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**THE USE OF AUTHENTIC MATERIALS
IN TEACHING READING**

Diplomová práce

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Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

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vlastnoruční podpis

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ABSTRACT

The diploma thesis is focused on the use of authentic texts in teaching reading in EFL classes. It is divided into two parts, theoretical and practical. The first one is the theoretical one and describes various issues connected to reading as a skill, reading techniques, types of texts for teaching reading and also suggests a range of pre-, while- and post-reading activities that can be used in teaching reading. The theoretical part creates the basis for the practical part. The practical part consists of research questions, two questionnaires conducted among pupils at a particular school, one before a realisation of reading lessons, the other one after the lessons. In addition to it, one questionnaire was given to teachers in Vsetín area in order to find out what materials they usually use and whether authentic materials are used in lower-secondary schools. Moreover, four lesson plans are introduced and the procedures are described. At the end of the thesis, final results are discussed.

INTRODUCTION

Reading is one of the skills taught in EFL classes. Nowadays, teaching reading might seem more and more challenging since reading is not the most probable answer when asking children about their hobbies.

Teachers have a crucial role in the learning process. They should motivate students to read and prepare appropriate reading activities. The teacher should also decide which type of the text is better to use; whether an authentic, semi-authentic or non-authentic text is more appropriate for the class. All the three types of texts have both advantages and disadvantages. The choice might depend on the level of the readers, their age, interests, etc. However, since the communicative language teaching is the recommended method for EFL classes nowadays, teachers should probably aim at using authentic texts as much as possible.

The main aim of the thesis is to find out to what extent it is possible to use authentic texts from the books in teaching reading in lower-secondary schools since it seems to be rather a controversial topic among authors.

Reasons for choosing this topic were various. Firstly, I do like reading and I see reading as very important when talking of foreign languages since it is an enjoyable way how to enlarge one's vocabulary. I believe literature can make English lessons more varied and interesting. Second reason is that in my opinion, textbooks are being overused in English lessons. Although it may be very comfortable for the teachers since textbooks provide a clear and well-prepared structure, it might be rather boring for both pupils and teachers to use textbooks most of the time. Teachers should be more creative. Last but not least reason is the question of authentic materials; some authors I came across agree it is important to use authentic texts but they think books in the target language are too complicated for beginners. Having discussed this topic with students at university, future English teachers, most of them also regarded authentic materials as too difficult at lower-secondary (sometimes even at secondary) schools. However, I believe pupils are able to read even more difficult texts and enjoy it, even though vocabulary and grammar might be difficult.

The thesis describes the issues connected with teaching reading. It is divided into a theoretical and practical part. The theoretical part focuses on the general aspects of teaching reading, reading techniques such as skimming, scanning and detailed reading. It describes the types of the text that can be used in the classes with the special focus on authentic materials. The thesis also discusses various reading activities and the difficulties in teaching reading teachers should be aware of. The practical part comprises hypotheses and research questions, the description of the research and the lesson plans and eventually, the final results are discussed.

The research is based on three questionnaires; two conducted among pupils of a lower secondary school, the other one among teachers. The questionnaires concentrate on the topic reading from both, teachers' and pupils' perspective. The first aim is to find out what materials teachers in lower secondary schools mostly use and whether they use authentic texts and books in English lessons. The second aim is to see whether the use of books in the classes causes some increase in children's motivation for reading in English.

In the thesis, a set of lesson plans with the use of books is presented. The reader of the work should attain a clearer opinion about the advantages of using authentic texts, and the lesson plans might become a source of inspiration for English teachers.

THEORETICAL PART

1 READING AS A LANGUAGE SKILL

Language skills can be divided into receptive and productive skills. Altogether, four different language skills are distinguished – listening and reading, which are also called receptive skills, speaking and writing, so called productive skills. (Scrivener, 2005) The chapter introduces basic terms and aspects related to reading skills. It also describes various reading techniques important for learners such as predicting, inference, skimming, scanning and detailed comprehension that teachers should develop among their learners when helping them to improve their reading skills.

1.1 READING SKILLS

The subchapter provides a brief insight into the topic of reading skills and defines basic terms connected to reading that readers of the thesis should get familiar with. It provides explanations of what reading is, how a text is processed, and describes a difference between intensive and extensive reading.

Reading is a receptive skill, sometimes called a passive skill (Receptive skills, teachingenglish.org.uk). On the contrary, Grellet sees it as an active skill since reading “constantly involves guessing, predicting, checking and asking oneself questions” (1981, p. 8), which keeps learners being actively involved during the process of reading. Thornbury (2006) claims reading to be even “interactive process” since when reading, readers keep asking questions, they are looking for the answers and they are coming up with new ones (Thornbury, 2006). In addition to that, Wallace (1992) claims reading should not be considered an isolated activity; it should rather be presented together with the rest of the skills, speaking, listening and writing (Wallace, 1992).

A benefit of practising reading is, that unlike listening or speaking, learners can go through the text again, they can re-read some passages they did not understand and

have time to look up the words they might have not understand, unlike listening or speaking, which are usually heard or uttered only once. (Grellet, 1981)

Reading might be defined as interaction between an author of a text and a reader. The reader is a person who can not only recognize letters, words and can read but also understands the meaning of the written text and as Grellet mentions in *Developing Reading Skills* (1981, p. 3), understanding means selecting the essential information from the text. Therefore, different reading strategies should be applied. The most common ways of reading are skimming, scanning, intensive and extensive reading. (Grellet, 1981)

Thornbury (2006) adds more sub-skills important for reading, for instance decoding letters and words, understanding words and vocabulary, grammar features and syntax, identifying the topic, purpose, discourse markers, understanding the gist and writer's purpose. He also claims readers should be able to paraphrase the text. (Thornbury, 2006)

Grellet also talks about deducing the meaning of unknown words, understanding a hidden message of a text, interpreting, understanding cohesion and relations in the sentences or longer parts of the text, distinguishing the main idea from other pieces of information, etc.. Therefore, if teachers want to develop pupils' reading skills, they should take into account also these sub-skills. Several exercises can be used to develop them. Teachers might check the learners' understanding via comprehension questions; they can be about the content, deduced meaning, learners' evaluation, vocabulary, grammar, syntax. (Grellet, 1981)

More strategies might be used with the same text; for example at school, pupils are firstly asked to skim a text quickly to get the general idea about the text, then they might be asked to find particular information (scanning) and at the end, they are supposed to answer several comprehension questions (intensive reading), they read for details. (Grellet, 1981) Reading techniques will be introduced in the following chapter (see chapter 1.2).

On the other hand, some learners (especially adults) do not have problems with some of the sub-skills and techniques. They rather lack language knowledge; they might struggle with unknown vocabulary and grammar structures. They are forced to guess and it disturbs them when reading. Thornbury (2006), therefore, highlights the

importance of choosing a proper text that should be neither too easy nor too difficult, and the teacher must think of good activities. (Thorbury, 2006)

The way we process and understand the message of a written or spoken text can be bottom-up or top-down, so called bottom-up and top-down processing skills. Top-down processing means readers start with understanding overall meaning of a text, based on background knowledge, context et cetera and they continue 'down' to understand details of the text, for example linguistic or syntactic aspects. Bottom-up processing happens the other way round. Readers start with detailed understanding of words, phrases, sentences and they continue 'up' to context and understanding overall meaning of a text. In EFL classes, teachers might come across both types of processing among their learners. They often use combination of both the types. It seems logical to use top-down processing when reading a text with unknown words; learners might understand the meaning of the words from the context or they do not necessarily have to understand every single word in the text. However, they often focus too much on the words they do not know, and they want to translate and understand everything; in this case, they use rather bottom-up processing. Teacher might create various activities to help them start using their top-down processing skills. (eslbase.com)

Readers read when they have reasons for doing so. It might be for pleasure or because they want find a piece of information in the text. (Grellet, 1981) According to the reason for reading, intensive and extensive reading should be distinguished.

Intensive reading is the one usually done in the class. A shorter piece of a text is usually used, and learners are supposed to focus on details and to understand as much as possible. It usually means going through the text, often a short one, several times. (Scrivener, 2005)

When reading intensively, learners are asked to do various tasks related to the text (comprehension questions, true/false statements, gap-filling, matching, putting paragraphs in the correct order etc.) and they are practising techniques such as skimming and scanning (see chapter 1.2). (Intensive reading, teachingenglish.org.uk)

However, through intensive reading, teachers might hope their learners become motivated and start reading extensively; in other words that the learners start reading

also outside the classes because they want to - for pleasure or entertainment. (Extensive reading, teachingenglish.org.uk)

In contrast to intensive reading, when reading extensively, learners do not have to focus on so many details and they do not have to understand every single word. It is similar to what is normally done every day since it is often done without much thinking, fluently and quickly. It helps to develop learners' vocabulary and grammar although the learners may not even realize it. Therefore, learners should be encouraged to read extensively. (Scrivener, 2005)

In reality, nevertheless, teachers are claimed to overlook this type of reading in the class, often due to lack of time. Therefore, British Council suggests learners could be motivated for reading by having a class library in the classroom and books should be incorporated into the syllabus of the school. They could be asked to write a book review or something similar. (Extensive reading, teachingenglish.org.uk)

SUMMARY

To sum it up, reading belongs, together with listening, into receptive skills and although it might also be called a passive skill, many authors describe it as an active skill since it involves guessing, predicting, asking questions and looking for the answers. Many sub-skills are needed for reading, for example recognizing letters and words, understanding the meaning, etc. There are two ways of processing a text; it is called top-down and bottom-up processing. According to the reasons for reading, intensive and extensive reading is distinguished. Extensive reading helps to develop their vocabulary without learners' awareness. Ideally, learners should be encouraged to read extensively, which means reading in their free time and because they are interested in the text. However, in the class intensive reading is more typically practised; learners are reading for details. It is developed through various comprehension tasks.

1.2 READING TECHNIQUES

The chapter discusses various reading techniques important when practising reading skills. These techniques might help learners to get familiar with the text before detailed reading, to improve their reading speed and to realize that it is not necessary to understand every single word when reading, which is very important to be aware of especially when reading authentic texts (in which many unknown words might occur). Teachers should be familiar with these techniques and help pupils to develop them, thus they are being discussed in the following paragraphs.

1.2.1 PREDICTING AND PREVIEWING

Some of the techniques help the readers before they start reading the whole text. Their main aim is to help learners to get familiarized with the content and decide whether the text is worth reading and what they should focus on. These techniques include predicting and previewing and they are explained in the following paragraphs.

The basis of the reading techniques are predicting and previewing since they are done before reading the text itself. They are useful and learners should be encouraged to get used to them. Prediction helps to prepare for the content and reading itself. It is related to guessing and expecting what is coming. Learners should be trained to predict or guess what is to come next, based on the clues in the text. (Grellet, 1981)

Previewing means learners get a general idea about the content of the text without reading it, and based on that, they decide whether the text is purposeful and worth reading. In other words, they are supposed to go through the preface, the table of contents, the appendix, the chapter headings to find out where the information they are searching for might occur. (Grellet, 1981)

1.2.2 INFERENCE

After learners get familiar with what is coming, the process of reading itself may start, yet some problems might occur, for instance lack of vocabulary. When reading, students might struggle with unfamiliar words or rather complex sentences. This happens especially when using authentic materials in the classes since in the authentic

texts, learners will come across many unknown vocabulary, slang phrases, more complicated sentence structures or unfinished statements, which may be discouraging for learners. Therefore, good strategies and techniques should be introduced to the learners. (Grellet, 1981)

The technique used when pupils are struggling with unknown vocabulary and grammar is called inference. Generally, as explained in an online encyclopaedia Britannica, inference means “derivation of conclusions from given information or premises by any acceptable form of reasoning” (britannica.com).

The meaning of inference in ELT methodology is related to guessing and discovering the meaning of unfamiliar words and phrases, or complex grammar structures. Learners draw conclusions from the hints in the text; from what is only suggested rather than directly expressed. (Grellet, 1981)

It is based on logic, syntax and cultural aspects. It also helps learners to become more independent when reading a text; therefore, it is vital to develop this technique. Similarly, it is high probable learners will not only struggle with unknown words but also complex sentences, difficult grammar structures, reference and textual cohesion. (Grellet, 1981)

When pupils struggle with a new text and do not understand some words, Grellet (1981) advises not to explain the complicated and unknown words beforehand. The learners might get used to this system of pre-preparation of the text and they would stop trying to solve the problems on their own. It is also better if learners try to guess the meaning of the word instead of look the words up in a dictionary. (Grellet, 1981) Nuttall (1982) also supports this idea; she thinks learners are able to guess the meaning of an unknown word with the help of sentence structure. Moreover, she also considers using dictionaries to be rather ineffective. (Nuttall, 1982)

1.2.3 SKIMMING AND SCANNING

After the learners have predicted what the text might be about, previewed the content and got a general idea of it, and are able to guess the meaning of some unknown words, they may start reading the text itself. Sometimes it is not so important to read every piece of information and understand the whole text. In this case, two specific

techniques are applied. They are called skimming and scanning and they are described in the following paragraphs.

Skimming is a specific reading technique for efficient reading. It means going through the text very quickly to get the general idea, the gist of it. When skimming, learners will notice how the text is organized, what is the tone of the text. Learners glance quickly throughout the whole text and they need to have certain reading competences. (Grellet, 1981) By skimming, readers might find out whether the text is relevant for them (Nuttall, 1982).

Learners should not be asked to do skimming as a competition, yet certain swiftness is necessary, otherwise these activities would not be called skimming. A time limit might be fixed by the teacher. Typical activities include for instance choosing proper titles for the text/paragraphs or choosing which of the pictures illustrates what is happening in the text. Learners also might be given a list of topics and can be asked to decide which of the topics are dealt with in the text. All these tasks are general, and learners should not read the text in detail. (Nuttall, 1982)

Scanning is also a specific reading technique. When scanning, people are looking for a specific piece of information in the text. Unlike skimming, where people read very quickly the whole text to get the general picture of it, during scanning, they might even skip some parts of the text if it is not the part where the answer, for what they are looking for, is located. (Grellet, 1981)

Exercises aimed at scanning are easy to create since the simple ones are requiring the learners to look for (scan) for a phrase, word or simple specific information. The exercises can be beneficially done as races; learners might be asked to find the information as fast as possible. (Nuttall, 1982)

To summarize it, both skimming and scanning should help to improve learners' reading speed. Teachers should also highlight that it is not necessary that students understand and read every single word. Therefore, teachers should not forget exercises concerning skimming and scanning when preparing reading tasks for their students. (Nuttall, 1982)

1.2.4 DETAILED COMPREHENSION

While the previous techniques such as skimming and scanning try to help learners with understanding main ideas to get a general picture of the text, detailed comprehension is focused on thorough reading. Learners are expected to understand the whole text in details and answer questions or tasks related to the text. (Harmer, 2007)

As Grellet (1981) suggests, detailed reading should be done as the last technique in the process of reading. Firstly, there should be tasks connected to getting a general overview of the text from pictures, layout of the text, title. After that, learners should predict the content of the text. It should be followed by skimming (see chapter 1.2.3) through which learners confirm/disprove their predictions. There might be some more predictions and at the end of it, detailed reading should be done. (Grellet, 1981) Various activities can be used in the class, for instance comprehension questions, matching, writing a response papers, etc. (Scrivener, 2005). For more activities, see chapter 3.3.

SUMMARY

To summarize the chapter, when teaching reading, teachers should focus on developing various reading techniques. They include predicting and previewing, done before reading itself, in order to allow learners to get familiar with the text, to see the layout, organisation and to help learners expect what might occur in the text. Inference is used when learners struggle with unknown vocabulary and grammar structure. Other crucial techniques are skimming and scanning, helping learners to improve their reading speed. These techniques might be followed by detailed comprehension, focused on understanding the text in details.

2 TYPES OF TEXTS

“Ideally, we would like students to read authentic texts - in other words, texts which are not written especially for language learners, but which are intended for any competent user of the language.”
(Harmer, 2007)

There are different types of texts that can be used in foreign language teaching depending on the level. Lindsay and Knight (2006) distinguish two types, authentic and non-authentic texts. Sometimes, semi-authentic texts are differentiated, which are a combination of authentic and non-authentic text (coerll.utexas.edu). It is rather arguable whether teachers should use authentic or simplified texts. It is the choice of every teacher what materials they are going to use. This chapter briefly describes this issue so the reader can get the general idea of pros and cons of the types. The last subchapter deals with advantages and disadvantages of using these types of texts in teaching reading.

2.1 NON-AUTHENTIC TEXTS

Non-authentic, or created, texts are those created for foreign language learners in order to achieve certain curricular goals (coerll.utexas.edu). They are rather artificial, and are created for educational purposes to help learners practise the skills (Lindsay and Knight, 2006).

A typical example, very frequently used in EFL classes, is a language coursebook. As Thornbury (2006) says, a coursebook provides a syllabus and a range of print and digital materials. It is, therefore, very convenient for the teachers. It usually covers both, the language systems and the skills. Textbooks are professionally prepared and well-structured in order to suit teaching institutions as well as learners' expectations. (Thornbury, 2006)

The texts are usually focused on a particular language aspect. For instance, when the unit deals with the past tenses, all the verbs in the article might be in past simple or

continuous. Textbooks might help learners to understand certain language aspects. Therefore, they are frequently used in EFL classes. On the other hand, Nuttall (1982) also points out negative sides of using textbooks as a reading material. Firstly, for the learners in the early stage of learning, there are not enough proper reading texts. Series of sentences, which are not connected, are used instead. If there are longer texts, they still have faults. They are artificial and twisted since their aim might be to teach some particular aspect of grammar (a tense). The texts also include topics that are too familiar for the readers; they learn nothing new and interesting from them. Nuttall also criticises these texts for being sometimes too explicit; learners understand everything and get no opportunity to practise inference (see chapter 1.2). Moreover, it usually gives a message learners already know well in their mother tongue; they are describing pictures that are not interesting enough and it makes the lessons boring. (Nuttall, 1982)

2.2 SEMI-AUTHENTIC TEXTS

A combination of authentic and non-authentic texts is so called a semi-authentic text. Non-authentic texts, as mentioned in chapter 2.1, might seem artificial and not appealing for the learners. Authentic texts (see chapter 2.3) might be very enjoyable, yet too complicated for the beginners. Therefore, semi-authentic texts are trying to create balance between authentic and non-authentic texts. Semi-authentic texts can partly be seen as authentic since they are based on an original, authentic text but they are modified so as to fit curricular needs and level of the learners; the original text with difficult grammar or vocabulary might be simplified, shortened, or difficult words or phrases might be omitted. (coerll.utexas.edu)

The purpose of semi-authentic text is improving reading skills of the learners and allowing them to read some of the best works written in English but simplified so that they are able to understand the book. The example might be graded readers, re-written stories (based on, for example, a famous novel). There is a huge selection of the titles nowadays, even the classic literature, which is usually especially difficult as for vocabulary. (Carter and Long, 1991)

Nuttall (1982) also supports the use of simplified texts such as graded readers if the text is good and appealing. On the contrary, McRae (1991) claims graded readers

are only an imitation and thinks some words are unnecessarily reduced, which spoils the impression. However, McRae also admits graded readers are valuable sources for teaching reading both in the class and outside, for extensive reading, since they allow learners to read the complete classic story in an approachable way. (McRae, 1991)

2.3 AUTHENTIC TEXTS

Authentic texts are those pieces intended for native speakers to be read “in a native environment” (coerll.utexas.edu). It also can be defined as “any material which has not been specifically produced for the purpose of language teaching” (Nunan, 1989).

Harmer (2007, p. 100) says that it is a text not primarily focused on a language learner but it is for anyone who is linguistically competent enough. In other words, it is intended for native speakers or for people with a good command of language since the text usually comprises more complicated vocabulary and grammar structures. It is ‘real English’ that beginners might have problems to comprehend. (Harmer, 2007)

Texts that are linguistically difficult for students seem to be unsuitable for the development of the language skills. When they do not understand most of the words, it will take a lot of time to deal with such a text and they will probably be discouraged. Therefore, according to Nuttall it is better to simplify the original text to fit the level of the learners. (Nuttall, 1982)

On the other hand, authentic texts bring a real-life language usage into the classes; learners are exposed to ‘real language’ and the text might be more appealing for learners. Moreover, authentic texts may provide cultural information and the culture’s point of view on a certain topic, which learners might find interesting. The language used in the texts is rich and so it is a huge source of new vocabulary. (actfl.org)

Other positive aspects of using authentic texts in the EFL classes should be highlighted. Authentic materials include books, newspaper and magazine articles, internet articles, menus, recipes, timetables, and leaflets - anything people can come across when travelling abroad. Such variety of texts is motivating for the learners. More creative and various activities might be done with such materials. From books and leaflets, learners can learn authentic cultural information. (Lindsay and Knight, 2006)

Unlike non-authentic didactic materials in coursebooks where the articles might not be the latest, when working with online newspaper or magazine articles, learners will explore the latest news and can see, for example, what is happening in the English speaking countries (Nuttall, 1982).

To sum it up, authenticity of the materials increases motivation and engagement of the learners and therefore, teachers should not be afraid of using it even though the learners will not understand every single word or sentence.

2.4 TYPES OF TEXTS FOR TEACHING READING

The choice of texts depends on various factors; learners' age, interests and level of English as well as personality of the teacher. The subchapter tries to map various opinions from different authors so the reader might decide what materials seem to be most suitable for EFL classes.

