LIRE Toolkit for Teachers_theoretical part

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Presov:

Reading in a foreign language: effects and benefits

Reading and learning how to read efficiently in a foreign language seems to be a challenging yet crucial mission where hard work and joy take the lead interchangeably. **Exposure** to the target language provides one of the key conditions for **language acquisition** to occur, and **reading** seems to be a perfect match for this. However, reading and immersing into a text takes time, and school education constantly competes with time limits. Thus, the development of reading has been pushed into the frameworks of limited texts usually focused on specific themes. Teachers try hard to believe that textbook reading is sufficient for their learners since there is no space for more reading in the classroom.

 Approaches to defining **reading as a process** have changed over the last few decades from seeing reading as a passive process of receiving information to understand reading as an active and even interactive process (e.g. Grabe, 1988; Hudson, 2007). There are several definitions of what reading is, but in general, it is defined as **a receptive language process**. Brumfit (1982, p. 3) states that "reading is an extremely complex activity involving a combination of perceptual, linguistic and cognitive abilities."

Hedge (2000, p. 189) identifies what the reader needs to make sense of the text: **syntactic knowledge** and **morphological knowledge**. These two types of knowledge basically focus on the language itself and help the learners decode the text's language and are usually addressed as systemic or linguistic knowledge. However, the reader needs more to interpret the meaning of the text. Cook (1989) describes it as **schematic knowledge** and explains that when readers are involved in the reading process, it **activates their prior knowledge** and their **prior life experience**. An experienced reader who has reached a certain **level of automaticity** uses these processes as one functioning complex. In this context, Hedge (ibid.) explains the interaction as "interplay among various kinds of knowledge that a reader employs in moving through a text." Geva and Ramírez (2015, p. 5) call this knowledge of strategic knowledge and connect it with what is typically understood as reading comprehension. A skilled reader should, according to Grabe (1988), be able to manage several processes, such as:

- **reading as a comprehending process**, where the reader can gain the meaning from whatever it is and not just decode letters and words
- r**eading as a rapid process** in which the reader can read through the material quickly enough to remember what he or she read before and to relate it to what they are

reading at the moment (if one reads too slowly, it is difficult to develop an overall understanding of the text)

- **reading as a complex of sub-processes**, through which the reader can recognise the words very rapidly, identify syntactic structures and is able to use background knowledge.

Extensive vs. Intensive Reading

Another aspect that will determine the way we read is the **purpose of reading**. People can read to r**eceive some information** (reading for survival, reading for learning, etc.) here understood as **intensive reading** or **read for pleasure**. It is especially reading for pleasure, often addressed as **extensive reading**, that is **frequently missing as a part of educational context**. There might be a fair reason behind it since teachers might find it problematic to create space and time for reading for pleasure. Teachers, whose primary practice focuses on textbook-related work, would mainly work with shorter texts to check comprehension after reading, cover post reading material, and connect the passage to the development of other language skill or subskill. **Extensive reading**, however, is an approach where learners read large quantities of texts that are **easily digestible and manageable** for them so that they can enjoy the act. They do not need to focus on language learning gains since the main aim is to **enjoy the moment of reading**. As Day (2011, p. 10) states the learners "read for overall meaning, for information, and for pleasure and enjoyment". Although the critical importance of extensive reading for language and general knowledge development as well as for support of independence has been stressed by many researchers (e.g., Geva & Ramirez, 2015; Cunningham & Stanovich, 2003; Krashen 2007; 2013), the school reality does not seem to listen to these pleads. Teachers tend to rely on textbook texts and subsequent activities focusing on reading comprehension check. While we might agree that reading skills can be trained through intensive and short reading passages, the **elements of immersion** into the text and independent reading management cannot be covered by these practices. However, **independent reading as a regular activity** within foreign language instruction or **a reading programme** does not seem to be a common practice. Seeing, e.g. 20 to 30 minutes devoted to independent reading each school day as Geva and Ramirez (ibid. p. 84) suggest would be rare.

Krashen (2013, p. 10) uses, besides the term extensive reading also terms like **sustained silent reading** or **self-selected reading** for the practice where learners are involved into in-school free reading and they "can read whatever they want to read (within reason), and there is little or no accountability in the form of book reports or grades". Although he is one of the most widely recognised proponents of extensive reading, similar ideas resonate across the field in agreement that the application of extensive reading in long term periods has a positive effect on the learner´s gains on many levels. **Extensive reading** practices allow the learner to work

through the material at their **own pace** without the unnecessary anxiety, which is usually connected to the practice of the other receptive skills - e.g. classroom listening activities or reading short textbook texts. This, however, requires **sufficient time, appropriate organisation, and a safe environment** so that learners do not focus only on the expected outcomes, but they also manage to enjoy the act of reading. **The pleasure and meaningfulness of the reading act seem to be key factors in engaging learners in the act of reading.**

Immersion into the target language has a profound effect on the development of individual language skills and sub-skills. The enlargement of the word stock is a natural part of this process as has been supported by many research outcomes of longitudinal studies (e.g. Elley and Magubhai 1983; Straková and , Cimermanová 2012; Schallert and Lee 2016; Suk 2017 and others).

Teachers expect that their learners will gain and develop **a wide range of reading techniques** which they can apply while reading such as e.g.,
- **skimming** – where the aim is to discover the main idea, to get the gist of it, the eye runs quickly, without pausing to study the details - or
- **scanning** – where the aim is to find a particular piece of information, fairly fast reading with instant rejection of all irrelevant data.

There are, however, other techniques that their learners need to practise to succeed in the reading process. These are
- **anticipation and prediction** – when readers predict what the text is going to be about they immediately activate their prior knowledge and experience and this prediction also stirs curiosity making learners interested in checking whether their predictions were right or wrong
- **contextual guessing** – where the reader makes sensible and understandable connections based on the indications provided by the passage
- **making inferences** – when the reader uses clues from the text to figure out what the author does not express explicitly – this is sometimes referred to as reading "between the lines"
- **using key words** – which can help the reader discover the so called internal structure of the text. Properly chosen key words and the ability of the reader to find them in the text can guide the reader in making sense of the text structure.

Reading programmes and Their Importance in Language Development

Reading programmes offer a **systematic approach towards the development of reading** throughout the entire school year. They can provide the space for including extensive reading into a year plan or even create the space for **a combination of extensive and intensive reading practice** in an eclectic approach. Learners can, in this way, be exposed to the target language through meaningful practice on a regular basis.

Since the **development of reading in a foreign language within formal schooling is often limited to the use of textbooks,** there is a **lack of opportunities to immerse into the target language.** This immersion creates opportunities for the transfer and application of reading strategies that learners have mastered in their native language and their modification for the use in the new language. **Textbooks**, whether at primary or secondary level, c**ontain texts which are too limited as to the length** and are usually too **focused on the language practice as well as strictly unit-topic oriented.** Moreover, textbooks have another hindrance that can influence learners´ motivation and willingness to read. They are material representation of the obligation, in other words of what has to be learnt; therefore, they are perceived as a must by the learners.

Reading programmes, on the other hand, **bring new material** to the classroom, which can **stimulate learners´ interests** and i**nternal motivation** because it is something different from the monotony of textbooks, however good they may be, and they perceive it as a break from the routine. However, what seems to be crucial is to design the reading programme appropriately to **the age, interests,** and **language proficiency** of the learners.

Starting the reading programme at the primary level and ongoing continuation to higher levels seems to be the right precondition for the successful acceptance of the programme by learners. Young learners naturally incline to accept and carry out activities that teachers ask them to do. A reading programme which starts at this level can be an **exciting activity** for them. When they get used to the fact that **reading programmes are a natural part** of every school year, even as young teenagers they do not tend to question the existence of such programmes in higher grades and instead of questioning the reason for reading something extra they incline to have more say in book selection.

When we look at Chall´s **model of developmental reading stages** (1983, pp. 10-24) and consider her detailed introspection into reading skill development, it can provide us with a useful insight into what kind of reading programme we can use at various levels of proficiency. Chall (ibid.) highlights the difference between what is at the lower level of proficiency addressed as "l**earning to read**" and on the other hand "**reading to learn**" at the higher levels of schooling. She breaks down the development into:

- stage 1: **Initial reading, or decoding, stage** – where the main aims are to learn a set of letters, associating these with the corresponding parts of spoken words and interiorizsation interiorisation of cognitive knowledge about reading, such as what the letters are for.
- stage 2: **Confirmation and fluency** – where learners focus on word recognition and reading familiar stories. Through practice they develop fluency and speed and become more confident in reading. The first two stages together create the "learning to read" part of reading skill development.

This stage creates conditions for the initial reading programme. Learners at **primary level** can **start with reading books consisting of pictures and single words, word phrases, simple sentences** or even with **short texts** which are backed with visual support. Getting a reading habit and gaining the confidence in reading should equip learners for the more profound reading experience in higher levels of proficiency.

- stage 3: **Reading for learning** - learners at this stage start reading to learn something new - knowledge, information, thoughts and experiences. The main aims are the development and growth of background knowledge, vocabulary, and cognitive abilities, which are still limited at this stage. Learners work with a wide range of materials and texts.
- stages 4 and 5 cover higher secondary and tertiary level where readers may focus on the ability to handle the text with selective attention and with the clear awareness of the purpose of reading (Chall, 1983, pp. 10-24).
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Suppose teachers manage to install a reading programme in their teaching already at primary level. In that case, it will be easier for the learners to continue with reading in higher levels. The most important aspect is **to create a reading habit** and understanding that r**eading is a natural part of our life**. Some learners see reading as an extra burden since they are not used to this kind of activity from their mother tongue, and they might lack the family support in developing this habit. It will be thus **crucial and critical to select appropriate reading material to stimulate their curiosity, interests** and yet to **balance the proficiency level** so that they maintain reading the books they have selected.

Krashen´s (1982) explanation of what is suitable for the learners while reading was expressed by the term **comprehensible input**, meaning that while there is something new in the text, the learners can still cling to a lot of the 'known' and manage to get the message. In other words, it is **a level slightly above the learner's proficiency level**. If the texts are too difficult for learners, they will feel discouraged and might resign from completing the task. The same can happen if the text is too easy or too unchallenging for the learners. Geva and Ramírez (2015, pp. 84-85) use a three-group classification of texts:

- independent
- instructional
- frustration level.

The independent texts will allow learners to **master the text without any external help**, and they would be able to read the text with more than 90% accuracy and at they would understand at least 95% of words. They suggest this type of reading is suitable for **out-of-class tasks**. The instructional text consists of reading material that learners can read but **need some help with the instructions**. This **scaffolded reading** is a type of reading that would be suitable for classroom activities where the **teacher can offer support via pre-/while-/post-reading activities** to all learners and at the same time individual support to learners in need to prevent them falling into frustration. The frustration level text is a material where learners **would get lost, would not be able to follow the ideas smoothly and would require constant intervention.** This kind of materials should be avoided since they are not able to induce a positive attitude in the learner towards the text, and consequently towards reading in general.

Therefore, the **choice of reading material** for this level seems to be **absolutely crucial**. A good source for reading could be **simplified readers or graded readers** offered by all major publishing houses, which cover both fiction and non-fiction texts. Younger learners will naturally tend to incline more to **fiction books** since they feel more attached to them and are used to the stories from earlier days. **Non-fiction books** can be interesting for them from the beginning, while it may be more challenging for the teacher to keep their motivation high towards the end of the book. Fiction, on the other hand, usually saves the solution of problematic situations for the end of the book, so the readers are naturally encouraged to continue.

Learners at the lower secondary level (10+) have more opportunities to read both for learning new things and joy. If we want them "**read to learn**" we will expect the learners to **demonstrate cognitive skills such as predicting, breaking down the text into details and then synthesising the read text, summarising, inferring from the text, drawing conclusions, identifying key arguments, and supporting details, connecting prior knowledge with new facts, providing evaluation of what was read**, etc. All these **higher-order thinking skills** will necessarily be connected to the use of other **language skills** or even to the development of **global skills.** Learners can be asked to express their opinions, to respond to the teacher's questions, to present their ideas based on the text read, to write about the text or create new texts. Moreover, even **metacognitive skills** start playing their role at this level since the learner will be making more and more decisions by themselves in selecting appropriate reading strategies and evaluating whether the required outcomes have been reached.

Reading programmes can be also designed in such a way that there would be **a meaningful combination of extensive reading and reading to learn.** Activities connected to the text read can offer additional practice of these skills and they can be perceived as more meaningful by learners. **Language practice**, however, should include several elements to involve learners in meaningful and active experience, e.g.

- **creative** elements – to personalise their outcomes
- **fun** elements – to lower their affective filter
- **reflection** – to become aware of their own language progress.

Tasks which are appropriate for this kind of language practice usually allow for creative outcomes, are **open-ended and personalised**, which means that learners focus their attention on contexts which are close to them, which they know from experience and which they consider important and meaningful (Lojová et al. 2011, p.23). Such creative and personalised outcomes have a greater potential to remain in the learner´s memory. You can find more on reading programmes in the subchapter entitled DEAR time.

Reading for advancing global education and citizenship

Our world and life are increasingly connected with socially, culturally, and ethnically diverse people. So, understanding **globalisation** and the n**eed to respond to current processes,** especially for the y**ounger generation, face new world challenges**. As Pike and Selby (1994) states, we as people, families, communities, and nations are influenced by global problems. We do not have the opportunity to escape from a network of relationships surrounding us. The terms **global dependence** and **global citizenship** have become a part of lives and education. We, teachers, should show that our daily decisions about what we wear, what we eat, how we travel to school, or how often we use a mobile phone affect not only our future, but also the future of people who sew our clothes, grow food, or mine ore needed to make our mobile phones. **Learning a foreign language means learning to look at things from a different angle and to see the world we live in in a new way.** It is as if someone has opened our eyes, and we suddenly start to learn a new dimension of things around us.

Can there be either local or global society without readers? The question relates to the **critical problem of the declining reading level** of the young generation. This problem becomes even more urgent when we realise that **reading skills are linked to learning.** Ramirez (2002) states that **reading** provides an existential **framework for acquiring, understanding, and incorporating new information into a person's knowledge structure.** It predetermines abilities and possibilities to actively participate in formal educational processes in primary, secondary and higher education. If today's culture focuses on lifelong learning, and global issues, understanding **the concept of reading literacy as the ability to read and write** is not enough.

The connection of global education and reading can be understood as an idea that aims to **influence personality,** especially in **non-cognitive development**, to **form attitudes, values, opinions.** It affects sensitivity to the world's problems, facilitates understanding of social, environmental, economic, and political processes globally, develops critical thinking and shapes global-civic attitudes. When dealing with the connection mentioned above, teachers should think of three main goals:

•   affective - attitudes and values
•   psychomotor - skills, abilities
•   cognitive -knowledge.

