prefer students' silent reading individually or reading aloud in front of the classroom?
- How would you evaluate your students' attitude towards reading?
- How do you motivate your students to read in lessons?
- Do you think these methods are effective or not?

7.4.1 Involvement of reading in lessons

All of the three teachers admitted to involving reading comprehension tasks and activities in their lessons less than they would like to. When asked for a reason, lack of time during the lessons was mentioned in all three cases. Teacher A also mentioned the recognition of students' unenthusiastic, merely negative attitude and decrease of the motivation level in them when acknowledged with doing such tasks. This teacher overall expressed very positive attitude towards changing this situation, however also admitted that is a difficult task, as students nowadays do not turn to books as an activity of fun or relaxation, but merely as an obligatory task. Therefore, when asked to do these in school, their performance is lacking. Teacher A, also a Czech language teacher, explained this fact as a general one, and also noticed this attitude in his Czech language lessons. This teacher admitted, that the most time and goals of his lessons with students are dedicated to the development of linguistic competence (awareness of the language systems – grammar, vocabulary), rather that directed at the development of skills as such. Teacher A concluded the involvement of reading in his lessons as unsatisfactory, but as a trait that cannot be avoided.

Teacher B shared with teacher A the same opinion considering time manner, however admitted that the involvement of reading in the lessons is necessary and in comparison with the other language skills, reading is included in the same measure. Teacher B also

confessed that the students tend to spend a lot of time on reading, having a number of difficulties with comprehension (which he attributed to lack of their own reading, general negative attitude towards reading and the nature of reading needing a fully concentrated working process). However, this teacher also admitted that the students' attitudes to reading highly vary, and there is a big number of them that do indeed enjoy these activities. Teacher B also concluded the objective of adding more reading into the lessons, as the students' language competence progresses in other aspects (especially knowledge of grammar) and expressed a deep motivation for doing so.

Teacher C agreed in some points with the colleagues, however Teacher C claimed that the involvement of reading in his/her classes is sufficient, in balance with the other language skills, and that the student's relationship towards reading must be grown gradually, intensely and nurtured extensively. This teacher concluded the students' attitude as merely positive, with them participating in reading tasks actively (merely thanks to other activities connected to these tasks and initial motivation).

7.4.2 Methodology used

All of the three teachers answered to the question on methodology differently, which feature is understandable due to different teaching styles and personalities. Teacher A admitted to choosing individual work in reading, letting the students work on their own in negotiating the message of the text, and using structured exercises and tasks test their understanding and gained knowledge. Such exercises usually represent gapped sentences, true or false exercises, matching exercises, closed questions or open questions. Sometimes, method of a discussion is used after reading, but merely as an interview between the teacher and the students, with the goal being in picking the right information from the text and the verification of its correctness. Considering the choice of teaching materials, Teacher A answered with the usage of coursebooks or the magazine Bridge as the sources for texts. The reason for this choice was the materials' usage for the course, its appeal to the students and its driven outcome being in reading comprehension and development of reading competences. As for support materials, the teacher does not use any, as the need is not felt.

Teacher B on the other hand uses multiple teaching materials, including audio recordings of the texts used, as well as reading aloud in the lessons. The teacher believes this feature enables students to hear themselves, and thanks to recordings adjust their pronunciation

and developing further their phonemic awareness. As for methodology, besides loud reading in front of the class, if there is time to spare, the teacher likes to involve discussion and connections to one's own experience, considering the text content, which factor Teacher B attributes as motivational.

The methodology used by Teacher C is variable and changes due to the progress of the particular task. Teacher C's methodology involves silent reading as well as reading aloud, and the teacher also likes to use different skill exercises and activities in connection to the reading task, involving for instance discussions, brainstorming, predictions, writing assignments as well as role play. As for teaching materials, the teacher works with coursebooks, magazines, as well as own selected texts from books, journals, or online sources.

7.4.3 Motivation

When asked to comment on motivational strategies connected to teaching reading, all of the teachers attributed the usage of initial motivation strategies as fundamental. Among these, Teacher A mentioned brainstorming or predictions, Teacher B admitted to using illustrations and pre-discussions based on predicting, and Teacher C said that the usage of songs or initial video tools such introducing guides or short TV spots, such as commercials are indeed motivating for the students and aid in engaging their own mental processes, thinking, their own knowledge, experience as well as their interests.

Teacher A concluded the motivation in the initial phases of the lesson, also including the clear statement of desired learning objective and the involvement of discussions upon the topic presented in the text. Teacher B on the other hand underlined the need to include pair or group speaking activities, that can be structured (with pre-prepared questions or topics to cover) or allowed freely content-wise, and enabling the students to voice out their own opinions of such to their peers, eventually being asked to compare them and justify their agreement or disagreement. Considering the fact, that this is implemented in secondary school with students between the age of fifteen to twenty, these types of discussions tend to lack with the younger students (due to their level of language sometimes not being sufficient to participate in such activity), but are very popular with the older students, whose communicative language competence is developed and their ability to express own opinions is not hindered by the language, nor by them not being able to collect valid and intelligent arguments.

Same ideas were also shared by Teacher C, who also added the usage of other various activating methods, involving productive skills as well. As the teacher mentioned before, written assignments (such as short poems, text messages, narratives, letters or even essays) do motivate the students in their reading task, and that for a reason of stating this as an outcome of the reading task. Older students do tend to favour individual task, when their fantasy and own knowledge can be fully allowed and activated, which the reading tasks do not let them do, as the Teacher C concluded. This teacher finds involvement of productive skills, when one's creativity can come to life as an integral part of the students' reading motivation, and uses a sort of these tasks in every reading task taught.

7.4.4 Conclusion of the interviews with teachers

Three teachers were interviewed with the purpose to determine their own attitude to involving reading tasks into their own lessons, and their take on motivating the students during this learning situation. As was proved in these interviews, different teachers have different concepts and methods they use, according to their own knowledge, learning styles and personality features.

While they share the trait of the feeling that the involvement of reading is lacking, their overall attitudes differ. Firstly, while one of them feels the students generally perceive a negative attitude towards reading and are overall demotivated to do so, the others are not that convinced of this fact, claiming that the students' attitude is generally positive. Secondly, in the methodology used, one of them sticks to individual silent reading with no active role of the teacher performed, while the others do participate more, adding more activities engaging the students' own productivity, creativity and productive skills in general. One of the teacher's outlook on sufficient motivation presents initial brainstorming and discussion with the teacher as a desired amount of such, in contrast with the other teachers, who believe that more methods activating the students' mental processes and creativity should be included.

Generally, it is a bit possible to conclude, that where students' reading is more nurtured and catered to with variety of methods connected and active involvement of the students, there is a more positive attitude towards reading. Of course, these interviews were only conducted with three teachers in one secondary school, and these observations cannot be and do not attempt to be generalised for the whole sample of secondary schools and its' teachers and students.

7.5 Reading exercises

For the purpose of this project, different types of reading exercises were selected to be a part of the lessons in the fourth grade. As the second grade was only included within one lesson of reading, this exercises will be omitted from the study and the focus will be solely on the fourth grade.

Four reading tasks (that were altogether worked on during seven English language lessons) are a part of this project. Due to the short duration of the teaching practice and the actual realisation of the project, the students were not a part of the text selection process. All of the texts were selected from different sources, and they also differ in their topics, language level, targeted reader, purpose, length, attractiveness and connection to the individual students. With all of these texts, different strategies and methods, considering motivation and students' role and engagement were used to determine the types of texts that indeed connect to and attract the students, those that do not, and what would enhance their reading experience, considering methodology.

The four texts chosen for the purpose of the study are the following:

- An article about a Lucky man (from the coursebook *Maturita Solutions intermediate 2nd edition*)⁸ - see Appendix 10
- An article from an online tourist website about the city of Tampere⁹ - see Appendix 12
- A report on the usage of different media during the Mumbai terrorist attacks (from a different coursebook)¹⁰ – see Appendix 13
- A literature piece – sections of the novel *Pride and Prejudice* by Jane Austen¹¹ - see Appendix 14 (actual texts included in the worksheet)

⁸ Available from: FALLA, Tim, Paul A. DAVIES, Jane HUDSON, Caroline KRANTZ a Amanda BEGG. *Solutions: intermediate*. 2nd ed. Oxford: Oxford University Press, 2012-. pp. 88-89

⁹ Available from: Finnish city of Tampere declares itself sauna capital of the world. In: *This is FINLAND* [online]. Finland Promotion Board, 2020 [cit. 2020-06-20]. Dostupné z: <https://finland.fi/life-society/tampere-the-sauna-capital-of-the-world>

¹⁰ Available from: COTTON, David, David FALVEY, Gareth REES, Simon KENT a Ian LEBEAU. *Language Leader Advanced*. 2nd edition. Pearson Longman, 2015. pp. 84-85

¹¹ Available from: AUSTEN, Jane. *Pride and prejudice*. U.S.A.: Leisure Arts, [2010]. Illustrated chosen classics. ISBN 978-1-60900-285-5

7.5.1 First reading task

The first selected text presented an article about a Lucky man, and was used due to its location in the coursebook used by this class, and also due to its location within the planned topics to be covered in this particular unit. The article presented a life story of a man that was met with many incredible situations, where he survived or obtained things thanks to an unimaginable dose of luck (see Appendix 10 for the whole text).