As Wallace discusses in *Reading* (1992), when comparing authentic and non-authentic texts, authentic are more interesting for the learners. On the other hand, linguistic difficulty makes them less accessible for them. (Wallace, 1992)

Many authors agree with the importance and benefits of using authentic materials. However, when talking of lower-secondary pupils, who are mostly beginners (level A1-A2 according to CEFR), the authors seem to be more sceptical and simplified texts are suggested. For instance, Nuttall thinks it is "far better, if you cannot find a suitable original text, to simplify to the level of your students a text that is suitable in other respects" (Nuttall, 1982).

Harmer (2007) also supports these opinions. He points out in *How To Teach English* (2007, p.100) that teachers would ideally like their pupils to read authentic texts. Nevertheless, due to a huge amount of unknown and difficult vocabulary it might cause problems for pupils to understand the text. On the other hand, some authentic texts, such as menus, timetables, or signs, are quite appropriate even for beginners. Longer prose seems to be less suitable for beginners. Harmer therefore suggests that pupils could take an advantage of various books modified for their level of English – simplified or graded readers – since these books resembles real English very much. (Harmer, 2007)

This idea is also mentioned in *Teaching Literature* (1991, p. 146). The authors claim beginners or intermediate levels will not likely be able to read major prose works in the target language. These students are advised to choose from a huge variety of readers available nowadays. (Carter and Long, 1991)

Selection of a text is crucial. Its function is to interest and motivate students as well as to educate them. Several aspects should be taken into account. Nuttall (1982, p. 25) points out three main points that should be considered when selecting a text – readability, suitability of content, and exploitability. (Nuttall, 1982)

Readability depends on the learners' abilities and is connected with the level of difficulty; vocabulary and structural difficulties (tenses, structural words, long and complex sentences). It is arguable how much new vocabulary should be in the text. It depends on the purpose of the tasks; if the learners are asked to do only skimming or scanning, more unknown words might be in the text since they can skip them. As for intensive reading, Nuttall thinks three percent of new vocabulary in a one-page-text is a lot. Moreover, the teacher must choose an interesting, motivating as well as educational text, which might be rather challenging; age of the learners, their hobbies and other information should be taken into consideration. Nevertheless, according to Nuttall, exploitability is one of the most important aspects of the text. Learners should be able to make use of the text, and develop their reading competence through the text. (Nuttall, 1982)

All in all, authors believe authentic texts to be significant, yet agree that it might be too difficult and so discouraging for the beginners. Some authentic materials, such as timetables and menus can be, however, used even with beginners. Nowadays, there is also a range of graded readers allowing beginners to read the whole, simplified story.

SUMMARY

Three types of texts that can be used for teaching reading are described in the chapter. They are called authentic, semi-authentic and non-authentic. It depends on the teacher which materials he or she decides to use. Readability, content and exploitability should be considered when choosing the proper texts. All of the types have advantages as well as disadvantages; however, authentic texts bring real-life situation into the lessons and make them more varied.

3 TEACHING READING

The previous chapters discussed the topics related to developing reading skills through various techniques, which were described. Different types of texts were also depicted. The third chapter deals with the topic concerning teaching reading since in the practical part lesson plans and some particular lessons are described.

Firstly, motivation is being discussed because motivation is a very important stage during the learning process, no matter what is being taught. The second subchapter is focused on difficulties that might occur during teaching reading and reading principles that teachers should realize when creating reading lessons. The third subchapter gives readers insight into pre-reading, while-reading and post-reading activities which they might take some inspiration from.

3.1 READING AND MOTIVATION

When teaching and learning a foreign language, motivation is crucial. It should be included in every lesson no matter what is being practised, also when teaching reading. Nowadays, pupils plentifully use mobile phones, tablets and laptops in their free time; they play PC games, watch movies or chat online with their friends. It seems that to persuade children to read is becoming more and more challenging. Teachers should give pupils reasons to read and increase their interest in the text. Therefore, the chapter provides a brief insight into this issue.

First of all, motivation should be defined. Thornbury's (2006) definition of motivation is as follows:

“Motivation is what drives learners to achieve a goal, and is a key factor determining success or failure in language learning. The learner's goal may be a short-term one, such as successfully performing a classroom task, or a long-term one, such as achieving native-like proficiency in the language [...]” (Thornbury, 2006)

Besides short-term and long term motivation, Thornbury also distinguishes instrumental and integrative, intrinsic and extrinsic motivation. When learners are driven by instrumental motivation, it means they want to learn so as to get a job, pass an exam, be promoted, be accepted to a secondary school/university, etc. English is an ‘instrument’ for getting what they want. Integrative motivation is related to learner’s identification with a certain target language community; they want to become a part of it and they need to learn the target language. As Thornbury mentions, there are two sources of motivation – personal and logical – and in relation to that, motivation is divided into intrinsic and extrinsic. (Thornbury, 2006)

Harmer (2007) describes intrinsic and extrinsic motivation in more detail. It is easier to teach when learners are driven by intrinsic motivation; in other words, when the learners are motivated from ‘inside’, because they want to, they are interested in the topic. It is a basis of motivation and it may provoke people to act. Teachers should take this into account; they can increase pupils’ intrinsic motivation when preparing interesting and varied lessons and activities. Intrinsic motivation can also be influenced by factors such as teaching methods, activities done in the class, and also learners’ perception of whether they are successful or not. (Harmer, 2007) Thornbury (2006) distinguished the type of motivation connected to experience with success, and calls it ‘resultative motivation’; in other words, motivation may increase if learners succeed in what they are working on. In contrast, extrinsic motivation is based on factors outside the classroom such as learners’ family, friends, and the attitude of society (Harmer, 2007).

Harmer discusses general aspects of motivation in *How to Teach English* (2007, p. 20). According to him, various factors can increase learners’ desire to learn. Talking of motivation in teaching reading, people usually read when they have reason to do so. The most common reasons are reading for pleasure and reading to find some information in the text. Another motivation for students might be if they get a text in which they are supposed to find some particular answers to questions prepared. (Harmer, 2007)

Ideally, the text itself should be interesting and motivating for the students. In the lessons, however, teachers have only a short time for reading and the activities. Therefore, finding a good and not too long text and preparation of sensible, interesting,

motivating and meaningful tasks for pupils might be rather challenging. Moreover, good pre-reading activities before reading itself (see chapter 3.3) should be used in order to motivate learners and increase their anticipation. (Grellet, 1981)

As Harmer (2007) points out, it is more difficult to sustain motivation than to become motivated for something since pupils can quite easily become bored. Therefore, teachers should aim to help learners to sustain their motivation. There are various ways how to do that. Firstly, learners should be actively involved in the activities which should be exciting enough; they should increase learners' curiosity and provoke them to act. The activities should not be too difficult since it could be discouraging. However, they should not be too easy, either, since when the activity is too simple, learners might not see point in doing it. It is also suggested that learners should be given some responsibility in the class and so they should be included in making decisions about some matters, for instance the order of activities. This sense of importance and influence over the content of the lesson usually motivates learners. (Harmer, 2007)

Similarly, Grellet (1981) also advises the learners should be given some responsibility over the topics in the lessons. She suggests (1981, p. 18) that learners should be encouraged to "choose the topics they wish to read about"; however she also mentions that it might not be easy to agree on one certain topic. In the school environment, larger groups of pupils are quite frequent and so it is not so easy to let them choose. Then it is up to the teacher; the teacher should choose the text he or she thinks would be appropriate, based on his or her knowledge of the group. (Grellet, 1981)

In addition to that, Harmer (2007) also highlights the importance of the teacher's personality; learners need to see the teacher is 'the one who knows' and who is there for them; learners want to see that the teacher cares about them and is interested in the topic, too. However, he comes to the conclusion that it is difficult with motivation since "real motivation comes from within each individual, from the students themselves", therefore, we should do our best to motivate them but motivation is in fact very individual. (Harmer, 2007)

SUMMARY

Motivation is crucial in the teaching process, no matter which skill is being practiced since it provokes learners to achieve their goals. Different types of motivation can be distinguished – intrinsic and extrinsic, short-term and long-term, instrumental and integrative. It is important for teachers to find out what motivates their learners since when motivated, learners are cooperating more and the learning process becomes enjoyable and meaningful for them.

3.2 DIFFICULTIES IN TEACHING READING AND READING PRINCIPLES

When teaching reading in EFL classes, teachers might come across a range of difficulties. Various factors can influence the lesson; learners are individuals from different background and with different needs and interests. A teacher's role here is crucial. He should be organiser, observer, feedback organiser and prompter, and he should help learners to overcome the difficulties (Harmer, 2007). Therefore the subchapter emphasise the most probable difficulties and reading principles that teachers should follow in EFL classes.

According to Scrivener (2005), learners might argue that they cannot read in foreign language since they do not know enough vocabulary and need to find the words in the dictionary. Therefore, it is a slow process and it takes a long time to go through even a few sentences. Moreover, even though they know the meaning of all the words, they still do not understand the meaning of the sentence. The text may be interesting and attractive enough for the learners but since it takes them so much effort, the pleasure from reading is gone and they soon lose their interest. As a result, it becomes discouraging for the pupils. (Scrivener, 2005)

Although reading slowly and trying to understand and so translate every single word is a habit that does not make pupils better readers, there is a positive thing about it. Since they look the unknown words in the dictionary, they are improving their vocabulary. They might even come across some other words and phrases, not only the one they are looking for. Moreover, they practise their understanding of grammar. However, as already said, it does not make them better readers and so teachers should

help them improve their reading skills through practising various reading techniques to help them realize they do not have to understand every single word and to increase their reading speed. (Scrivener, 2005) These techniques are mentioned by Grellet (1981) in *Developing reading skills: a practical guide to reading comprehension exercises*; for more information, see chapter 1.2.

So as to overcome the difficulties when teaching reading, Jeremy Harmer (2007) lists six reading principles.

1. “Encourage students to read as often and as much as possible.
2. Students need to be engaged with what they are reading.
3. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.
4. Prediction is a major factor in reading.
5. Match the task to the topic when using intensive reading texts.
6. Good teachers exploit reading texts to the full.” (Harmer, 2007)

The first principle tells teachers to encourage students to read as much as possible; the more they read, the better. It is connected with the second principle saying that students need to be engaged with the reading text. It is interwoven with the choice of the text, reading purpose and motivation (see chapter 3.1). (Harmer, 2007)

According to Grellet (2007), it is necessary for learners to have reasons to read. Wallace (1992) divides reasons into ‘reading for survival’, ‘reading for learning’ and ‘reading for pleasure’. The first reason is related to the world around us; reading the most important things, usually very short and necessary for people; for example traffic signs, or signs on the airport, etc. The second one is connected to educational purposes; it means that readers learn through the text. The last reason is pleasure; in other words learners read because they like it and want to read. (Wallace, 1992) Ideally, students do not read only intensively in the lessons but also extensively – outside the classrooms. Pleasure is a great motivation; therefore, teachers should ensure that their students are interested in the topic or increase their interest through various tasks and activities (Harmer, 2007).

The third principle is about encouraging learners to respond to the content of a text. As Harmer (2007) points out, it is important that learners notice the structural

aspect of the text, count the paragraphs, understand why a certain tense is used, etc. However, he also believes the message of the text to be as important as the construction of the text. Therefore, it is suggested that the learners must be given a chance to respond to the content of the text and show feeling about the topic. (Harmer, 2007) In contrast to the importance of structural aspects of the text, Ur (1996) thinks fluency to be more important than accuracy when teaching skills and therefore, highlights rather general understanding of the text (Ur, 1996).

The fourth principle highlights prediction to be a major factor in reading. When people are reading, they usually have in their minds certain ‘picture’ of what they are going to read about. The picture is based on the clues such as book covers, headlines, pictures and photos in the books or articles. When seeing these clues, our brain automatically starts to predict what the text is going to be about. (Harmer, 2007) Grellet (1981) also regards prediction as crucial. Teachers should give their students a chance to predict the content of the text before they start reading. It might be done through a variety of hints such as pictures, videos, phrases or quotes written on the board. (Grellet, 1981) For more information, see chapter 1.2.

The fifth principle stresses the importance of appropriate reading tasks before, during and after reading; pre-, while- and post-reading activities (see chapter 3.3). According to Harmer (2007), dull and inappropriate tasks can undermine even very enjoyable and interesting text. It works the other way round, too. An ordinary extract might become very exciting with challenging and special activities. It is followed by the sixth principle. The last principle suggests that good teachers do not focus only on the reading during the lessons, but integrate the reading text into appealing reading sequences. In other words, the teachers combine reading with speaking tasks (either before the reading process or after) and try to “bring the text to life” through a mixture of activities. (Harmer, 2007)

SUMMARY

To summarize the chapter, teachers may come across a variety of difficulties when teaching reading in EFL classes. Learners might be discouraged due to lack of vocabulary or because the text itself is not attractive enough. Therefore, a teacher’s role is crucial. Teachers should follow reading principles and encourage their learners to

read through interesting texts and challenging tasks, which should be connected with learners' lives. Moreover, they should teach the learners certain techniques that help them to overcome the difficulties.

3.3 READING ACTIVITIES

People always read for some reason. As Grellet claims, there are two main reasons for reading; people read either for pleasure or to get some information from the text, thus when teaching reading, teachers have to give learners reasons to read. Therefore, meaningful tasks and various reading activities should be created. (Grellet, 1981) The chapter divides the activities and provides teachers with ideas that might be used when teaching reading.

As Ur mentions in *A Course in Language Teaching* (1996, p. 103), language proficiency might be defined "in terms of accuracy and fluency". When teaching pronunciation, vocabulary and grammar, it is focused rather on accuracy. When concentrating on teaching the skills, fluency should be more emphasized. When developing learners' reading skills from the texts in coursebooks, however, it seems that most texts and exercises are rather accuracy-oriented. The reason is that in fact, it teaches some aspects of grammar or vocabulary, not reading skills as such. Therefore, when developing reading skills, teachers should create various fluency activities, focus on real-life situations and the texts should be meaningful conversations, stories, not just separate items and sentences. Pupils should be led to understand the ideas of the text, not only structure of the sentences and vocabulary. It might be a good idea to combine accuracy and fluency-oriented activities. (Ur, 1996)

According to Ur (1996, p. 145), there are more ways how to give learners reasons for reading, not just giving questions before or after reading. She points out that sometimes if the text is interesting, enjoyable and motivating enough, no task is necessary. However, she also highlights the pros of setting a task; firstly, it gives learners reasons, secondly, it makes reading more motivating and effective, and thirdly, it provides teachers with valuable information about the level of learners' reading proficiency. (Ur, 1996) There is a variety of tasks appropriate for teaching reading.

Lindsay and Knight (2006) distinguish teacher-learner interaction (discussing ideas and questions with the teacher), learner-learner interaction (jigsaw reading, problem solving; learners working with each other) and text-only activities (matching, ordering, jumbled paragraphs). In contrast, Wallace (1992) divides activities according to the stage of the reading lesson; into pre-reading, while-reading and post-reading activities. They are introduced in detail in the following paragraphs.

3.3.1 *PRE-READING ACTIVITIES*

Before learners start reading a text, they should get ready for what is coming so that they might expect what they are going to read about. Therefore, teachers should prepare pre-reading activities that help learners to prepare for the text. Teachers should anticipate probable problems and difficulties and through the chosen pre-reading activities they should help their students to overcome these problems. Pre-reading activities are very important and they should increase learners' desire or curiosity. In other words, not only do these activities prepare learners in terms of pre-teaching vocabulary or grammar and help them to anticipate the topic of the lesson, but they include very significant element in the teaching process, which is motivation. (eflmagazine.com)

Scrivener (2005) describes a typical procedure of a reading lesson. He claims many reading lessons are created from general, 'big' pieces to specific, 'small' pieces of information. It follows the 'top-down' processing. He divides the lesson into sections 'pre-text', 'text' and 'post-text'. In the pre-text phase, he suggests the following activities:

- Introduction and lead-in, which is connected with the teacher's ability to catch the learners' interest in the topic and motivate them. It might include discussion of the content and topic of the text, connecting the text with students' experiences and real lives or vocabulary and grammar focus.
- First task, for instance making predictions based on pictures, key words, titles or headlines. In this part of the lesson, the teacher might go through the questions about the text with their students. (Scrivener, 2005)

Below, some additional, specific and interesting ideas for pre-reading activities are added, as listed in EFL magazine:

- Speed chatting - The teacher prepares a few simple questions concerning the topic of the reading text. Pupils are asked to create two rows so that they are facing each other - they speak in pairs. They have 60 seconds to ask each other the questions. After one minute, one row of the pupils changes their positions and they speak another minute with a different partner. It might be repeated several times.
- Discussion - A few opinions (sentences) related to the topic of the text are prepared by the teacher and placed around the classroom. The learners are asked to choose which opinion they agree with most and to stand in that spot. The group of the learners are asked to prepare reasons why they chose that particular opinion and share them with the rest of the class.
- Brainstorming - A common activity where learners brainstorm ideas (words, phrases) to the topic of the reading. Then they might be asked to organize their ideas and to create sentences from the words. They can share it with their peers.
- Pictures - This activity is related to predictions. Pupils get a few pictures connected with the text and they are guessing in pairs or small groups what the story is going to be about. Again, their ideas might be shared within the class.
- The Title - Similarly to *Pictures*, *The Title* is also about predictions. Small groups of learners get the title of the text. They are supposed to put together what they know about the topic/title. They can share it with the classmates.
- Storytelling - The teacher prepares a short, creative, humorous, personalized, catchy story about something connected to the reading text to raise learners' curiosity or desire about the text they are going to read.
- Short conversations - The learners are divided for instance in pairs and get a sentence from the text. They are asked to talk about the sentence but they cannot speak in the same time (one of them is speaking, the other one listening) and they cannot use more than three words and they take turns.
- Pictionary - The class is divided into two or more groups; a learner from each group is asked to come to the whiteboard and each of them is given a word from the text. They are supposed to draw the word, the rest of the class try to guess the word and if they are right, they get a point for their team.
- Purpose - This is rather a common activity. Learners should be given a purpose for reading; they may get a task or some questions before they start reading and the teacher should ask them to look for the answers while they are reading. Once

they finish reading, they might discuss the questions and answers with their partner and then it can be followed by a class discussion.

- Videos - Nowadays, technology and videos are more frequent. A short video related to the content of the text might be played, followed by a discussion (some discussion questions should be pre-prepared or simply the class can discuss what they have just seen). (eflmagazine.com)

3.3.2 *WHILE-READING ACTIVITIES*

After the learners are prepared for the topic of the reading text (they are familiar with the topic, vocabulary and grammar, or they have for example predicted what they are going to read about) it is followed by reading. However, the learners need some purpose why to read since as Grellet mentions, people read either for pleasure or to find some information in the text and so meaningful tasks should be created. (Grellet, 1981)

As already mentioned, Scrivener (2005) divides the lesson into sections ‘pre-text’, ‘text’ and ‘post-text’. In the text phase of a typical reading lesson, these activities are suggested:

- Reading for a gist, so called skimming - for instance if predictions were made in the pre-reading stage, it can be checked with the text or guessing the title of the text from a choice
- Scanning tasks for practising faster reading; learners look for specific details but do not necessarily read the whole text
- Tasks related to meaning; answering questions about the text, filling out handouts, summarising the texts, comparing viewpoints, deciding which photo is described in the text, putting the illustrations or cut-up paragraphs in the correct order, etc.
- Vocabulary or grammar tasks, focused on certain language items; guessing the meaning of the words, using dictionaries and some others. (Scrivener, 2005)

3.3.3 *POST-READING ACTIVITIES*

In the final phase of the reading lesson, after learners have read the text, teachers should make them think about it and somehow organise what they have read. Therefore, after-reading activities should be prepared. It is often connected to activities such as

presentations or writing response texts, or at least some class discussions. Scrivener (2005) calls it as 'post-text' phase of the lesson; and these activities are suggested:

- Follow-on tasks such as role-play and drama activities (acting out the dialogues or the story), writing tasks, debates, discussion about possible interpretations of the text, or connection with learners' real life to make it personalized
- Closing, which means conclusion of the lesson, or review of what has been read and learned. (Scrivener, 2005)

Here are some more interesting and more specific ideas for post-reading activities, released on *englishpost.org*.

- Creative writing - Learners are asked to choose for example 10 words from the text they find interesting or important. Their task is to write a story and use all the words they have chosen.
- Areas of interest - This activity focuses on speaking skills. Learners are asked to say which part of the text they liked most and which one least and the reason why.
- Quiz your classmate - Learners are supposed to prepare four or five questions about the text they have just read. They are put into small groups and within the group they ask each other the questions.
- Finding related news on the Internet, preparing a survey
- A graphic organizer - a mind map, where learners write down phrases or names and connect them, which help them to summarize ideas and information. (*englishpost.org*)

SUMMARY

Various activities must be included in the lessons since they give learners reasons to read. It may also increase learners' motivation. Three types of activities are distinguished – pre-, while- and post-reading activities – and all the types should be incorporated in the reading process. Pre-reading tasks help learners to get ready for the text and increase their curiosity, while-reading tasks give learners reasons to read, post-reading tasks allow them to react on the content and organize thoughts.