Within global education, primary goals are considered affective and psychomotor ones. In **cognitive goals,** the emphasis is mainly on **higher-order thinking skills,** such as a**nalysis, synthesis, evaluation, and creativity.** When we talk about the educational process as **global education,** teachers need to develop all three components, such as knowledge, abilities and values and attitudes, in parallel. These include **working with text, critical thinking and analysis, communication skills, personal and interpersonal skills, critical and creative problem solving, the formation of civil society and creative thinking.**

As we can see, the requirements for the content of education and the evaluation of its outputs form a mix of different issues that are interconnected. Thus, teachers should ask: will we continue to use only a textbook article, CD recordings and workbook exercises? Will this ensure that the requirements for the content and quality of education are met? How will it interest and motivate learners? In our experience, almost none. If the lesson has three main types of goals, i.e. cognitive, affective and psychomotor, the teacher must think about how they will reach them. Using only textbooks is far from enough. **Today, school is no longer a place where only the necessary information and knowledge can be obtained. But it should be the place where it is possible to experience something, create, try, feel, or get to know yourself and others.** It, thus, can open a world of literature, literary texts, and books, too.

From a didactic point of view, **the direct experience with a literary text can also be an integral part of global education**. It can be, e.g. project teaching, involvement in specific actions through such teaching methods as various didactic games, discussions, role-plays, critical thinking development or situational techniques. All these methods are most effective in connection with **cooperative teaching.** Learners' communicative skills and collaboration are developed. Modern trends in education respecting global issues consist of **active and independent work of learners**. It is appropriate to use action learning, which is learning implemented based on solving real problems taken from everyday life. Teachers should use **suitable books or literary texts that can influence learners understanding of global issues** such as

- use their experience, knowledge and experience of others in choosing the most optimal solution to the problem
- cooperate with others in solving tasks
- process information, form their opinion, argue, accept the opinion of others
- be responsible and understand the situation of others and realise one's role in the world
- participate in solving problems
- understand the importance of cooperation
- tolerate other people respecting different opinions
- show solidarity with people in difficult life situations and conditions.

When defining the content and topics, it is necessary to respond to current challenges in the world. Therefore, they can be flexibly supplemented and modified. Suitable thematic units are:

thematic unit	topic
environment – environmental education	climate change, waste, environmental migration, air-water-soil, use of natural resources, alternative energy sources
human rights	children's rights and responsibilities,human and civil rights,gender equality
cooperation	poverty,health, nutrition – obesity, malnutrition, war conflicts, humanitarian aids
multiculturalism	stereotypes,racism, xenophobia, intolerance,cultural identity
globalisation – connection of developed and developing countries	migration, world trade – ethical business, sustainable development

To link **global issues with reading literacy**, teachers can apply, for example, **E-A-R approach**:
- **evocation** is the first part of the activity to introduce the topic and enable learners to take part in the class. It helps learners to remember (evoke) what they already know about the topic, what they think they know, what the topic raises questions or ideas
- **awareness** is the second phase of activity, in which learners gain new information on processing. They then include them in their knowledge system (that is, among the original information they have recalled and classified during evocation)
- **reflection** is the third and part of the activity and the most important phase of the learning process. Its purpose is to reflect the acquired information, experience, and method by which learners' experiences and knowledge were worked on during the activity to use new knowledge and experiences in the future effectively.

Reflection is the most frequently omitted part of the activities (mainly due to lack of time), resulting in incomplete and disruption of the learning process and development of key competences. W**ithout reflection, reading is only an entertaining game that does not bring deeper knowledge or fulfilment of set goals. Reading requires more than just the question "What did you read about?"** because learners did not have to read and learn anything at all without the reflection itself. Reflection is a process of deriving meaning from experience, allowing learners **to think critically about the lived experience and combine theoretical knowledge with practical application**. The principle of reflection is that it takes place together and within the group with the assistance of or without a teacher.

There are several models of effective reflection management. Still, most of them follow the same **process of asking questions**.

- **Response** - get the group's reactions to the experience by asking the questions: How do you feel? How did the experience affect you? What did you notice, experience, hear, see? These questions are intended to lead learners to rethink the experience and prepare them for the next step. The goal is to get descriptive answers about the experienced feelings and events that took place.
- **Explanation** - find out why the activity took place the way it did: Why did the learners react the way they did? These questions should serve to draw meaning from the experience they have shared gradually. They focus on a deeper reflection on experience, feelings and events, and the explanation, derivation, and interpretation of experiences.
- **Contextualisation** - how our knowledge of a particular activity can be reflected in a broader context addressing the question What have we learned? The aim is to encourage synthetic and critical thinking to help learners take a position on contexts.
- **Application** – summarising what they have learned. The aim is to bring learners to think about the consequences and allow them to move from awareness to the practical application of their acquired attitudes and beliefs. The goal can also be to identify the group and initiate specific changes/steps.

Reading and global literacies

Developing **global and reading literacies** offers many options for taking various topics and activities. There is a basic structure of activities that might be applied:

- **immediate start** is a quick "jump" into the issue, it gives space for learners to think about what they already know about the topic or would like to know. The goal is to get them deeper researching the topic and preparing them for active class participation
- **plunge** in is the second phase of the lesson offering a deeper awareness of the topic and includes new information to help them create a complete picture of a given global topic

- **talk it over** - reflection is the essential part of interactive lessons because it enhances the experience of the reading and the taught curriculum through discourse or other reflection activities. Learners get the opportunity to evaluate the activity itself reflected through appropriately asked questions. The file of proposed questions is part of every activity
- **deepen** - is an idea to move the topic one step higher. The activities help see the subject in a broader context, or give space for learners to think further about the topic
- **mastering -** are activities to master a given topic, for thinking about what learners can do as individuals in the given issue
- **follow-up**.

Reading offers as many opportunities as it can be integrated into global education. Young learners are very **receptive, empathetic and open to new knowledge.** The subject of the English language and its flexible character offers enormous possibilities for the incorporation of global issues. **Developing basic foreign language skills is possible on any global topic**. When considering reading comprehension, teachers can think of poverty, human rights, sustainable development, multiculturalism, responsible shopping, children's rights, environmental issues. Providing a purpose for reading also increases learner engagement. Teachers should make **reading meaningful by giving a clear purpose, high-interest topics, and choice of diverse texts.**

Reading comprehension practice does not need to be limited to checklists, isolated strategies, or routine drills. We as teachers s**hould extend our learning community beyond our classrooms.** We should provide more meaningful and relevant opportunities for our learners to improve reading comprehension through **global education and collaboration**. Some things do not change: to be ready for the future, we need to acquire basic skills, which would open new horizons. T**he most fundamental of these skills is literacy.** The increasing literacy can be done via providing **quality, age-appropriate book**. The more we read, the better we get at reading. Accessibility of **age-appropriate reading materials** makes a difference in developing the skills necessary for reading fluently. It can start even with graded readers. Ideally, this means **book-rich classrooms, libraries, and homes where books and reading invite our learners to explore, feel, experience and grow.** Teachers can cultivate and promote the love of books and reading. Developing oral language skills **lead to better reading proficiency and positive attitudes towards books and reading.** Learners develop reading skills while they read for pleasure as much as when they read academic texts. We can connect reading to positive activities, such as visiting a library or having "reading time".

In this sense, it is possible to talk about **three levels of functional reading literacy** (comp. e.g. Chigisheva 2018)

- the level of **adaptation** represents passive mastery of reading technique, reading comprehension, i.e., basic reading competencies ("survival literacy") with a minimum range of information acquisition skills
- the level of **reading literacy as a self-development activity** with the ability of independent and active learning based on reading competencies. It also contains the skills of independent, critical, and evaluative work with professional texts, information, and various information sources
- the level as an **active creation and production of texts** (the highest one). In connection with the level of reading literacy, it is necessary to accept the individual-developmental aspect of the individual and the continuum of the development of reading literacy, according to which the formation of reading literacy is a gradual, lifelong process.

As part of this long-term process, we distinguish stages of the development of reading literacy:
- the stage of **pre-literacy**, when many of the reading competencies are formed in addition to reading technique
- the period of **early school age** (6-10 years), which represents the period of acquiring and improving reading
- the stage of **older school age** (10-14 years), which strengthens the acquired competencies and develops the ability to actively apply reading
- the stage of **adolescence** (14 and above) when one can read with understanding, can analyse and evaluate texts and information, can choose relevant information. During this period, a learner forms into a mature reader.

From the complex point, the structural model of literacy specifies its internal components, which include: **literary knowledge, own reading abilities and skills** that realise the reception and perception of the work, as well as reading motivations, reading habits, reading interests, which include reading needs, preferences and reading taste and the reader's attitudes to literature, to individual works, to reading in general (Hrdináková, 2005).

Reading literacy standards of a **primary level school learner**:
- has established the foundations of a reading culture and an adequate degree of functional literacy
- uses the knowledge, motivation and activity of its reading culture in specific learning situations, in searching for documents and information and working with them, as well as in using texts.

Reading literacy standards of a **lower secondary school learner**:
- has created motivational, knowledge and activity of a formed reader of intentional children's literature, reading habits and essential preconditions for the formation of the overall reading culture
- has an established relationship with certain types of documents and literary genres in line with interests and educational needs.

Let us look at the situation in terms of different approaches to reading:
- **a traditional reading approach** would focus on questions such as, "What did the teacher say? How did he/she support his/her argument? Is that the truth or a lie?"
- **a critical reading approach** would look deeper into the context and policy framework in which this situation is embedded. We would ask questions like, " When did it happen? What is the socio-economic situation of this teacher and learners? What power relations are repeated in the teacher's statement? How did the teacher's views affect learners and their families?"
- **a critical literacy** approach would focus on the origins of knowledge and raise the following questions: "Who decides what it means to "be someone"? On what basis do we form an opinion about things? Who decides how we understand reality? Whose interests are represented in the image of reality? Who benefits from this and who is disadvantaged? Who is forgotten? How would people in other contexts understand the term "being someone"?.

Reading for developing autonomy

If learners know **metacognitive strategies** and can use them appropriately, they become more independent. Metacognitive strategies allow the reader to work more effectively with the text and use s**trategic thinking to solve problem tasks**.

Mokhtari and Reichard (2002) offer a **model of metacognitive reading strategies**. It divides reading strategies into three main areas: global reading strategies, problem-solving strategies, and support strategies. **Global reading strategies** include:
• setting a purpose for reading
• activating prior knowledge
• checking whether text content fits the purpose
• predicting what text is about, confirming predictions
• previewing text for content
• skimming to note text characteristics
• using text structure
• making decisions concerning what to read closely
• using context clues
• using other textual features to enhance reading comprehension.

Within **problem-solving strategies**, readers work directly with text to solve problems while reading. It comprises
• adjusting reading speed

- reading slowly and carefully
- guessing the meaning of unknown words
- rereading the text, paying close attention to reading
- pausing to reflect on reading
- visualising information read
- reading text out loud.

The third area of metacognitive reading strategies, **support strategies**, requires readers to use basic support mechanisms to aid reading. We can talk about activities such as

- using dictionaries
- highlighting and taking notes while reading
- paraphrasing text information
- revisiting a previously read story
- asking self questions
- using reference materials as aids
- underlining text information
- discussing reading with others
- writing summaries of reading.

By practising and applying metacognitive strategies, learners become good, autonomous readers. They would be able to work with any text. Learners need to:

- develop a **deeper understanding of the text** - use different methods to acquire knowledge, identify problem areas, choose the right ways to solve problems
- **solve tasks requiring higher-order thinking skills** - focus on the requirement for learners to express their opinion, use tasks such as "Explain in more detail and argue" - activities in small groups are very suitable
- **connect topics in school tasks with real-life problems** - to lead learnerr to use them in their personal lives.

In addition to improving reading comprehension, learners with metacognitive tools build self-confidence as readers, increasing motivation to read. Teaching that combines cognition and motivation can, therefore, optimise reading success. **Motivational elements** include:

- providing practical activities
- giving learners a choice and responsibility
- using interesting texts in various genres
- providing an opportunity for collaboration and content goals during teaching.

Strategic elements include:

- instructing learners to activate basic knowledge
- asking and searching for information in many texts
- summarising and organising information graphically.

In **reading literacy development** concerning **metacognition, critical thinking and reading skills** should be i**nterconnected** if we want to **support learners.** We consider it crucial in reading autonomy development to
- set a goal and apply appropriate reading skills when working with texts
- use the acquired knowledge and anticipate other text content
- monitor own comprehension of text.

By modelling individual reading procedures, our shared goal is the so-called **reflective readers**. They can continually improve their reading process by being able to **combine cognitive and metacognitive thought processes effectively.** Developed metacognition in a mother tongue enables successful readers to monitor their thinking during foreign language learning. It allows them to make **predictions, test hypotheses, and monitor their comprehension** while extracting meaning from text. Hence our shared goal is the reflective, autonomous reader who can continually improve the reading process by combining cognitive and metacognitive thought processes.

Reading for Developing Critical thinking

What is critical thinking? The most important feature of **critical thinking** is **understanding any information in the broadest possible context.** A person applying critical thinking has a mind trained to look beneath the surface. One understands that one thing can be viewed from different angles. Instead of choosing one particular and rejecting others, he tries to understand more than one. Simply put, it is **the ability not to believe the first impression of any information**. Thanks to this ability, one can create distance and make judgments based on one's own experience and opinions. Critical thinking is also a constant effort to improve one's sense of accuracy in expression. A person does not only examine the thinking of others and information from the outside world. They also **systematically and carefully examine their motives, thought processes and the emergence of their opinions and decisions**. Furthermore, based on this observation, they adjust their communication to make it more straightforward and comprehensible.

What is **critical reading**? The **critical reader** perceives each text as someone's description of the facts and understanding the problem. **The critical reader thus distinguishes what the text says and how the text describes the situation.** They, therefore, recognise different texts, each as a unique work by an individual author. An uncritical reader may read a history book to learn new facts or find an accepted interpretation of certain events. When reading the same book, the critical reader will appreciate a specific view of the selected event and selected facts to understand. The non-critical reader is satisfied when they know what the text describes and repeats the text. The critical reader goes two steps further. When they realise what the text describes, they find out how the text supports the claims. They o**ffer examples, arguments,**

contrast things to make them more transparent. Finally, the critical reader will j**udge, based on previous analyses, what the text as a whole means**.

We should focus on critical reading goals. The aim of critical reading is:

- recognise what the author's purpose was
- understand the language and persuasiveness of the elements
- recognise the level of engagement of the author and bias.

Each of these goals requires a search between lines and also from the text as a whole. What is the difference between critical thinking and critical reading? Critical reading is a technique by which information and ideas are obtained from a text. Critical thinking is a technique of evaluating thoughts and knowledge by deciding what to accept and believe. **Critical reading means attentive, active, analytical reading**. **Critical reading and thinking work together.** We must not allow our learners to put into the text what they want to be there because they would not learn anything new. To read critically is to evaluate whether the text provides what it should provide. Therefore, critical thinking is a creative and dynamic process that builds a specific expression and discussion culture. One must be careful to capture arguments and be able to react to them. Critical thinking and reading teach one to think freely. Thanks to these approaches, learners do not tend to follow someone's opinions.