Initial motivation

The lesson was started with a goal presented by the trainee to the students. This included the practice of third conditional structures, as well as introducing a reading exercise.

As this article was full of life situations and occurrences, that are hard to be perceived as real or imaginable, the lesson where this article was being worked with initiated with a discussion, including targeted questions at the students, inducing them to imagine unreal situations happening in their life. Additionally, these questions tried to make the students to react, even if only just hypothetically, to these situations. These sentences also included the grammatical features of third conditional structure, which was a grammar topic that was being worked on in the previous lessons, and the aim therefore was to also practice their knowledge of this grammatical feature.

The initial brainstorming session in this lesson included the following situations:

- If I hadn't woken up this morning, I would ...
- If I had studied harder for my last test, I would have ...
- If it had been Saturday yesterday, I wouldn't/would have ...
- If I had not gone to school yesterday, ...

The students then were supposed to share their ideas with their classmates in pairs, in which they were systematically rotated, for the students to move around the classroom and also for them to speak to different classmates than their normal partners. The students were also encouraged to create their own questions on these hypothetical situations, and some of them enthusiastically came up with several suggestions, that they then asked their classmates.

At first, the aspect of moving around the classroom and talking to different students seem to startle them, as they were not at all used to speaking with other classmates than their

regular English lesson partners. However, they showed excitement when moving around the classroom and in the post-reading discussion also mentioned that they like to speak with different people also, rather than always sticking to their regular partners.

This initial motivation phase was then followed by a directed question on the students, asking them to imagine that they are the luckiest people on the planet. This task was followed by a question on their own idea on what the label ‘the luckiest person’ could possibly mean, and how would they imagine such person (in terms of what the person has, how he/she lives, connecting to their own wishes, imagination and interests). After a short discussion among themselves, they moved to their original seats and were asked to open their books and proceed with reading.

Post-reading phase

The students read silently, and after their reading was finished (this section of the lesson took about ten minutes), they were asked to compare their initial ideas with those presented in the text. As all students were now familiar with the content of the text, and they also have already thought about the notion of being the luckiest man, they engaged in a vivacious discussion upon the actual meaning of being lucky in the modern world. Some of the students were timid to participate in the discussion and speak aloud in front of their classmates, therefore, they were directly encouraged by the teacher trainee to share their own understanding and opinions on being the luckiest in life. After this direct encouragement, these students shared their opinions, reacting to others already presented. This particular discussion of their opinions became very active, with all of the students desiring to share their own opinion and view.

7.5.1.1 Evaluation of the first reading task lesson

In the end of the lesson, a short evaluating discussion was conducted for the students to name advantages and disadvantages of the lesson. The students expressed their liking of the topic of the text, as it presented an interesting and unusual story, and also the connection to their own possibility to think about the topic in their own perspective. All of the students then also claimed, that including a good amount of speaking activities is something they are not ultimately used to, and that connecting it to reading exercises is something that never happens in their lessons. They expressed the desire to repeat such pattern, where their active participation would be again included, and definitely if connected to reading lessons. Additionally, some of the students also commented on the

fact that the teacher trainee encouraged them to share their own opinion and enabled them to voice it out. Those who spoke about this aspect during the discussion, expressed their liking of such aspect, and proceeded to be satisfied with being able to apply the topics read and discussed on their own views.

Regarding the discussed disadvantages recognised by the students in the connection to this lesson, the reading tasks and other activities, the students focused on one important aspect, and that was the source of the reading task. As the text was from their own coursebook, they felt initially discouraged when asked to open them, due to the permanent coursebook's usage in their English lessons. The students confessed that usage of the coursebook is very often in their lessons, and that another source would perhaps be positive in introducing different materials to choose from.

7.5.2 Second reading task

The second text, that was selected to be worked with in the fourth grade lessons, was represented with an article about the Finnish city of Tampere, published on a famous tourist website, with the goal of attracting potential visitors to come to the city (see Appendix 12 for the whole text). This particular text was selected for these following reasons:

- It presents a topic connected to travelling
- The city of Tampere is relatively unknown,
- The article includes a number of local names and Finnish words

The first reason was considered as one attractive for the young generation, as the students also commented during the first lesson's initial discussion (as a part of a get-to-know process between the students and the teacher trainee), that they do indeed like to travel and discover new places as one of their interests. The city of Tampere then created a new location, still within Europe, however a place where not many tourists have yet gone to. As such, this aspect created the factor of not any pre-knowledge, however one of something new and undiscovered. Lastly, this reading material was also chosen to navigate the students' engagement level when unknown vocabulary, and a difficult one at that (as the article included a number of Finnish words and names) needs to be worked with.

Initial motivation

The lesson was started with a clearly established goal. The lesson then initiated with a short discussion on the topic of travelling, with the students asked to share some favourite locations of their own travels, places desired to be visited, and the advantages and disadvantages of travelling. This part of the lesson took five minutes, with the students sharing their opinions in groups of three. In the end of the discussion, the students were asked to share their findings in the group with the other groups, and a couple of arguments on the positive and negative aspects of travelling were discussed among them.

Following the discussion, a number of photographs was showed to the students, using a data projector and a white wall in the front of the classroom (as that was the only available equipment to be used in the classroom for this purpose). In these three photographs (see Appendix 11), three different images showcasing saunas were introduced. The students were then asked these following questions:

- In your opinion, what is on the picture?
- What could be the function of such thing?
- Would you use it? Why/Why not?
- Do you think that, generally, people like to use saunas?
- In your opinion, in which part of the world are these saunas located?

All of these questions intended to spark a discussion among the students about the photographs' content, and about the utilisation and their own thoughts on the concept and usage of saunas. As the article presents a feature the city of Tampere is the most known for – its' astonishing number of unique public saunas – these questions' aim was to engage the students in this unusual topic, and it seemed to fulfil its goal.

The photographs' description was then followed by a video guide, a one from a very popular Youtube Channel called the Honest Guide¹². Answering to the motivational factor of using multimedia and digital tools to enhance the student's motivation, this video also attracted the students due to its Czech nativity and a popular presenter with a distinctive Czech accent. This aspect also made the video guide for the students more enjoyable, as it enabled them to identify with a feature of the video (the students

¹² 5 reasons to visit Tampere in Finland (Honest Guide). Available from <https://www.youtube.com/watch?v=7KyX6K1ty24>

underlined this aspect during the final discussion). Not to be omitted, the fact that a visual tool was added as a support teaching material attracted the students more and made the reading experience easier for them, as they were already acknowledged with a number of the text's aspects and facts presented. After the video guide ended, the students collectively summarised some of the main points presented in the video, including the information on saunas, the nature features, cuisine and other ideas. These particular pieces of information were collected and written on the board by the teacher trainee, for the students to be able to return to the video guide information quickly. The students then were given the articles and were encouraged to proceed with reading.

Firstly, the students were asked to look at the headline and scan the text quickly. When done, the students were asked the following questions:

- What is the purpose of the text?
- Where could it be published?
- Who is it intended for?
- What are the reasons for your answers/opinions?

The questions were then discussed between the teacher trainee and the students, with the answers being clear – to attract visitors to come to the city of Tampere, published on an online website about the city and intended for potential tourists. The students then discussed the headline and specific features of the text that implied and concluded their answers to the last question.

In the text, as visible in Appendix 12, several pieces of vocabulary were given in bold words, in order to highlight those that perhaps needed clarification, explanation or a further discussion. Students were given a support material to use a different reading strategy (dictionaries), and were also encouraged to use their mobile phones to search any information on Google or other websites to aid their reading (mobile phones were allowed only if the teacher trainee explicitly said so).

Post-reading phase

Following the students' statements on their readiness to proceed, they were mixed into random groups of three (they were counted by the teacher trainee), and therefore allocated with completely different speaking partners. Then, the students were handed the

following questions to identify, decode, and conclude their ideas/opinions/information from the text:

- What are the Tampere people known for?
- Why the city of Tampere is called the sauna capital of the world?
- Where is the oldest sauna in Tampere located?
- When was this sauna opened?
- Which saunas are situated on the shore of a lake?
- What do you need to have to swim in the icy lakes?
- Which sauna was built in the shape of a barrel?
- How often do Tampereans go to sauna?

The students were given ten minutes to share their answers on these questions. Afterwards, one person in each group switched places with the other one from a different group, and the answers were then compared. Eventually, all of the answers were compared in a whole-class discussion, led by the teacher trainee.

The students were then encouraged to think about a city (or any location of their like, including countries or different places), and to come up with one specific feature that this place is known for. A feature that would either attract new tourists, or completely discourage them from ever visiting that one specific place. The selection of this location was entirely up to the students' own choice. During the last parts of the lesson, the students gathered their ideas. A task was then given to them to think about at home today, with the next lesson being completely dedicated to the writing of this task. The task was discussed with the students at the end of the lesson, to avoid any misunderstandings or anything unclear to them.

The students were given the following task:

Based on the location of your choice, write an article for a tourist online website, presenting your location. Think about the advantages or disadvantages of the specific feature you thought of, and present the place as either attractive, or not attractive for potential tourists. Present the reasons in your article.

Your article should be around 300 words long. (task made by the author)

During the following English language lesson, the articles were written by the students. They were given the whole duration of the lesson to complete the task. In the end, they

were given the option to either complete it at home, or hand in now. All of them handed in their articles at the end of that lesson.