PRACTICAL PART

The theoretical part discussed various topics connected with reading skills and techniques, different types of texts for teaching reading, activities, motivation and reading principles and also difficulties that can occur when teaching reading. The practical part describes the main focus of the thesis, which is the use of authentic materials – particularly extracts from some unabridged books – in teaching reading at lower-secondary schools. Altogether, three questionnaires are described and analyzed; two of them given to pupils, one distributed among English teachers.

First of all, the aim of the research is being discussed, and hypotheses and research questions are stated. It is followed by a brief description of the school and classes that took part in the research. One of the questionnaires for pupils is introduced and the answers are analyzed; then, most importantly, the lesson plans containing extracts from the books are introduced and described. In the second part of the practical part, two questionnaires are analyzed; one that was conducted once again among pupils, the other one among teachers. At the end, the results are discussed.

4 USING AUTHENTIC BOOKS FOR TEACHING READING

The chapter describes the research focused on the use of unabridged books in the lower-secondary schools. The research was done in March 2018, during my teaching practice in a lower-secondary school ZŠ Vsetín, Rokytnice 436.

4.1 INTRODUCTION AND QUESTIONS

Since the communicative language teaching is quite a popular and widespread approach for EFL classes nowadays, teachers should probably aim at using authentic texts as much as possible. On the other hand, from the theoretical part (see chapter 2.4) it seems many authors are rather sceptical about the use of books; they suppose books are probably too difficult for beginners. Therefore, the research of the thesis tries to find out to what extent it is possible to use extracts from unabridged books in teaching reading in lower-secondary schools.

The research concentrates on the topic of reading from both, teachers' and pupils' perspective and is based on three questionnaires; two of them conducted among pupils of a lower secondary school, the third one among teachers. The first aim is to find out what materials teachers in lower secondary schools mostly use and whether they use authentic texts and books in English lessons. The second aim is to see whether the use of books in the classes causes some increase in children's motivation for reading in English.

As discussed in chapter 2.4, authentic texts are supposed to be significant for teaching foreign languages by several authors, yet for example books are thought to be too challenging for the beginners. When taking this into account, considering discussions with my classmates at university (future English teachers) and what I observed during the teaching practice where textbooks were the used most of the time, my presumption is that English teachers at lower secondary schools do not use authentic

texts in the lessons frequently. I also try to find out the pupils' attitude towards reading as a skill, reading in the lessons and whether they like reading in general.

Below are the main research questions that the questionnaires given to teachers and pupils are trying to find answers to:

- What materials for teaching reading do teachers mostly use in English lessons?
- How much do teachers use authentic texts in the classes at lower-secondary schools?
- What is the attitude of pupils towards reading in English lessons?
- Will pupils' motivation increase after the lessons with the use of extracts from the books and appropriate activities?

The research is based not only on the three questionnaires but also on my own observations. Four lesson plans were created and tried during my teaching practice with different classes. In the thesis, the lesson plans are presented. The reader of the work should attain a clearer opinion about the advantages of using authentic texts, and could take an inspiration from the lessons plans.

4.2 DESCRIPTION OF THE SCHOOL AND CLASSES

The chapter provides a brief description of the school and the classes the research was done in so the readers can get a general impression of the environment and conditions under which the research was done. Important aspects influencing the research are mentioned.

4.2.1 DESCRIPTION OF THE SCHOOL

The subchapter describes the school where the teaching practice and the research was realised. It provides a brief insight into the school system, specialisation of the school, number of English lessons per week and other aspects.

The project was realized in a lower-secondary school ZŠ Vsetín, Rokytnice 436, where I experienced my teaching practice. ZŠ Vsetín, Rokytnice 436 is one out of five primary and lower-secondary schools in Vsetín, Zlínský region. It is a middle-sized school with about 430 pupils. The school has quite good material facilities. Each classroom has a data projector and an interactive whiteboard. Talking of English teachers, they have the use of a language classroom.

The school is specialized in environmental subjects, science and information and communication technologies. Therefore, in the school curriculum there is a strong emphasis on lessons of science and IT per week.

English is obligatory from the third year of studies and pupils have three lessons per week both in the first and second grade. From the seventh year, German as a second language is mandatory, twice a week. Pupils also can attend optional courses of English conversation in their free time.

During the observation I noticed the level of English was not very high. The teacher was used to speaking Czech more than it was necessary during the lessons and when I started teaching them (in English) during the teaching practice, children had problems to understand. Therefore, I decided to try my lesson plans with the older pupils (eighth and ninth graders).

4.2.2 DESCRIPTION OF THE CLASSES

In this subchapter, readers of the thesis get an overall impression of the classes and pupils who took part in the research. Important aspects such as level of English, age of the pupils, number of the pupils and the atmosphere within the classroom are mentioned since all these attributes are important for teachers during the teaching process.

The research was done in three classes, among eighth and ninth graders. The pupils were from 13 to 15 years old; their level of English was around A2 and A2+.

4.2.2.1 CLASS 8A

The first class was 8A. The group consisted of sixteen pupils, 13-14 years old. The level of English was probably A2, yet about five pupils seemed to be A1. On the

other hand, there were several children who were very good at English, one of the boys excelled. During the sixth and seventh year they have gone through the present, past and future tenses (at least the basics of these tenses) and they should have mastered some vocabulary since they are already in the eighth grade. At least, when I was talking to them in English, they more or less managed to follow what I was talking about. The observation of the class helped me to notice some important aspects of the class and to understand their relations a little bit. I also discussed it with their class teacher who told me about the class environment and climate, and explained to me what problems some of the pupils had. One of the pupils was very slow due to a slight mental problem but she attended all the subjects with her classmates since the problem was not a serious one. However, she needed more time and in English, she usually did not manage to answer straightaway. They told me not to force her to speak. Luckily, she was not excluded by her classmates; the class had quite nice relationships among the pupils.

4.2.2.2 CLASSES 9A AND 9B

Except for one class of eight graders, I chose two classes of ninth graders for the research since I expected them to have a higher level of English. These classes were different both in the level of English and the atmosphere within the class.

In 9A, there were only fourteen pupils, 14-15 years old. The level at the end of the lower-secondary school should be probably A2, according to the book *Project* that is used in the classes. This class, however, seemed to be much better, I believe many of them were closer to the level B1. The English teacher told me they were the best class and I must agree. Not only their behaviour but also their knowledge was very good. Only one of the pupils was weaker and one was rather shy. They were enthusiastic about using English as much as possible. All in all, the atmosphere was very nice and lively and they actively participated in the activities. Even the activities I prepared could have been more challenging and we managed quite a lot since they were smart.

In contrast to 9A, 9B was the most complicated class to teach. The atmosphere was not very friendly. The class was not divided into groups for English. Therefore, there were 22 of them, which made preparing lessons more complicated. The pupils were not co-operating at all. They were very difficult to get motivated; they did not want to speak and work. There were huge differences among the pupils; the overall

level of English was not so good. a few pupils were shy and good at English. The only thing they seemed to like were listening exercises with the use of a song. On the other hand, there was a boy so enthusiastic and active. I decided to take advantage of it and I tried to speak English as much as possible and when they did not understand, the boy translated it for the rest.

SUMMARY

The research was done in a middle-sized lower-secondary school in Vsetín. The school is specialised in environmental subjects and IT rather than English. English lessons are compulsory three lessons per week. Three classes took part in the research, eighth and ninth graders. The classes differed in the composition, co-operation and atmosphere. Their level of English was mostly around A2, yet one class of the ninth graders was very smart and they seemed to be almost B1.

4.3 ANALYSIS OF THE PUPILS' QUESTIONNAIRE BEFORE READING ACTIVITIES

This chapter presents and discusses results of the first questionnaire (see Appendix 1.1) given to the pupils before reading authentic texts. The questionnaire was introduced to the three classes introduced in chapter 4.2, at the beginning of the teaching practice at a lower-secondary school Vsetín, Rokytnice 436.

The aim of the research was to find out what the pupils think about reading activities in the class, about books etc. The questionnaire is aimed at pupils' attitudes towards reading books and reading as a skill. The questions were multiple-choice questions since pupils are often reluctant to co-operate and this way was the easiest for them. The questionnaire was distributed among eighth and ninth graders. I expected them to have at least a good basis of English. Therefore, the questionnaire was in English. Some questions pupils' were not sure about were translated by the teacher.

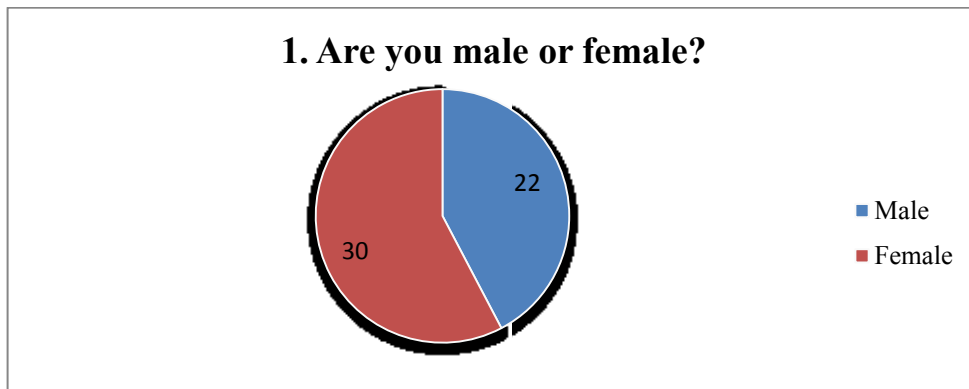


Figure 1: Gender

The questionnaire was answered by all the pupils in 8A, 9A and 9B I was teaching. The total number of the respondents was 52; 22 boys and 30 girls. The answers according to gender are mentioned in those questions where there were significant differences.

2. What do you like doing in your English lessons? Write the number.

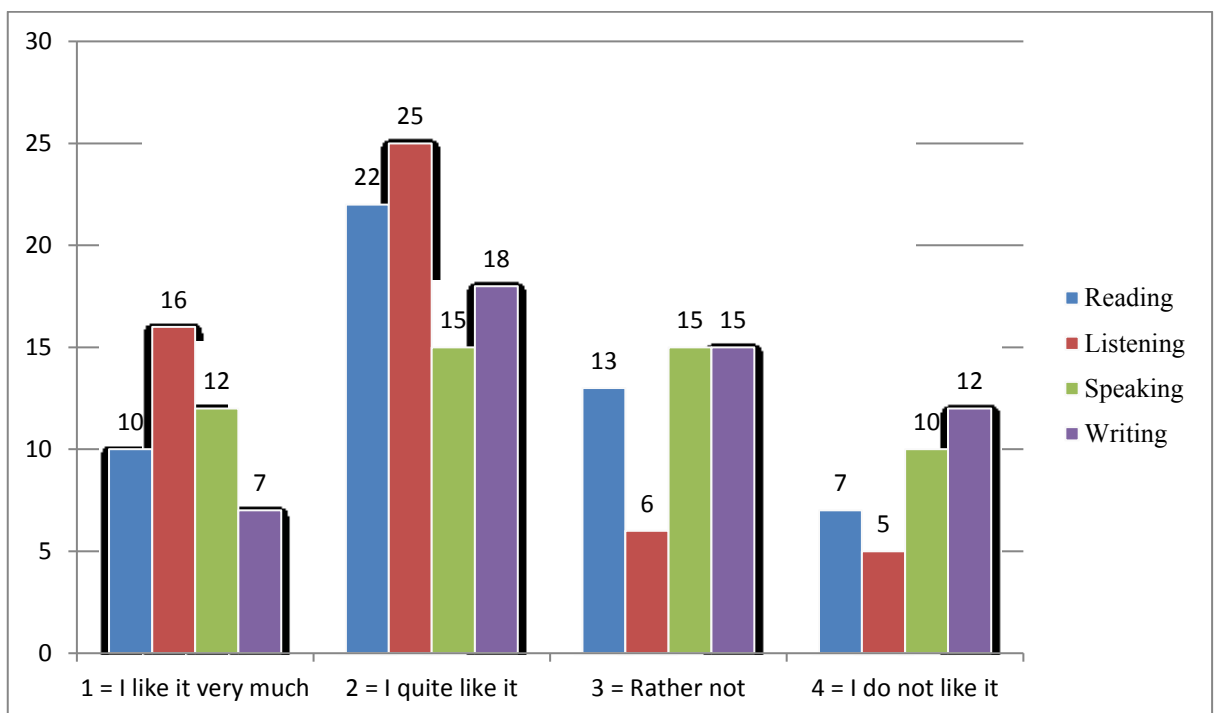


Figure 2: Pupils' attitude towards the skills

In the second question, pupils were asked how they feel about the individual skills in English in order to find out what they prefer to do in the lessons, whether they prefer reading or listening etc. So as to find it out, they were asked to number what they like

and what they do not like; number 1 stands for “I like it”, 2 means “I quite like it”, 3 “I rather do not like it”, number 4 is “I do not like it”. By looking at figure 2 it seems listening activities are the ones they enjoy most.

When counting weighted average of all four skills, listening equals 2, reading equals 2,33, speaking equals 2,44 and writing equals 2,62. It means that listening is the most favourite among the pupils; reading the second one, speaking is the third and writing is the least favourite activity in the lessons.

When thinking of the division of the skills, it is apparent from the responses the pupils prefer practising receptive skills (listening and reading) to the productive ones (speaking and writing). Their attitude towards speaking might also be caused by shyness of many of the pupils. There were not significant differences among the answers of boys and girls; only writing as a skill seems to be more popular among girls (17 like or rather like writing, whereas only 8 boys answered positively about this skill), otherwise the responses were rather equal. Moreover, their teacher was not used to speaking English in the lessons most of the time; therefore, they did not have so many opportunities to get used to speaking and practise this skill.

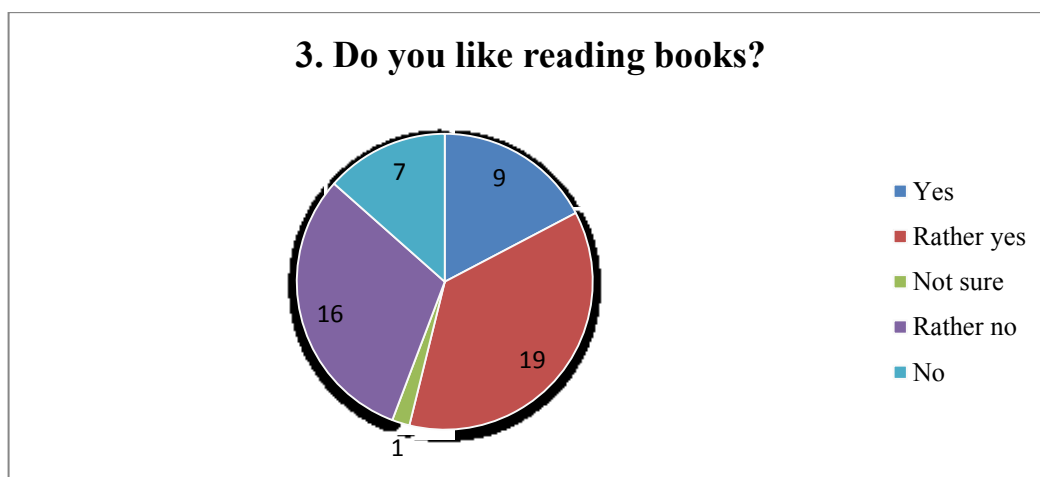


Figure 3: Pupils' attitude towards reading books

The third question focuses on the pupil's attitude towards reading; it tries to discover how much the pupils like reading books. I regarded this question as an important one since the aim of this research was to use extracts from the authentic books in the lessons. I was afraid most pupils would answer negatively; however, there were more positive answers than the negative ones. 28 pupils like or rather like

reading; it might not be very surprising that the majority of those who like reading were girls (7 like and 15 rather like reading). For 23 of the pupils, reading seems not to be so interesting and it is quite a large number; however, only seven of the pupils answered 'no'. The remaining 16 pupils chose the answer they 'rather not' like reading. I am not very surprised by the number since today's pupils spend more and more time on the Internet. They can often find movies or series based on books so they do not have to read them.

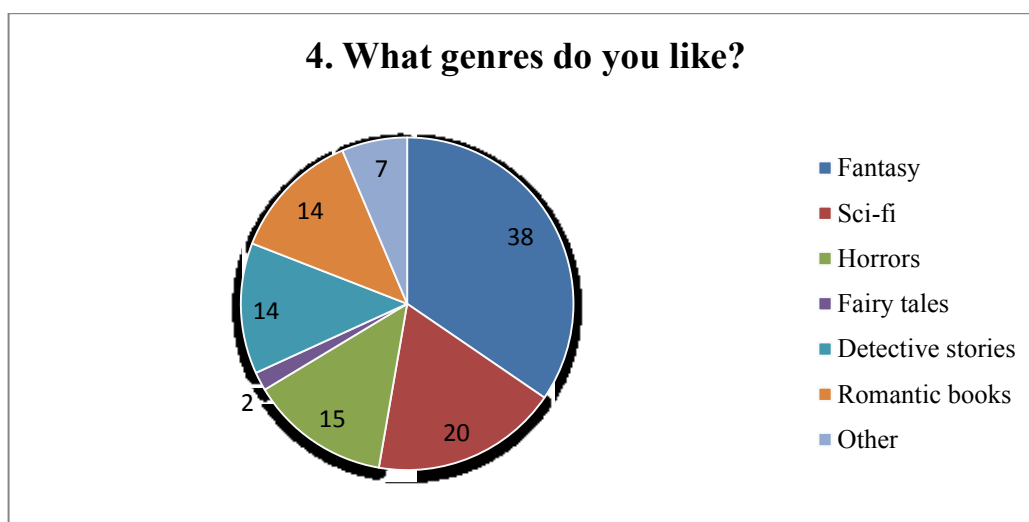


Figure 4: Favourite genres

The next question detects what genres the pupils like to read. This is important information since based on that, the books would be chosen for the lessons. Pupils could tick more than one answer.

Figure 4 shows the pupils most enjoy fantasy (38) and sci-fi literature (20), followed by horrors (15). Quite a significant number of pupils also like detective stories and romantic books. When they ticked the answer 'others' (seven pupils did so) I wanted them to say which ones; the answers were mostly 'adventurous books' and one pupil wrote 'books about Jesus'.

When taking into account gender, all the boys answered fantasy (19) or sci-fi (14), or both. A high number of boys (10) ticked horrors and 7 boys chose detective stories, too. The answer 'romantic books' was chosen only by girls (14). However, quite a high number of the girls answered positively about fantasy books, too (19).

Fantasy genre, therefore, seems to be popular among both the sexes. When discussing with them what fantasy or sci-fi literature/movies/series they know and read/watch, the typical answer was ‘A Game of Thrones’ but it was followed by series of books ‘A Song of Ice and Fire’, ‘Harry Potter’ and ‘The Lord of the Rings’ or ‘The Hobbit’ and some others.

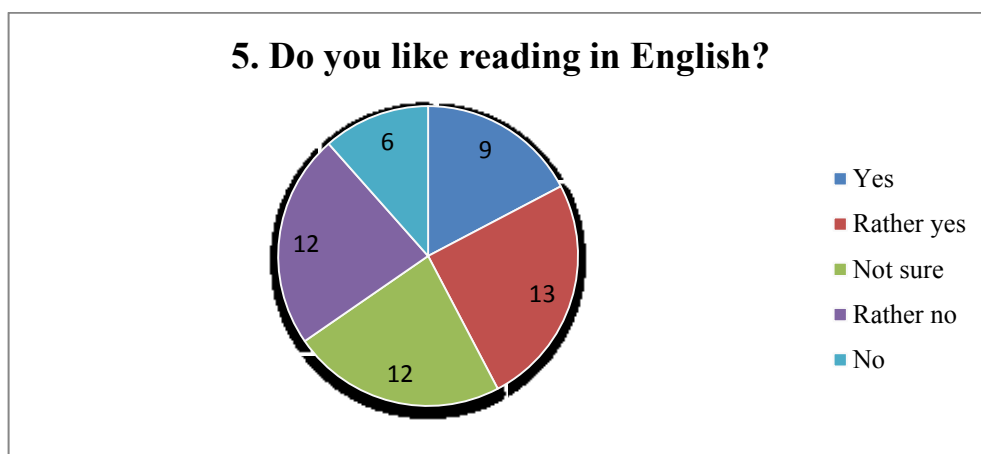


Figure 5: Attitudes towards reading in English

The fifth question is related to reading in English. When going back to the question about reading in general (see figure 3), 9 pupils like and 19 rather like reading books in general and 22 out of those 28 pupils were girls. In comparison, according to Figure 5, only 22 pupils like or like reading in English (13 girls and 9 boys). Although reading in English seems to be less popular than reading in general, there are more boys who answered positively in this question.

On the other hand, less pupils answered negatively about reading in English; 12 of the pupils rather not and 6 do not like it (for comparison with reading in general, see figure 3). 12 pupils are ‘not sure’ about reading in English. Since 18 out of 52 pupils do not like reading in English, it is more complicated and challenging to motivate them in the lessons.