Critical thinking and reading are processes focusing on **questioning**. Learners can form questions about the information they read in a book. With critical thinking, anything and everything is subject to inquiry and examination. The following questions are ones teachers may bring and explain/demonstrate when talking about a logical, reasoned perspective

- What is happening? - collecting the essential information and begin to think
- Why is it important? – asking why it is important and whether or not to agree
- What don't I see? Is there anything important missing?
- How do I know? - asking where the information came from and how it was constructed
- Who is saying it? What is/was the position of the writer?
- Are there any other ideas or possibilities?

Problem-solving within reading development can be an efficient process, mainly if learners are organised and aware of strategies and steps taken. These can be:

STRATEGIES	ACTION

Define the problem	Identify the problem
	Provide as many supporting details as possible
	Provide examples
	Organise the information logically
Identify available solutions	Use logic to identify your most important goals
	Identify facts
	Compare and contrast possible solutions
Select your solution	Use gathered facts and relevant evidence
	Support and defend solutions considered valid
	Defend your solution

Teachers should help their learners to become critical readers. Here you can find some suggested steps:

STEP	HINTS
become part of the writer's audience	make it easier to get at the author's purpose, speak about the author, the history of the author and the text, read introductions and notes
read with an open mind	seek knowledge; do not "rewrite" ; read what is on the page, giving a fair chance to develop ideas and to reflect thoughtfully, objectively, on the text
reflect the title	obvious, but the title may provide clues to the writer's attitude, goals, personal experience
read slowly	a factor in a "close reading."; by slowing down, learners will make more connections within the text
use the dictionary and other appropriate references	look a word up that is not clear or difficult to define in context
make notes	underline and highlight, write down ideas in an exercise book; it aids learner's memory in many ways, especially by making a link that is unclear in the text
keep a reading journal	often helpful to regularly record responses and thoughts in a more permanent place (reading and writing skills will improve).

Reading for Social and Emotional learning

Social and emotional learning provides the basis for safe and successful learning. It increases learners' ability to succeed in life, school and career. **Social and emotional learning is becoming increasingly important because many children have behavioural problems.** They cannot manage their emotions, are not empathetic, and cannot follow the rules or solve problems. Such learners are often a source of conflict, disharmony and do not have healthy relationships. Bringing literature can be helpful. **The book describes various events that learners often encounter and cannot cope with:** the situation when one of the parents finds himself in the hospital, the arrival of a new sibling, ridicule from a classmate, the first encounter with death, moving a friend, struggling with fear, a sick father or mother, the first trip without parents or getting to know new neighbours. **Reading about these situations helps learners in their current life. It prepares them for what they may encounter in the future.**

A connection between reading and social and emotional growths helps to develop five key competencies (see e.g. Jones and Bouffard 2012).

- **Self-confidence** involves understanding one's emotions, personal goals or values. It also allows the child to realise and name strengths and weaknesses, think positively, and be self-sufficient. Self-confidence requires the ability to recognise how thoughts, feelings and actions are connected.
- **The ability to control oneself** requires skills and attitudes that facilitate controlling one's emotions and behaviour. It is the ability to control oneself. It includes the ability to delay satisfaction, manage stress, control initial impulses and tests to achieve personal and educational goals.
- **Social awareness** includes understanding others, being empathetic, and sympathising with people from different cultures or backgrounds. They also can understand the social norms of behaviour and recognise the importance of family, school, and community as support sources.
- **Relationship skills**: They help achieve and maintain healthy and valuable relationships and act following norms. These skills include clear communication, active listening, collaboration, resisting inappropriate social pressure or constructive conflict resolution, and seeking help when needed.
- **Responsible decision making** involves learning how to make effective decisions about one's behaviour or social interactions in different settings. It requires the ability to evaluate ethical standards, safety rules, the health and well-being of oneself and others, and consider others' behaviour realistically.

We can put together reading and social and emotional learning by

- **providing various reading materials** – show different experiences, cultures, beliefs, perspectives allowing better perception
- **spending time reading aloud** – an important part of developing language and reading skills
- **questioning** - use questions to find out about characters' emotions and feelings
- **reading with a peer** - read a book with a classmate/mate or act out the events in a story to understand it more deeply, discuss readers different reactions
- **reading, reading and reading** – read anything, e.g., graded readers, comic books, graphic novels, books, packages; read at school, at home; read any time (Levi 2020).

By bringing literature and books into classes, we actively engage learners in an authentic experience. Because they **construct knowledge by themselves**, it has some benefits and consequences. Instead of drilling or boring "repeat after me" activities, learners develop essential global skills, attitudes, or ways of thinking as they have to reflect on their personal experience. Comparing modern language teaching to conventional education, we may state that modern ones are connected to growing a person from the inside.

Reading for advancing collaborative learning

As Cohen (1989) states, the strongest reason for getting learners to **learn together in small groups is the high level of learning payoff** they can derive from explaining things. Collaborative learning involves learners working together as partners or in small groups on clearly defined tasks, and this requires their active participation. Mixed skills groups can work together, and readers can learn from each other. Collaborative teaching has been successful in teaching reading comprehension strategies in subject areas and curriculum teaching. It has been shown **to improve learning outcomes, increase motivation in learning, and save time on assignments**. The effectiveness of educational practices supporting collaborative learning can be defined as learning by working in small groups to understand new information or create a joint product. Learners of different skill levels benefit from learning together, which can have **highly positive effects for readers with difficulty.** This type of collaboration with classmates can give **problematic readers a new active role** in contributing to social construction of meaning in the classroom (Slavin et al., 2009). Besides, it has been found to **help integrate learners with disabilities and learning difficulties** into regular classes (Klingner et al., 1998). The method of group work is characterised by the work of learners in groups (two - up to six members), which arise by dividing them into groups according to different aspects, for example, interest, type of activity, the complexity of tasks, random or intentional division according to any rules. The whole group's activities support the individual's results—the entire group benefits from its members' work. Group work / cooperative teaching is a suitable means to achieve results in three areas:
- cognitive or intellectual goals

- social goals
- solving common class problems.

When connected with reading, teachers can apply activities e.g. readers read various short science fiction stories. The role of learners is to assess these stories in terms of whether the story helped to understand or point to an important fact about the future. They discuss their views, use arguments. Learners who are long-term members of a group where **they feel supported and accepted by classmates** have not many disciplinary problems. Their behaviour becomes more responsible and achieves higher learning outcomes.

Language Teaching and a Dyslexic Learner

Foreign language learning is an integral and compulsory part of education in many countries. Learning a foreign language for learners encumbered by a l**earning disability** can be a frustrating, discomforting and burdensome experience, especially if they are integrated in the intact, mainstream classes. Even though there is a group of scholars claiming that dyslexic learners should not study a foreign language, there are also opinions that "many at-risk learners can benefit from the study of a foreign language in the appropriate learning environment" (IDA, 2010). Crombie (1999) assesses the inclusion of dyslexic learners into language learning very positively; she points out that "true inclusion in the modern languages classroom is about much more than having a presence and being exposed to another language. It is about feeling accepted and involved in a worthwhile learning experience whatever the level that can be achieved".

Dyslexia can be defined as a language learning disability; some authors prefer using the term **learning difference**. Generally, it refers to reading problems, but learners usually experience difficulties with spelling, pronouncing words and writing. Dyslexia is a specific learning disability that has **a neurological origin**, and it is a chronic, **lifelong condition.** Speaking about the symptoms that are connected with language learning we can mention that e.g. **dyslexic children are late-talking, have problems telling the rhyming words, they reverse letters and numbers (especially p and b, w and m, 3 and 5), alter or leave out word parts, have a problem to break words into their components, to discriminate sounds within a word, i.e. phonological processing** (d-o-g). There are also other than language (non-linguistic) symptoms that can be observed, as e.g. c**onfusion with before and after, left vs right confusion, difficulty remembering and following directions, difficulty with motor skills and organisation, attention**. Many dyslexic children show problems with **handwriting, processing speed, working memory.** The problems mentioned above may result in secondary consequences as reduced reading experience what can slow down the growth of vocabulary and affect background knowledge.

Ranaldi (2003, p. 16) summarises some of the areas that highlight the types of problems experienced in reading associated with dyslexia:

- hesitant and laboured reading, especially reading out loud
- confusing letters such as b-d, m-n, p-d, u-n and those that sound similarly
- omitting or adding extra words
- reading at a reasonable rate, but with a low level of comprehension
- failure to recognise familiar words
- missing a line or reading the same line twice
- losing the place or using a finger or marker to keep the place
- double reading (silent reading first and then aloud)
- difficulty in pinpointing the main idea in a passage
- misunderstanding complicated questions, though knowing the answer
- finding difficulty in using dictionaries, directories and encyclopaedias.

Teachers are expected to accommodate their teaching, requirements, and examination conditions to the individual needs; however, they are not systematically trained to identify specific learning needs, work with dyslexic learners, accommodate their teaching, which techniques, and strategies to use. Even though there is a plethora of literature about dyslexia, there is still not enough literature on the methodology of teaching foreign languages to learners with dyslexia.

Principles of accommodations in foreign language teaching

Reading and writing difficulties along with the associated problems as short working memory and problems with automaticity in language have a strong influence on their language learning. **Classroom accommodations are essential for dyslexic learners.** Susan Barton (2013) highlights that teacher has to avoid humiliating this child by e.g. accidental revealing their weakness to their friends. She suggests teachers **should not ask dyslexic learners to read out loud in class**; or have them **write on the board** as they have as they have **spelling problems**. Barton (ibid) adds that one type of accommodations that teachers should allow dyslexic learners listen to his textbook on audio" (as/if he can't read and write at the grade level yet). Instead of written test the child should be allowed to do oral testing; essays should be graded on content and the spelling should be ignored. Barton (ibid) points out that such accommodations cost no money and do not "require changing the curriculum. They just require an awareness by the teacher that these are necessary".

There are **many tips or pieces of advice how to assist or help learners to enhance their learning**; the most frequently mentioned are:

- suggest and allow them to use pens with erasable ink or pencils – this means they can delete/erase the incorrect or not well-written text without crossing it and delivering messy writing
- allow enough time to process question or task before answering,
- do not ask dyslexic learners to read aloud in from of the whole class
- make sure the instructions/assignments are clear and appropriate, meets a particular learner's needs, and learners understand what they are expected to do
- if it is possible, have a peer buddy – a classmate who can help the dyslexic learner (who e.g. can sit next to him/her
- avoid gap-filling activities, do not grade the spelling activities
- model exam/test-taking strategies
- use different learning channels simultaneously
- use e.g. colours or symbols along with the names of things, this would help them to work more quickly and get organised more effectively as reading letters might be substituted by "reading" colours or symbols
- concerning different activities, you may also use colours to support learning
- make sure your writing on board is well-spaced
- you may use different chalks for different lines in case there is a lot of information.

Wanzek and Vaughn (2007) indicate a plethora of studies present positive reading outcomes, especially if learners are instructed in the small group sizes (e.g., one on one, small groups). Nijakovska et al. (2013) propose a set of ways of accommodating learners with dyslexia in the foreign language classrooms as e.g. **lesson organisation, material simplification, individual and multisensory approach.** The authors suggest that teachers use explicit teaching procedures (such as demonstrations, guided practice, and corrective feedback). To make sure learners understand the instructions it is important to r**epeat directions** and in different ways as well as **check understanding.** It is also suggested to **use step-by-step instructions, break them down into subsets, and present a small amount of work** that prevents learners from becoming discouraged by the amount of work. Similarly, teachers can reduce the amount of work – e.g. to complete only half of the activity, or they can work only with the specific section, etc.

Schneider and Crombie (2003, p.17) stress t**he importance of metacognition** and suggest applying a '**discovery learning**' process. This makes learners **independent learners**. Dyslexic learners "cannot succeed without this component; the explicit use of mnemonics is helpful". They highlight that by teaching metalinguistic strategies, the teacher allows dyslexic learners to understand and learn the FL language in **multi-sensory ways** using such **compensatory strategies** that are effective in their case.

Teachers often create their own materials to support education. They try to make them graphically attractive using different fonts, decorations, pictures. With dyslexic learners we should, however, not to crowd the page, **block out extraneous stimuli** (sometimes if you cannot make it simple you can suggest learners using a blank sheet of paper to cover distracting stimuli), use large print, "dyslexia-friendly" fonts (e.g. Comic Sans, Century Gothic, Open Dyslexic) and **highlight essential information**. The advantage of teacher-made materials is that these can fully reflect learners' needs. The teacher can **design hierarchical worksheets** where tasks are arranged from easiest to hardest.

Figure 1 Sample how to minimise distractors in the text- just 2 pieces of paper can be used to help students focus on what should be read

Dyslexic learners have often problems with writing, and thus, teachers may reduce copying by including information or activities on handouts or worksheets, they can also provide a glossary in content areas and/or outline/copy of the lecture. Dyslexic learners need additional practice activities. Teachers can also recommend some software programmes, self-correcting materials, and additional worksheets.

Extensive Reading and Dyslexic Learner

Extensive reading can be demanding but also challenging for a dyslexic learner. We have to be very **careful in selecting the text** but also **the strategies applied in reading activities**.

Sometimes children are afraid of loud reading in a class and they prefer silent reading, or so called paired (also known as partner) reading.

It has been already mentioned that **teaching in small groups or one-to-one is very effective.** In a class placing learners close to the teacher can help e.g.to limit distracting factors (sounds, objects, etc.) as we can in some way "close" the space among the teacher, learners and board. If learners are seated close to the teacher, he can constantly monitor their progress.

In **paired reading**, that can be used in a class or at home, learners are paired and they usually read the text aloud simultaneously or one reads the text (e.g. page) and the other starts where the first stops. The aim of the paired reading is to develop reading fluency. Learners are also trained in different strategies to build reading fluency. A teacher has to be very careful and sensitive in creating the pairs.

Shared reading is a term describing an interactive reading when learner shares reading with teacher and/or parents. This enables them to go through the books they may not be able to read on their own. Usually, it starts with the discussion about the book – its cover, title, predicting the content, discussion about the author(s) and illustrator(s). During reading it is important to keep learners motivated, check understanding and lead them to predicting. It is also useful to do post-reading activities after reading. This helps learner to understand and leads him to think about the content and language used. It also helps them to develop reading strategies as e.g. where to look and what to focus on, how to interconnect background knowledge and the content, encourages predicting.

Parent reading is quite common in e.g. in Ireland. Parents, creating and presenting a safe environment for a child, can help build fluency. Reading begins at home what it is natural and safe environment for children. Parents may read the books they loved in their childhood and they can share reading and their reading experience with their kinds. In some schools parents write feedback on how their children progress in home reading and what they have read together. This is important information for a teacher and possible in-class discussions. Shaywitz and Shaywitz (2020) suggest using texts which are meant to be performed orally (e.g. poetry and plays), what helps a child perceive reading out loud natural.