7.5.2.1 Evaluation of the second reading task lesson

The students actively engaged in all integrated speaking activities within the first lesson. The students, who appeared shy to engage in speaking activities during the first English lessons conducted with the teacher trainee also actively participated. Their participation was not as often as the other students, but it was merely voluntary, without the trainee's explicit encouragement for them to do so.

The students' articles all obeyed the task instructions given to them at the end of the first lesson. Three students decided to perceive the task from the point of discouraging people from coming to their chosen locations, with one of the students actually including a negative experience of a very personal manner as one of the valid reasons to not go. The rest of the students then decided to write with the purpose of attracting potential tourists. They chose locations they have already travelled to and those they knew well, due to their experience and interest in these locations (as the students commented during the first lesson, when asked to think of them). The students' wish was to keep the articles afterwards.

A post-task discussion with the students was again carried out at the end of the second lesson concerning this particular reading task. Students were again asked to comment on the good and bad, and add any relevant thoughts they would like to share about the nature and the course of the lessons. The students expressed their liking of the higher number of speaking activities included, and appreciated their connection towards the reading material. As expected, they welcomed the addition of visual tools (video, photographs) and seemed to really enjoy the speaking activities with different partners. The less talkative students expressed more liking towards such activities, as their own opinions are added and the trainee's attitude is showing patience with their speaking.

An interesting opinion then presented was the one of appreciation towards adding a reading task in connection with writing task, that was constructed upon it, as well as built upon the students' own interests and knowledge. The students favoured the choice of a travelling themed article of an unknown place, with them asking the trainee for additional information on such place and a proper pronunciation of the Finnish names presented in the text; despite the initial dissatisfaction of some of the students with the article's topic

about a city of Tampere (particularly this city – as they had no idea about it). A potential then could also lie in incorporating additional similarly-themed materials, developing the same topic in integrated writing tasks for instance.

In conclusion, it showed that incorporating the students' own knowledge, interests and creativity, as well as actively including them in the course of the lesson is the way to motivate them within the reading task. Two weeks later, when the training was finished, the students proceeded to inform the trainee about a couple of more saunas found in the city of Tampere, as well as a number of other places to be visited there, showing that the topic and the knowledge gained from the text indeed stayed in their minds even two weeks later.

7.5.3 Third reading task

The third reading material was chosen mainly for its topic, representing the involvement of media in our everyday lives, with the present factor of social media in our contemporary society and its connection to youngsters. As the students implied and answered in their reading questionnaires, the overall inclination towards social media as a source of their reading and also, as an important self-realisation and self-identification tool and a platform where a considerable number of teenagers worldwide nowadays spend their time on, the topic of the third reading material used in the lesson was chosen.

The text (see Appendix 13) is a report on the media coverage and its influence on the course of the terrorist attacks carried out in Mumbai, India. The report also focuses highly on the usage of mainstream media, and its connection to social media, presenting a different outtake on the utilisation of various social media platforms, rather than only perceiving these as leisure time portals. The text was taken from a different coursebook, one not used in the school, and one of a higher (advanced) language level, to pose a more difficult language challenge on the students and to find out, how this fact will influence their motivation to work with the text.

Initial motivation

In the beginning of the lesson, a goal of the lesson was stated to be to learn about different media and its influence on our own lives, which will be talked about also in the following lesson. The trainee intended for the goal to be stated as one including the 'own' aspect, so the students would know since the very beginning of the lesson that their own opinions

would be not only included in the lesson, but also would create and influence the fulfilment of the learning goal.

A set of questions was then introduced to the students and handed out to them on separate sheets of paper. Yet again, these questions were created with the students' own views, experience and opinions as the most important ones in mind. The questions were then discussed in pairs, followed by each pair being asked on their own answer on one individual question. When the pair answered, all of the other students were encouraged to either agree or disagree, and propose a different opinion to their classmates. The questions were the following:

- What does the term mass media mean?
- What do we consider as media?
- Do you view media negatively or positively? Why or why not?
- What is the role of social media?
- Where do you personally get the news from?

Answers to the second question were gradually collected by the trainee and written on the board, to visually summarise all of the ideas presented by the students.

Another speaking exercise was then conducted, further on encouraging the students to develop their ideas on the influence of media on people's lives, as well as their own lives. This time, the activity was conducted as a pair discussion on various controversial statements, and the students were given five minutes to speak. Such statements were for instance:

- People take the information from the press (media, TV) as the ultimate truth.
- The private lives of celebrities should only be published with prior consent.
- Advertising causes more harm than good.
- People spend too much time in front of the TV nowadays.
- Media are not free, and they work to manipulate people's views and opinions.
- All news are fake news.

Post-reading phase

The discussion was then followed by an introduction of the reading material (see Appendix 13). The students were handed out the exact same worksheets as those included

within this thesis. Firstly, their task was the one presented in the exercises connected to the text (starting with exercise 1). They discussed the social media they know, and the usage of them. Then, they proceeded to read the text individually and silently. Their task was to identify the individual types of media that were used in Mumbai attacks to report on the disaster, and to comment on their role.

The students were then given a creative task, connected to the read report on the Mumbai news. The incorporation of this task was strictly aimed at engaging their creativity, to activate their imagination, interests, self-realisation and knowledge gained from the text, as well as to make the lesson interactive with peers being able to comment on their classmates' creations. They had twenty minutes to complete the task. The task was presented to them in this form:

How could you personally contribute to people's awareness, considering your own usage of social media, in such time of need? Create a social media/mainstream media/any other form of informing the public that is ok with you, corresponding to the given disaster (the Mumbai attacks). Draw it/write it on the board. You can also comment on your classmate's creations.

The students had various colourful chalks available, as well as sticking paste to be able to add any of their creations on paper to those drawn on the board. Twenty minutes then proved to be enough time to also carry out a concluding discussion on their own creations and on the whole topic of the lesson as well. The students created tasks included Facebook posts, Twitter tweets, Instagram picture posts (students draw the posts also with hashtags and descriptions of the pictures), an online journal article, a report to the police to inform the services, as well as a call transcript to the members of one's family. As the students were given a freedom of choice in choosing the means and nature of their creation, all of these were accepted.

7.5.3.1 Evaluation of the third reading task lesson

This lesson has to be evaluated from several points that created the significant variables to be counted with. Firstly, the choice of the reading material, where a challenging text language wise was presented to the students, assumingly overlapping their language level greatly. However, the students were allowed to work with dictionaries as well as their mobile phones to search additional helpful information, and they were also acknowledged with the theme of the report beforehand. As they expressed in the end of the lesson

discussion, the text was not that challenging for them, with only three students expressing that they had some difficulties with the vocabulary. The usage of the support materials and the attractive topic of a disaster with the connection to social media motivated them to read the text with more attention, as they were able to read about something they also use in their life.

The aspect of students' interests and self-realisation was also the one playing a vital role in the post-reading creative activity. Even though it might seem that using such activity as drawing on the board might be a bit unsuitable for students of nineteen and twenty years of age, or that it might perhaps absolutely disinterest them, the opposite is the truth. All of the students engaged in the activity with a goal to present their best. Some of the creations were indeed phenomenal. For instance, one of the students presented an incredible drawing of an Instagram post including a detailed picture of an attacked building, with multiple hashtags and a vivid description that was created in order to warn others to go to that very place. As the students are all technical students, with nearly a half of them having Technical drawing as a four year subject, they expressed that drawing is indeed a favourite thing to do for them, and they are happy that it is also included in different subjects. The aspect of self-realisation then again showed as motivational one when nurtured.

The students also commented on the integration of speaking, and expressed their desire to include more speaking activities into their lessons, which feature gradually showed to be as one of a strong motivation for the students.

7.5.4 Fourth reading task

The last reading task done during the course of the teaching practice and for the purpose of this study, was based on a selected reading material of a completely different nature than the previous ones. The fourth reading task presented a classical literature piece, a romance novel written by Jane Austen, *the Pride and Prejudice*. This particular literature piece was chosen for its romance features (as romance genre was favoured by a high number of students in the initial reading questionnaire). Different sections of the novel were chosen and integrated within a complex worksheet (see Appendix 14) with one particular goal in mind, and that to understand the most important issues and notions the novel discusses – the role of women in society.

A surprising factor was created by the realisation, that only one of the students have actually already read the book, with five students knowing of the book and the rest not even knowing about the book's actual existence.

This reading material is challenging in its language, vocabulary, difficult and sometimes archaic grammatical structures and also, in its own complexity of the theme. As it is a piece written in the beginning of the nineteenth century, the language and the topics might not be as close to the students, and that was also one of the reasons of this material's choice. Even though challenging and hardly presenting the students' interests, the aim of the usage of this material was to figure out and present different motivational methods that possibly could engage the students' reading spirit within this particular material.

The work on this reading task was planned for two lessons, as the task is quite complex, and also involves creative writing, complex discussion, substantial individual work and extensive reading.

Initial motivation

Considering such reading material and its topic, the initial phase of the first lesson in the terms of motivation proved to be the most crucial one. As the students proved to have liked discussions during the previous lessons, a brainstorming followed by a collective discussion was chosen as one to initiate the students' mental processes and thinking, in connection to the text, its topic, and the goal of the lesson, which was stated to the students in the beginning. The following questions were chosen to potentially reach these goals:

- What could we say about the role of gender in historical context?
- Has it always been the same, or has it been changing throughout eras?
- You have learnt a lot about history, what do you think about the position of men and women in society? And what about nowadays?
- In connection to that – today we will work with the title called *Pride and Prejudice*. Why do you think it could be related to these topics?
- What is the role of irony and sarcasm?