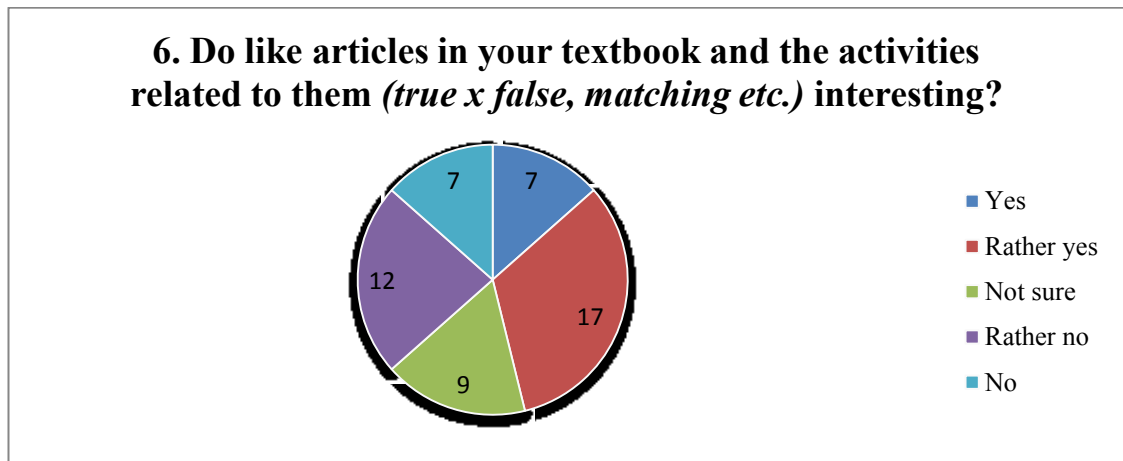


Figure 6: Attitudes towards reading in textbooks and the activities

When it comes to the question about reading in the textbook, pupils seem to be divided into halves; yet as can be seen in figure 6, more pupils seem to quite enjoy the activities in the textbook. I would say pupils are used to working with the textbook; what I could observe during the observation, textbooks were used most of the time. However, quite a high number of pupils do not (7) or rather not (12) like reading articles and the activities in the textbook. 7 pupils like and 17 rather like reading in the textbook. The reason for the higher number of the negative answers might be that as Nuttall (1982) claims, the articles might be rather artificial, and the topics are too familiar for the learners (see chapter 2.1).

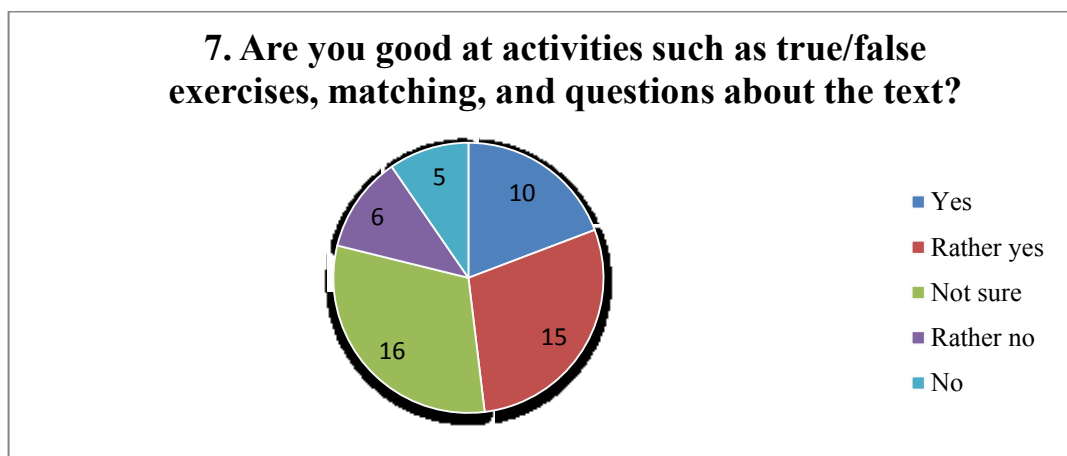


Figure 7: Pupils' opinion on their abilities in reading activities

The next question is only trying to find out how pupils can assess themselves in reading activities. It is not surprising that quite a high number of the pupils (16)

answered that they are ‘not sure’. It seems the pupils are not able to assess themselves. However, 15 pupils claim they are ‘rather good’ and 10 are ‘good’ in the activities. Since they are successful in the activities, it might increase their motivation towards reading. It may be the explanation why reading is the second favourite skill for pupils to do in the lessons, although reading as such is not so popular.

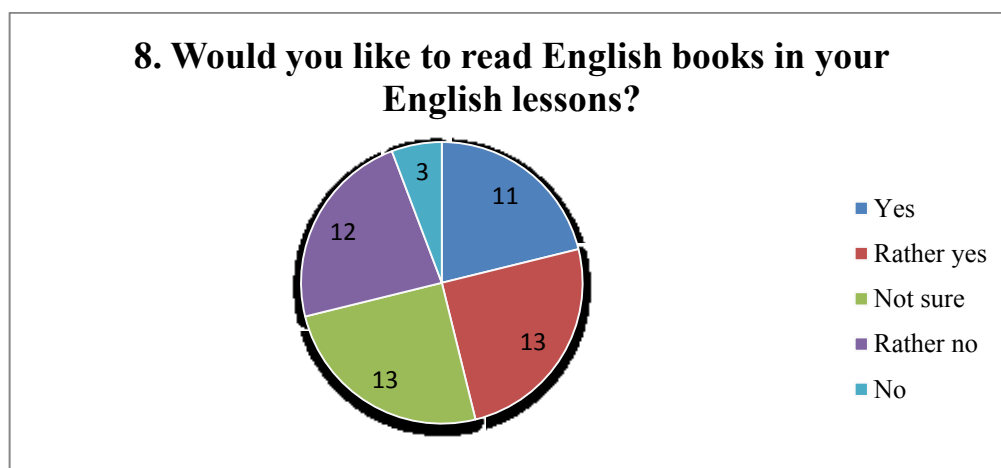


Figure 8: Pupils’ opinion on reading books in English lessons

28 pupils like or rather like reading and according to Figure 8, 24 pupils would like or rather like to try reading books in the lessons. Although in general, 23 pupils do not or rather not like reading (see Figure 3), only 15 pupils seem not to be interested in reading books in English lessons (7 boys and 8 girls). Quite a big number of the pupils (13) are not sure about using books in their English lessons. All in all, pupils seem to be interested in the idea of reading something else than textbook.

SUMMARY

The questionnaire depicts pupils’ opinions on topics concerning reading in general, reading in English, attitudes towards activities in English lessons etc. According to the questionnaire, it seems activities connected to reading in English lessons are the second favourite ones among pupils, although quite a high number of pupils do not like reading in general. When talking of reading in textbooks many pupils rather enjoy it; they are used to working with textbook most of the lesson. However, still quite a significant number do not like reading activities in the textbook and pupils seem to be interested in trying reading English books in the lessons.

4.4 DESCRIPTION OF THE LESSON PLANS AND LESSONS

Besides the questionnaires, lesson plans are a significant part of the research. The extracts are taken from fantasy books, particularly Harry Potter by J. K. Rowling and The Hobbit by J. R. R. Tolkien. The books were chosen based on the results of the questionnaire where most of the pupils chose fantasy and sci-fi genre as their favourite (see chapter 4.3).

The chapter provides readers with lesson plans and descriptions of the lessons. It depicts positive as well as negative sides of the lessons. Texts, worksheets and presentations used in the lessons are attached in Appendices 2.

4.4.1 LESSON PLAN 1 – “RIDDLES IN THE DARK”

Topic:	Fantasy characters; The Hobbit - Description of a character; riddles
Age group:	Lower-secondary school learners, 8 th - 9 th graders; 14-15 years old
Length:	45 minutes
Teaching aids:	Data projector, presentation with images and a video, worksheets (see Appendix 2.1)
Methods:	Individual work, pair-work, class discussion
Source:	The Hobbit by J. R. R. Tolkien
Aims:	<p>Pupils will describe basic features of fantasy and list some examples of fantasy books / movies / series they know.</p> <p>Pupils will describe basic characteristic attributes of a negative fantasy character. They will learn vocabulary connected to fantasy genre such as dwarves, elves, hobbits, wizards etc.</p> <p>Pupils will understand the authentic extract from “The Hobbit”, they will understand the main idea of the text, and they will be able to find answers in the text.</p> <p>Pupils will match the riddles taken from “The Hobbit” with the answers. Similarly, they will create their own riddles.</p>

Timing, procedure

Pre-reading activity – summary of the book; describing Gollum	4 minutes
Reading of the first part (Description of Gollum); <i>first reading for a gist; second reading for more details</i>	10 minutes
Summary of the first part together	2 minutes
** Video on youtube (about the second reading)	3 minutes
Reading of the second part (Riddles in the dark); <i>1st reading for a gist; 2nd reading for more details (specific questions)</i>	10 minutes
Summary of the second part together	2 minutes
RIDDLES – matching riddles with the answers; then checking together	7 minutes
Pupils creating their own riddles	7 minutes

= 45 minutes

** https://www.youtube.com/watch?v=E5rhgSylpH8&ab_channel=AlexandruMortimer

In the lesson, three different extracts and power-point presentation are used (see Appendix 2.1).

The first text contains a description of a negative character from the book – Gollum. The learners are only asked to focus on the description of the character (after they have described it on their own).

The second one is about the main character of the book, Bilbo Baggins, who meets Gollum in a dark cave. The learners have specific questions about the text (see appendix 2.1 for more details).

The third piece of the text includes riddles (and answers) from the book that Gollum and Bilbo are asking each other. The learners are asked to match the correct answers with the riddles. After that, learners are asked to create their own riddles.

Description of the lesson

This lesson was tried in all the classes (8A, 9A, 9B). The procedure was the same.

I started with a general question whether the pupils like fantasy and what fantasy stories pupils know. Then we moved on (with the help of presentation - see appendix 2.1) towards the book “The Hobbit” and pupils together with my help somehow summarized the main plot (they mostly knew the story, at least as a movie). All this was done very quickly, only to help pupils to realize the plot, characters, etc.

The pictures of Gollum were shown in the presentation and the pupils’ task was to describe Gollum.

- *What does he look like?*
- *Is he good / evil?*
- *Where does he live?*

Some of the pupils shared their answers. I told them they can just think up something, it does not have to be true if they do not know the character. However, they mostly knew.

This pre-reading activity was followed by the first reading – description of Gollum taken from the book. I told pupils just to focus on how Gollum is described in the book and to compare it with their description. We summarized it together, unknown words were explained.

In the next phase, I told pupils to watch a short video on YouTube since that was the situation they would be reading about (it was about Bilbo Baggins and Gollum, how they met in the cave and asked each other riddles). The text might have been a slightly more difficult for them; therefore, I wanted them to see what they would be going to read about. It was followed by the second reading.

First, they were asked to find the answer to the question (skimming):

- *How many characters are mentioned in the text?*

Secondly, three questions were given to them and they are supposed to find the answers (comprehension):

- a) *What is the name of the hobbit? Why is he there alone?*

b) *Does Gollum want to eat him right now? Why/why not?*

c) *What do they decide to do?*

In the third part of the lesson, pupils were divided into pairs. They were working with the riddles from the book (see appendix 2.1). Their task was to match the riddles with the correct answers. It was checked with the teacher, if something was not clear, I explained it.

The last task (done in pairs) was creating riddles. Pupils were asked to create their own riddles. I told them it could be some easy riddles, two examples were shown. At the end of the lesson, children shared their riddles, the rest of the class was guessing.

Reflection

The lesson seemed to work. I tried the lesson with 9A for the first time and it worked perfectly, since this class was highly motivated and enthusiastic. Moreover, their level of English was very good (see chapter 4.2). It was very smooth. There were no problems; even the timing was all right. The pupils liked the topic and co-operated. I spoke English most of the time, with the support of my presentation and body language. Pupils reacted so they seemed to understand. It was focused not only on developing reading skills but also their speaking and writing in the same time and pupils enjoyed it.

Talking of 8A, I also did not have problems, only one girl with slight mental problems and few boys with very poor English probably did not understand very well but since they often worked in pairs, it might have helped.

Since the lessons worked well with the previous two classes I did not do any changes. However, 9B was the most difficult class to teach. There were too many pupils in the class (22). Although most of them understood what I wanted from them, they did not want to co-operate. They did not react when they were asked. One of the boys seemed to be very happy about the topic and he was actively involved in the class discussion and so he partly saved the lesson. After the lesson, it was hard to say whether they liked it or not since they were acting like this in every subject.

4.4.2 LESSON PLAN 2 - “THE BOGGART IN THE WARDROBE”

Topic:	FEAR; “The Boggart in the Wardrobe”
Age group:	8 th - 9 th graders; 14-15 years old
Length:	45 minutes
Teaching aids:	Data projector, audiobook available on YouTube, extracts and worksheets (see Appendix 2.2)
Methods:	Individual work, pair-work, class discussion
Source:	Harry Potter and the Prisoner of Azkaban by J. K. Rowling
Aims:	<p>Pupils will discuss questions concerning the topic ‘fear’.</p> <p>Pupils will fill in the missing words in the authentic extract taken from the book Harry Potter and the Prisoner of Azkaban.</p> <p>Pupils will understand the main idea of the text; in pairs, they will answer the questions following the text.</p> <p>Pupils will find the correct answers in the second extract and fill in the worksheet correctly.</p> <p>In pairs (or small groups) pupils will discuss what they are afraid of most (“what their boggart would turn into”) and write down a short paragraph to describe it.</p>

For a complete lesson plan with handouts created for this lesson, see appendix 2.2. There are two pieces of a text for reading. Both of them are taken from Harry Potter and the Prisoner of Azkaban, Chapter 7: The Boggart in the Wardrobe (p. 139 – 141). The first extract is about students in Hogwarts, learning how to fight the boggart. Pupils are asked to fill in the missing phrases and words from the list above the text based on listening to the particular part of the audiobook. The second one is about students fighting the boggart.

Timing, procedure

<p>Speaking = FEAR</p> <p><i>(pre-reading activity)</i></p>	10 minutes
<p>Reading and listening</p> <p><i>Pupils reading and listening to an extract from Harry Potter and the Prisoner of Azkaban, Chapter 7: The Boggart in the Wardrobe (p. 139 – 141). They are asked to fill in the missing phrases and words from the list above the text. Checking the answers together with the teacher.</i></p>	8 minutes
<p>Pair work – looking for the answers in the text.</p> <ol style="list-style-type: none"> 1. <i>What is a “boggart”?</i> 2. <i>Where does it live? What does it do?</i> 3. <i>Are the students afraid of it?</i> 4. <i>What will help you to fight the boggart?</i> 	7 minutes
<p>Reading (2nd part)</p> <p><i>Reading the following part of the extract, filling in the handout</i></p>	10 minutes
<p>Speaking (post-reading activity)</p> <p>Discussion in pairs or small groups, writing a short paragraph.</p> <p><i>“What would your boggart turn into?”</i></p>	10 minutes

= 45 minutes

Description of the lesson

This lesson was tried in the classes 8A and 9B. The procedure was the same in both the classes. At the beginning of the lesson, the pupils got three questions and there was a class discussion. The topic was ‘fear’.

- *What is your biggest fear?*
- *Do you like scary movies/ horrors?*
- *Do you know someone with a phobia?*

The questions were followed by a short activity to make the pupils active. It was 'Find someone who' (they got a table to fill in).

- Find someone who is afraid of:

- i. Spiders
- ii. Heights
- iii. Flying
- iv. Dark
- v. Doctors

The next part of the lesson was reading. This time, however, it was a combination of reading and listening. Pupils got the extracts (see Appendix 2.2) with some missing words. I played the audiobook on YouTube and they were supposed to fill in the missing words (they had a list of the words above the text to make it easier).

- Words the pupils were supposed to fill in: *amusing, laughter, frighten, frightening, fears, worry about, dark, terror, disappointed*

After checking the answers, pupils were divided into pairs and they were asked to find the answers for comprehension questions in the text and discuss it together.

- *What is a "boggart"?*
- *Where does it live? What does it do?*
- *Are the students afraid of it?*
- *What will help you to fight the boggart?*

The second extract was given to the pupils. When reading this part, the pupils were supposed to fill in their worksheets.

After checking the answers, there was the last part of the lesson, a post-reading activity. Pupils discussed what they are afraid of, "*what would their boggart turn into*".

Reflection

Lesson plan 2 worked well. The procedure was the same with 9B and 8A and although 9B was always more difficult to get engaged in the learning process, in this lesson they seemed to cooperate more.

Even those refusing to speak seemed to be engaged more, at least when listening to the first part of the book. I guess, the listening exercise helped a little bit, since it made the first “reading” faster; it was only a reading for a gist, I wanted them to get familiar with the text and fill in the words. Then they were asked to look for particular answers but since they more or less knew the story and they had already skimmed through it once, it was easier for them even though the vocabulary might have not been easy. The next reading was independent, followed by working on a worksheet. In the last phase of the lesson I wanted to make them actively involved again and therefore, a short discussion at the end of the lesson was chosen.

All in all, it worked more with 8A since the pupils in this class seemed to be more enthusiastic into new activities and more children seemed to have a positive attitude towards English. However, listening was included in combination with reading. Since listening (see chapter 4.3) is the most popular skill to practise in the lessons among the pupils, even 9B seemed to be engaged more in this lesson than the previous one dealing with *The Hobbit* (see 4.4.1).

4.4.3 LESSON PLAN 3 - “AUNT MARGE’S BIG MISTAKE”

Topic: EMOTIONS; “Aunt Marge’s Big Mistake” (*chapter 2, p. 30-32*)

Age group: 8th - 9th graders; 14-15 years old

Length: 45 minutes

Teaching aids: Extracts and worksheets, audiobook available on YouTube

Methods: Individual work, pair-work, class discussion

Source: Harry Potter and the Prisoner of Azkaban by J. K. Rowling

Aims: Pupils will discuss questions concerning the topic ‘emotions’.

Pupils will understand the main idea of the extract from Harry Potter and the Prisoner of Azkaban, chapter 2 “Aunt Marge’s Big Mistake”. In pairs, they will answer the questions following the text.

Pupils will put the continuation of the story in the correct order.

Pupils will be able to think up a continuation of the story (in a written or oral way).

In the lesson, two pieces of text taken from *Harry Potter and the Prisoner of Azkaban*, chapter 2 “Aunt Marge’s Big Mistake” are used. The first part is about Harry Potter’s Aunt Marge making fun and offending his parents, which results in Marge being blown up by Harry. The second piece is the continuation of the story. Harry runs away from his relatives. There are exercises prepared for reading (see appendix 2.3 for more details).

Timing, procedure

<p>A short discussion at the beginning (in pairs)</p> <ul style="list-style-type: none"> - “What makes you angry/happy/laugh/cry?” - Think about what made you really happy/angry recently. What happened? Who you were with? How did you react? 	<p>5 minutes</p>
<p>Reading for a gist</p> <p>Pupils asked to go through the text quickly and answer these questions (never mind the missing words):</p> <ol style="list-style-type: none"> 1. <u>Skimming</u> “What is the atmosphere like? Is it positive, relaxed or negative, tense?” 2. <u>Scanning</u> “What characters (names) are mentioned in the text?” 	<p>5 minutes</p>
<p>Reading and listening</p> <p>Pupils reading and listening to an extract from <i>Harry Potter and the Prisoner of Azkaban</i>, chapter 2 “Aunt Marge’s Big Mistake” (p. 30 – 32)**. They are asked to fill in the missing phrases and words from the list above the text. Pupils are then working on exercise 2 in the worksheets – vocabulary. Checking the answers with the teacher.</p>	<p>8 minutes</p>
<p>Comprehension questions – detailed reading</p> <ul style="list-style-type: none"> - “What’s happening in the text?” - “How does Harry feel? What happened?” - “What does he do with his aunt?” <p>*** If there is time, a video (from the movie) of what they have just read can be played; differences a book vs. movie might be discussed</p>	<p>10 minutes</p>
<p>Reading the second part + filling in the worksheet (putting the story to the correct order)</p>	<p>10 minutes</p>
<p>Discussing the plot or writing/discussing the continuation of the story.</p>	<p>7 minutes</p>

= 45 minutes

** https://www.youtube.com/watch?v=8uJXnHiRF0s&t=18880s&ab_channel=bigtoshick (00:55:28 – 00:58:44)

*** https://www.youtube.com/watch?v=0_KQ1Uwvx0&t=39s&ab_channel=WeasleyIsOurKing13

Description of the lesson

The structure of this lesson was similar to the previous one (see chapter 4.4.2). While Lesson plan 2 was used with 8A and 9B, Lesson plan 3 was tried with the class 9A. As mentioned in the description of the classes (see chapter 4.2), 9A was the easiest class to work with since their level of English was very good and in addition to it, they were very keen on English and learning something new. Therefore, the lesson was quite smooth and nice.

During the short discussion at the beginning of the lesson, all the pupils were actively involved.

The first task was aiming at practicing scanning and skimming; to help pupils to get familiar with the text but very briefly. Therefore, first pupils were told to go through the text very quickly and tell me what the atmosphere, tone of the text, is like. They were given one minute to skim the text. The second question, practising scanning, aimed at finding out what (how many) characters are mentioned in the text.

The brief reading was followed by the listening exercise. The pupils were asked to listen to the text and fill in the missing words. They compared their answers in pairs and then we checked them together. The pupils were asked to do exercise 2 in their handouts (see Appendix 2.3), below the extract. It was focused on the vocabulary they were asked to fill in during the listening activity. Then they were asked to look for particular answers in the text. They worked individually and then discussed their answers in pairs. Since they had gone through the text at the beginning during scanning/skimming exercise and then during the listening activity and so they were familiar with the text already, it was quite fast. Through the questions, we summarized the text.