Books for children are usually supported by a lot of **visuals** to enhance understanding. Teachers may also consider using **graphic novels** that allow learners to be **attentive and creative readers**. Even though there is a little or no text, actually learners read the pictures and read/create the story, and at the same time they develop the habit of reading and later when they learn some c**ompensatory techniques and strategies** they are motivated to overcome linguistic barriers as they have experienced the joy of reading. The samples below are from Shaun Tan's social novel The Arrival and Raymond Briggs story for children Snowman1.

Figure 2 Sample pages from the graphic books. (Graphic novel: Shaun Tan: The Arrival, Raymond Briggs: The Snowman)

 Graded readers are used in EFL classes to expose learners to the target language, improve proficiency and general knowledge, and develop motivation and habit of reading. Graded readers are levelled usually within series (based on the number of words used, headwords counts). There are graded readers for different age groups (these can be adaptations of literary works and books written specifically for the EFL learners).
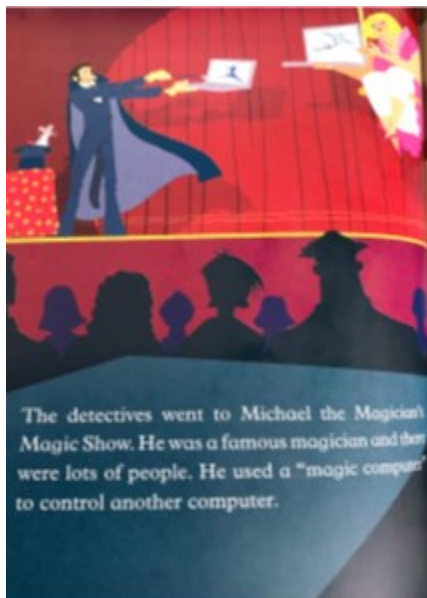

The detectives went to Michael the Magician's Magic Show. He was a famous magician and there were lots of people. He used a "magic computer" to control another computer.

Figure 3 Sample of the graded reader (level 1)

The s**pecial editions of dyslexia-friendly books** for children are published, and these can also be used in language teaching. Here, a teacher must be careful as those are not adapted for foreign language teaching. See the sample below2. Special editions of books prepared for learners with

dyslexia and can be also found at different websites, see e.g. http://www.quickreads.org.uk/resources. The books are supplemented with the Learning with Quick Reads methodological support downloadable from their website. As far as we know, there are no special graded readers for EFL dyslexic learners.

Figure 4 Sample of the book for dyslexic readers

There are **special teaching aids** available for dyslectic learners. Using **assistive tools** and s**pecial educational software** might be useful to enhance the process of language teaching and learning. It is also one of the ways how to accommodate teaching. Dealing with reading, we can mention **reading pens** that have scanning capabilities with different possibilities as e.g. to enlarge the font to make it easier to read and read the text aloud, which is a useful tool for learners with reading problems. Here, we can also mention **text-to-speech software** that is very useful and might be used by both, teachers and learners. Various (mobile) applications that can be used to support (language) learning are available free-of-charge. Different books even though written for native learners and readers can be also used by foreign language learners. There is usually **a little text and a lot of visual support.** The Spy Sam Reading Series is series of 3 books that start with a few words on a page, gradually developing an interesting story for children. The reader can touch the screen-objects on the screen that are interactive.

Figure 5 Screen from the book The Spy Sam Reading Series (iPad)

We should c**arefully select the tasks and modify the activities.** It is equally important to teach different strategies effective with different tasks, activities. Some examples are:

- **multiple choice or matching tasks** – start with the elimination of definitely incorrect choices;
- **in short paragraph responses**, learners can use highlighters to mark the key words;
- **gap-filling activities**- the part of speech can be considered (position in a sentence) tense, plural/singular, etc.).

Presley (2002, In: Schneider and Crombie, 2003, p. 69) suggests with regard to dyslexic learners' language processing difficulties „to avoid cloze procedure tasks whenever possible. Even in their native language, these learners rely heavily on context clues". They also point out that "matching activities may be difficult and unfair, because their poor visual perceptual short-term memory is over-challenged by the specific eye-movement task required to match the combined word or sentence parts". The timing must also be considered, in case of need it should be extended. In some cases, the consideration of using technical devices and supplementary materials (e.g. dictionaries, additional papers for experimentations with spelling, brainstorming etc.) can be considered.

Reid and Green (2011, p.77) suggest that one of the useful strategies to ensure dyslexic learners' success is to provide a variety of options for them to demonstrate their competence. They introduce activities such as **investigation in groups, making posters, brainstorming, videoing, drama and role-play, fieldwork and enquiring, cartoons and comic strips, debating, computer work, drawing picture.** These activities are usually excellent for dyslexic children because they require active participation and do not necessitate much reading. Only a few key instructions may be required to get them started (ibid).

There are methods and strategies that are beneficial not only to dyslexic learners but also to the rest of class. As an example we can mention KWL reading method. The main aim of the **KWL**

reading method is to guide a reader to understanding. The KWL stands for what we Know, what we Want to know, what we Learned. In the first stage readers should think about the topic, to brainstorm what they already know about the topic. In the second stage readers should formulate the questions what they want to learn about the topic (the questions should be ordered by importance. This is usually done based on the book cover, table of contents, pictures etc. In the last stage readers should evaluate what they have learned, whether they can answer their question.

What we have to be aware of is that all materials that are for dyslexic learners can be used with the intact learners, but not all materials that are for intact learners are appropriate for the dyslectic ones.

Pavla Buchtová: I read the "Incorporating reading into the curriculum and motivation" and "Methods, tools and techniques while introducing/ implementing reading – extensive reading" chapters. I suggest to merge them into one chapter ("Incorporating reading into the curriculum") with this outline:

Selection criteria and selection process
Motivating readers
Setting goals in extensive reading programs
Graded readers as tools ...
Pre-reading, while-reading ….
Feedback, assessment and reflection

In the comments on the margins I made some suggestions for moving subchapters (classroom libraries, DEAR time, reading journals)
Since classroom libraries and extensive reading programs (DEAR time) were mentioned in chapter on Graded readers, I suggest moving them there. This, however, cannot be done automatically because in chapters on Classroom library and DEAR time we do not focus on graded readers only. So please consider my suggestions and think if (and how) we can make those changes.

Andrea Vadasová: I agree that the topics overlap in both chapters. However, as everything is interconnected, I suppose we should keep the structure we have had so far, and when it is mentioned for the second time we should just make note that it has

already been written about before. In some cases (classroom library) I would move it as suggested.

My suggestion concerning layout is, that it might be useful and easier for reading to have:

- · Marginals on the sides,

- · stressing important ideas by bold words,

- · more structured text.

As we are short of time, this is not necessary at this stage (draft version). However, I have made some words (parts of the sentences) bold which I consider important.

Brno:

II. Incorporating reading into the curriculum and motivation

Introduction

Although one of the four key language skills, reading is often neglected in the English language classroom but also across the curriculum as such. This may have a number of reasons. One of those is the frequent skepticism of teachers who argue that their pupils do not like reading and do not read at all, and that there is little time in the curriculum for extra activities such as extensive reading projects.

Both of these assertions are misconceptions. **Research shows that children and young adults score above average in terms of number of books read per year**; however, they have different reading choices and habits from what school, and by extension the society, impose on them. The real problem then lies in the way literature has been canonized and institutionalized for the purposes of education rather than in the pupils' actual motivations and interests.

Most teachers view reading as complementary to teaching a language, not as a priority value. However, **reading literacy indeed is a priority value for the twenty-first century learning,** as evidenced both in the

CEFR and in PISA, the latter of which assesses scholastic performance in mathematics, science and, reading literacy. This alone suggests that **reading is interdisciplinary in nature and by extension, essential across education spheres**.

Modern textbooks and modern examinations do attempt to address this trend. Reading in textbooks is no longer confined to grammar and vocabulary tasks and comprehension questions only but extends them into attitude questions, reflections and critical thinking points. Some textbooks, like *Story Central* for example, are even constructed around stories. This demonstrates an important shift in understanding reading in the EFL classroom and beyond. **Earlier, the prevalent aspect of reading in a foreign language focused on retrieving facts and therefore, skimming and scanning were dominant reading strategies**. If the text for reading were fiction or poetry, it mostly served, apart from mining target language patterns out of it, to acquaint the pupils with a classic author or, at best, as a discussion prompt. There has now been a shift to using stories for cross-curricular and broader educational goals, such as CLIL and promoting Social and Emotional Learning (SEL) .

The following information from Cambridge English exams (https://www.cambridgeenglish.org/) demonstrate **how reading literacy impacts other language skills, in this case writing**. The first comes Pre A1 Starters:

> Three pictures which tell a story. Each picture has one or two questions. Children have to look at the pictures and write the answer to each question. They only have to write one word for each answer.

This one is taken from A2 Key for Schools:

> Write a short story of 35 words or more based on three picture prompts.

The following are examples of two writing options in B2 First for Schools:

TADY MI TO NECHCE VLOŽIT PŘEKOPÍROVANÝ TEXT, DOPÍŠU

Finally, these instructions for one of the Writing tasks in Cambridge Proficiency demonstrate that the student is expected not only to read and write texts but also evaluate and compare them:

> Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

It is then evident that the Cambridge exams presume an increasingly proficient reading competency. This shows that **reading is** not a static concept but an **evolving skill** that needs to be coached, targeted and nurtured.

The above also proves that despite being classified as a "receptive" skill, **reading is** by no means passive. On the contrary, it is **a pro-active process** that requires the pupils' engagement and concentration. Compared to speaking, for example, active reading is manifested in very different, i. e. less obvious and less external, ways. As silent reading is primarily an internal, intimate and therefore, largely autonomous, process, it may seem difficult to monitor synchronously. Teachers often shy away from sustained reading in class because to them, the silent class may connote inactive class and the opposite of a communicative one in which learners demonstrate their activity very visibly. For this reason, methods such as DEAR time where teacher models reading as an activity and process are so effective.

Reading literacy not only feeds into other kinds of literacies but offers itself to be a **very flexible tool for linking on-site, face-to-face classes with remote learning, school life and outside-of-school life of the pupils and, last but not least, formal education with life-long learning**. Life-long learning is a key element in the pupils' career success and individual fulfilment, sense of achievement, empowerment and self-worth. It is therefore, no surprise that in countries like Finland and Denmark, which score high in all kinds of assessment tests and comparative studies, reading has been made a pivot of the education process.

Practice shows, often to the surprise of the very teachers who carry them out, that reading lessons are nearly always successful even if employed occasionally. However, in order to minimize risks in the process of integrating reading into the curriculum, the teacher (school) must scaffold it carefully. Pupils may like a reading-oriented lesson as a welcome distraction from a textbook routine; however, when it comes to a long-term, sustained and sustainable reading habit, the teacher needs to begin by developing and strengthening the pupils' reading and related skills first. Educators now long realize that the ability of stringing letters together does not equate mastering efficient reading. As a rule too, **pupils' weak reading skills in their mother tongue will impact their ability to read in a foreign language**. The teacher needs to provide a lot of support, possibly even in the pupils' mother tongue, before the pupils emerge as fully autonomous readers. In other words, the teacher needs to scaffold. **Scaffolding is a process in which the teacher provides support to pupils in order to help them achieve a goal, a skill or concept they would not have been able to master independently.** The teacher's support gradually and intentionally "fades"

in correspondence with the growing independence of the pupil. (For more information on scaffolding, see e.g. Wood, Bruner and Ross (1976) or Wood (1997).)

It should also be borne in mind that **reading** is, by large, not an instantaneous, product-centred activity. It **requires time, patience, vision and long-term planning**. It also requires the **teacher's good awareness of their pupils as individuals.** This does not mean knowing what your pupils' hobbies or even preferred reading genres are, although this helps, too. Usually, the teacher processes this information by averaging it out and then searches for the reading material that would best match the outcome. This is certainly not wrong and may produce an inspiring and enjoyable lesson. However, it does not stretch the learners' autonomy and responsibility for their own learning process. In other words, it does not give them voice and choice.

Before discussing approaches, methods and concrete activities that integrate reading into the classroom and the curriculum, let us demonstrate **how reading should NOT be done**. One such scenario is that the teacher asks pupils to open the textbook, find a text that the children are new to, and then proceeds by **calling them out one by one to read a sentence each**. This can work well for enthusiastic readers, within a small class and a very safe and friendly classroom atmosphere. But in general, as reading for understanding this is a very inefficient approach chiefly because the pupils will only focus on reading out loud, not on content. For practicing pronunciation and intonation reading from an unknown text is far too challenging. Last but not least, for introverts and pupils with special learning differences it will prove to be an extremely stressful and alienating experience.

Another frequent approach to reading in the EFL class is **read and translate**. Translation, in fact, combines a number of complex, demanding skills. As a result, the reading process is slow, with many hesitations, halts and false starts; time-consuming and by its end, most learners are bored to death/completely disengaged.

The teacher therefore, should think carefully about their aims, i.e. what exactly they want to achieve via implementing reading in the lesson, and then **select the most suitable approach** to and type of reading.

Read-aloud "is an instructional practice where teachers, parents, and caregivers **read** texts **aloud** to children" (Reading Rockets).

Similar to read-alouds, frequently practised with preschoolers, **shared reading** means the teacher and the pupils read a book together, often in an enlarged format (the so-called big books) and seated in a circle. The teachers "explicitly models the skills of proficient readers"(Reading Rockets) and engages the pupils in the act of reading interactively (e.g. asking prediction questions, asking about the pictures and eliciting vocabulary, see e.g. Reading Rockets samples).

Guided reading is "an instructional practice or approach where teachers support a small group of students to read a text independently" (Literacy Teaching Toolkit).

Independent reading is „children's reading of text — such as books, magazines, and newspapers — on their own, with minimal to no assistance from adults" (Reading Rockets). This, however, means silent reading, which allows children to read at their own pace and explore various reading strategies.

paired reading, choral reading

https://www.readingrockets.org/teaching

https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx#empty

https://www.readingrockets.org/article/independent-reading

Selection criteria

Selection criteria and selection process when fostering reading

When deciding what books to offer to the learners it is a good idea for the teacher to go back to their childhood years and remember how they, as children, were choosing what to read. Very often these criteria include seemingly shallow features such as **how thick or thin the book is, the size of the letters, attractiveness of the cover, illustrations, complexity and length of the sentences**. However, from the point of view of the young learner these are all important things. The first encounter with the book can influence the whole reading experience. If a child repeatedly chooses a book which is not appropriate for them, then it might negatively influence their attitude to reading as such. In these cases it is necessary for the teacher to help the young readers pick the book which will bring them a satisfactory and fulfilling reading experience. Of course the above mentioned criteria are not the only ones that will help the

teacher during the decision process. Certainly it is ideal to find books which will suit the majority of the learners in the class but **in case of extensive reading there are possibilities to meet the needs of individual children because not everyone will read the same book**.