Students were given ten minutes to discuss these questions firstly within pairs, then within groups of four. Afterwards, the teacher trainee engaged the students in a whole class discussion concentrated on their opinions, and encouraged others to comment on their classmates' views. A very vivid discussion sparked on the topic of the women's roles in

society throughout the course of history. Some students presented very traditional views of such, with others not backing away from challenging them. The discussion concluded in a mutual understanding of peers' views, a respect of such, and a very intelligent summary of historical changes within this particular aspect. The discussion factor therefore proved very efficient, as the students, 'covered' by their share of thoughts in the group, did not shield from sharing any views.

The students were then asked to read the first text presented in the worksheet, and complete all of the exercises connected to it, which would conclude the first lesson. They worked individually, and were presented with various support teaching materials (including dictionaries and Czech translations of the texts). All of the students worked with both of these support materials, as the text was indeed challenging for them.

The worksheet's tasks and questions cooperated with the lessons' goals and topics discussed. The worksheet includes all types questions (open, close, explanatory), and concludes with an essay task on the students' own imagination of living in the nineteenth century (see the last section of Appendix 14). Working with the worksheet fully intended to make the students work individually and to eventually share their thoughts in writing as well as in speaking.

Post-reading phase

Individual tasks were a part of the individual work in the post-reading phase. Considering the connection to students' motivation, a concluding discussion was added as one to gather all of their thoughts and views, presented from the text. This eventual discussion also aimed to be a one developing their own ideas from the beginning of first of the two lessons, where the students presented their pre-knowledge and concepts they stood by at the time. After reading the text, the students' attitudes seemed to alter and change quite immensely, which was also the intention of the text's utilisation and the conducted discussions.

A writing task was also introduced in the post-reading phase. The students knew since the beginning of the first lesson that a writing task will be a part of this reading task, a factor drawing on the trainee's knowledge, that it could possibly add to the students' motivation do engage in the tasks. The students brought the finished essays to the trainee during the following day.

7.5.4.1 Evaluation of the fourth reading task lesson

These two lessons, based on a challenging reading material, mainly included group and class discussions as motivational factors. Individual work, reading of a complex text, with topics that are somewhat known to the students, but never really discussed, and never discussed in a different language prove to be difficult to introduce in the English language lessons, as they do take quite a lot of time and they seem to demotivate the students to engage in them. This also appeared to be the case of these reading lessons, as the students initially did not seem to be attracted by the choice of the reading material. During the concluding evaluation and the discussion with the students, ten out of the twelve students present in the lesson expressed that such texts are not very attractive to them, and that also due to the fact that in English, authentic literature pieces are rarely worked with.

However, as the students worked with Czech translations and dictionaries, and as they were able to express and discuss their individual opinions and views on the topics (in order to make it a bit easier and more enjoyable for them) in both of these conducted lessons, they worked thoroughly and efficiently. The students were also allowed to cooperate in groups, which appeared to have helped them in achieving the goal better. Discussions were very productive, despite the fact that only one student in the class actually read the book and most of them had no idea about the book whatsoever. Connecting history, modern life, gender topics, the differences between men and women (which are also our own contemporary issues), and students' own opinions created a great and vivacious brainstorming session.

Among the positive feedback the students gave the teacher trainee in the end of the second lesson, the most valued feature of the whole lesson (and also, the other lessons) was indeed the high volume of discussions. As they said – *'We can speak, that never happens.'* This aspect was not only connected to the reading lessons, but also other lessons that the students had with the teacher trainee. Including active language participation (in speaking as well as in writing) therefore again proved significant when considering motivation.

8 Results of the study

The study presented multiple aims intended to be researched and eventually concluded. Firstly, the project's objective was focused on the current situation regarding the general attitude of Czech secondary school students towards reading. As the sample of students participating in the study was represented by only one Czech secondary school's students, the label 'general' must be then avoided, as the results most definitely cannot show a general conclusion potentially concerning any widely applicable findings. However, this line of research, conducted with the help of an initial reading questionnaire and a number of informal discussions involving opinions and expressions of emotions and feelings connected to reading, is able to be generally concluded as successful in its quest. The initial reading questionnaires provided a sufficient source of the students' attitudes, points of interest and their feelings about reading in school. The results showed that the attitude highly relies on individual perceptions and relation towards reading, as they differed in the two grades that were included in the research. On the other hand, the interviews with the secondary school's teachers did confirm the somewhat decreasing relationship between their students and reading as a general phenomenon.

The secondary aim of the study was to determine the nature of the particular Czech secondary school's students' relationship towards reading in English language lessons. During multiple discussions with the students, as well as the interviews with the teachers, it was proved that reading as such is not included in the lessons to its full potential, and that when it happens, the course of the lesson is not as attractive as it could be task-wise and interaction-wise. Generally, the students initially proved to have a bit of a negative attitude when reading tasks were introduced, due to their previous experience of the lessons' nature. Throughout the course of the project, the change in their attitude could be gradually noticed, when clear goals involving the statement of active tasks inclusion were introduced. This research question could therefore be answered with an unsatisfactory current situation and an extensive potential to alter the current standards and adapted methods, further researched within this project.

Following this statement, the third presented objective of the project could then be concluded. The strategies and motives, that do aid in determining the reading process within English language lessons as positive were majorly found and proved in student-directed motivational strategies, bearing the variables of student's self-realisation,

interests, experience, pre-knowledge, identification and creativity as those absolutely vital in the teachers' minds. The four conducted lessons within the project proved this concept to be successful when implemented. The students reacted positively towards different activities involving productive skills where they could include their own hobbies, creations and most definitely, where they could become the active creators and producers of the lesson's content. Furthermore, the addition of these kinds of activities to the introduced reading task proved to have a highly positive influence on the student's reading performance. Either in their focus on the particular task or their determination to finish quickly and successfully to be allowed to proceed to the creative parts, strategies to include creativity and interaction did indeed enhance the student's engagement in the process of perceiving the reading tasks. Not to be forgotten, two additional variables must also be reckoned with when concluding this line of the project's research. The choice of teaching materials and various support materials also created an attractive factor for the students. If they could identify with the topic, the students' motivation was raised. Considering the latter variable, the students especially expressed their liking of digital tools or videos, where the aspect of identification also played a role in the video's modern and relatable attributes. Usage of different visual tools, such as the simple writing on the board or a description of photographs also made a positive influence on the reading process and the individual reading experience. The students proved that when activated, their performance improves.

Considering the factors or possible strategies to motivate the students to possibly positively influence their attitude towards reading and to make it an activity of their interest; this aspect might be perhaps a very challenging route to go onto for a teacher. As was proven by the students within this study, an attitude to reading, whether negative or positive, is being built gradually and for a long period of time. However, it could be motivated and supported highly in the school environment, and it extensively depends on the teacher's attitude towards such. This question cannot be fully concluded within this study, as it would need a longer period of time to be researched and observed. However, this project's realisation proposed a good starting point. The students asked about the texts after the lessons, proved to search for more information of such, and proved to be engaged in reading within the lessons. If motivated appropriately to their needs then, their potential love for reading could really be build and nurtured immensely in the school environment.

Conclusion

The aspect of motivation in teaching reading is not of any less importance in other learning situations. In this particular field, motivation proves to be essential again, as engaging someone into the role of a recipient appears to be a challenging quest of modern education. Reading is fundamentally perceived and understood as a receptive skill. However, extensive research and literature written by multiple experts on pedagogy, psychology and language learning proves that it cannot be only limited to the bare receiving of information, but it is in the mastery of the highest skills, (such as using the knowledge gained from reading and implementing it) that eventually create a successful and an accomplished reader.

This thesis therefore highlighted motivation as the key aspect to create and enhance a positive relationship towards reading in the language lessons. The difficulty then proves in the nature of it, the ways to motivate the students and the reality of the students and of the whole class. Number of variables proved essential in this project. Self-realisation, experience, pre-knowledge, interests and the active and creative role of the student are those that considerably aid to the individual learning experience, attitude and the relationship with reading. If counted with, they do make up for a potentially powerful and valuable tool the teacher can work with when thinking of methodology, activities and the learning atmosphere of the whole process.

Multiple strategies and methods are available to teachers thinking about motivation and teaching reading. This thesis only offers a limited number of those that could be introduced and worked with. However, the project suggests a potentially successful principle, based on which such strategies or methods could be applied. This principle is established on the definite potential in integrating productive skills with receptive skills, as a successful production of the language is the ultimate goal to be reached. The methods, exercises and activities in this project then were chosen in order to answer to the potential motivational aspects connected to production and creativity and aimed to determine their success rate with the students. The sample of methods, activities and the choice of reading materials proved successful in their use, with the students especially appreciating the two main aspects – the productive and creative nature of the activities. The project also proved, that selection of reading materials should at least in some extent apply to the students' interests or experience, where identification process is performed.

In conclusion, connecting reading to one's own production bears a huge potential in being a significant motivational factor to succeed in the reading task, and should be reckoned with in the process of teaching reading.

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Appendix 1: Abraham Maslow's hierarchy of needs



Source: AANSTOOS, Christopher M. Maslow's hierarchy of needs. *Salem Press Encyclopedia of Health* [online]. 2019 [cit. 2020-05-31].