In the next part, I asked them to read the continuation of the story and put the next part of the story in the correct order.

Reflection

The text of Lesson plan 3 seemed to be rather difficult for the pupils. However, pupils in 9A had a good level of English and therefore, it worked well. The procedure was similar to the one of Lesson plan 2.

The pupils were actively involved in the discussion at the beginning of the lesson. They were also willing to share their opinions in front of the whole class, not only in pairs.

When asked to do exercise 2 in their handouts (see Appendix 2.3) focused on vocabulary, it seemed to be slightly struggling with that vocabulary. However, since these children were mostly very good at English, they managed it. When doing comprehension questions, the pupils were able to manage most of it without any problems; they had already gone through the text twice - at the beginning and then when doing the listening activity. Therefore, they were familiar with the text already.

In the last phase, the pupils were asked to put the next part of the story in the correct order; and they were struggling with it, probably due to unknown vocabulary. Then we discussed the continuation of the story and since some of the pupils loved Harry Potter series, it was a nice discussion at the end of the lesson.

All in all, pupils seemed to be engaged in the lesson and they were co-operating the whole lesson. Although the vocabulary was more challenging, they knew what they were reading about and they enjoyed discussions. I also think the combination of listening and speaking activities with reading increased pupils' motivation.

4.4.4 LESSON PLAN 4 - “THE TALE OF THE THREE BROTHERS

Topic:	“The Tale of the Three Brothers” – reading with predictions
Age group:	8 th - 9 th graders; 14-15 years old
Length:	45 minutes
Teaching aids:	Data projector, power-point presentation, extracts cut in pieces and worksheets
Methods:	Individual work, pair-work, class discussion
Source:	Harry Potter and the Deathly Hallows by J. K. Rowling
Aims:	<p>Based on the pictures, pupils will try to come up with a story. They will write a short paragraph.</p> <p>Pupils will be able to express their ideas about ‘what will happen next in the story’, based on the hints.</p> <p>Through predictions in pairs, class discussion and summary, pupils will understand the short tale from Harry Potter and the Deathly Hallows, The Tale of the Three Brothers.</p> <p>After the whole-class discussion and summary, pupils will be able to answer the questions about the story.</p>

In the lesson, one extract cut in five pieces, worksheets and power-point presentation are used. In addition to that, there is one more extract and to comprehension questions for homework (see appendix 2.4).

The first text contains a beginning of the story; the main characters – three brothers meeting the Death who offers them ‘rewards’ for their cleverness. The second one is about what magical prizes the brothers choose. The third, fourth and fifth – each extract is about one particular brother and how the life goes on with him; what happens to him and his magical prize (for the complete story see appendix 2.4).

Timing, procedure

<p>Pre-reading activity – Discussion about tales and fairy-tales.</p> <p>Pupils trying to create their own short story, based on the pictures (only a short paragraph);</p> <p>Pupils sharing their stories with the class.</p>	10 minutes
<p>Reading of the first part, summary with the help of power-point presentation (key words and ideas highlighted for easier predictions)</p> <p>In pairs predicting what will happen next.</p>	7 minutes
<p>Reading of the second part, summary together</p>	8 minutes
<p>Filling in the worksheet, exercise 2 – 1st and 2nd column</p>	5 minutes
<p>Pupils divided into 3 groups</p> <p style="text-align: center;">(but each pupil reads on their own);</p> <p><i>Part of the class reads about the oldest brother, the other about the second brother and the third part about the youngest brother → They will sum up the story of 'their' brother for the rest of the class.</i></p> <p>Filling in the third column in their worksheet.</p>	10 minutes
<p>Post-reading activity: Filling in the worksheet, exercise 3</p> <p>Questions about the text. Summary of the story and the lesson; what pupils think about it etc.</p> <p><i>Homework: Reading Extract 2 + 2 comprehension questions</i></p>	5 minutes

= 45 minutes

Description of the lesson

This lesson was tried in all the classes (8A, 9A, 9B). The lesson is created as reading with predictions. The text is a story, 'The Tale of the Three Brothers' within Harry Potter and the Deathly Hallows. It is authentic and rather long and so I believed that reading with predictions might help the pupils to understand it.

I created a presentation for this lesson (see appendix 2.4). The lesson started with the opening slide with pictures; pupils were asked to try to come up with a short story, according to the pictures. I told them just a short paragraph was enough; it was followed by sharing some of the pupils' stories. When writing, I gave them the first piece of extract; after sharing, I told them they were going to read story divided into several parts.

Then they were asked to read the first part of the story. With the help of the presentation where the key ideas were highlighted, the plot was summarized. After that, pupils were asked to discuss with their partners what they think would happen next. In the meantime, I gave them the second piece of writing. Some ideas of the continuation were shared in the class and it was followed by the second reading. Again, we summarized it together with the power-point presentation to point out the key ideas; I wanted everybody to understand the plot.

It was again followed by discussion in pairs, what would happen next but this time, the pupils were also asked to work with their worksheets and fill in the table; first and second column. In the first column, they were supposed to fill in what magical prize each brother chose; in the second one, their guesses about how would each brother use the prize.

I divided the class into three groups. It was done randomly since it was not done because of cooperation. The reason was that one group of the class was reading the end of the story about the first brother, the second group of the class read about the second brother and the third group read about the youngest brother. They found out what happened to "their brother" and one or two people of the group told the other groups about what happened. In case the pupils would be stuck, I had prepared slides in my presentation, where the end of each brother's story was summarized so I made sure that everybody knew the whole story.

It was followed by independent work on exercise 2 and 3 in pupils' worksheets. Exercise 2 was focused on vocabulary and from my observation I must say that pupils were struggling with it. It confirmed the presumption that vocabulary in authentic texts is rather difficult for lower-secondary school pupils. However, since we went through the text together quite thoroughly in the lesson, in exercise 3 pupils mostly managed to answer the comprehension questions.

I gave them one more text related to this story (see Appendix 2.4) to read at home since I wanted to see whether (after three of these ‘special’ reading lessons) they would read it and work on it and whether their motivation increased. Not everybody, but most of them did the homework and answered two questions I had prepared for them. Of course, I will never find out that they really did it at home and on their own. However, since pupils often do not do their homework, I was rather surprised that so many of them did it.

Reflection

Lesson plan 4 was different from the rest of the lesson plans, created as ‘reading with predictions’. I believe cutting a longer text into smaller pieces helps pupils to understand the content better.

It was, again, easy and smooth in 9A, with the best co-operation and interaction with the pupils. They even did not struggle with vocabulary and when summarizing the ‘last reading’ about the ending of the brothers, there were more volunteers who wanted to sum up the end of their brother’s story.

The class 8A was also quite co-operative; I made them discuss it even though it was more difficult. They struggled with vocabulary a little bit.

9B was most difficult to work with. There were too many pupils and since they did not want to discuss in English, I had to be more active. I tried to use pair work as much as possible and then I had to go around the classroom and through additional questions I was trying to make them express their ideas. Luckily, many girls in the class were quite smart but too shy to speak aloud. Therefore, when I came to their pair and talked with them individually, it worked. The most difficult part was the ending where they were supposed to sum up the story of “their brother” for their peers. There were only one volunteer in one of the groups and so I had to use my presentation and through questions, I made them to speak a little bit, but very unwillingly. They also struggled with the vocabulary exercise. On the other hand, they managed comprehension questions in exercise 3 quite well.

The refusal to speak in 9B made me think whether they enjoyed the lessons or not; however, when observing them during their pair work, the pupils seemed to be rather

engaged in it. It corresponds with what other teachers told me; the class just does not want to cooperate with the teachers and they do not seem to show their feelings.

SUMMARY

Having taken into consideration the results from the questionnaire given to the pupils before the reading activities (see chapter 4.3), four lesson plans with the use of extracts taken from fantasy books were created. Particularly, extracts from Harry Potter by J. K. Rowling and The Hobbit by J. R. R. Tolkien were used. The lesson plans were tried during the teaching practice are included in the chapter. It provides readers with ideas of how to use extracts from the fantasy books in the lessons.

The reading lessons were tried with three different classes. The chapter provides descriptions of the lessons and reflection on each of the lesson plans. All in all, the lessons worked well. With one of the class it was always smooth and easy since their level of English was much better when compared to the other classes; however, in general, the pupils seemed to be quite engrossed in the lessons.

4.5 ANALYSIS OF THE PUPILS' QUESTIONNAIRE AFTER THE READING ACTIVITIES

The subchapter analyses questionnaires conducted among pupils after the reading lessons. The questionnaire aimed at finding out the pupils' opinions on the lessons and the texts themselves. Moreover, it tries to find out whether there was some change in the pupils' attitude towards reading in the lessons. A form of questionnaire was chose again since when they were asked in the lessons whether they enjoyed the reading lessons, only few of them were brave enough to talk.

This time, only 48 questionnaires were filled in since some of the pupils were not present for all the reading classes. Therefore, it would not make sense if they filled this questionnaire in. This time, 21 boys and 27 girls answered the questions.

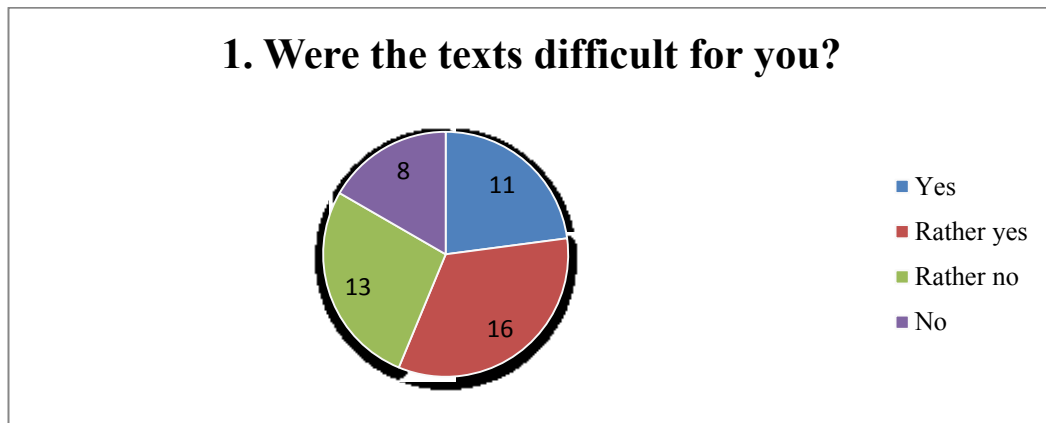


Figure 9: Pupils' opinion on the difficulty of the texts

The first question of the questionnaire after the reading lessons was focused on finding out, whether pupils thought the texts to be difficult. As expected, for more pupils the texts seemed difficult since they were authentic, not modified for the level of the pupils. 11 pupils the texts were difficult, and for 16 rather difficult. Surprisingly, quite a high number of the pupils answered that the texts seemed not to be complicated. I see the reason in the selection of the texts; I tried to choose such texts many pupils were familiar with in their mother tongue or at least extracts they knew from the movies based on the books.

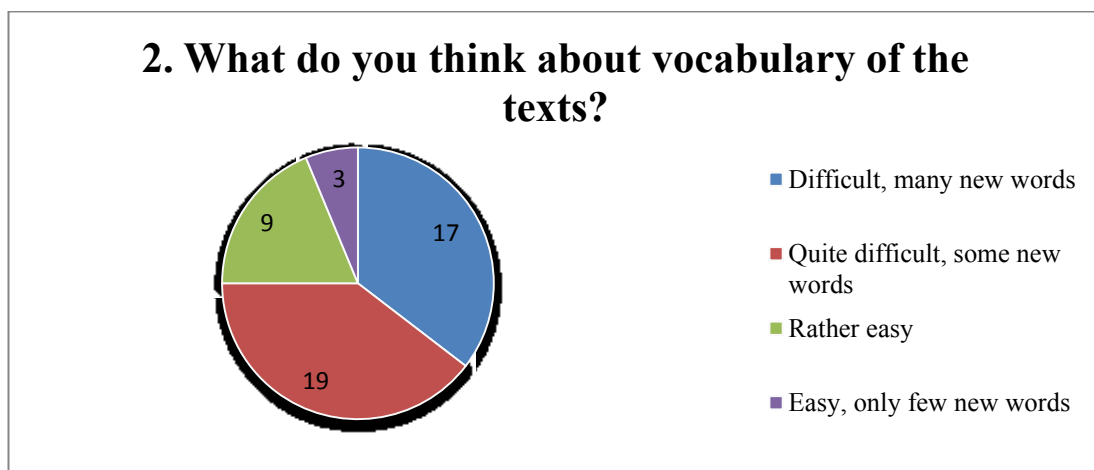


Figure 10: Pupils' opinion on the vocabulary within the texts

The second question concerned the pupils' opinion on the vocabulary of the texts. Although in general, the texts (because of the context, the activities, etc.) did not seem so complicated for the pupils, when asking particularly about vocabulary, most of

the pupils thought it was difficult and that they did not know many words (17) or rather difficult with some new words (19). It suggests that because they more or less knew what they are reading about, the texts seemed quite all right, but when focusing on vocabulary itself, it is more complex and might seem too difficult for the learners at a lower-secondary school. However, the positive thing is that they understood the context no matter the unknown, difficult words. Only three pupils thought vocabulary to be easy.

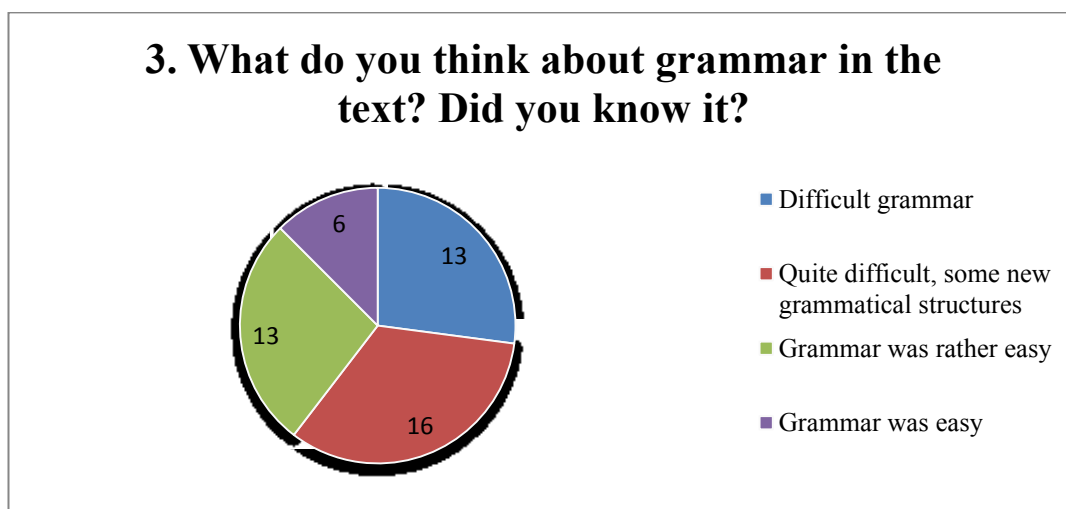


Figure 11: Pupils' opinion on grammar within the texts

Grammar seemed to be the area pupils had slightly less trouble with. Six of them thought grammar to be easy and 13 claimed it was rather easy. Although they had not learned about past perfect and some other structures, it seems they could guess the meaning more easily than when it comes to unknown vocabulary. There were not any significant differences in pupils' responses when considering gender.

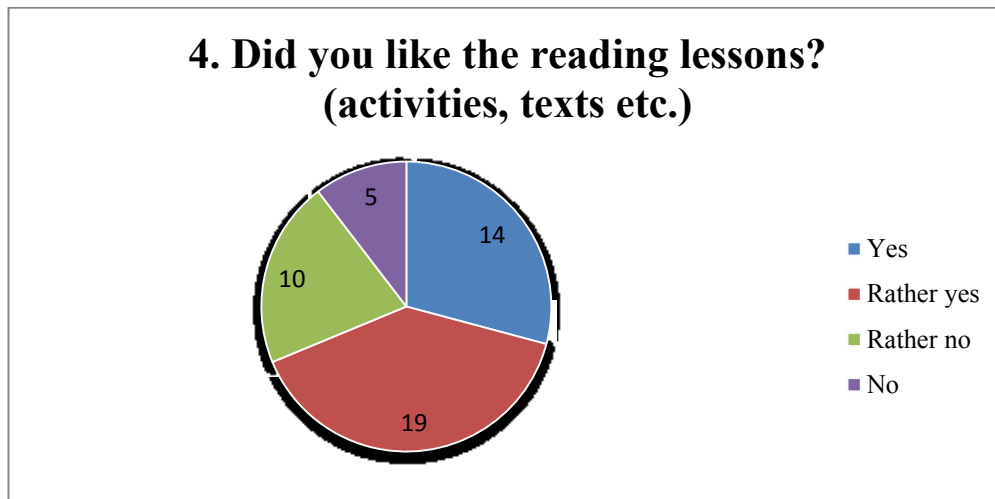


Figure 12: Pupils' opinion on the reading lessons

When asked whether they liked the lessons, most of the pupils (19) answered 'rather yes' or (14) 'yes'. That is very positive. They just might have not wanted to offend the teacher; but when observing them during the lessons, they did seem to enjoy the lessons. According to Figure 12, 15 pupils did not like the lessons; I am not surprised since in the first questionnaire it was shown that 23 do not like reading and 18 do not like reading as a skill in English. Therefore, some pupils' attitude towards reading is not possible to change, no matter what activities are chosen. However, the number of negative answers decreased slightly. Therefore, there was a change in some of the pupils' opinions. When considering gender, 16 boys liked or rather liked the lessons, 5 rather or did not like. In comparison, 17 girls answered positively and 10 negatively about the lessons. The number seems to be quite equal since more girls participated in the research. However, it seems boys liked the lessons slightly more; the lessons were different that what they usually experience when working with textbooks; moreover, the topic was fantasy and it might have caused increase in the boys' curiosity.

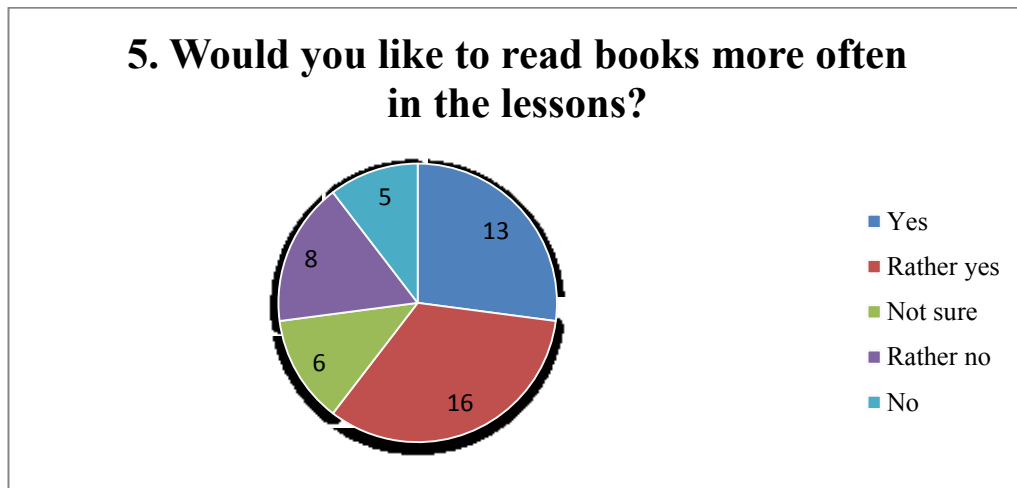


Figure 13: Pupils' motivation for reading books in English lessons

The last question was aiming at pupils' motivation towards reading. I asked a similar question in the first questionnaire (see Figure 8) before the reading lessons so as to find out whether pupils are interested in reading books in the lessons.

In the first questionnaire, many pupils were keen on trying it (24), 12 rather did not want to, 3 did not want at all. Quite a big number of pupils were not sure (13).

After the reading activities, the numbers have changed slightly. It is not a huge difference, but it is apparent from the figure that there was a slight change in their attitude. More pupils would like or rather like to have such reading lessons more frequently (29). Particularly, 14 boys and 15 girls answered positively (yes or rather yes). Although the number of pupils who did not want to read increased slightly, too (5), it seems that for more pupils the lessons were motivating and that they would like to experience more of these lessons in the future.

SUMMARY

The questionnaire given to the pupils after the reading lessons showed pupils opinions on the lessons, texts, and their attitude towards reading. Although the texts were rather difficult for most of the pupils because of both, vocabulary and grammar, a high number of the pupils enjoyed reading. There was a change in pupils' attitude towards reading in the lessons and although the change was not huge, more pupils would like to read books in the lessons.

4.6 ANALYSIS OF THE TEACHERS' QUESTIONNAIRE

The thesis is focused on the use of authentic materials in the lessons (especially books) from not only pupils' but also teachers' perspective. This subchapter analyses answers from the questionnaire given to teachers in lower secondary schools.