Lazar (1993, pp. 52-53) introduces several **areas that are important to think about when choosing the right literary text**. The first area includes **age, emotional and intellectual maturity and the learners' interests and hobbies**. The learners' **cultural background** is another aspect to consider – with young learners we have to assess how it fits into the children's current knowledge of the world. Another important area is the **language level**. With young learners whose level is usually between A0+ to A1 (beginner level) it is very often believed that reading in the foreign language is still too difficult for them. This assumption is challenged by Bassnet and Grundy (1993, p. 110) who claim that "it is an eye-opening experience to sit down and make a list of all the things beginners and advanced learners can do equally well." **If the teacher decides to use simplified readers, then it is easy to have a look at the level which is always indicated together with the number of words. If they decide to use an authentic text, then the level of the language should be slightly above the level of the learner**: this ensures that they still understand the story and what is more, they will acquire some new language.

Other factors mentioned by Lazar (1993, pp. 54-55) applicable to young learners are availability of texts , **length of the text, exploitability and <mark>accordance</mark> with the syllabus**. Availability has been discussed above; the length of the text depends not only on the age and level of the learners but also on time which the teacher wants to spend on the text and how much time the students have to spend on reading at home. The teacher should also think over if only part of the text can be read, or an abridged text and how much background information will have to be provided to make the text understandable for the learners. By exploitability Lazar means what kind of tasks and activities can be designed and based on the text and if there are other sources that can be used to support the text, such as videos, film, theatre play etc. In terms of fitting with the syllabus the author recommends to look at the thematic links, at vocabulary, grammar or discourse.

Collie and Slater (1987, pp. 3-7) "**recommend valuable authentic material"** which would provide the learners with cultural and language enrichment and would involve them personally. Similarly as Lazar they explain that "the **criteria of suitability** clearly depend on each particular group of students, their needs, interests, cultural background and language level" (p. 6). They believe that it is necessary to choose books

which correlate with the learners' life experience, emotions or dreams, not forgetting about the language difficulty.

Selection process

If we want to motivate the learners to read, it is advisable to **involve them in the selection process**. There are many ways to do so. For example, **children can be asked to bring their favourite books to school**. These can be books in their mother tongue or books in English. The books might be displayed in the classroom and children can look at what books are read by their peers. They can also discuss the books in small groups. This also gives the teacher a more precise idea of what genres their learners like and what topics they are interested in. Then a couple of books for the school or classroom library can be chosen based on these findings. With older learners "questionnaires on tastes and interests" can be used or, if the teacher wants all the class read the same book, then they can prepare 'a brief summary of three or four possibilities, perhaps with shorter extracts from the text, and let them choose the one they find the most appealing"(Collie and Slater, 1987, p. 7).

Another possibility is to **bring a couple of books to the lesson**. First the children only look at the books and try to choose those, whose cover is the most attractive. They can discuss and try to predict what their chosen book is about, who it is for, whether the book is sad, adventurous, funny etc. Then they form groups according to the books they chose and leaf through it trying to find out if their predictions were correct. If they like the book and feel like reading it, they prepare a short presentation in which they want to make other learners interested. If the book does not fulfil their expectations, then they can join another group. The presentations can have different forms (radio advertisement, poster, interview with an author, dramatization of a short extract etc.). After the presentations the pupils can vote for book(s) they would like to read.

Motivating readers and sustaining motivation

"Research consistently emphasizes that there is nothing more likely to increase student motivation than a teacher who shows passion for what they do in the classroom," (Nick Torner: Motivational Teaching, 2017, p. 98), which pays twice about reading and passion for literature. If **teachers show enthusiasm for**

books and children often see them with a book in their hands, there is a great chance that this will raise their interest and curiosity. Introducing children to the world of stories, tales, legends, fables, poems and other literary genres will open them a universe in which they will encounter new characters, live through new experiences, learn about new things, and accept new values. They will compare their life story with those of the literary heroes.

The strength of the learners' motivation "will be a factor in determining how seriously they approach the work, how much time they set aside for it, how hard they push themselves" (Scrivener, Learning Teaching, 2005, p. 64). **When the teacher serves as a role model**, it might arouse or increase the learners' intrinsic motivation. Many young learners are naturally motivated by their curiosity which is inborn and in fact makes us learn new things. This type of motivation should be constantly cultivated and should not be replaced by external rewards such as grades, vision of tests, or with younger learners – sweets. **Intrinsic motivation comes from the learner or from the texts and tasks that are set for reading**. Here it is good to mention Thorner's (2017, p. 9) idea of reward which comes from "an event, an activity or situation" and "the sense of pleasure or satisfaction" the learners get from them.

When reading in class, either during free reading or intensive reading, it is easier for the teacher to **sustain the learners' motivation with the help of different pre- and while-reading activities.** Motivation for extensive reading might be a bit more difficult from the very beginning. The habit of reading outside school has to be built up especially with those children who do not read regularly even in their mother tongue. Colie and Slater (1987, p. 36) explain that one way it can be gradually developed is **reading longer texts** that will be divided in sections. Some sections will be read in the lessons and some will be set for home reading. This might help develop extensive reading habits. The question is which parts of the text should be read in the lessons and which at home. The authors claim that it depends on the level of the class, their motivation and interests and also on some other factors, such as "the difficulty of the book, or [...] any particular passage in it". These factors will then influence the length of the text that can be "comfortably read at home" (p. 37). To make **home reading** easier for the learners the **teacher can prepare different worksheets** that will help the learners, support them or lead them through the text. Also, the learners themselves can prepare some activities for each other such as quizzes, vocabulary activities, true-false statements, multiple choice exercises etc. This helps support learners' autonomy. "An array of enjoyable **student-centred activities** is particularly important when working with students who are not literature specialists and who may not as yet have developed a wish to read literature in the target language on their own initiative" (Colie and Slater, 1987, p. 8).

Motivating the learners to read already starts with selecting books (see chapter x.x). Apart from the suggestions given in this subchapter teachers can **also ask for help from librarians** who can give them advice about the books that are most commonly borrowed by students of different ages. It is also a good idea to "seek books that encourage readers to enter the experience and perspective of others, including all fiction genres: horror stories, fantasy, science fiction, or romance. […] Comic books can motivate less proficient readers with colorful and creative artwork" (http://www.adlit.org/article/27269/).

Arousing motivation and interest is just the first step to successful reading. Sometimes it happens that the learners' initial enthusiasm fades. Teachers should observe their classes and individual learners very carefully and if they notice **lack of focus**, they have to intervene and help. The form of intervention will depend on the **reason for declining motivation** and the number of learners who lose motivation. If the cause is in the **level of language**, then it is necessary to prepare activities which will make further reading easier (usually they are vocabulary or grammar activities). If the lack of interest is caused by **incomprehensibility due to e. g. cultural content**, then the teacher should provide some background information or prepare activities through which the learners discover the facts which are necessary for understanding the text. Students can be also involved in activities such as "role play, improvisation, creative writing, discussions, questionnaires, visuals…" (Collie and Slater, 1987, p. 8). Other interesting ways of sustaining motivation are suggested by Scrivener (2005, p. 190), e.g. keeping a character's diary, interviewing a character, drawing a picture of a selected scene and then comparing the pictures, making a map of a story (or a chapter) etc.

Cooperation among the learners is another way to keep them active and interested. When working in groups they can support each other providing different expertise and views. Making reading a part of project work gives it another dimension and encourages the learners to continue reading.

DEAR time

Since the research has accented the multiple benefits of extensive reading, many schools have been incorporating this type of reading into their school curriculum. They offer reading programs such as **DEAR time (Drop Everything and Read)**, FVR (Free Voluntary Reading), USSR (Uninterrupted Sustained Silent Reading), WEB (We Enjoy Books), and FUR (free uninterrupted reading). Although the approaches have

been labeled with different names, they share similar features: students read for pleasure, silently and without interruption.

The method that is widespread in the USA and becoming increasingly popular also in schools in other countries is DEAR time. According to Deborah Foertsch, a primary school teacher promoting extensive reading in her classes, children learn best "in a community of learners; in a safe environment; when learning is student-centered, with hands, minds, and hearts engaged." All these can be easily accomplished through DEAR time: **students read in a community of other readers** (students and teachers); **in a safe and pleasant environment** (they are not required to take tests); they choose books they want to read and thus engaging both their minds and hearts. Students also have the opportunity **to reflect on what they have read and receive support from the teacher**. This approach encourages students to become efficient readers and, consequently, lifelong readers and learners.

Before introducing DEAR time into the class , **teachers first need to secure access to books** and create a stimulating, literacy rich environment. During DEAR time, students select the books they want to read. The ideal way to provide books is by **setting up a classroom library** that is equipped with a variety of books and magazines that (satisfy?) students' interests and conform to their reading levels. The books can also be displayed all around the classroom: on the shelves, in the baskets on the window sills, the carpet or the teacher's desk. Students are thus virtually surrounded by books. To provide comfortable places for reading, reading rugs, beanbags, pillows can be used.

Teachers also need to **acquaint students with DEAR time and its rules.** They will explain that students will read books of their own choice. If they find the book too difficult to read or if they do not like the story, they can stop reading and choose another book. Students must select the books before DEAR time begins. (if students are not used to reading in English, teachers start with scaffolding strategies to prepare students for independent reading - see passage on scaffolding in ch x)

The teacher finds a f**ixed time for DEAR time sessions** in her classes. The first sessions can start with 5 or 10 minutes, and be gradually extended to 15 or 20 minutes. Typically, a session of DEAR time is offered every day, either at the beginning or the end of the class. If it is not possible to offer it every day, it should be done at least twice a week. This regularity helps turn reading into a habit.

The actual DEAR time is the time when everyone in the class drops everything and reads. The teacher announces the beginning of DEAR time, with young students she can for example ring the jingle bell or use a short chanting rhyme. Students get books they want to read and find a comfortable place to read.

They can take books from the classroom library or bring a book from home. The teacher reads too, she serves as an example to students, modeling the reading process. Everyone in the class spends a designated time in silent reading, not being interrupted by anyone until the teacher announces the end of dear time. **Students are encouraged to continue reading in their free time**, either at school or they can take books home.

When the DEAR time runs for about two weeks and most of the pupils finish reading at least one book, they are ready to talk about the books or express their opinions in writing. Teachers can start introducing short book chat activities and reading journals. Students thus have the opportunity to talk about the books, recommend them to others, they learn to reflect on what they have read.

Teachers: preparing students for the reading program: explain what exactly they will do, why, how to choose books, what the outcome/assessment? - model reading, Assist with reading strategies, choosing books; Monitor/ after students finish reading the book, they can have a short discussion about the book; Special needs learners – whatever assistance they need

(If we want to encourage reading, it is always better to do it in collaboration with other teachers, simultaneous reading programs in mother tongue/ in their first language, teachers of other subjects can recommend books in their fields)

The role of a teacher

Teachers fulfil the wide variety of roles during their work in the classroom. These comprise all kinds of situations in which teachers either control their learners and lead them through the whole teaching process up to the cases in which the teacher becomes an observer rather than the 'main' figure. In the previous subchapters we spoke about scaffolding which in case of reading lessons and activities connected with reading means guiding the readers starting from their first encounters with a literary work. This support, however, has to be gradually reduced until the time comes when the child is able to read independently without the teacher's help. To put it simply, the **teacher equips** the young reader **with** not only **knowledge of the language** but also with **skills, techniques and strategies** which are necessary for the whole reading process starting with choosing the correct text up to understanding and interpreting the message of the literary work. At the very beginning the teacher has to organize the class and engage learners in the tasks, which also includes **giving clear instructions**. At the end of a particular reading

activity it is **providing feedback** (Harmer, 2012, p. 146, Essential Teacher Toolkit) which is necessary not only for summarising the read content but also for motivating the pupils to further reading. Also, the role of the tutor is quite important: here we mean "giving [the learners] personal advice and information … It is helpful to **organise tutorial sessions** while the rest of the class is working on some other task. If we can tutor a few individual students in a lesson, we can, over a period of time, see all of them individually" (ibid.) This group or individual tutoring might be beneficial especially for the pupils with special educational needs who very often need more guidance and support. As mentioned in the chapter about motivation, one of the key roles is being a role model for the learners. Which means that the teachers show their love for reading, are interested in books which their pupils read and talk about them not only in the classes. However, they are **classroom discussions** which follow both intensive and extensive reading and which very often spark interest in reading of the learners who want to 'belong' and participate in discussions with their book-loving peers. In these discussions the main job of the teacher is "to provide students practice in learning to formulate, develop, and extend their responses" (Beach et al., 2006, p. 87; Teaching Literature to Adolescents). The learners also learn "how to interact with their peers in a collaborative manner" (ibid.). During these discussions teachers adopt the role of a discussion facilitator, especially at the beginning when the discussion needs to develop, they should encourage nonparticipating students to join the conversations, they should push the learners to "further elaborate on their responses with prompts" (ibid. p. 89). If necessary teachers might also apply the role of a participant but they should be careful to not dominate the discussion and provide the space to the learners.

Classroom library

The most convenient way to ensure reading material for extensive reading programs is by building a classroom library. With books stored in bookcases, displayed on the shelves, kept in baskets and containers, piled in strategic places all around the classroom, students are virtually surrounded by books.

Research shows that children who grow up in a literacy rich environment, that means in a family with a home library and parents and other family members reading on a regular basis, tend to develop good reading habits. On the other hand, children without easy access to books read poorly or not at all. Classroom libraries, hand in hand with extensive reading programs, can compensate for this lack of stimulation by making books available nearly any time and to everyone in the class.

A classroom library should include a wide variety of texts to satisfy diverse reading interests and reading levels of the students. (how to choose books – refer to chapter Selection criteria) There are research based guidelines for equipping a classroom library.

- It is recommended to have at least 7 books per student but ideally it is 20 books and more per one student. Though this applies to books in students' native languages, roughly the same numbers are recommended also for books in foreign languages: at least 5 books per student.
- Reading material should cover a variety of reading levels to satisfy the needs of both reluctant and proficient readers
- New books should be added regularly
- Both fiction and nonfiction should be included, some librarians and educators recommend up to one half of the reading material to be nonfiction.
- The collection should consist of a wide variety of formats and genres, such as novels, encyclopaedias, graphic novels, graded readers, comics, magazines, biographies, animal stories, fantasy, adventure, school stories, romance, fairy tales, dealing with a wide range of topics that children may find interesting

To help students find the books they might enjoy reading, the library should be organized effectively. The most common way is to organize books by themes, reading levels, authors, genres, series. These categories can be combined, for example sorting out the books according to themes and using labels with color codes to indicate the reading level. New arrivals and books teachers want to recommend can be displayed face-out. When deciding upon the check-in system and classroom library rules, it is a good idea to involve students.

Reading Journals and Book Chats

Extensive reading provides students with topics and ideas that can be further explored in reading journals or in informal conversations in the classroom, thus **building on their writing and speaking skills**. Reading journals and book chats give students a **chance to reflect** on the books they have read, to share their ideas about the topics they encountered, to relate stories to their own experience. Students learn to summarize, express their opinions and also listen to and accept the opinions of others. Moreover, by **keeping a record of their reading**, students keep track of what they read and how many books they read and teachers can monitor the students' work and their progress in time.