Appendix 2: Reading questionnaire

Reading questionnaire

Class: _____

Date: _____

Generally, do you like to read?

How often do you read anything in school? Everyday 2 – 4 times a week Once in a while Never

How often do you read outside of school? Everyday 3-4 times a week Once in a while Never

Where do you read? (Circle all the answers that apply) School Home
Library Other

Do you read to your parents/siblings?

Whether reading or watching movies, what are your favourite genres? (You can circle more than one)

| | | | | |
|------------------|---------|------------|----------|--------|
| Science fiction | Fantasy | Historical | Romantic | Horror |
| Adventure | Mystery | Animal | Comedy | |
| War and Survival | Sport | Other | | |

If other, please specify: _____

What do you read? (Circle all the answers that apply)

| | | |
|-------------------------------|--------------------------|----------------------|
| Novels (fiction/story books) | Non-fiction (info books) | Magazines |
| Text messages | Emails | Websites (blogs,...) |
| media (Facebook, twitter,...) | Other | Social |

If other, please specify: _____

Of the things you read/have read so far, what is your favourite?

Why do you read? (Circle all the answers that apply)

It's fun Teachers tell me to It helps me learn My parents
tell me too

If other, please specify: _____

If you were given a book as a birthday present, how would you feel? (Choose one)

Happy Excited Disappointed It depends on the book

How many books did you read during the last year?

More than 20 15 – 20 10 – 14 5 – 9 Less than 5

How do you feel when you are asked to read to yourself? (Put X on the scale)

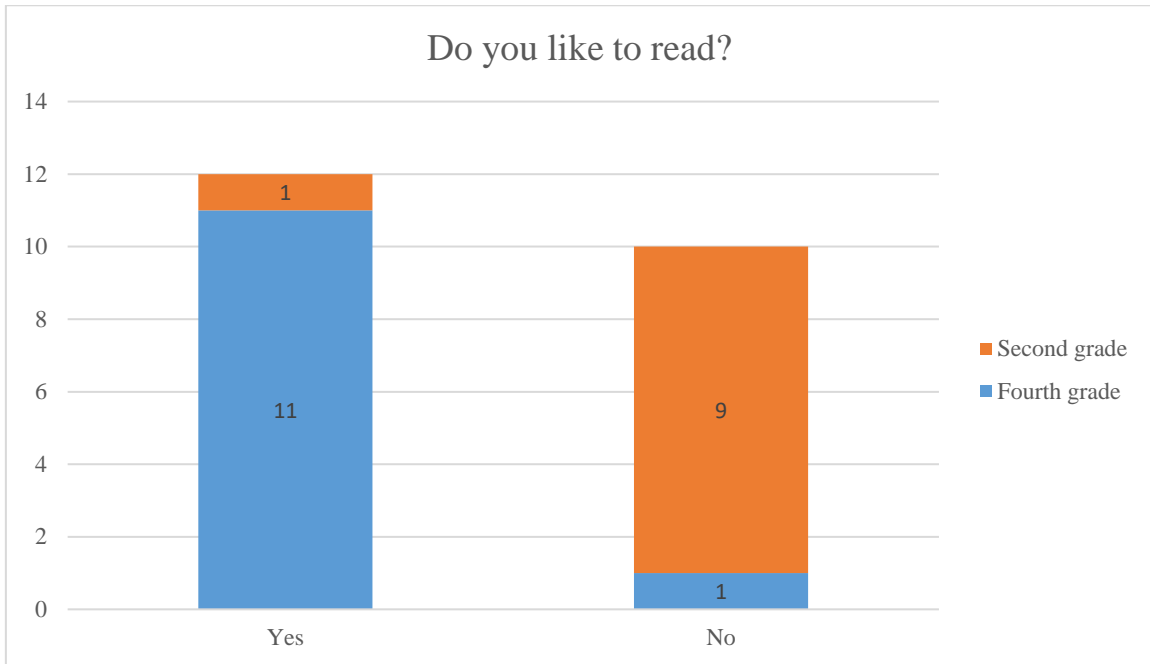
Happy _____ Don't mind _____
Hate it

How do you feel when you are asked to read out loud for the class? (Put an X on the scale)

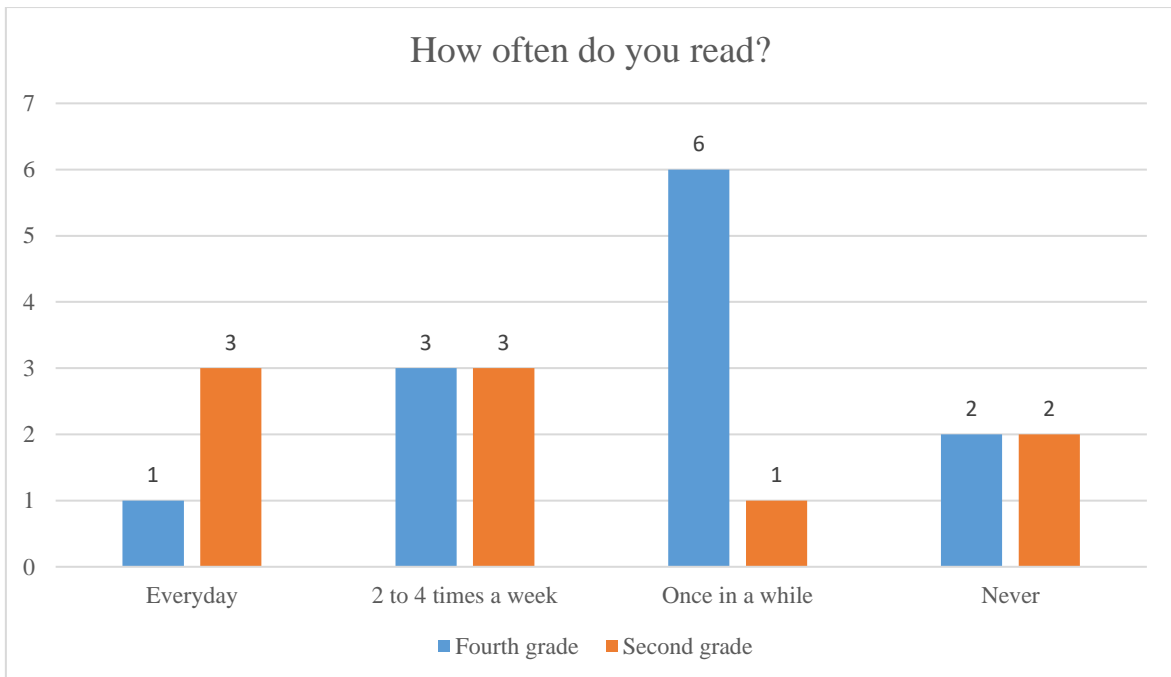
Happy _____ Don't mind _____
Hate it

Source: Questionnaire's content was chosen by the author, inspired by the content of Attitude to reading questionnaire available from: <https://www.tes.com/teaching-resource/attitude-to-reading-questionnaire-11721223>

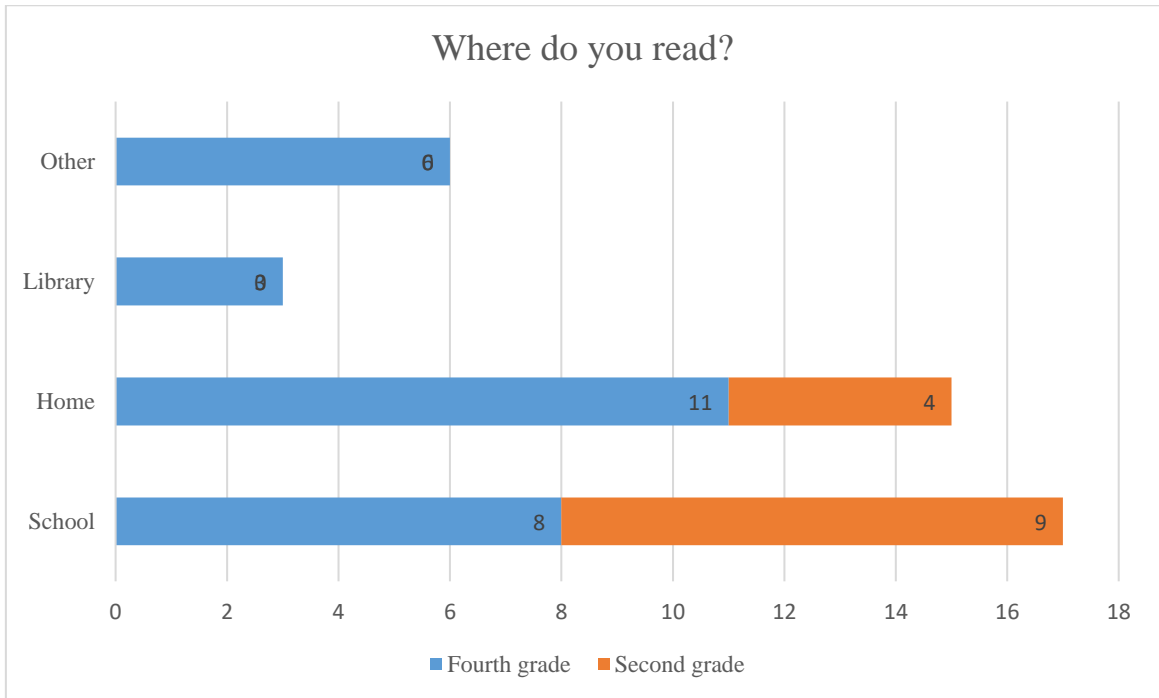
Appendix 3: Graph – Do you like to read?