The questionnaire was sent via email to English teachers at several lower secondary schools, mostly in Vsetín and the surrounding area. Altogether, around 45 questionnaires were sent but only 23 were filled in. The majority of the respondents were women; particularly 18 women and 5 men. Talking of the length of their teaching practice, three of them have been teaching for 1-5 years, seven respondents 6-10 years, eight respondents 11-15 years, and five teachers more than 16 years. All of them are teachers at lower-secondary schools.

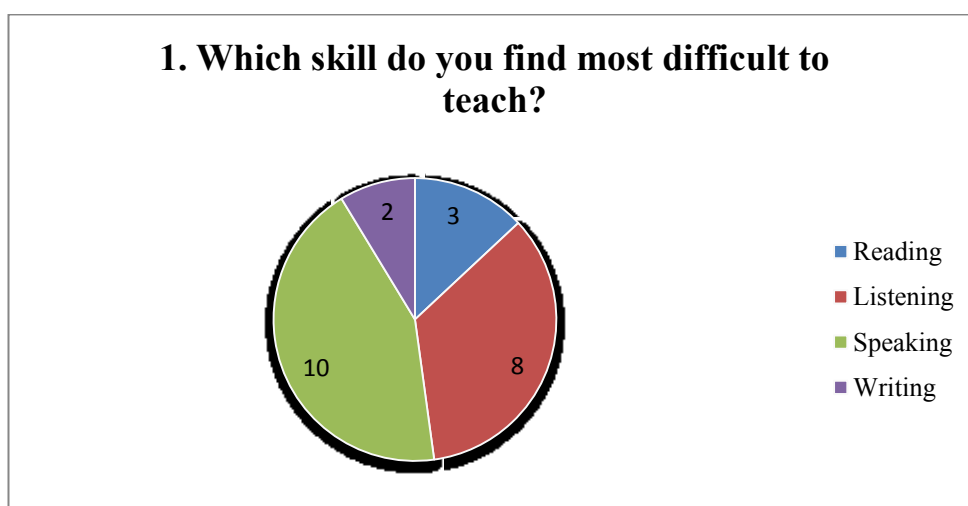


Figure 14: Most difficult skill to teach

Based on the questionnaire it seems that for the majority of the teachers, speaking (10) and listening (8) skills are most difficult to develop among learners. The reasons for speaking might be shyness of some of the pupils, refusal to speak in English, etc. Listening might be challenging since listening needs practice, and some pupils simply have troubles to understand. Listening is something you usually cannot repeat in 'the real world'. On the other hand, as could be seen in the first questionnaire given to the pupils (see chapter 4.3) listening activities are most popular among learners.

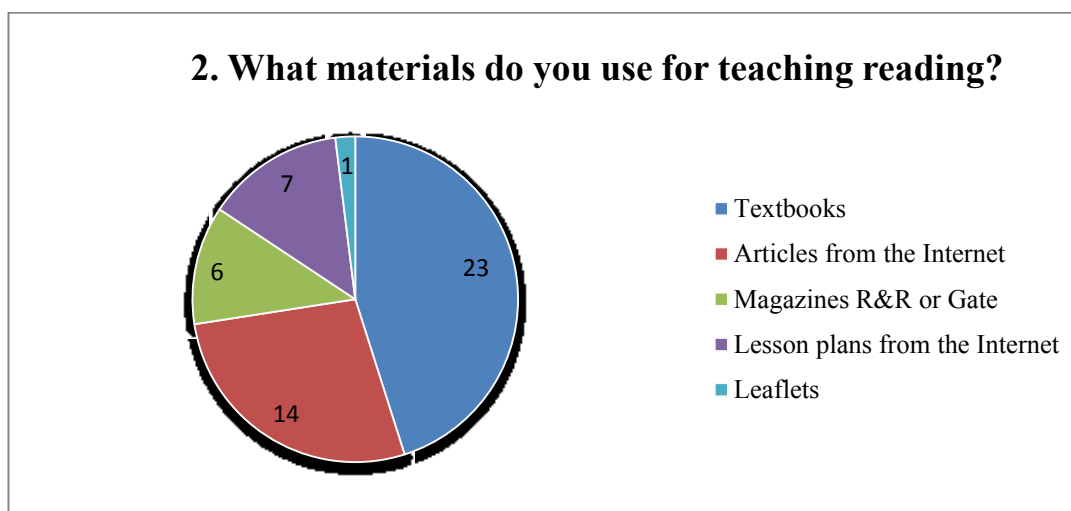


Figure 15: Materials used for teaching reading

The second question was open-ended and tried to map what materials teachers mostly use in the lessons at lower-secondary schools. Respondents could write as many sources and materials as they wanted to. No matter the years of teaching practice, all the respondents (23) use textbooks and workbooks, which is not very surprising since in the Czech Republic, textbooks are being used a lot and play an important role in the teaching and learning process. Many respondents also use various articles from the Internet (14) and some of them use magazines such as R&R or Gate (6). A few teachers use materials and lesson plans from different websites, too (7). Only one respondent (one with 1-5 years of teaching practice) answered that he or she uses leaflets he/she collected during his or her travels in the UK and one teacher answered he or she uses his/her own materials, created by him/her. No respondent answered books or extracts from the books. It confirms my presumption that authentic materials are not used very frequently at lower-secondary schools.

3. Do you use authentic (not simplified, 'real') texts when teaching reading?



Figure 16: The use of authentic texts in lower-secondary schools

The next question was searching for the situation of authentic texts in lower-secondary schools. My presumption was that English teachers at lower secondary schools do not use authentic texts in the lessons frequently. 11 respondents answered that they sometimes use authentic texts, yet nobody chose the answer “often”. Surprisingly, two teachers with the longest teaching practice were among those 11. 8 respondents use authentic texts rarely and 4 of them never. It is not very optimistic since in the communicative language teaching, learners should be exposed to authentic materials as much as possible. However, as since all the respondents answered in the previous question that they use mostly textbooks for teaching reading, it is not a surprise.

4. Have you ever used extracts from authentic books in your lessons?

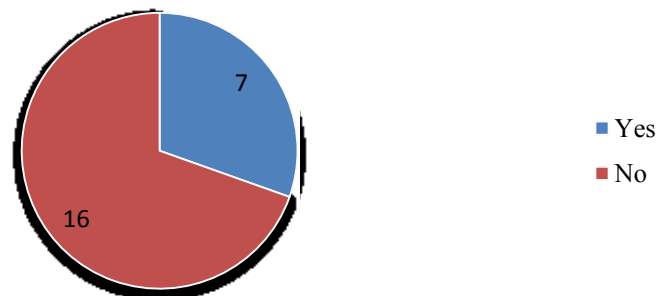


Figure 17: The use of authentic books in lower-secondary schools

While in the third question I tried to find out whether teachers use authentic texts in the lessons (which might include recipes, timetables, leaflets, etc.), the fourth question was focused specifically on the use of books in the lessons. As expected, majority of the respondents (16) have not used authentic books in the lessons, which corresponds with the theoretical part (see chapter 2.4) where some of the authors believe books to be too complicated for the beginners of the foreign language.

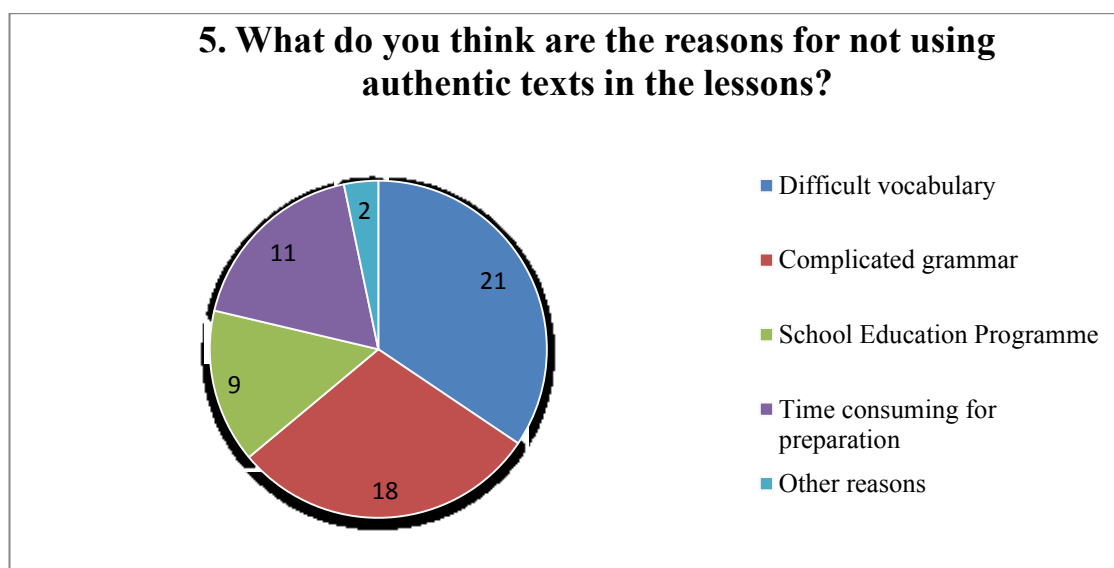


Figure 18: Reasons for not using authentic texts

The last question was open-ended and concerns the reasons what are the main barriers for not using authentic texts in the lessons. The most common answers were “difficult vocabulary” (21), followed by “complicated grammar” (18). It quite corresponds with the pupils’ answers in the second questionnaire (see chapter 4.5) where the majority of the pupils thought vocabulary and grammar to be rather difficult. Talking of some other answers to this question, several of the respondents wrote down something about their School Education Programme (9), for which the textbooks are often a cornerstone and so the teachers just follow the books and do not prepare many additional activities concerning reading. In addition to that, 11 respondents think it is “time consuming”. It might be true since the articles in the textbooks are pre-prepared for them, yet I believe it is worth creating more various lessons.

SUMMARY

The questionnaire given to teachers was trying to map their attitude towards teaching reading and materials they use. It showed that all the respondents use textbooks and workbooks when developing pupils' reading skills, some of them use articles or some materials from the Internet. Although almost half of the respondents sometimes use authentic texts in the lessons (which might include recipes, leaflets, etc.), unabridged books are not used frequently. In fact, only seven respondents have ever tried using them. According to the respondents, the main reason for not using authentic texts is complicated vocabulary and grammar. For many respondents it seems to be time consuming and also they claim it would not correspond with their School Education Programme.

5 CONCLUSION

The diploma thesis presented the topic of using authentic texts in teaching reading in EFL classes. It was divided into two parts, theoretical and practical. The main goal of the theoretical part was to describe the aspects of teaching reading, techniques and methods used when teaching and learning reading in the target language.

The theoretical basis was followed by the practical part. At the beginning of the practical part of the thesis, research questions were asked and hypotheses were set. Through the pre-prepared lesson plans, my own observations and questionnaires for pupils and teachers, I tried to find answers for the research questions.

The research tried to find out to what extent it is possible to use extracts from unabridged books for teaching reading in EFL classes in Czech lower-secondary schools.

The main research questions aimed at teachers were trying to find out what materials teachers use for teaching reading in Czech lower-secondary schools and whether they use authentic materials in the lessons.

There was also a research aimed at pupils. Altogether, two questionnaires were given to the pupils at a particular lower-secondary school. The research questions of the first questionnaire tried to map the pupils' attitude towards reading in general and reading activities in English lessons. It was followed by the realisation of four lesson plans during the teaching practice; the lesson plans were introduced and described in the thesis. After that, one more questionnaire given to the pupils, trying to find out the pupils opinions on the reading lessons, was analyzed. Final results were discussed.

The questionnaires conducted among pupils before the reading lessons showed that reading activities are the second most popular (after listening) although only about half of the pupils like reading in general. The results also showed pupils rather enjoy reading in textbooks, yet they were interested in trying reading something else (English books) in the lessons. When asked about genres, majority of the pupils answered fantasy and sci-fi literature, followed by horrors.

Following the results from the questionnaire, four lesson plans with the use of fantasy books (extracts from *Harry Potter* and *The Hobbit*) were created and used. The pupils were observed during the reading lessons.

After the reading lessons, another questionnaire was conducted among the pupils in order to find out their opinions on the lessons. The questionnaire also aimed at finding out whether there was some change in pupils' motivation and desire to read more in the lessons. It showed that although pupils found grammar and vocabulary rather difficult, they mostly enjoyed the lessons. Although the change was only slight, more pupils would like to experience such lessons again, and therefore, it seems the lessons caused a slight increase in pupils' motivation.

As a supplement to the pupils' answers, teachers' questionnaire was analysed. Although pupils most enjoy listening activities, majority of the teachers regard listening (together with speaking) as the most challenging skill to teach. From the responses it is obvious that teachers at lower-secondary schools do not use authentic texts frequently due to complicated vocabulary and grammar, which corresponds with pupils' opinion on the authentic texts that were used in the reading lessons. Some teachers also think using authentic texts to be time consuming for preparation. All the respondents use textbooks and workbooks for developing reading skills; about half of them use articles or some other materials from the Internet. No respondent normally use extracts from authentic, unabridged books although around half of the teachers sometimes use other authentic materials for teaching reading in the lessons.

To conclude the thesis, although many authors seem to be sceptical about using books with beginners, books can be used in the lessons at lower-secondary schools. Even though vocabulary and grammar might seem difficult for the learners, they are able to understand the plot and main idea (especially when they broadly know the content) when proper activities, pictures and other supplementary material are prepared by the teacher. When pupils read the topic they like, it may increase their motivation towards reading.

The thesis provides a topic that may be used for further studies and research. More classes could be involved and less familiar books might be used in order to get a deeper insight into the topic of authenticity in the lessons.

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APPENDICES

Appendices 1

Questionnaires

- Appendix 1.1 Pupils' questionnaire before the reading activities
- Appendix 1.2 Pupils' questionnaire after the reading activities
- Appendix 1.3 Teachers' questionnaire

Appendices 2

Materials for the lesson plans

- Appendix 2.1 Lesson plan 1 – The Hobbit
(Riddles in the Dark)
- Appendix 2.2 Lesson plan 2 – Harry Potter and the Prisoner of Azkaban
(The Boggart in the Wardrobe)
- Appendix 2.3 Lesson plan 3 – Harry Potter and the Prisoner of Azkaban
(Aunt Marge's Big Mistake)
- Appendix 2.4 Lesson plan 4 – Harry Potter and the Deathly Hallows
(The Tale of the Three Brothers)

Appendix 1.1: Pupils' questionnaire before the reading activities

This questionnaire is anonymous. For questions 1 and 2, write your answers. In questions 4, choose as many answers as you want to.

1. Are you male (boy) or female (girl)?

.....

2. What do you like doing in your English lessons? Write the number.

1 = I like it very much! (Ano, moc);

2 = I quite like it (docela ano);

3 = rather not (Spíše ne);

4 = I don't like I (nemám to rád)

READING.....

LISTENING.....

SPEAKING.....

WRITING.....

3. Do you like reading books (generally, in Czech)?

a) yes

b) rather yes

c) not sure

d) rather no

e) no

4. What genres do you like?

a) Fantasy

f) Romantic books

b) Sci-fi

g) None

c) Horrors

h) Others (write which):

d) Fairy tales

.....

e) Detective stories

5. Do you like reading in English?

a) yes

b) rather yes

c) not sure

d) rather no

e) no

6. Do you like articles in your textbook and the activities related to them (true x false exercises, matching etc.)?

a) Yes

b) rather yes

c) not sure

d) rather no

e) no

7. Are you good at reading activities such as true x false exercises, matching, and questions about the text?

a) yes

b) rather yes

c) not sure

d) rather no

e) no

8. Would you like to read books in English (at school)?

a) yes

b) rather yes

c) not sure

d) rather no

e) no

THANK YOU FOR YOUR COOPERATION! ☺

Appendix 1.2: Pupils' questionnaire after the reading activities

This questionnaire is anonymous. For questions 1 and 2, write your answers. In questions 4, choose as many answers as you want to.

1. Are you male or female?
2. Were the texts difficult for you?
 - a) yes
 - b) rather yes
 - c) rather no
 - d) no
3. What do you think about vocabulary of the texts?
 - a) difficult vocabulary, many new words
 - b) quite difficult, some new words
 - c) rather easy
 - d) easy vocabulary, only few new words
4. What do you think about grammar of the texts?
 - a) difficult grammar
 - b) quite difficult, some new grammatical structures
 - c) grammar was rather easy
 - d) grammar was easy
5. Did you like the reading lessons (activities, texts etc.)?
 - a) yes
 - b) rather yes
 - c) rather no
 - d) no
6. Would you like to read books more often in the lessons?
 - a) yes
 - b) rather yes
 - c) not sure
 - d) rather no
 - e) no

THANK YOU FOR YOUR COOPERATION! ☺

Appendix 1.3: Teachers' questionnaire

Dear teachers,

I am a student at the Faculty of Education, Palacky Univesity, Olomouc. I would like to ask you to fill this short questionnaire for my master's thesis. The questionnaire is anonymous.

Thank you for your time and cooperation.

1. Are you male or female?
2. Years of teaching practice
3. Which skill do you find most difficult to teach?
 - a) Reading
 - b) Listening
 - c) Speaking
 - d) Writing
4. What materials do you use for teaching reading?
.....
.....
.....
.....
5. Do you use authentic (not simplified, 'real') texts when teaching reading?
 - a) Yes, often
 - b) Yes, sometimes
 - c) Rarely
 - d) No, never
6. Have you ever used extracts from authentic books in your lessons?
 - a) Yes
 - b) No
7. What do you think are the reasons for not using authentic texts in the lessons?
.....
.....
.....
.....

Appendix 2.1 – materials and texts for lesson plan 1

Text 1 TOLKIEN, John Ronald Reuel. *The Hobbit*. London: Harper Collins, 2012, 364 p. ISBN 9780007458424..

Deep down here by the dark water lived old Gollum, **a small slimy creature**. I don't know where he came from, nor who or what he was. He was Gollum—as **dark as darkness**, except for **two big round pale eyes** in his **thin face**. He had a little boat, and he rowed about quite quietly on the lake; for lake it was, wide and deep and deadly cold. He paddled it with large feet dangling over the side, but **never a ripple did he make**. Not he. He was looking out of his pale lamp-like eyes for blind fish, which he grabbed with **his long fingers as quick as thinking**. He **liked meat too**. Goblin he thought good, when he could get it; but he took care they never found him out. /.../

Actually **Gollum lived on a slimy island of rock in the middle of the lake**. He was watching Bilbo now from the distance with his pale eyes like telescopes. Bilbo could not see him, but he was wondering a lot about Bilbo, for he could see that he was no goblin at all.

/.../ Suddenly up came Gollum and whispered and hissed:

“Bless us and splash us, my precioussss! I guess it's a choice feast, /.../ gollum!” And when he said gollum he made a horrible swallowing noise in his throat. That is how he got his name, though **he always called himself ‘my precious’**.

Text 2 TOLKIEN, John Ronald Reuel. *The Hobbit*. London: Harper Collins, 2012, 364 p. ISBN 9780007458424..

The hobbit jumped nearly out of his skin when the hiss came in his ears, and he suddenly saw the pale eyes sticking out at him.

“Who are you?” he said, thrusting his dagger in front of him.

“What iss he, my precious?” whispered Gollum (who always spoke to himself through never having anyone else to speak to). This is what he had come to find out, for he was not really very hungry at the moment, only curious; otherwise he would have grabbed first and whispered afterwards.

“I am Mr. Bilbo Baggins. I have lost the dwarves and I have lost the wizard, and I don't know where I am; and I don't want to know, if only I can get away.”

“What's he got in his handses?” said Gollum, looking at the sword, which he did not quite like.

“A sword /.../ !”

“Sssss” said Gollum, and became quite polite. “It likes riddles, praps it does, does it?” He was anxious to appear friendly, at any rate for the moment, and until he found out more about the sword and the hobbit, whether he was quite alone really, whether he was good to eat, and whether Gollum was really hungry. Riddles were all he could think of.

“Very well,” said Bilbo, who was anxious to agree, until he found out more about the creature, whether he was quite alone, whether he was fierce or hungry, and whether he was a friend of the goblins.

“You ask first,” he said, because he had not had time to think of a riddle.

Text 3 TOLKIEN, John Ronald Reuel. *The Hobbit*. London: Harper Collins, 2012, 364 p. ISBN 9780007458424..

*What has roots as nobody sees,
Is taller than trees,
Up, up it goes,
And yet never grows?*

MOUNTAIN

*Voiceless it cries,
Wingless flutters,
Toothless bites,
Mouthless mutters.*

WIND

*It cannot be seen, cannot be felt,
Cannot be heard, cannot be smelt.
It lies behind stars and under hills,
And empty holes it fills.
It comes first and follows after,
Ends life, kills laughter.*

DARK

*A box without hinges, key, or lid,
Yet golden treasure inside is hid,*

EGGS

*Alive without breath,
As cold as death;
Never thirsty, ever drinking,
All in mail never clinking.*


FISH

*This thing all things devours:
Birds, beasts, trees, flowers;
Gnaws iron, bites steel;
Grinds hard stones to meal;
Slays king, ruins town,
And beats high mountain down.*

TIME

Procedure:

1. After the first lesson connected to fantasy literature / movies in general, a specific fantasy book will be used, particularly *The Hobbit* by *J. R. R. Tolkien*. First of all, children are asked **what they know about the story** and it will be **summarized together** with the help of the teacher (so that everybody knows the basic plot).