When introducing reading journals, teachers need to introduce them properly so that students understand what they are supposed to write and what is the purpose of their writing. As there are **many types of reading journals**, teachers can start with short, less demanding responses, and later on introduce more complex approaches stimulating critical thinking. Once students are acquainted with a great variety of written responses to books, they can choose the format that suits them best.

written journals, visual journals, creative, critical and proactive response

- it makes the reading visible; Teachers – see if students are making good book choices, if they comprehend what they read.

Reading journals ideas

- **Creating story maps**: Teacher introduces some basic elements of the stories, such as book title, author, main character, setting, genre. Students use graphic organizers to gather relevant information about the book they read
- **Creating character maps:** Students explore the main character of the story, his/her name, friends, family, physical appearance, personality traits. More experienced readers can also state what they like and dislike about the character

  (dat nejakou ukazku?)

- **Book selfies:** Students think about the story they read, its tone, main topics, setting, crucial moments in the story. Then they take a selfie, using appropriate facial expression, body posture and props to convey the atmosphere and main points about the story.
- **Keywords:** Students describe the book in 5 hashtags. In this way they learn to characterize the book using the keywords
- **Writing prompts:** To encourage students to write, teachers can offer them a set of questions or sentence starters. Students choose one and start writing. It is better if these writing prompts encourage students to be analytical, proactive and creative:

  I liked the book because …

  I disliked the book because …

  I liked (the name of the main character) because …

  What is the conflict in the book? How is it solved? How would you solve this conflict?

  The most important word (sentence) in the story is … because …

Write a letter to the character you don't like. Write down what you think about them and their behaviour.

Have you changed your mind about anything after reading the book?

- **Quotes:** Students copy some quotes they find important, amusing or shocking into their reading journal. Then they add their thoughts and understanding about the meaning and significance of the chosen parts of the texts.
- **Exit ticket:** This prompt can be used for writing about non-fiction. Students list three things they learned, two things they found interesting, 1 thing they still have.
- **Reading logs:** Students record their reading activity by writing down information after each reading: the date (of reading), book title, how many pages they read, how many minutes they spent reading, new words they encountered, their evaluation of the book (using emoticons or ranking the book with stars)
- **Dialogue journals:**
- **Writing a poem:** Students write an acrostic poem, which is a poem in which the first letter of each line spells a word or a message. They can use the name of the main character of the book to write a poem that describes this character.
- **Re-writing the story:** Students rewrite part of the story they read in the voice of a minor character. This activity allows students to think about the point of view and how the stories can change depending on who is telling them.

Book chats ideas

- Students work in pairs. The task is to introduce the book they read recently. The teacher specifies what kind of information about the book should be given, it can be the title of the book, one sentence summary, the reason why students liked or disliked the book. Students are given a few minutes to write down notes. Then they talk in pairs, each introducing the book they read. After that, students switch partners and introduce the book again, this time without the written notes.
- Each student prepares a set of questions about the book. Students work in pairs, taking turns asking and answering questions about the books.
- Students draw an illustration for the book they read. In pairs, they talk about the book, its main topics and ideas, while referring to the illustration they created.

Project work

Every teacher has probably experienced classes in which they have had both regular or occasional readers and the children who never read books. This means a heterogeneous group with learners with rich reading

experience on one side and those with zero reading experience on the other. This might present a real challenge once the teacher wants to base their lesson(s) on a literary text. Apart from activities and techniques listed above through which even non-readers might become at least slightly interested and motivated, a good solution can be organizing reading as project work. This helps learners cooperate and motivate each other in groups where the tasks can be differentiated and tailor-made to each learner's abilities, interests and needs. What exactly is project work? "Project work is work which focuses on completing a task. Project work normally involves a lot of resources - time, people and materials - and learners practise a range of skills and language systems." (https://www.teachingenglish.org.uk/article/project-work)

Within reading programmes the big advantage would be **combining intensive and extensive reading** during which the learners could cooperate, help and support each other. Reading a book would be a part of the process while the **final product can be e.g. dramatization of the story or its part, a poster which would give some basic information about a book, a comic book which would retell the story, a video showing e.g. the life of one of the book characters, or a documentary about the place where the story is set.** Here every learner in the group would, apart from reading, focus on tasks that they are good at, e.g. drawing, summarizing, retelling, writing a scenario, preparing props etc. For a great demonstration of much of the above see for example Miss Venti's Class.

It is necessary to prepare the project work well and also the teacher has to be a good classroom manager. An indisputable advantage of project work is that the learners are given some independence in planning and working on their tasks. The teacher is there to help if needed and withdraws when the work goes well. Another positive feature of this type of work is a **possibility** (sometimes even necessity) **to apply a cross-curricular approach**, which gives opportunity to cooperate with teachers of other subjects using their expertise. At the same time the learners can use the knowledge from non-language subjects. Project work is mostly organized as group work, only rarely the pupils work on projects individually.

As Zormanová (2012) points out, from the point of view of the learners project enables them to use their individual skills and abilities. The learners become responsible for the result of their work, their independence is being developed, they learn to work with different sources of information, they learn to solve problems, they construct their knowledge and use their existing knowledge and skills while gaining new ones. They also practice their organizational skills, learn to control, plan and evaluate their work, cultivate cooperation within their group, work on their communicative skills, learn to respect each other's

opinions and last but not least develop their creativity, activity and phantasy. (Zormanová, 2012, https://clanky.rvp.cz/clanek/c/s/14983/PROJEKTOVA-VYUKA.html/)

The length of the project can differ; it can be planned just for one lesson, or for the whole school year. It can be limited to one subject only or, as mentioned above, it can become very complex and can be worked on in cooperation with teachers of several subjects. What is important – the starting point is a literary work which gives the basis and the frame to further activities and work within the project.

Most project-based learning is **based either around a topic (**our town, climate change, life cycle of plants) **or a story.** But most topics, too, work best if they are constructed as a narrative. This is well evidenced in contemporary textbooks, too, which contain a story with each unit to introduce a concept. Projects can be **one-off or ongoing.** Many alternative schools champion projects as a way of integrating and amalgamate learning across the curriculum. In fact, project work is essential for cross-curricular learning. However, many schools are not ready yet to open up the curriculum in order to make it work. Often, teachers in traditional schools reserve a week per term or one day a week to do a project and/or use it as an alternative assessment. Furthermore, project work allows combining many methods and strategies that each student simply has to find something that they enjoy doing. Here are some outcomes of Lenka Hronová's project on *The Canterbury Tales* which paralleled the quest of the pilgrims, aiming to help pupils learn about the Middle Ages. The pupils:

- created their own costumes and sewed a satchel;
- attempted to decode Middle English text;
- learned a medieval dance;
- played a medieval board game;
- engaged in map making.

In sum, reading in project work is always present but to varying degrees. What makes reading projects particularly appealing to pupils is the fact that **reading functions as an event and happens in social context**. For a class of reluctant readers, a reading project is a particularly good way of making reading visible without imposition, and dosing and differentiating it.

When students read, be it in the classroom or at home, the ability to understand what they read has to be checked and evaluated by teachers. Usually it is done by answering a series of questions about the content of their reading or other activities such as putting pictures or sentences which summarize the text in the right order. It's essential to determine whether students can actually follow what they read. Ellis and McRae (1991, p.10, The extensive reading handbook for secondary teachers) call this stage 'monitoring': "Monitoring does mean checking that a certain amount of reading has been understood. Monitoring should, however, become less teacher-controlled as extensive reading develops in a class and as students become familiar with the strategies and techniques of self-monitoring."

However, very often teachers need to evaluate not only comprehension but also other phases of the reading process, especially in case the reading becomes a regular activity for the learners. During intensive reading it is relatively easier, we can provide the learners with immediate feedback, and we can evaluate the way they respond to the text or to the tasks. However, with extensive reading it might be more difficult. What to evaluate? Which parts and phases? And there comes an even more important question – how to evaluate.

We should always bear in mind some basic principles of evaluation. The most essential in case of reading will certainly be its motivational character. What is meant by this: evaluation should never be felt as criticism but more as support and help. It should contain some information for the learner on how to do better next time. It should be regular and it should give the learners an opportunity to see some progress. And, last but not least, it should not be only the teacher who evaluates the learners during the process of reading. The learners should be led to self-evaluation or peer-evaluation which can have many forms and depends on what part of the process or activities connected with reading we want to evaluate.

We would like to discourage teachers from evaluating by grades (or possibly not by bad grades) but rather use forms of evaluation or self-evaluation such as portfolios in which the learners can reflect what they read, what they learned, what they were thinking about, what conclusions they come up to etc. Reading journals mentioned in chapter x.x can also serve as a sort of portfolio. Teachers should explain that it is up to the learners what they want to have in the journal (although they provide the learners with some suggestions) and that the journal is their possession. As such, it should not be corrected by the teacher. It can become a stimulus for discussion, for detecting language areas that the learners should work on. At the same time it can serve as a rich source of information for the teacher about the interests of their

learners, their views and opinions, their fears and joys. If the teacher feels like commenting on the portfolio, it can be done through sticky notes or a small comment in pencil (never a red pen correction). During discussion periods the learners can talk about their journal and the teacher can join their groups and give them their comments.

Poznan:

III. Implementing extensive reading programmes: goals, tools and techniques

Setting goals in extensive reading programmes

Extensive reading can be implemented in two different ways. In most cases, the goal of extensive reading programmes is to provide opportunities for learners to read large quantities of texts for pleasure in a foreign language. As Day and Bamford (1998: 5) put it, "an extensive reading approach aims to get students reading in the second language and liking it." Through reading in this way learners are generally supposed to become more fluent readers and to consolidate the language that they already know. The language acquisition that takes place as a result of this process is mostly incidental, that is, happens as a by-product of learners being engaged in reading for enjoyment. The main teacher role in this case should be to encourage learners to read books in a foreign language: "the teacher is a role model of a reader for students" (Day and Bamford 1998: 8). Teachers should also create conditions in which learners will enjoy the process of reading and they may monitor learners' progress. All this may ultimately lead to incidental acquisition of different aspects of the foreign language by learners, the most prominent of which is likely to be vocabulary. Therefore, as Scrivener (2005, p. 189) warns, in this approach teachers should "be careful about integrating comprehension checks, tests and exercises" into their teaching. He advises teachers to "let students read, enjoy and move on, rather than read and then have to do lots of exercises afterwards."

The second way in which extensive reading is sometimes employed is when texts are used for language study in addition to being read extensively by learners. (http://robwaring.org/er/ER_info/ER_ways.htm) In this case, learners are engaged in follow-up activities aimed at providing further practice of the language encountered by learners in the texts they read and also at expanding that language. The table below, adapted from Waring (2021), presents the main options that teachers have when implementing extensive reading in the two ways that have just been described.

Aim	To enjoy reading		For language study		
Style	Self-selected reading	Group-reading for comprehension and discussion	Self-study reading with language exercises	Group-reading	Group reading with language exercises
Best use	Fun individual reading of a story	Fun shared class reading and discussing a story	Individual reading and language work	Whole class reading and language work	Whole class reading and lots of language work
How?	Silent reading in class or at home	Reading the same book led by the teacher. Discussion and comprehension activities	Students read each reader and do the exercises	Students read each reader. Teachers go over it	Students work through the same reader. Teachers go over it with exercises
Where?	Class / out of class / home	Class	Out-of-class	Class	Class / out-of-class / home
Features	Own pace Own ability level Self-selection of books	Teacher selection of books Good for discussion and comprehension	Read each story and check comprehension Practice the grammar and vocabulary	Teacher selects reader Good for understanding and class language work	Read each story and check comprehension carefully Practice the grammar and vocabulary
Class time needed per week	10-15 minutes to exchange readers, to discuss the reading and	5 minutes at the end of a class 2-3 times a week	Assign out-of-class work Need time to check homework	As needed	As needed

	assessment (if necessary)				
Assessment choices	Informal Reader tests	Informal Reader tests	Progress tests Level tests	Reader tests Level tests	Progress tests Reader tests Level Tests
Materials needed	Library of graded readers to learners to choose from	Library of graded readers – learners read the same texts	All the readers at each level	Students have all the same readers	Students have all the same reader

Graded readers as tools for implementing extensive reading

For extensive reading to occur, learners need to be familiar with 95-98% of the running words in a text (Nation 2005, p. 12), that is, learners may be unfamiliar with no more than five (and preferably no more than two) words in every 100 running words. This means that in many or most cases learners will need to read simplified texts, for example graded readers, rather than original unsimplified material in a foreign language. To read novels written for English teenagers, one needs to have a vocabulary size of over 2000 words (Nation 2005, p. 12), and to read novels written for adults it is necessary to know more than 4000 words. As Day and Bamford (1998: 55) point out, for learners who do not have an adequate vocabulary size, exposure to an authentic text is likely to result in focus on the linguistic code rather than meaning, in a decrease in confidence, and in associating reading with difficulty. Ultimately, limiting less advanced learners' exposure to authentic texts will rob them of "the most important source of the reading materials they need to become fluent readers." (Day and Bamford 1998: 55-56).

Graded readers are available from many different publishing houses which offer fiction, non-fiction, biographies and also other genres. The books are either simplifications of pieces written for native readers or original texts written specifically for language learners. As Nation (2005, p.

17) says, there are at present numerous high quality graded readers for learners, so they are no longer just "watered-down versions of richer original texts". Most importantly for learners, their design facilitates fluent reading and vocabulary acquisition as graded readers contain few low frequency words and the high frequency words they include are frequently repeated. Waring (2021) describes graded readers as "a bridge to the eventual reading of authentic reading materials" and illustrates the progress that learners make with 'the victorious circle of the good reader" (http://www.robwaring.org/er/ER_info/How_to_do_ER.htm):

Graded readers cover a range of levels, often starting at 100-200 headwords. A headword, like a dictionary entry, groups together word forms with a similar meaning, for example, *use*, *uses*, *used*, *useful*, etc. In addition to headword levels, publishers often provide references to a corresponding Common European Framework of Reference for Languages (CEFR) level. For example, a 200 headword level corresponds to the A1 level. Teachers who would like to test their students' vocabulary knowledge can use a number of reliable tests which are freely available on the Internet (see section Useful Internet resources)

Extensive reading can result in substantial vocabulary gains; however, teachers need to be aware that for this to be achieved learners need to be involved in reading a large number of texts for a long period of time. Incidental vocabulary learning is as not as effective as deliberate learning (Nation 2003, p. 138) and thus a considerable amount of time needs to be invested in it. Nation (2005, p. 16) makes the following **recommendations concerning the implementation of extensive reading**:

1. Learners should read at least 15-20 graded readers in a year. This provides enough repetition of the relevant vocabulary. Repetitive encounters are crucial for new words being learnt: as research into incidental vocabulary learning shows (Waring and Nation, 2004, p. 103), the likelihood of a word being learnt after one meeting is only 15%. A word needs to be met at least six times for it to be remembered, with less advanced learners needing more encounters than more advanced ones. Further, as Waring and Nation (2004, p. 104) also point out, without repetition words are likely to be forgotten: in one study if a word was encountered fewer than eight times during reading it was forgotten after three months.