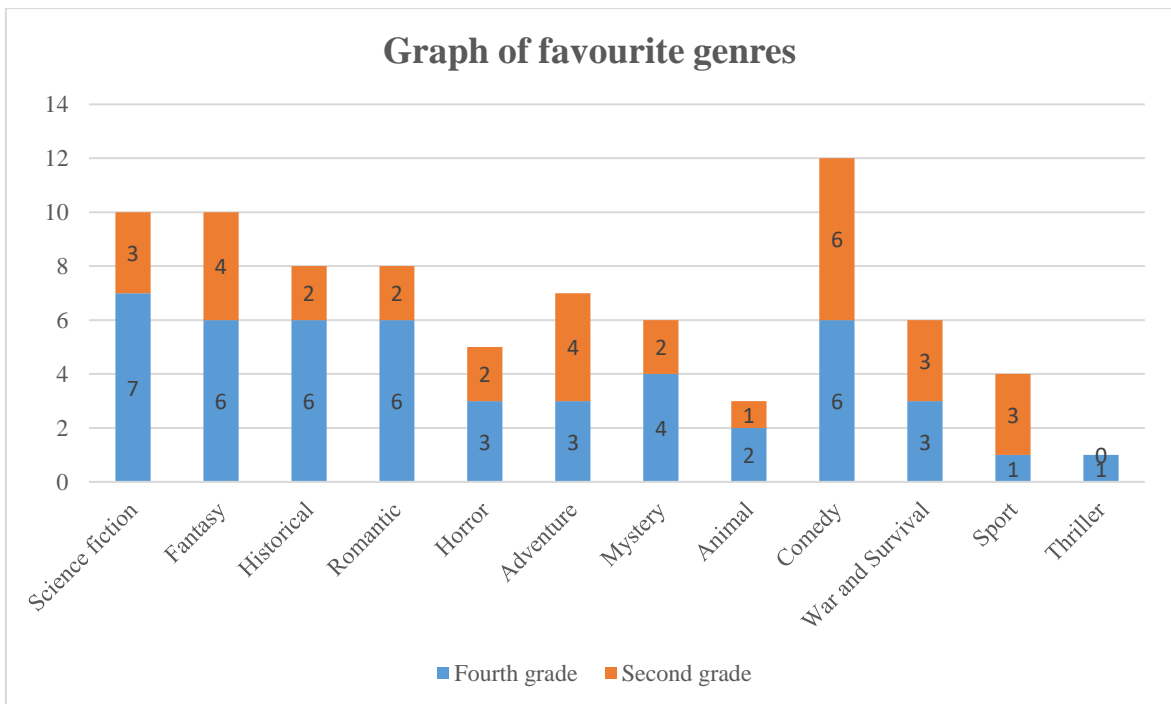
Appendix 4: Graph – How often do you read (both in and outside of school)?



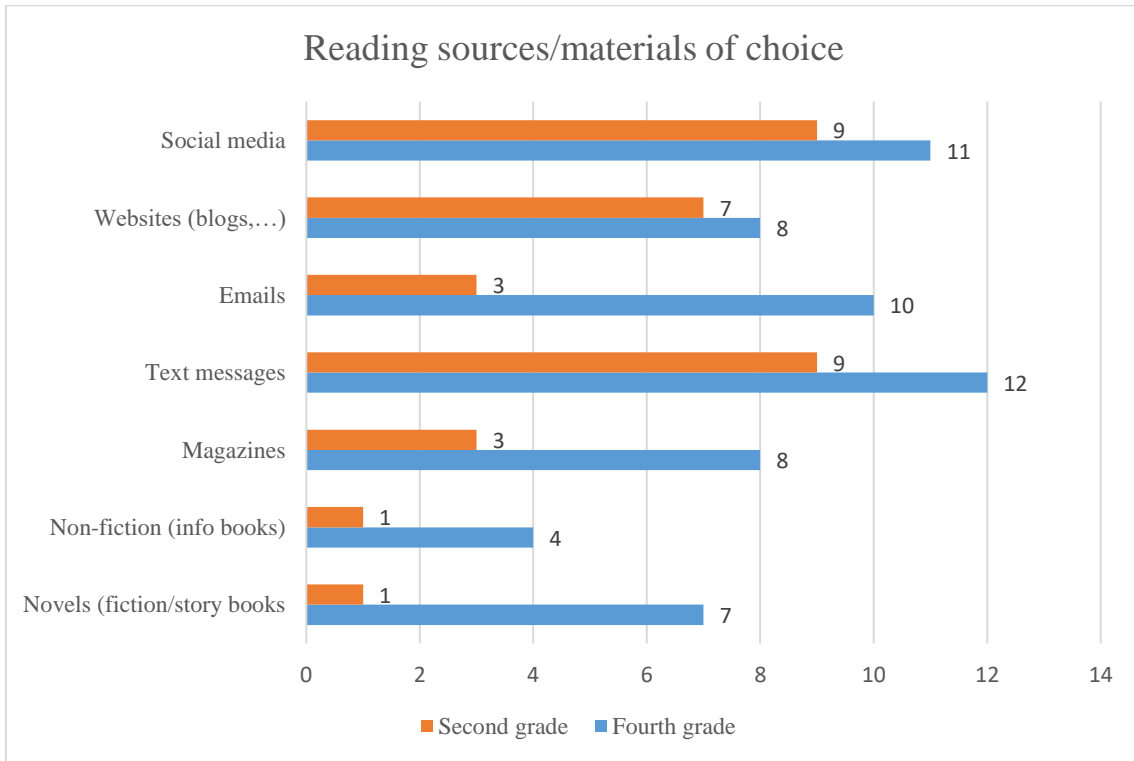
Appendix 5: Graph – Where do you read?