The story

- About a **hobbit** called **Bilbo Baggins**
- A wizard called **Gandalf** with **dwarves** visit Bilbo
- They go to find a **TREASURE** stolen and guarded by a **DRAGON** called **Smaug**

Source of the picture: "Dwarves Chow Down with Bilbo in New Photo from The Hobbit." *Movie Cultists*, moviecultists.com/2012/01/29/dwarves-chow-down-with-bilbo-in-new-photo-from-the-hobbit/.

2. The pictures from the famous movie will help to motivate children. Everything will be done quite quickly since pupils know the story.





1. "The Hobbit - An Unexpected Journey." *The Hobbit - An Unexpected Journey*; Amazon.Co.uk, www.amazon.co.uk/Hobbit-Unexpected-Journey-Martin-Freeman/dp/B00FZT6WYO.
2. "'The Hobbit' introduces two new Gollum pictures." *IFC*, www.ifc.com/2012/07/the-hobbit-photos-gollum.
3. "Donald Trump: Let Me Tell You About Smaug." *The Federalist*, 27 Jan. 2016, thefederalist.com/2016/01/27/donald-trump-let-me-tell-you-about-smaug/.

3. Next, **children will be asked to look at the picture of Gollum and to try to describe him**. Questions in the presentation might help them answer. (*Is he a hero or a villain?*)

Try to describe Gollum:

- **How does he look like?**
(his APPEARANCE)
- **Is he good / evil?**
(his BEHAVIOUR, CHARACTER)
- **Where does he live?**





"Andy Serkis becomes Internet sensation." HOLA 14 July 2017, www.hellomagazine.com/celebrities/2017071440652/andy-serkis-internet-sensation-donald-trump-gollum/.

"Gollum." The poor, misunderstood calorie, caloriesproper.com/evolution-stole-this-dudes-circadian-rhythm/gollum/.

4. Extracts from the books are distributed (see **Extract 1**) and pupils are asked to read the description of Gollum taken from the book. They should focus on how Gollum is described in the book (*Does it correspond to their own description?*). After that, it is summarized with the whole class, unknown words are explained.

Gollum in the book:

- a small slimy creature
- as dark as darkness
- two big round pale eyes
- long fingers as quick as thinking
- lived on a slimy island of rock in the middle of the lake
- 'my precious'



"Andy Serkis becomes Internet sensation." HOLA 14 July 2017, www.hellomagazine.com/celebrities/2017071440652/andy-serkis-internet-sensation-donald-trump-gollum/.

"Gollum." The poor, misunderstood calorie, caloriesproper.com/evolution-stole-this-dudes-circadian-rhythm/gollum/.

5. Pupils watch a video from the movie "The Hobbit", the part about the riddles https://www.youtube.com/watch?v=E5rhgSylpH8&ab_channel=AlexandruMortimer . That is what they are going to read. In the meantime, **Extracts 2** are distributed.

Reading part no. 2.

First, they are asked to find the answer on the question (reading for a gist):

- *How many characters are mentioned in the text?*

Secondly, three questions are given to them and they are supposed to find the answers (comprehension):

- d) *What is the name of the hobbit? Why is he there alone?*
- e) *Does Gollum want to eat him right now? Why/why not?*
- f) *What do they decide to do?*

Reading part no. 3.

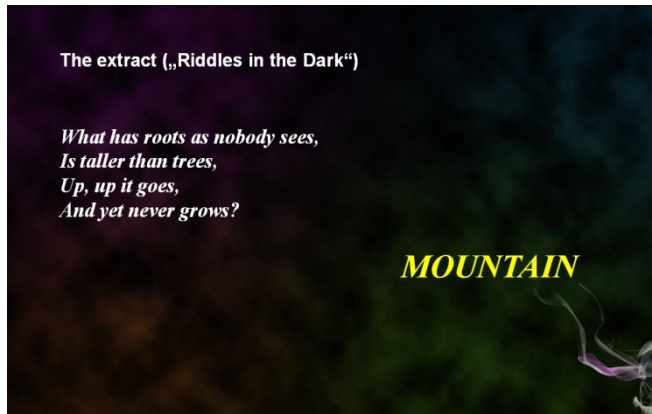
In the third part of the lesson, pupils are divided into pairs. They are working with **the riddles from the book** (see **Extract 3**). Their task is **to match the riddles with the correct answers**. It is checked with the teacher, if something is not clear, the teacher might explain it.



The extract („Riddles in the Dark“)

*What has roots as nobody sees,
Is taller than trees,
Up, up it goes,
And yet never grows?*

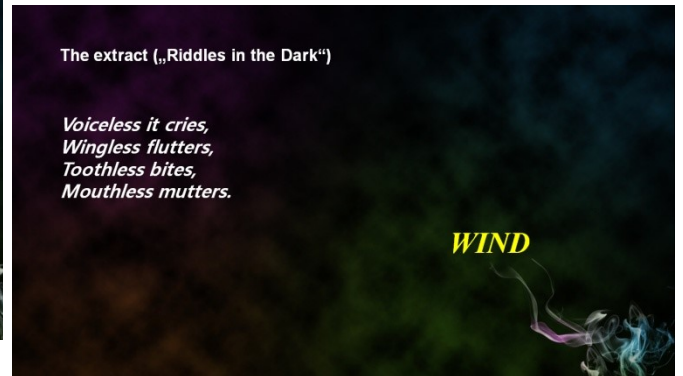
MOUNTAIN



The extract („Riddles in the Dark“)

*Voiceless it cries,
Wingless flutters,
Toothless bites,
Mouthless mutters.*

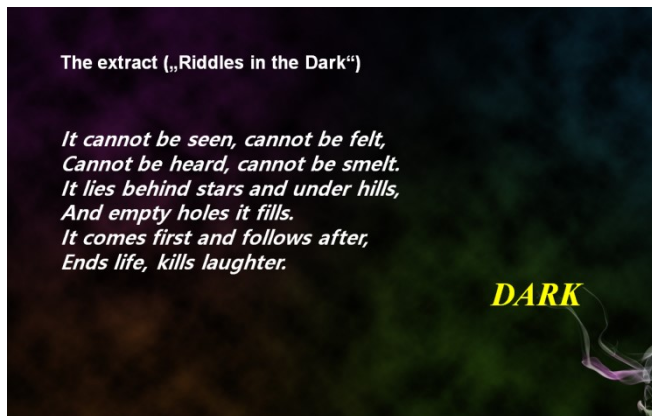
WIND



The extract („Riddles in the Dark“)

*It cannot be seen, cannot be felt,
Cannot be heard, cannot be smelt.
It lies behind stars and under hills,
And empty holes it fills.
It comes first and follows after,
Ends life, kills laughter.*

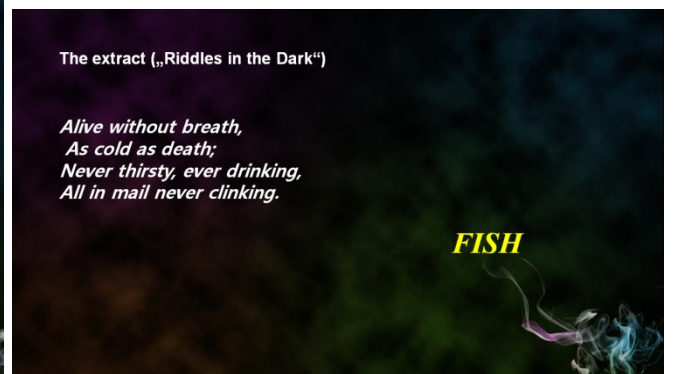
DARK



The extract („Riddles in the Dark“)

*Alive without breath,
As cold as death;
Never thirsty, ever drinking,
All in mail never clinking.*

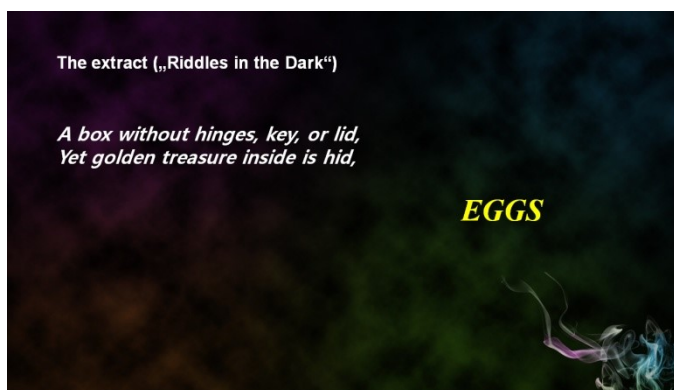
FISH



The extract („Riddles in the Dark“)

*A box without hinges, key, or lid,
Yet golden treasure inside is hid,*

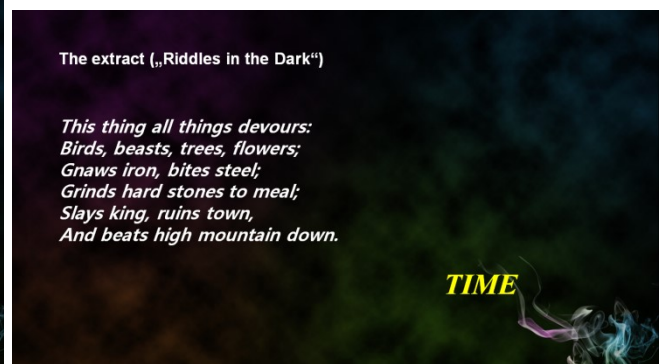
EGGS



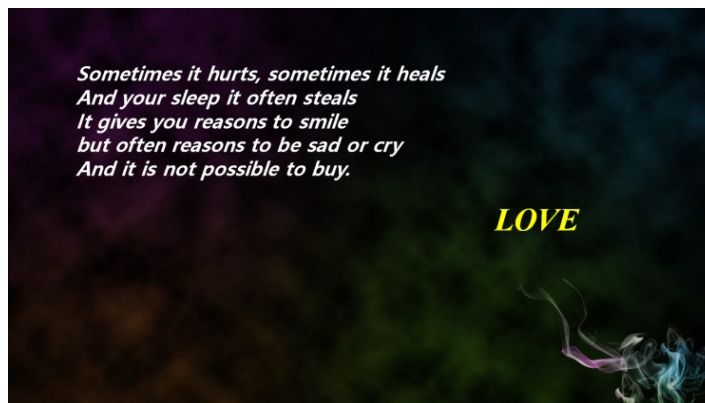
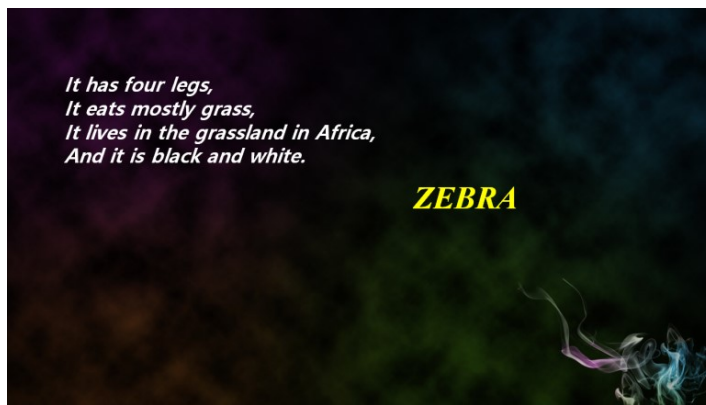
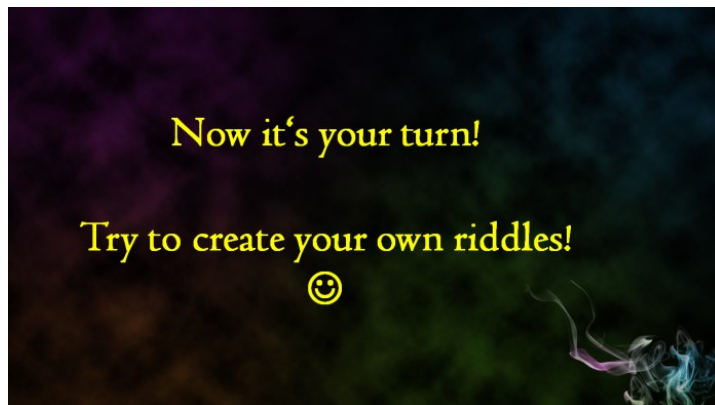
The extract („Riddles in the Dark“)

*This thing all things devours:
Birds, beasts, trees, flowers;
Gnaws iron, bites steel;
Grinds hard stones to meal;
Slays king, ruins town,
And beats high mountain down.*

TIME



The last task (might be done in pairs again) is **creating riddles**. Pupils are asked to create their own riddles. It can be some easy riddles, two examples are shown.



At the end of the lesson, **children share their riddles, the rest of the class are guessing**. They might share their opinions on the lesson and the extracts they have just read.

Appendix 2.2 – materials and texts for lesson plan 2

Find someone who....:

.... is afraid of:	Name:
Spiders	
Heights	
Flying	
Dark	
Doctors	

Questions for reading comprehension (text 1)

1.1. Try to find the answers in the text you have just read.

1. What is a “boggart”?
2. Where does it live? What does it do?
3. Are the students afraid of it?
4. What will help you to fight the boggart?

1. You will now read and listen to an extract from **Harry Potter and the Prisoner of Azkaban**, Chapter 7: **The Boggart in the Wardrobe**. Fill in the missing words you will hear. There is a list of words you should use.

Amusing - laughter - frighten - frightening - fears - worry about - dark - terror - disappointed

Text 1 ROWLING, J. K. *Harry Potter and the Prisoner of Azkaban*. London : Bloomsbury, 2014. 468 s. ISBN:978-1-4088-5567-6

“Nothing to _____,” said Professor Lupin calmly because a few people had jumped backward in alarm. “There’s a boggart in there.”

Most people seemed to feel that this was something to worry about. Neville gave Professor Lupin a look of pure _____, and Seamus Finnigan eyed the now rattling doorknob apprehensively.

“Boggarts like _____, enclosed spaces,” said Professor Lupin. “Wardrobes, the gap beneath beds, the cupboards under sinks — I’ve even met one that had lodged itself in a grandfather clock. This one moved in yesterday afternoon, and I asked the headmaster if the staff would leave it to give my third years some practice.

“So, the first question we must ask ourselves is, what is a boggart?”

Hermione put up her hand.

“It’s a shape-shifter,” she said. “It can take the shape of whatever it thinks will _____ us most.”

“Couldn’t have put it better myself,” said Professor Lupin, and Hermione glowed. “So the boggart sitting in the darkness within has not yet assumed a form. He does not yet know what will frighten the person on the other side of the door. Nobody knows what a boggart looks like when he is alone, but when I let him out, he will immediately become whatever each of us most _____.

“This means,” said Professor Lupin, choosing to ignore Neville’s small sputter of terror, “that we have a huge advantage over the boggart before we begin. Have you spotted it, Harry?”

Trying to answer a question with Hermione next to him, bobbing up and down on the balls of her feet with her hand in the air, was very off-putting, but Harry had a go.

“Er — because there are so many of us, it won’t know what shape it should be?”

“Precisely,” said Professor Lupin, and Hermione put her hand down looking a little _____. “It’s always best to have company when you’re dealing with a Boggart. He becomes confused. Which should he become, a headless corpse or a flesh-eating slug? I once saw a Boggart make that very mistake- tried to frighten two people at once and turned himself into half a slug. Not remotely _____.

“The charm that repels a boggart is simple, yet it requires force of mind. You see, the thing that really finishes a boggart is _____. What you need to do is force it to assume a shape that you find _____.

“We will practice the charm without wands first. After me, please . . . *riddikulus!*”

“*Riddikulus!*” said the class together.

2. Read the next part of the story. Fill in the handout.**Text 2**ROWLING, J. K. *Harry Potter and the Prisoner of Azkaban*. London : Bloomsbury, 2014. 468 s. ISBN:978-1-4088-5567-6

././Neville backed away, his wand up, mouthing wordlessly. Snape was bearing down upon him, reaching inside his robes.

“*R — r — riddikulus!*” squeaked Neville.

There was a noise like a whip *crack*. Snape stumbled; he was wearing a long, lace-trimmed dress and a towering hat topped with a moth-eaten vulture, and he was swinging a huge crimson handbag.

There was a roar of laughter; the boggart paused, confused, and Professor Lupin shouted, “Parvati! Forward!”

Parvati walked forward, her face set. Snape rounded on her. There was another *crack*, and where he had stood was a bloodstained, bandaged mummy; its sightless face was turned to Parvati and it began to walk toward her very slowly, dragging its feet, its stiff arms rising —

“*Riddikulus!*” cried Parvati.

A bandage unraveled at the mummy’s feet; it became entangled, fell face forward, and its head rolled off.

“Seamus!” roared Professor Lupin.

Seamus darted past Parvati.

Crack! Where the mummy had been was a woman with floorlength black hair and a skeletal, green-tinged face — a banshee. She opened her mouth wide and an unearthly sound filled the room, a long, wailing shriek that made the hair on Harry’s head stand on end —

“*Riddikulus!*” shouted Seamus.

The banshee made a rasping noise and clutched her throat; her voice was gone.

Crack! The banshee turned into a rat, which chased its tail in a circle, then — *crack!* — became a rattlesnake, which slithered and writhed before — *crack!* — becoming a single, bloody eyeball.

“It’s confused!” shouted Lupin. “We’re getting there! Dean!”

Dean hurried forward.

Crack! The eyeball became a severed hand, which flipped over and began to creep along the floor like a crab.

“*Riddikulus!*” yelled Dean.

There was a snap, and the hand was trapped in a mousetrap.

“Excellent! Ron, you next!”

Ron leapt forward.

Crack!

Quite a few people screamed. A giant spider, six feet tall and covered in hair, was advancing on Ron, clicking its pincers menacingly. For a moment, Harry thought Ron had frozen. Then —

“*Riddikulus!*” bellowed Ron, and the spider’s legs vanished; it rolled over and over; Lavender Brown squealed and ran out of its way and it came to a halt at Harry’s feet. He raised his wand, ready, but —

“Here!” shouted Professor Lupin suddenly, hurrying forward.

Crack!

The legless spider had vanished. For a second, everyone looked wildly around to see where it was. Then they saw a silvery-white orb hanging in the air in front of Lupin, who said, “*Riddikulus!*” almost lazily.

2.1. What are these characters afraid of? Match the names and their boggarts.

Neville - Professor Lupin - Parvati - Seamus - Ron - Dean



a) _____

b) _____

c) _____



d) _____

e) _____

f) _____

2.2. Think about your fears and discuss in pairs. What would **your boggart** turn into? Write down a few sentences about your boggart.

Sources of the pictures:

- <https://harrypotter.fandom.com/wiki/Mummy>
- <https://www.novinky.cz/cestovani/tipy-na-vylety/378775-kam-o-vikendu-s-detmi-loucit-se-s-prazdninami-a-prohlednout-si-magicky-uplnek.html>
- <https://gilmangaelicmyth.weebly.com/mythology.html>
- <https://cz.pinterest.com/pin/514747432401847056/?lp=true>
- <https://brettmilam.com/2015/10/07/what-would-your-boggart-be/>

Appendix 2.3 – materials and texts for lesson plan 3

1. Fill in the words: **tense** – **gape at** – **unemployed** – **scrounger** – **relatives** – **fury** – **expand**

Text 1 ROWLING, J. K. *Harry Potter and the Prisoner of Azkaban*. London : Bloomsbury, 2014. 468 s. ISBN:978-1-4088-5567-6

“This Potter,” said Aunt Marge loudly, seizing the brandy bottle and splashing more into her glass and over the tablecloth, “you never told me what he did?”

Uncle Vernon and Aunt Petunia were looking extremely _____. Dudley had even looked up from his pie to _____ his parents.

“He — didn’t work,” said Uncle Vernon, with half a glance at Harry. “_____.”

“As I expected!” said Aunt Marge, taking a huge swig of brandy and wiping her chin on her sleeve. “A no-account, good-for-nothing, lazy _____ who —”

“He was not,” said Harry suddenly. The table went very quiet. Harry was shaking all over. He had never felt so angry in his life.

“MORE BRANDY!” yelled Uncle Vernon, who had gone very white. He emptied the bottle into Aunt Marge’s glass.

“You, boy,” he snarled at Harry. “Go to bed, go on —”

“No, Vernon,” hiccuped Aunt Marge, holding up a hand, her tiny bloodshot eyes fixed on Harry’s. “Go on, boy, go on. Proud of your parents, are you? They go and get themselves killed in a car crash (drunk, I expect) —”

“They didn’t die in a car crash!” said Harry, who found himself on his feet.

“They died in a car crash, you nasty little liar, and left you to be a burden on their decent, hardworking _____!” screamed Aunt Marge, swelling with _____. “You are an insolent, ungrateful little —”

But Aunt Marge suddenly stopped speaking. For a moment, it looked as though words had failed her. She seemed to be swelling with inexpressible anger — but the swelling didn’t stop. Her great red face started to _____, her tiny eyes bulged, and her mouth stretched too tightly for speech — next second, several buttons had just burst from her tweed jacket and pinged off the walls — she was inflating like a monstrous balloon, her stomach bursting free of her tweed waistband, each of her fingers blowing up like a salami —

“MARGE!” yelled Uncle Vernon and Aunt Petunia together as Aunt Marge’s whole body began to rise off her chair toward the ceiling. She was entirely round, now, like a vast life buoy with piggy eyes, and her hands and feet stuck out weirdly as she drifted up into the air, making apoplectic popping noises. Ripper came skidding into the room, barking madly.