2. Learners should read at least five books at a level before moving to books at the next level. This should introduce learners to most of the vocabulary at a given level.

3. Learners should read more books at the later levels than the earlier, as vocabulary at earlier levels also occurs frequently at later levels.

4. Direct study of new vocabulary may be necessary at earlier levels as learners may be faced with more unknown words at these levels.

As for example Nation (2005, p. 13) says, "in an extensive reading programme reading should be the main activity and other activities should occupy only a very small proportion of the time. The main task of the teacher is to encourage learners to read and to monitor the process. There are a number of ways teachers can do this (Harmer, 2007; Nation 2005; Scrivener, 2005)

1. **Setting up a library:** ideally, this should provide a wide selection of reading material for learners to choose from. Harmer (2007, p. 284) suggests that teachers should try to persuade school authorities to provide funding. Books should be coded for level and genre, teachers should also keep track of them and develop a simple signing-out system. If possible, book displays should be arranged in classrooms to show different genres, levels, books that have won learners' awards. Awards can also be given to learners for the amount of reading that they do.

2. **Promoting reading by setting an example:** teachers should present reading as an enjoyable and worthwhile activity, for example by telling students about the books that they themselves have read or are reading.

3. Organizing a reading programme: teachers should indicate to students how many books they are expected to read over a certain period. It should be made clear that they are free to choose the books they want to read and also that they can consult the teacher and other students about it. Every few weeks part of a lesson can be devoted to a question and answer session concerning the books being read in a given period. Classroom time can also be set aside to quiet reading. Learners can vote on the most popular book in the library, with labels stuck to the front of the winning books. Awards

As Nation (2005, p. 15) points out, an extensive reading programme will always be only one of the elements of a language course. A language course, apart from components aimed at incidental learning from meaning-focused input, like the extensive reading component, contain other strands which can support the development of extensive reading. One way in which teachers can support learners in developing extensive reading skills is through training in reading faster. This kind of training involves learners in repeated timed reading of simple, finely tuned texts, which do not contain any unfamiliar vocabulary or grammatical structures. Learners also need to answer comprehension questions about the texts that they read. Both

the speed of reading and comprehension scores should be recorded on graphs so that learners can monitor their progress. The aim should be the ability to read 300-400 words per minute.

Nation (2005, p. 15) also suggests that teachers engage learners in some vocabulary activities which can increase the effectiveness of the vocabulary acquisition process. These activities should not, however, dominate the reading programme and turn it into intensive vocabulary instruction.

Pre-reading, while-reading and after-reading activities in a reading lesson

Pre-reading stage

The lead in or pre-reading stage, which Chamot & O'Malley (1994. p. 300) call the preparation phase, is the stage during which students' prior knowledge about the theme of the story is elicited. Learners are given opportunities to activate their schema as part of an individual, group and whole class activity, expressing or sharing their opinions and knowledge about issues which are related to what they are going to read about. Group work and whole class interaction can also enable students to gain applicable knowledge from their peers. Teachers can also use visuals, realia, audio-visual materials or dramatic readings (Hughes &Williams 2000, p.18) in order to arouse learners interest in the theme, recall their knowledge or pre-teach background knowledge about the topic. (Chamot & O'Malley 1994, p. 300). At this stage it is also helpful to become familiar with some key lexical items without which readers are unlikely to get the gist of the story or understand important information. Chamot and O'Malley (1994, p. 300) suggest that readers 'become familiar only with essential vocabulary, leaving some unfamiliar vocabulary to encounter for students in context when they read the text.' (1994, p. 300). This way learners have a chance to practise reading strategies. Readers can also become familiar with some comprehension checking tasks in order to predict the content of the graded reader or even select their attention when engaging in the reading process. In this stage learners can also be pre-taught some reading strategies that will assist them in comprehending the text.

Examples of pre-reading activities

Learners can:

- be presented with a picture or the cover of the book to encourage predictions about the topic or issues raised in the text,
- be encouraged to guess what they are going to read about on the basis of a few words or phrases from the text,

- asked to look at the headlines or captions before they read the whole thing (Harmer 2007, p. 206),
- be asked a few questions which relate to issues raised in the text,
- listen to a story which is read or told by a teacher or a parent or provided on a CD Rom, (Hughes &Williams 2000, p. 17)
- participate with words or actions as they listen to the story,
- watch the video of the story in English or their native language before they read the book themselves, (Hughes &Williams 2000, p. 17)
- participate in a lesson which is related to the plot or theme or even based on a short passage of the graded reader in order to enhance learners' general knowledge, introduce key concepts and lexical items or even practise some strategies helping students to guess the meaning of unknown vocabulary,
- go over the text and select a small number of words (say five or six) to pay special attention to while reading. This is supposed to be a consciousness-raising activity, one which will make learners focus on selected words,
- be asked to predict lexical items and/or tenses which they think will appear in the text. A teacher can later compile the final list of words and/or grammatical structures and ask learners to pay special attention to them when reading the text in the while-reading stage.

The teacher can select the most appropriate activities depending on how the graded reader is going to be used: i.e. in class or at home.

While-reading stage

The purpose of this stage is to allow learners to read the text and become familiar with its content. To sustain learners interest in reading, especially in case of young learners, who can easily become distracted, Hughes &Williams (2000, p. 17) propose that readers are given a clear task which gives them a purpose in reading.

While-reading activities:

Learners can:

- listen to the CD while following the text in the book, (Hughes &Williams 2000, p. 17)

· read only a small passage from the book, for example, one page in order to find the answer to a specific question provided by a teacher,

· read out a passage from a book in the classroom: students try to predict what happened before, who the characters are, what might happen later.

· skim or scan the last page or pages of the book in order to find out if they were right about the ending they predicted,

· read selected pages or sections of the book to find out if their predictions were right,

· read selected pages to find key words or examples of language. (Hughes &Williams 2000, p. 17)

· read sections or pages of the book to find out if their predictions from the pre-reading activity were right, (Hughes &Williams 2000, p. 18)

· read sections or pages to find out answers to self-selected while reading activities,

· read selected parts of the book in order to guess the meaning of a given lexical item.

Post-reading stage

In the post reading stage readers are encouraged to reflect upon what they have read, how the events relate to their own personal experience and evaluate their reading skills. (Chamot & O'Malley 1994, p. 301). They can, for example, complete comprehension exercises at the end of the chapter or a book in order to find out to what extent they have understood the plot. In self-reflecting or thinking about answers to open questions, they can be encouraged to think critically, about the storyline, its characters, events presented and/or whether they understand the author's attitude towards the characters, etc. They can also complete their reading record sheet. Such activities, if structured in groups, give learners a chance to rehearse the skill of talking about the book they have become familiar with, share their opinions and learn from each other. This kind of engagement can contribute to the increase of learners' confidence, especially if other members of the team share similar opinions.

During activities which focus on reflection, there are no right or wrong answers (Chamot & O'Malley 1994, p. 301). The teacher, if supervising such activities, should focus on the content rather than the form of students' utterances. Global errors, the ones which make an utterance incomprehensible, can be gently modelled, but not corrected overtly so that such a 'discussion' whether conducted in the target language or in students' mother tongue resembles a real life situation rather than another practice activity done in a classroom setting.

In this stage learners can be emboldened to apply their ideas, reflections and skills which they have acquired to new contexts. They can use their imagination and express themselves by focusing on more creative tasks or decide to read the story to their siblings, teachers, parents or other learners at school. (Hughes & Williams 2000, p. 18)

Examples of post-reading activities:

Learners can: (based on Hughes & Williams 2000, p. 18-19)

- make a list of new words which occur repeatedly in the text for subsequent study. According to Nation (2005, p. 15), this could be followed by a learner later presenting one word that attracted his / her attention, that is, explaining its meaning and describing any other interesting features, for example how it is used in a sentence.
- complete the post-reading activities which are at the end of the book or at the end of each chapter,
- talk about the book, in groups consisting of students who have read the same book. Teachers can structure such group discussions by providing a set of discussion questions.

- make a poster on e.g. their favourite characters, the best illustration, the part learners' enjoyed best or their opinion about the book,

- draw a picture of their favourite part and label it,

- write 'new' words from the book either in their personal dictionary or complete a dictionary attached to the book,

- make their own mini-books of the story, draw pictures and label them. Learners can be encouraged to change parts of the story.

- write an own version of the story,

· dramatize the plot or a given passage of the book,

· complete a reading record for the book which learners have read (Hughes & Williams 2000, p.18-19),

· interview one of the characters or the author,

· interview other readers by means of a survey,

· write a review of the book,

· write a letter to one of the characters.

Finally, as an after-reading activity Nation (2005, p. 16) recommends that learners spend a few minutes reflecting on some of the words they encountered in the text, perhaps going over the relevant passages.

Feedback, assessment and reflection

Aim

Reading for pleasure should never be the subject of formal assessment (Chamot & O'Malley 1994, p. 300) or part of punishment (Scrivener 2005, p. 189). The teacher's role should be to encourage learners' self-reflection on the content of the book, on their reading skills (Scrivener 2005, p. 189) and on the progress they make in reading comprehension (Chamot & O'Malley 1994, p. 300). Chamot and O'Malley (1994, p. 300) also suggest that 'in this phase it is important to teach students how to evaluate their ability to read.'

How

It is a good idea to give learners a choice which comprehension as well as vocabulary and/or grammar exercises they want to do. The teacher, at the request of a learner, can provide him/her with the key to the exercises a learner has completed, or make all answers available for anybody who is interested in, for example, a reading corner or a library of readers. Learners can check their answers either alone or a teacher can encourage individuals to find out the answers together with other learners who read the same book, for instance, as part of a post reading stage during which learners have a chance to exchange their opinions about the book and its content.

Learners can also be offered an opportunity to express their opinion about the book they have read by filling in a record sheet. Such self-evaluation forms can also be collected and included in student portfolios (Chamot & O'Malley 1994, p. 301). Depending on the readers' age, they can, for instance:

-write a few comments about the story,

- give the book a grade or a rating,

- draw a smiley or sad face in response to statements about the book,

- write a short comment about the book,

- compile a list of their favourite books and explain why they like them, (Hughes & Williams 2000, p. 7)

Older learners can be given opportunities to:

- generate their own evaluative and critical questions on a specific aspect of the text they have read and answer them in order to practise higher-order thinking skills,

- assess if they could read without any problems,

-identify problems they have encountered,

-indicate their plan to overcome the problems. (Chamot & O'Malley 1994, p. 301)

At lower levels (A1-A2), very few learners will probably be able to sustain their interest in reading when they encounter problems, let alone use metacognitive skills in order to achieve self-improvement in reading speed and comprehension. This is because of limited knowledge or confidence in activating schema, arousing and keeping interest or using strategies such as: predicting, skimming, scanning, contextual guessing, reading between the lines. However, the presence of such an option can make students become aware of the fact that they can always improve. In consequence, they may even start seeking help and ask the teacher. Also, such a column can be very informative for teachers themselves who, in recognizing learners' problems, can plan lessons activities in order to introduce and enable learners to consolidate the use of reading sub-skills which focus on the development of learners' reading comprehension.

Older learners can also keep a journal, which they can share with the teacher. In reading such journals, teachers should pay attention to the content and respond to learners' ideas rather than the correctness of students' entries. It is also possible for teachers to suggest journal

entries. By such 'dialog journal writing' (Chamot & O'Malley 1994, p. 300) teachers can respond to learners' comments and learn about problems that students experience while reading a given book. This can give them an opportunity to enhance learners' motivation by directly responding to the problems learners are facing by indicating where the problems can stem from, suggesting solutions or even advising students to give up reading the book if the book, even if roughly tuned, is still above students' language level.

When planning evaluation it must be remembered that these types of activities should not be used all the time. Learners can easily become demotivated and lose their interest in reading graded books if they feel that apart from taking up reading a book for pleasure, they always have to do additional tasks for a teacher.

Ideas for completing a reading record for the book which learners have read

My Reading Books   *My name:*

The title	I like the book	I think

Inspired by Hughes A., Williams M. 2000. Penguin Young Readers Teacher's Guide to Using Stories in Class. Pearson. p. 10.

How to colour the stars:

I love the book.

 I like the book.

I don't know.

I don't like the book.

I did not finish the book.

Books I have Read in School

My name: …………………………………..

The title of the book.	STARTED (date)	FINISHED (date)	My opinion about the book.

Inspired by Hughes A., Williams M. 2000. Penguin Young Readers Teacher's Guide to Using Stories in Class. Pearson. p. 11.

<u>You can use ideas below in order to complete 'My opinion about the book' section.</u>

- I loved it because…
- I liked it because …

- I don't know what to say.
- I don't like the book because…
- I did not finish the book because …

Ideas for reading journal entries:

- I wonder if you liked the book? Why/Why not.
- Why was the story difficult for you?
- Does it help if you look at illustrations, the title before starting a chapter?

Name:…………………………….

The title of the book: …………………….

Unit:………………………

1. This is what I learned in this unit/from this book:

2. This is what was difficult or confusing:

3. This is what I am going to learn what was difficult:

4. The most interesting thing in this book/unit was:

From: Chamot A.U., O'Malley J. M. 1994. The CALLA Handbook. Implementing the Cognitive Academic Language Learning Approach. Addison-Wesley Publishing Company. P. 314.

Learning Strategies

Title: The Jungle Book

I can:	Comment:	What I can do to improve:
Use my prior knowledge about wolves and jungle animals.		
I can predict what may happen in the story.		
I can predict while I read.		
I can identify difficulties.		
I can cooperate with my classmates when checking exercises or talking about the book.		

Inspired by Chamot A.U., O'Malley J. M. 1994. The CALLA Handbook. Implementing the Cognitive Academic Language Learning Approach. Addison-Wesley Publishing Company. P. 312.