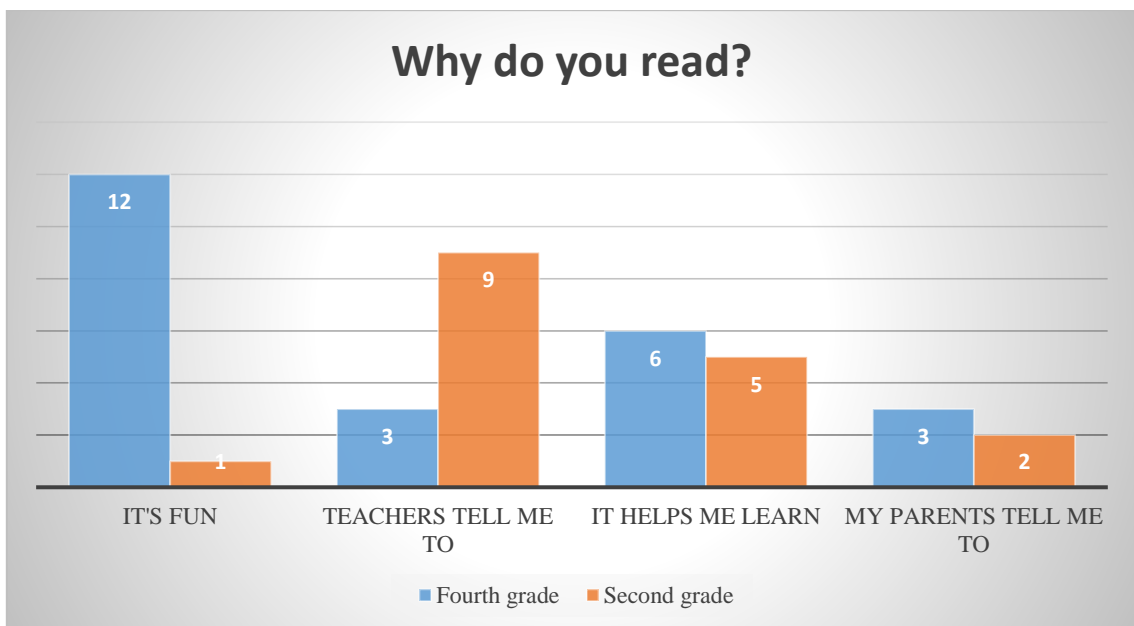
Appendix 6: Graph of favourite genres



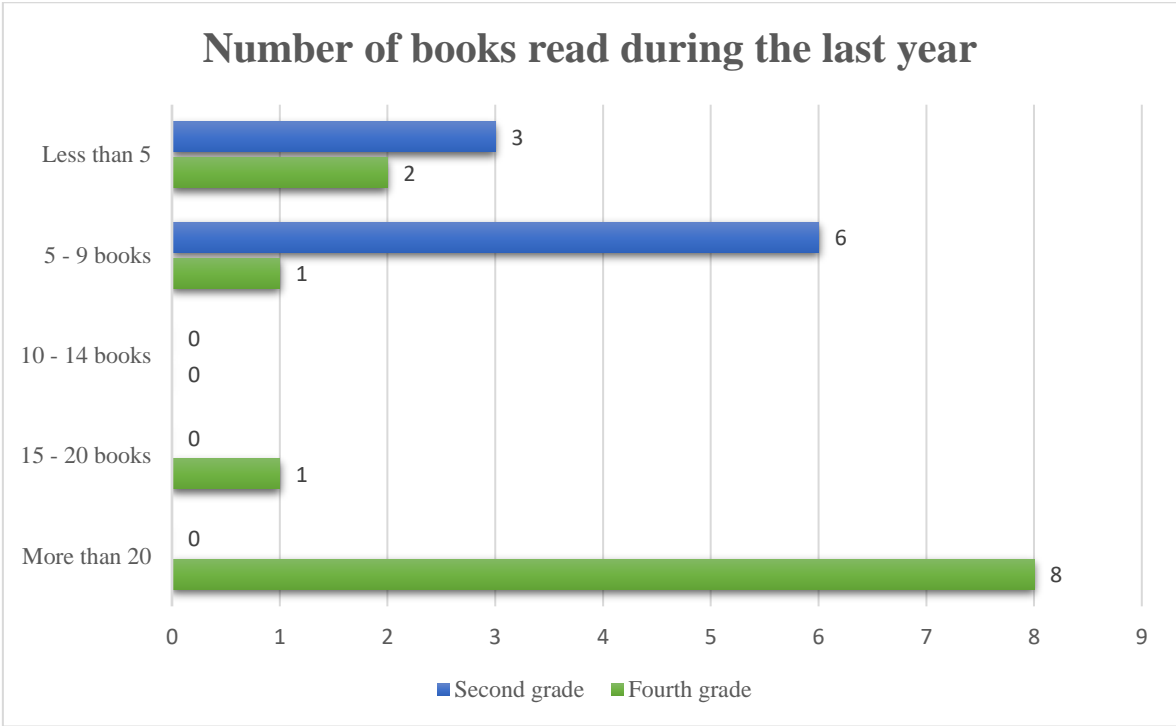
Appendix 7: Graph – Reading sources/materials of choice



Appendix 8: Graph – Why do you read?



Appendix 9: Graph – Number of books read during the last year



Appendix 10: Reading material 1 - Article about a Lucky man

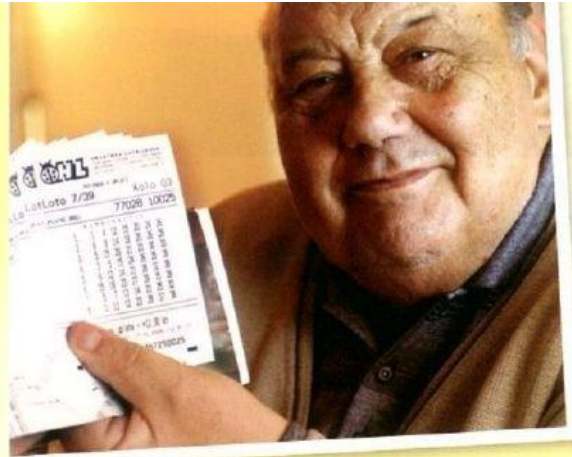
The World's Luckiest Man

Eighty-one-year-old Frano Selak is known as the world's luckiest man.

Throughout his long life, he has survived seven disasters, all of which could have killed him. Then, at the age of 76, he got married for the fifth time. 1

Selak was born in a small town in Croatia. He was involved in his first accident in 1962. He was travelling by train from Sarajevo to Dubrovnik, when the train jumped from the rails and fell into a freezing river. 2 He managed to get to the riverbank with a broken arm, suffering from hypothermia. The following year Selak took a flight for the first – and last – time. The door opened and the passengers were thrown out of the plane. 3 If that haystack hadn't been in the field, he would have died.

A few years later, he was travelling by bus this time, when – again – it fell into a river. 4 This time he only had cuts and bruises. He was getting used to it. His next accident happened in 1970, but with a different method of transport. He was driving along the motorway, when suddenly his car caught fire. 5 Three years later, his next car caught fire at a garage. The fire swept through the car. Again, he escaped from the vehicle, but he lost most of his hair.



Accident number six was caused by transport again, but this time Selak was on foot. He was walking in Zagreb, when a bus hit him. Amazingly, he wasn't too badly hurt. Was there no safe way for him to travel? His seventh accident happened the following year. He was driving in the mountains. He came round a bend and saw a huge lorry coming towards him. 6 Miraculously, he managed to jump out of the car. He watched as car number three rolled down the mountain and exploded.

Selak said, 'I never thought I was lucky to survive all my disasters. I thought I was unlucky to be in them in the first place.' In the end, however, Selak did feel lucky – not when he won the lottery, but when he met his fifth wife, Katerina. In fact, he has sold his luxury home and given away most of his lottery money. He said, 'All I need at my age is my Katerina. Money wouldn't change anything.'

But there was one thing that he did spend some of his money on. 7 Now, even if he never travels by car, bus or plane again, he can still keep walking!

Source: FALLA, Tim, Paul A. DAVIES, Jane HUDSON, Caroline KRANTZ a Amanda BEGG. *Solutions: intermediate*. 2nd ed. Oxford: Oxford University Press, 2012-. pp. 88-89; article extracted from the coursebook pages by the author

Appendix 11: Photographs used for the second reading task lesson



Source: Photographs retrieved from the website Visit Tampere – available from <https://visittampere.fi/en/venues/visit-tampere-tourist-information/>

FINNISH CITY OF TAMPERE DECLARES ITSELF SAUNA CAPITAL OF THE WORLD

Tampereans are known for authenticity and warmth, and the same goes for Tampere's sauna culture. In the sauna, everyone is equal, as the Finnish saying goes, and Tampere has the largest number of public saunas in Finland. And if you're the sauna capital of Finland, you're the sauna capital of the world.

The city of Tampere has the most public saunas of any city in Finland, making it the sauna capital of the world. Whether you're an active **sauna-goer** or a newbie interested in experiencing authentic Finnish sauna culture, Tampere is the place to go. This city in central western Finland is the sauna capital of the world.

The historic gem is the Rajaportti sauna – the oldest public sauna still operating in Finland. It's located in the old working-class district of Pispala, and its roots date back to 1906.

If you're looking for a **lakefront sauna**, head for the legendary Rauhaniemi or Kaupinoja saunas. Both offer the opportunity to go for a swim, too – even in the winter, if you have the guts (or **sisu**, as Finnish people call it) to take a dip in ice-cold water.

Kaukajärvi is a lake just outside Tampere with a beach and a sauna, and the cleanest water in the whole Pirkanmaa region. Suomensaari, a sauna in the Lielähti district, is renowned for its feisty heat and friendly service.

Tohloppi and Hervanta, also just outside of town, offer unique experiences at delightful lakeside locations. The former is a barrel-shaped portable cottage. At Sauna Restaurant Kuuma (kuuma means “hot”), visitors can enjoy a sauna and some good food, and even take a dip in the lake – all year round.

In Tampere, every day is a sauna day!


Source: Finnish city of Tampere declares itself sauna capital of the world. In: *This is FINLAND* [online]. Finland Promotion Board, 2020 [cit. 2020-06-20]. Dostupné z: <https://finland.fi/life-society/tampere-the-sauna-capital-of-the-world/>

Appendix 13: Reading material 3 – A report on the Mumbai terrorist attacks

READING AND SPEAKING

1 What do you know about Twitter, Flickr and other forms of new social media?

2 Read the article quickly and say which 'mainstream media' and which 'social media' are mentioned.



3 Read the article again and answer the following questions.

1 How were the following social media used in Mumbai?

| | |
|--------------|-----------|
| a) Twitter | d) Google |
| b) Metroblog | e) Flickr |
| c) Wikipedia | |

2 Which words does the writer use to make the text exciting?

3 Why does the 'mainstream media' use 'social media'?

4a Match words 1–5 with words a–e to make collocations from the article.

| | |
|--------------|----------------|
| 1 eyewitness | a) information |
| 2 background | b) accounts |
| 3 media | c) media |
| 4 mainstream | d) footage |
| 5 video | e) analyst |

4b Make sentences using the collocations above.

5a Work in groups. Which of the social media formats mentioned in the article have you used?

5b How do you feel about the use of social media for news gathering? Do you think they will replace the mainstream media in the future? Discuss your ideas.

Mumbai attacks: Twitter and Flickr used to break news

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Anyone who doubts the power of the social web need only take a **look at** the activity on Twitter when terrorists attacked a hotel in Mumbai.

Mere moments after the first shots were fired, Twitter users in India, and especially in Mumbai, were providing instant eyewitness accounts of the unfolding drama. Messages, known as 'tweets', were being posted to the site at a rate of around 70 tweets every five seconds when the news of the tragedy first broke, according to some estimates.

A group of bloggers based in Mumbai used their Metroblog, which **dealt mostly with** the everyday minutiae of life in this bustling city, as a news wire service, bringing its readers, and the wider world, news of the incident as it unfolded.

On Wikipedia, a new page about the terror attacks was set up within minutes of the news breaking, with a team of citizen editors adding a staggering amount of detail, often in real time, to provide background information about the attacks.


Someone even created a Google Map showing the location of buildings and landmarks at the centre of the incident, with links to news stories and eyewitness accounts. But perhaps the most amazing and harrowing first-hand account of the Mumbai attacks came from Vinukumar Ranganathan who grabbed his camera and headed out onto the streets of the city, taking a series of photos. He has uploaded more than 112 photos to Flickr.

New media analyst Cheria George said events such as the Mumbai attacks have highlighted the emergence of citizen journalism and user-generated content. 'If the event is highly dispersed and affects very large numbers of people, it would be physically impossible for a very large news organisation to keep track of every development,' Mr George told Reuters.