“NOOOOOOO!”

2. Match the words with the correct definition and its translation.

Tense	Having no job/employment	Civět
Gape at	Someone who is asking for things but not paying it	Napjatý
Unemployed	Nervous and worried	Příbuzní
Scrounger	To look in surprise at someone	Rozšířit se
Relatives	Members of your family	Nezaměstnaný
Fury	Extreme anger	Žebrák
Expand	To increase in size/number (to become bigger and bigger)	Zuřivost

Text 2ROWLING, J. K. *Harry Potter and the Prisoner of Azkaban*. London : Bloomsbury, 2014. 468 s. ISBN:978-1-4088-5567-6

Uncle Vernon seized one of Marge's feet and tried to pull her down again, but was almost lifted from the floor himself. A second later, Ripper leapt forward and sank his teeth into Uncle Vernon's leg.

Harry tore from the dining room before anyone could stop him, /.../ He sprinted upstairs /.../ grabbed the pillowcase full of his books and birthday presents /.../ and dashed back downstairs to his trunk, just as Uncle Vernon burst out of the dining room, his trouser leg in bloody tatters.

"COME BACK IN HERE!" he bellowed. "COME BACK AND PUT HER RIGHT!"

But a reckless rage had come over Harry. He kicked his trunk open, pulled out his wand, and pointed it at Uncle Vernon.

"She deserved it," Harry said, breathing very fast. "She deserved what she got. You keep away from me."

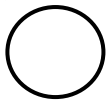
He fumbled behind him for the latch on the door.

"I'm going," Harry said. "I've had enough."

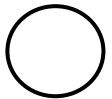
And in the next moment, he was out in the dark, quiet street, heaving his heavy trunk behind him, Hedwig's cage under his arm.

3. Put the next part of the story you have just read in the correct order.

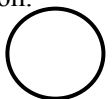
And the worst of it was, he had just done serious magic, which meant that he was almost certainly expelled from Hogwarts. He had broken the Decree for the Restriction of Underage Wizardry so badly, he was surprised Ministry of Magic representatives weren't swooping down on him where he sat. Harry shivered and looked up and down Magnolia Crescent. What was going to happen to him? Would he be arrested, or would he simply be outlawed from the wizarding world?



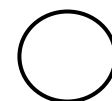
Harry was several streets away before he collapsed onto a low wall in Magnolia Crescent, panting from the effort of dragging his trunk. He sat quite still, anger still surging through him, listening to the frantic thumping of his heart.



He thought of Ron and Hermione, and his heart sank even lower. Harry was sure that, criminal or not, Ron and Hermione would want to help him now, but they were both abroad, and with Hedwig gone, he had no means of contacting them. He didn't have any Muggle money, either. There was a little wizard gold in the money bag at the bottom of his trunk, but the rest of the fortune his parents had left him was stored in a vault at Gringotts Wizarding Bank in London. He'd never be able to drag his trunk all the way to London.



But after ten minutes alone in the dark street, a new emotion overtook him: panic. Whichever way he looked at it, he had never been in a worse fix. He was stranded, quite alone, in the dark Muggle world, with absolutely nowhere to go.



What will happen to Harry? If you know the story, you can say how it continues. If you don't know the story, never mind, try to think up the next part of the story.

Appendix 2.4 – materials and texts for lesson plan 4

Text 1 – cut into pieces according to paragraphs

There were once **three brothers** who were travelling along a lonely, winding road at twilight. In time, the brothers reached **a river too deep to wade through and too dangerous to swim across**. However, these brothers were learned in the magical arts, and so they simply waved their wands and **made a bridge** appear across the treacherous water. They were halfway across it when they found their path blocked by a hooded figure. And **Death spoke to them**. He was **angry** that he had been cheated out of three new victims, for travellers usually drowned in the river. **But Death was cunning**. He pretended to congratulate the three brothers upon their magic, and **said that each had earned a prize for having been clever enough to evade him**.

So **the oldest brother**, who was a combative man, asked for **a wand more powerful than any in existence**: a wand that must always win duels for its owner, a wand worthy of a wizard who had conquered Death! So Death crossed to an elder tree on the banks of the river, fashioned a wand from a branch that hung there, and gave it to the older brother. Then **the second brother**, who was an arrogant man, decided that he wanted to humiliate Death still further, and **asked for the power to recall others from Death**. So Death picked up a stone from the riverbank and gave it to the second brother, and told him that the stone would have the power to bring back the dead. And then Death asked the third and youngest brother what he would like. **The youngest brother was the humblest and also the wisest** of the brothers, and he did not trust Death. So he **asked for something that would enable him to go forth from that place without being followed by Death**. And Death, most unwillingly, handed over his own Cloak of Invisibility. Then Death stood aside and allowed the three brothers to continue on their way, and they did so, talking with wonder of the adventure they had had, and admiring Death's gifts. In due course the brothers separated, each for his own destination.

The first brother travelled on for a week or more, and reaching a distant village, **sought out a fellow wizard** with whom he had a quarrel. Naturally, with the Elder Wand as his weapon, he could not fail to win the duel that followed. Leaving his enemy dead upon the floor, the oldest brother proceeded to an inn, where **he boasted loudly of the powerful wand** he had snatched from Death himself, and of how it made him invincible. That very night, another wizard crept upon the older brother as he lay wine-sodden, upon his bed. The thief took the wand and, for good measure, **slit the oldest brother's throat**. And so **Death took the first brother for his own**.

Meanwhile, **the second brother** journeyed to his own home, where he lived alone. Here he **took out the stone that had the power to recall the dead**, and he turned it thrice in his hand. To his amazement and his delight, **the figure of the girl** he had once hoped to marry, before her untimely death, **appeared** at once before him. **Yet she was sad and cold**, separated from him as by a veil. Though she had returned to the mortal world, she did not truly belong there and suffered. Finally the second brother, driven mad with hopeless longing, **killed himself** so as truly to join her. And so Death took the second brother for his own.

But though **Death searched for the third brother for many years, he was never able to find him**. It was only **when he attained a great age** that the youngest brother **finally took of the Cloak of Invisibility and gave it to his son**. And then he greeted Death as an old friend, and went with him gladly, and, equals, they departed this life.

ROWLING, J. K. *Harry Potter and the deathly hallows*. London: Bloomsbury, 2007, 607 s. ISBN 9780747591054.

Text 2 - Homework

Hermione closed the book. It was a moment or two before Xenophilius seemed to realize that she had stopped reading; then he withdrew his gaze from the window and said: "Well, there you are."

"Sorry?" said Hermione, sounding confused.

"Those are the Deathly Hallows," said Xenophilius.

He picked up a quill from a packed table at his elbow, and pulled a torn piece of parchment from between more books.

"**The Elder Wand,**" he said, and drew a straight vertical line upon the parchment. "**The Resurrection Stone,**" he said, and added a circle on top of the line. "**The Cloak of Invisibility,**" he finished, enclosing both line and circle in a triangle, to make the symbols that so intrigued Hermione. "**Together,**" he said, "**the Deathly Hallows.**"

"But there's no mention of the words 'Deathly Hallows' in the story," said Hermione.

"Well, of course not," said Xenophilius, maddeningly smug. "That is a children's tale, told to amuse rather than to instruct. Those of us who understand these matters, however, recognize that **the ancient story refers to three objects, or Hallows, which, if united, will make the possessor master of Death.**"

There was a short silence in which Xenophilius glanced out of the window. Already the sun was low in the sky.

"Luna ought to have enough Plimpies soon," he said quietly.

"When you say '**master of Death**' –" said Ron.

"**Master,**" said Xenophilius, waving an airy hand. "**Conqueror. Vanquisher.** Whichever term you prefer."

"But then . . . do you mean . . ." said Hermione slowly, and Harry could tell that she was trying to keep any trace of skepticism out of her voice, "that **you believe these objects – these Hallows – really exist?**"

Xenophilius raised his eyebrows again.

"Well, of course."

"But," said Hermione, and Harry could hear her restraint starting to crack, "Mr. Lovegood, how can you possibly believe –?"

"Luna has told me all about you, young lady," said Xenophilius. "You are, I gather, not unintelligent, but painfully limited. Narrow. Close-minded."

"Perhaps you ought to try on the hat, Hermione," said Ron, nodding toward the ludicrous headdress. His voice shook with the strain of not laughing.

"Mr. Lovegood," Hermione began again, "We all know that there are such things as Invisibility Cloaks. They are rare, but they exist. But –"

"Ah, **but the Third Hallow is a true Cloak of Invisibility,** Miss Granger! I mean to say, it is not a traveling cloak imbued with a Disillusionment Charm, or carrying a Bedazzling Hex, or else woven from Demiguise hair, which will hide one initially but fade with the years until it turns opaque. We are talking about a cloak that really and truly renders the wearer completely invisible, and endures eternally, giving constant and impenetrable concealment, no matter what spells are cast at it. How many cloaks have you ever seen like that, Miss Granger?"

Hermione opened her mouth to answer, then closed it again, looking more confused than ever. She, Harry and Ron glanced at one another, and Harry knew that they were all thinking the same thing. It so happened that a cloak exactly like the one Xenophilius had just described was in the room with them at that very moment.

"Exactly," said Xenophilius, as if he had defeated them all in reasoned argument. "None of you have ever seen such a thing. The possessor would be immeasurably rich, would he not?"

He glanced out of the window again. The sky was now tinged with the faintest trace of pink.

"All right," said Hermione, disconcerted. "Say the Cloak existed. . . what about that stone, Mr. Lovegood? The thing you call **the Resurrection Stone?**"

"What of it?"

"Well, how can that be real?"

"Prove that is not," said Xenophilius. Hermione looked outraged.

"But that's – I'm sorry, but that's completely ridiculous! How can I possibly prove it doesn't exist? Do you expect me to get hold of – of all the pebbles in the world and test them? I mean, you could claim that anything's real if the only basis for believing in it is that nobody's proved it doesn't exist!"

"Yes, you could," said Xenophilius. "I am glad to see that you are opening your mind a little."

"**So the Elder Wand,**" said Harry quickly, before Hermione could retort, "you think that exists too?"

"Oh, well, in that case there is endless evidence," said Xenophilius. "**The Elder Wand is the Hallow that is most easily traced, because of the way in which it passes from hand to hand.**"

"Which is what?" asked Harry.

"Which is that the **possessor of the wand must capture it from its previous owner**, if he is to be truly master of it," said Xenophilius. /.../ "**The bloody trail of the Elder Wand** is splattered across the pages of Wizarding history."

Harry glanced at Hermione. She was frowning at Xenophilius, but she did not contradict him.

"So where do you think the Elder Wand is now?" asked Ron.

"Alas, who knows?" said Xenophilius, as he gazed out of the window. /.../

There was a pause. Finally Hermione asked stiffly, "Mr. Lovegood, does **the Peverell family** have anything to do with the Deathly Hallows?"

Xenophilius looked taken aback as something shifted in Harry's memory, but he could not locate it. Peverell. . . he had heard that name before. . .

"But you have been misleading me, young woman!" said Xenophilius, now sitting up much straighter in his chair and goggling at Hermione. "I thought you were new to the Hallows Quest! Many of us Questers believe that **the Peverells have everything – everything! – to do with the Hallows!**"

"Who are the Peverells?" asked Ron.

"That was the name on the grave with the mark on it, in Godric's Hollow," said Hermione, still watching Xenophilius. "Ignotus Peverell."

"Exactly!" said Xenophilius, his forefinger raised pedantically. "The sign of the Death Hallows on Ignotus's grave is conclusive proof!"

"Of what?" asked Ron.

"Why, that the three brothers in the story were actually the three Peverell brothers, Antioch, Cadmus and Ignotus! That they were the original owners of the Hallows!"

With another glance at the window he got to his feet, picked up the tray, and headed for the spiral staircase.

Harry waited until they could hear Xenophilius moving about in the kitchen downstairs before speaking.

"What do you think?" he asked Hermione.

"**Oh, Harry,**" she said wearily, "**it's a pile of utter rubbish.** This can't be what the sign really means. This must just be his weird take on it. What a waste of time."

"I s'pose this is the man who brought us Crumple-Horned Snorkacks," said Ron.

"You didn't believe it either?" Harry asked him.

"Nah, that story's just one of those things you tell kids to teach them lessons, isn't it? 'Don't go looking for trouble, don't go pick fights, don't go messing around with stuff that's best left alone! Just keep your head down, mind your own business, and you'll be okay. Come to think of it,'" Ron added, "maybe that story's why elder wands are supposed to be unlucky."

/.../

"I think you're right," she told him. "It's just a morality tale, it's obvious which gift is best, which one you'd choose –"

The three of them spoke at the same time: Hermione said, "the Cloak," Ron said, "the wand," and Harry said, "the stone."

They looked at each other, half surprised, half amused. /.../

ROWLING, J. K. *Harry Potter and the deathly hallows*. London: Bloomsbury, 2007, 607 s. ISBN 9780747591054.

Presentation + handouts

READING ACTIVITY

- predictions

Michaela Koňáriková

Write your own story!

Once upon a time there was/were...

Summary of the 1st part

Three brothers travelling together

- A deep river – they cannot cross it
- **Wizards** → make a bridge



Death

- **Angry** (because brothers didn't drown in the river)
- **CUNNING** (=mazaný)
- > **offers** them some **PRIZE** for being so clever

Summary of the 2nd part

The oldest brother

- A combative man (=bojovný)
- He wants **the most POWERFUL WAND** (=nejmocnější hůlka)

The second brother

- Asks for a power to **recall others from death**
- Death gives him a **STONE**

The youngest brother

- **Humble** (=skromný); doesn't believe Death
- Wants to **go away without being followed by death**
- Death gives him his own **CLOAK OF INVISIBILITY**, but very **UNWILLINGLY** (=neochotně)



1st (oldest) brother

- A combative man
- Has **quarrels** (=hádky) with other wizards
- Kills his enemy
- He is **boasting of** (=chlubit se) his new powerful wand
- Another wizard kills the 1st brother and steals his wand

-DEATH TOOK THE FIRST BROTHER FOR HIS OWN



2nd brother

- A **STONE** to recall others from death
- A **dead girlfriend**
- He calls her back to life
- But she is **NOT the same** – cold and sad
- The **second brother KILLS HIMSELF** to be with her



-DEATH TOOK THE SECOND BROTHER FOR HIS OWN

Youngest brother

- Humble and clever
- Did **NOT** trust Death
- The **CLOAK OF INVISIBILITY**
- Death couldn't find him
- Lived happily, had a family
- When he is old, he gives the cloak to his son, greets with Death and gladly departs life with him



Look at your stories from the beginning of the lesson.



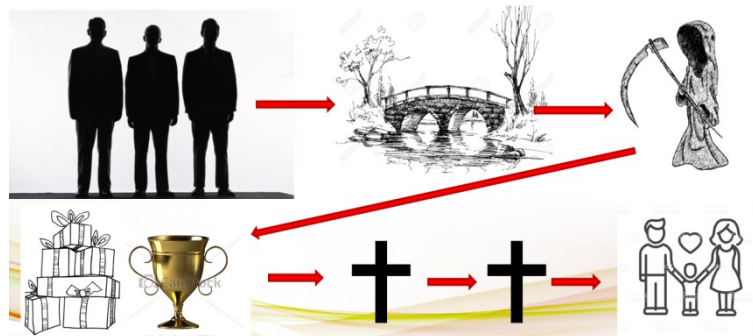
Picture 1: 

Picture 2: 

Picture 3: 

1: Carol. "The Tale of the Three Brothers" by J. K. Rowling - Carol's Notebook." Carol's Notebook, 12 Nov. 2010. carolsnotebook.com/2010/11/12/the-tale-of-the-three-brothers-by-j-k-rowling/
2: "The Tale of Three Brothers." DeviantArt. polshand.deviantart.com/art/The-Tale-of-Three-Brothers-284871837.
3: Carvalho, Thalita. "Harry Potter and The Deathly Hallows." Flickr/Yahoo!, 30 July 2011. www.flickr.com/photos/thalita-carvalho/5990548483.

There were once three brothers...



1. Discuss in pairs: The three brothers separated. What do you think will happen next? Where will they go? How will they use their magical prizes?

	What is his magical prize?	YOUR GUESS: How does he use it? What happens to him?	REALITY: How does he use it? What happens to him?
The oldest brother			
The second brother			
The youngest brother			

2. Match the words underlined> in the text to their synonyms.

- | | |
|-----------------|---|
| 1. wade through | a) modest, plain, ordinary; you are not proud |
| 2. a wand | b) to die because you can't breathe underwater |
| 3. treacherous | c) escape from |
| 4. drown | d) to walk with effort through water |
| 5. cunning | e) designed, made something |
| 6. evade | f) to make you feel ashamed or lose respect for yourself |
| 7. combative | g) to bring the memory of something from the past back into your mind |
| 8. fashioned | h) very dangerous |
| 9. humiliate | i) clever and tricky; you get what you want by tricking others |
| 10. recall | j) a special stick; a wizard/witch waves it to perform magic |
| 11. humble | k) someone who likes fighting and arguing; aggressive |
| 12. enable | l) reluctantly; not happy to do something |
| 13. unwillingly | m) allow; to make something possible |

3. Answer the questions:

1) Why was Death angry?

.....

2) Connect the gifts with the brothers:

- | | |
|-------------------------|-----------------------------|
| a. The second brother | - The Cloak of Invisibility |
| b. The youngest brother | - The Elder Wand |
| c. The oldest brother | - The stone |

3) Which of the brothers did not trust Death?

- a. The oldest
- b. The second brother
- c. The youngest

4) What was the power of the stone?

- a. It had the power to bring back people who were dead
- b. It had the power to kill people
- c. It had the power to call death

5) How was the second brother's wife like?

- a. Happy and nice
- b. Sad and cold
- c. Mean and rude

6) Which brothers died because of the gifts?

- a. The oldest and the youngest
- b. The oldest and the second
- c. The second and the youngest

7) How did the last brother escape the Death?

.....

HOMEWORK (extract 2):

1. According to (=podle) the legend, what would happen if someone found all three of the Hallows (*the Wand, the Stone, the Cloak of Invisibility*)?

.....

2. What would Harry, Ron and Hermione choose from the three gifts?

.....

RÉSUMÉ

Diplomová práce je zaměřena na téma využití autentických materiálů, konkrétně úryvků z knih, ve výuce čtení v hodinách anglického jazyka na základní škole. Teoretická část zpracovává základní pojmy a témata související s výukou čtení a vytváří podklad pro praktickou část. Praktická část zkoumá, do jaké míry lze využívat autentické materiály na základní škole a zda za využití knih stoupne motivace žáků ke čtení v hodinách. K výzkumu byl použit jeden dotazník pro učitele a dva dotazníky pro žáky, jeden před hodinami čtení, druhý po výuce. Z dotazníku pro učitele vyplynulo, že všichni používají k výuce čtení převážně učebnice anglického jazyka a jen malá část využívá ve výuce autentické materiály. Z průzkumu pro žáky vyplynulo, že žáci spíše mají rádi aktivity spojené se čtením v hodinách anglického jazyka, ačkoliv čtení jako záliba tolik populární není. Po odučení několika připravených hodin anglického jazyka s využitím fantasy literatury a po analýze druhého dotazníku vyplynulo, že slovní zásoba a gramatika činila žákům potíže, nicméně hodiny s využitím knih se větší části žáků líbily a ačkoliv změna v motivaci nebyla velká, více žáků po této zkušenosti má zájem o podobné hodiny. V diplomové práci byly rovněž podrobně popsány čtyři plány hodin, které byly během praxe realizovány a které hrály velkou roli ve výzkumu. Cílem práce bylo rovněž poskytnout čtenáři a učitelům námět k inspiraci do hodin anglického jazyka.

ANOTACE

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Vedoucí práce:	Mgr. Josef Nevařil, Ph.D.
Rok obhajoby:	2019
Název práce:	Využití autentických materiálů při výuce čtení v hodinách anglického jazyka
Název v angličtině:	The Use of Authentic Materials in Teaching Reading
Anotace práce:	Diplomová práce je zaměřena na využití autentických materiálů ve výuce čtení v hodinách anglického jazyka na základní škole. Cílem teoretické části je rozebrat problematiku výuky čtení z metodologického hlediska. V praktické části je proveden průzkum mezi žáky a učiteli základní školy na základě dotazníkového šetření. V práci jsou popsány a analyzovány čtyři plány hodin s využitím fantasy knih, sloužících jako možná inspirace pro čtenáře.
Klíčová slova:	Čtení, knihy, anglický jazyk, základní škola, metodologie, výuka, techniky výuky čtení, autentické materiály
Anotace v angličtině:	The diploma thesis is focused on the use of authentic materials in teaching reading in lower-secondary schools. The aim of the theoretical part is to describe the issue of teaching reading from the methodological point of view. In the practical part, a research is done among pupils in a particular school and teachers of lower-secondary schools. For the research, questionnaires are used as a method. In addition to it, four lesson plans are introduced and analysed, and might become a potential inspiration for the reader.
Klíčová slova v angličtině:	Reading, books, English, lower-secondary school, methodology, teaching, reading techniques, authentic materials
Přílohy vázané v práci:	7 příloh
Rozsah práce:	101 stran (72 stran + 23 stran příloh)
Jazyk práce:	Angličtina