'Those kind of events show the great potential for all these user accounts to be valuable to the mainstream media.' Indeed, many mainstream media outlets, including CNN, used video footage and photos sent in from people on the ground in Mumbai to illustrate their reports, and many television stations, radio stations and newspapers were also keeping a close eye on Twitter and the blogosphere in the hope of finding out more information.

Despite the obvious value and immediacy of these eyewitness accounts, there are signs that the blogosphere is struggling to know what to do for the best when these sort of incidents occur.

While Twitter and other social media are not yet in a position to replace the mainstream media, there can be no doubt that they provide a powerful communication platform.



Source: COTTON, David, David FALVEY, Gareth REES, Simon KENT and Ian LEBEAU. *Language Leader Advanced*. 2nd edition. Pearson Longman, 2015. pp. 84-85

WORKSHEET – PRIDE AND PREJUDICE

Read the following text.

It is a truth **universally acknowledged**, that a single man in possession of a good fortune, must be in want of a _____.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered the rightful property of someone or other of their daughters.

“My dear Mr. Bennet,” said his lady to him one day, “have you heard that Netherfield Park is let at last?” Mr. Bennet replied that he had not.

“But it is,” returned she; “for Mrs. Long has just been here, and she told me all about it.” Mr. Bennet made no answer.

“Do you not want to know who has taken it?” **cried** his wife impatiently.

“You want to tell me, and **I have no objection to hearing it.**”

This was invitation enough.

“Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before **Michaelmas**, and some of his servants are to be in the house by the end of next week.”

“What is his name?”

“Bingley.”

“Is he married or single?”

“Oh! Single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!”

“How so? How can it affect them?”

“My dear Mr. Bennet,” replied his wife, “how can you be so tiresome! You must know that I am thinking of his marrying one of them.”

“Is that his design in settling here?”

“Design! Nonsense, how can you talk so! But it is very likely that he may fall in love with one of them, and therefore you must visit him as soon as he comes.”

Task list:

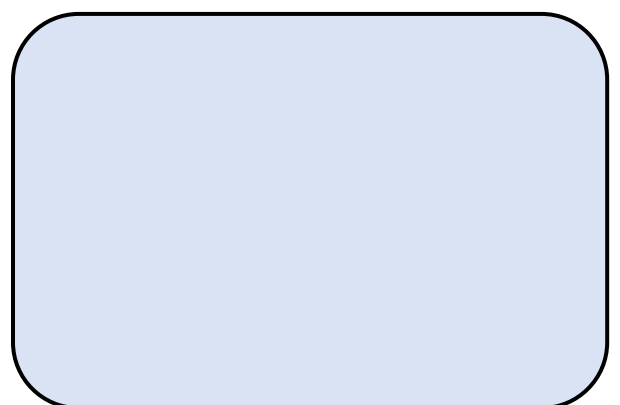
Fill in the missing word from the first paragraph. Which word could it be?

Read the first paragraph again.

1. What is the message of the paragraph?
2. Regarding this text, how would you describe the primary role of a woman, then?

How would you describe the nature of the dialogue, presented in the text?

Who are the two characters presented in the text? Use 2 adjectives/phrases to describe each of them. What is the relationship between the characters?



Describe their attitude/relationship with their daughters, as far as you can, using the information you gained from the text. Is there a difference between Mr. Bennet's and his wife's outlook on their daughters?

Locate the bolded words in the text. Look up their meaning in the dictionary and replace them in the sentences with different words/phrases.

- 1.
- 2.
- 3.
- 4.

Read the following text.

“In such cases as this, it is, I believe, the established mode to express a sense of obligation for the sentiments avowed, however unequally they may be returned. It is natural that obligation should be felt, and if I could feel gratitude, I would now thank you. But I cannot—I have never desired your good opinion, and you have certainly **bestowed it** most unwillingly. I am sorry to have occasioned pain to anyone. It has been most unconsciously done, however, and I hope will be of short duration. The feelings which, you tell me, have long prevented the acknowledgment of your regard, can have little difficulty in overcoming it after this explanation.”

Mr. Darcy, who was leaning against the mantelpiece with his eyes fixed on her face, seemed to catch her words with no less resentment than surprise. His complexion became pale with anger, and the disturbance of his mind was visible in every feature. He was struggling for the appearance of composure, and would not open his lips till he believed himself to have attained it. The pause was to Elizabeth's feelings dreadful. At length, with a voice of forced calmness, he said:

“And this is all the reply which I am to have the honour of expecting! I might, perhaps, wish to be informed why, with so little endeavour at civility, I am thus rejected. But it is of small importance.”

“I might as well inquire,” replied she, “why with so evident a desire of offending and insulting me, you chose to tell me that you liked me against your will, against your reason, and even against your character? Was not this some excuse for incivility, if I was uncivil? But I have other **provocations**. You know I have. Had not my feelings decided against you—had they been indifferent, or had they even been favourable, do you think that any consideration would **tempt me** to accept the man who has been the means of ruining, perhaps for ever, the happiness of a most beloved sister?”

As she pronounced these words, Mr. Darcy changed colour; but the emotion was short, and he listened without attempting to interrupt her while she continued: “I have every reason in the world to think ill of you. No motive can excuse the unjust and ungenerous part you acted there. You dare not, you cannot deny, that you have been the principal, if not the only means of dividing them from each other—of exposing one to the censure of the world for caprice and instability, and the other to its derision for disappointed hopes, and involving them both in misery of the acutest kind.”

Task list:

What is described in the first paragraph?

- Agreement
- Recommendation
- Refusal
- Proposal

What is the nature of the whole scene, portrayed in the text?

Who can we identify in the scene and what is their relationship?

How would you describe the reaction of Mr. Darcy towards Elizabeth's proclamation?

Based on your observation, what is the most important message of this extract from the book?

Locate the bolded words in the text. Look up their meaning in the dictionary and replace them in the sentences with different words/phrases.

- 1.
- 2.
- 3.

Imagine you travel in time to the era when the novel was written, and you are a part of the world now. What would trouble you the most to get used to? On the other hand, what features you would be pleased with? Would it be easy for you to accept the rules of the society? Write a short essay, presenting your thoughts.

Source:

AUSTEN, Jane. Pride and prejudice. U.S.A.: Leisure Arts, [2010]. Illustrated chosen classics. ISBN 978-1-60900-285-5 (text)

Worksheet, questions and tasks created by the author.

Annotation

| | |
|----------------------------|---------------------------|
| Jméno a příjmení: | Kateřina Zágorová |
| Katedra nebo ústav: | Ústav cizích jazyků |
| Vedoucí práce: | Mgr. Josef Nevařil, Ph.D. |
| Rok obhajoby: | 2020 |

| | |
|----------------------------|--|
| Název práce: | Aspekt motivace ve výuce čtení |
| Název v angličtině: | The aspect of motivation in teaching reading skills |
| Anotace práce: | Diplomová práce se zabývá faktory ovlivňující motivaci ke čtení v procesu učení se Anglického jazyka. Práce představuje přehled dosavadního výzkumu na téma výuky čtení s porozuměním a podoby motivace ve školním prostředí. Ve své praktické části se tato diplomová práce zaměřuje na studium postojů a motivace u studentů České střední školy při práci s různými typy textů a úkolů, a to za použití vybrané metodologie. Tato práce se především zaměřuje na zapojení takových výukových metod, které používají produktivní jazykové dovednosti ve spojení se čtením, a to z důvodu jejich nejvyššího motivačního potenciálu. |
| Klíčová slova: | Výuka anglického jazyka, výuka čtení, motivace, motivace ke čtení, seberealizace, produktivní jazykové dovednosti, výukové metody, výukové materiály, materiály pro výuku čtení, kreativita |

| | |
|------------------------------------|--|
| Anotace v angličtině: | The thesis deals with factors influencing reading motivation in the English language learning process. It discusses the current research on the topics regarding teaching reading and the notion of motivation in the school environment. The practical part of the thesis studies the attitude and motivation of Czech secondary school's students to engage in different reading tasks, with the inclusion of such methodology. The study mainly concentrates on the involvement of methodology using productive language skills connected to reading tasks as those bearing the highest motivational potential. |
| Klíčová slova v angličtině: | English language teaching, teaching reading, motivation, reading motivation, self-realisation, productive skills, teaching methods, teaching materials, reading materials, creativity |
| Přílohy vázané v práci: | 16 stran |
| Rozsah práce: | 106 stran |
| Jazyk práce: | Anglický jazyk |

Resumé

Diplomová práce se zabývá faktory ovlivňující motivaci ke čtení v procesu učení se Anglického jazyka. Práce představuje přehled dosavadního výzkumu na téma výuky čtení s porozuměním a podoby motivace ve školním prostředí. Tato práce dále představuje pleteru motivačních faktorů a metod, včetně výběru výukových materiálů, které zkoumá z hlediska jejich motivačního potenciálu. Ve své praktické části se tato diplomová práce zaměřuje na studium postojů a motivace u studentů České střední školy při práci s různými typy textů a úkolů, a to za použití vybrané metodologie. Tato práce se především zaměřuje na zapojení takových výukových metod, které používají produktivní jazykové dovednosti ve spojení se čtením, a to z důvodu jejich nejvyššího motivačního potenciálu.