Class Reading Record

Class: Number of children: Dates*: from………….. to………….*

Title of the book	N A M E	N A M E	N A M E	N A M E	N A M E	N A M E	N A M E	N A M E	N A M E						
Harry and the Egiptian Tomb by Jane Cadwallader															
Pollyanna by Eleanor H. Porter															

Useful reading-related Internet resources

Rob Waring's website: information concerning extensive reading, listening and vocabulary; publications and presentations on extensive reading, collection of graded readers

http://robwaring.org/index.html

Paul Nation's website: publications on extensive reading and vocabulary learning; graded readers, vocabulary lists and tests

https://www.wgtn.ac.nz/lals/resources/paul-nations-resources

The Extensive Reading Foundation: website co-founded by Dr. Richard R. Day and Julian Bamford. Contains information on different graded readers series, guidelines on implementing extensive reading, free reading material

http://erfoundation.org/wordpress/

Extensive Reading Central: free reading and listening texts

https://www.er-central.com/

Wikipedia in simple English: contains many texts written with English vocabulary restricted to 850 words

https://simple.wikipedia.org/wiki/Main_Page

Online vocabulary tests:

Paul Nation's Vocabulary Size Test: measures total vocabulary size, covering 20 000 word families

https://my.vocabularysize.com/

LexTALE: quick and simple vocabulary test for advanced learners of English. It correlates with measures of general proficiency:

LexTALe score	CERF level
80%-100%	C1 and C2
60%-80%	B2
below 59%	B1 and lower

http://www.lextale.com/

Lextutor: collection of various vocabulary tests

https://www.lextutor.ca/tests/

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LIRE Toolkit for Teachers_theoretical part

Preliminary content

1 The importance of reading in TEFL (What is reading in TEFL)

1.1 Reading in a foreign language: effects and benefits

Reading and learning how to read efficiently in a foreign language seems to be a challenging yet crucial mission where hard work and joy take the lead interchangeably. **Exposure** to the target language provides one of the key conditions for **language acquisition** to occur, and **reading** seems to be a perfect match for this. However, reading and immersing into a text takes time, and school education constantly competes with time limits. Thus, the development of reading has been pushed into the frameworks of limited texts usually focused on specific themes. Teachers try hard to believe that textbook reading is sufficient for their learners since there is no space for more reading in the classroom.

Approaches to defining **reading as a process** have changed over the last few decades from seeing reading as a passive process of receiving information understanding reading as an active and even interactive process (e.g. Grabe, 1988; Hudson, 2007). There are several definitions of what reading is, but in general, it is defined as **a receptive language process**. Brumfit (1982, p. 3) states that "reading is an extremely complex activity involving a combination of perceptual, linguistic and cognitive abilities."

Hedge (2000, p. 189) identifies what the reader needs to make sense of the text: **syntactic knowledge** and **morphological knowledge**. These two types of knowledge basically focus on the language itself and help the learners decode the text's language and are usually addressed as systemic or linguistic knowledge. However, the reader needs more to interpret the meaning of the text. Cook (1989) describes it as **schematic knowledge** and explains that when readers are involved in the reading process, it **activates their prior knowledge** and their **prior life experience**. An experienced reader who has reached a certain **level of automaticity** uses these processes as one functioning complex. In this context, Hedge (ibid.) explains the interaction as "interplay among various kinds of knowledge that a reader employs in moving through a text." Geva and Ramírez (2015, p. 5) call this knowledge of strategic knowledge and connect it with what is typically understood as reading comprehension. According to Grabe (1988), a skilled reader should be able to manage several processes, such as:

- **reading as a comprehending process**, where the reader can gain the meaning from whatever it is and not just decode letters and words
- r**eading as a rapid process** in which the reader can read through the material quickly enough to remember what he or she read before and to relate it to what they are reading at the moment (if one reads too slowly, it is difficult to develop an overall understanding of the text)
- **reading as a complex of sub-processes**, through which the reader can recognise the words very rapidly, identify syntactic structures and is able to use background knowledge.

1.2 Extensive vs. Intensive reading

Another aspect that will determine the way we read is the **purpose of reading**. People can read to r**eceive some information** (reading for survival, reading for learning, etc.)

here understood as **intensive reading** or **reading for pleasure**. It is especially reading for pleasure, often addressed as **extensive reading**, that is **frequently missing as a part of educational context**. There might be a fair reason behind it since teachers might find it problematic to create space and time for reading for pleasure. Teachers, whose primary practice focuses on textbook-related work, would mainly work with shorter texts to check comprehension after reading, cover post reading material, and connect the passage to the development of other language skill or subskill.

Extensive reading, however, is an approach where learners read large quantities of texts that are **easily digestible and manageable** for them so that they can enjoy the act. They do not need to focus on language learning gains since the main aim is to **enjoy the moment of reading**. As Day (2011, p. 10) states the learners "read for overall meaning, for information, and for pleasure and enjoyment". Although the critical importance of extensive reading for language and general knowledge development as well as for support of independence has been stressed by many researchers (e.g., Geva & Ramirez, 2015; Cunningham & Stanovich, 2003; Krashen 2007; 2013), the school reality does not seem to listen to these pleads. Teachers tend to rely on textbook texts and subsequent activities focusing on reading comprehension check. While we might agree that reading skills can be trained through intensive and short reading passages, the **elements of immersion** into the text and independent reading management cannot be covered by these practices. However, **independent reading as a regular activity** within foreign language instruction or **a reading programme** does not seem to be a common practice. Seeing, e.g. 20 to 30 minutes devoted to independent reading each school day as Geva and Ramirez (ibid. p. 84) suggest would be rare.

Krashen (2013, p. 10) uses, besides the term extensive reading also terms like **sustained silent reading** or **self-selected reading** for the practice where learners are involved into in-school free reading and they "can read whatever they want to read (within reason), and there is little or no accountability in the form of book reports or grades". Although he is one of the most widely recognised proponents of extensive reading, similar ideas resonate across the field in agreement that the application of extensive reading in long term periods has a positive effect on the learner´s gains on many levels. **Extensive reading** practices allow the learner to work through the material at their **own pace** without the unnecessary anxiety, which is usually connected to the practice of the other receptive skills - e.g. classroom listening activities or reading short textbook texts. This, however, requires **sufficient time, appropriate organisation, and a safe environment** so that learners do not focus only on the expected outcomes, but they also manage to enjoy the

act of reading. **The pleasure and meaningfulness of the reading act seem to be key factors in engaging learners in the act of reading.**

Immersion into the target language has a profound effect on the development of individual language skills and sub-skills. The enlargement of the word stock is a natural part of this process as has been supported by many research outcomes of longitudinal studies (e.g. Elley and Magubhai 1983; Straková and , Cimermanová 2012; Schallert and Lee 2016; Suk 2017 and others).

Teachers expect that their learners will gain and develop **a wide range of reading techniques** which they can apply while reading such as e.g.,
- **skimming** – where the aim is to discover the main idea, to get the gist of it, the eye runs quickly, without pausing to study the details - or
- **scanning** – where the aim is to find a particular piece of information, fairly fast reading with instant rejection of all irrelevant data.

There are, however, other techniques that their learners need to practise to succeed in the reading process. These are
- **anticipation and prediction** – when readers predict what the text is going to be about they immediately activate their prior knowledge and experience and this prediction also stirs curiosity making learners interested in checking whether their predictions were right or wrong
- **contextual guessing** – where the reader makes sensible and understandable connections based on the indications provided by the passage
- **making inferences** – when the reader uses clues from the text to figure out what the author does not express explicitly – this is sometimes referred to as reading "between the lines"
- **using key words** – which can help the reader discover the so called internal structure of the text. Properly chosen key words and the ability of the reader to find them in the text can guide the reader in making sense of the text structure.

1.3 Reading for advancing global education and citizenship

Our world and life are increasingly connected with socially, culturally, and ethnically diverse people. So, understanding **globalisation** and the n**eed to respond to current processes,** especially for the y**ounger generation, face new world challenges**. As Pike and Selby (1994) state, we as people, families, communities, and nations are influenced by global problems. We do not have the opportunity to escape from a network of relationships surrounding us. The terms **global dependence** and **global citizenship** have become a part of lives and education. We, teachers, should show that our daily decisions about what we wear, what we eat, how we travel to school, or how often we use a mobile phone affect not only our future, but also the future of people who sew our clothes, grow food, or mine ore needed to make our mobile phones. **Learning a foreign language means learning to look at things from a different angle and to see the world we live in in a new way.** It is as if someone has opened our eyes, and we suddenly start to learn a new dimension of things around us.

Can there be either local or global society without readers? The question relates to the **critical problem of the declining reading level** of the young generation. This problem becomes even more urgent when we realise that **reading skills are linked to learning.** Ramirez (2002) states that **reading** provides an existential **framework for acquiring, understanding, and incorporating new information into a person's knowledge structure.** It predetermines abilities and possibilities to actively participate in formal educational processes in primary, secondary and higher education. If today's culture focuses on lifelong learning, and global issues, understanding **the concept of reading literacy as the ability to read and write** is not enough.

The connection of global education and reading can be understood as an idea that aims to **influence personality,** especially in **non-cognitive development**, to **form attitudes, values, opinions.** It affects sensitivity to the world's problems, facilitates understanding of social, environmental, economic, and political processes globally, develops critical thinking and shapes global-civic attitudes. When dealing with the connection mentioned above, teachers should think of three main goals:

•   affective - attitudes and values

•   psychomotor - skills, abilities

•   cognitive -knowledge.

Within global education, primary goals are considered affective and psychomotor ones. In **cognitive goals**, the emphasis is mainly on **higher-order thinking skills,** such as a**nalysis, synthesis, evaluation, and creativity.** When we talk about the educational process as **global education,** teachers need to develop all three components, such as knowledge, abilities and values and attitudes, in parallel. These include **working with text, critical thinking and analysis, communication skills, personal and interpersonal skills, critical and creative problem solving, the formation of civil society and creative thinking.**

As we can see, the requirements for the content of education and the evaluation of its outputs form a mix of different issues that are interconnected. Thus, teachers should ask: will we continue to use only a textbook article, CD recordings and workbook exercises? Will this ensure that the requirements for the content and quality of education are met? How will it interest and motivate learners? In our experience, almost none. If the lesson has three main types of goals, i.e. cognitive, affective and psychomotor, the teacher must think about how they will reach them. Using only textbooks is far from enough. **Today, school is no longer a place where only the necessary information and knowledge can be obtained. To be connected with real life it should be the place where it is possible to experience something, create, try, feel, or get to know yourself and others.** Thus, it can open a world of literature, literary texts, and books, too.

From a didactic point of view, **the direct experience with a literary text can also be an integral part of global education**. It can be, e.g. project teaching, involvement in specific actions through such teaching methods as various didactic games, discussions, role-plays, critical thinking development or situational techniques. All these methods are most effective in connection with **cooperative teaching.** Learners' communicative skills and collaboration are developed. Modern trends in education respecting global issues consist of **active and independent work of learners**. It is appropriate to use action learning, which is learning implemented based on solving real problems taken from everyday life. Teachers should use **suitable books or literary texts that can influence learners understanding of global issues** such as
- use their experience, knowledge and experience of others in choosing the most optimal solution to the problem
- cooperate with others in solving tasks

- process information, form their opinion, argue, accept the opinion of others
- be responsible and understand the situation of others and realise one's role in the world
- participate in solving problems
- understand the importance of cooperation
- tolerate other people respecting different opinions
- show solidarity with people in difficult life situations and conditions.

When defining the content and topics, it is necessary to respond to current challenges in the world. Therefore, they can be flexibly supplemented and modified. Suitable thematic units are:

thematic unit	topic
environment – environmental education migration,	climate change, waste, environmental
resources, alternative	air-water-soil, use of natural
	energy sources
human rights responsibilities,human and	children's rights and
	civil rights,gender equality
cooperation malnutrition,	poverty,health, nutrition – obesity,
	war conflicts, humanitarian aids
multiculturalism	stereotypes,racism, xenophobia,
	intolerance,cultural identity
globalisation – connection of developed	
and developing countries	migration, world trade – ethical business,
	sustainable development

To link **global issues with reading literacy**, teachers can apply, for example, **E-A-R approach**:
- **evocation** is the first part of the activity to introduce the topic and enable learners to take part in the class. It helps learners to remember (evoke) what they already know about the topic, what they think they know, what the topic raises questions or ideas
- **awareness** is the second phase of activity, in which learners gain new information on processing. They then include them in their knowledge system (that is, among the original information they have recalled and classified during evocation)
- **reflection** is the third and part of the activity and the most important phase of the learning process. Its purpose is to reflect the acquired information, experience, and method by which learners' experiences and knowledge were worked on during the activity to use new knowledge and experiences in the future effectively.

Reflection is the most frequently omitted part of the activities (mainly due to lack of time), resulting in incomplete and disruption of the learning process and development of key competences. W**ithout reflection, reading is only an entertaining game that does not bring deeper knowledge or fulfilment of set goals. Reading requires more than just the question "What did you read about?"** because learners did not have to read and learn anything at all without the reflection itself. Reflection is a process of deriving meaning from experience, allowing learners **to think critically about the lived experience and combine theoretical knowledge with practical application**. The principle of reflection is that it takes place together and within the group with the assistance of or without a teacher.

There are several models of effective reflection management. Still, most of them follow the same **process of asking questions**.
- **Response** - get the group's reactions to the experience by asking the questions: How do you feel? How did the experience affect you? What did you notice, experience, hear, see? These questions are intended to lead learners to rethink the experience and prepare them for the next step. The goal is to get descriptive answers about the experienced feelings and events that took place.
- **Explanation** - find out why the activity took place the way it did: Why did the learners react the way they did? These questions should serve to draw meaning

from the experience they have shared gradually. They focus on a deeper reflection on experience, feelings and events, and the explanation, derivation, and interpretation of experiences.

- **Contextualisation** - how our knowledge of a particular activity can be reflected in a broader context addressing the question What have we learned? The aim is to encourage synthetic and critical thinking to help learners take a position on contexts.
- **Application** – summarising what they have learned. The aim is to bring learners to think about the consequences and allow them to move from awareness to the practical application of their acquired attitudes and beliefs. The goal can also be to identify the group and initiate specific changes/steps.

Developing **global and reading literacies** offers many options for taking various topics and activities. There is a basic structure of activities that might be applied:

- **immediate start** is a quick "jump" into the issue, it gives space for learners to think about what they already know about the topic or would like to know. The goal is to get them deeper researching the topic and preparing them for active class participation
- **plunge** in is the second phase of the lesson offering a deeper awareness of the topic and includes new information to help them create a complete picture of a given global topic
- **talk it over** - reflection is the essential part of interactive lessons because it enhances the experience of the reading and the taught curriculum through discourse or other reflection activities. Learners get the opportunity to evaluate the activity itself reflected through appropriately asked questions. The file of proposed questions is part of every activity
- **deepen** - is an idea to move the topic one step higher. The activities help see the subject in a broader context, or give space for learners to think further about the topic
- **mastering -** are activities to master a given topic, for thinking about what learners can do as individuals in the given issue
- **follow-up**.

Reading offers as many opportunities as it can be integrated into global education. Young learners are very **receptive, empathetic and open to new knowledge.** The subject of the English language and its flexible character offers enormous possibilities for

the incorporation of global issues. **Developing basic foreign language skills is possible on any global topic**. When considering reading comprehension, teachers can think of poverty, human rights, sustainable development, multiculturalism, responsible shopping, children's rights, environmental issues. Providing a purpose for reading also increases learner engagement. Teachers should make **reading meaningful by giving a clear purpose, high-interest topics, and choice of diverse texts.**

Reading comprehension practice does not need to be limited to checklists, isolated strategies, or routine drills. Teachers s**hould extend their learning community beyond classrooms.** They should provide more meaningful and relevant opportunities for our learners to improve reading comprehension through **global education and collaboration**. Some things do not change: to be ready for the future, we need to acquire basic skills, which would open new horizons. T**he most fundamental of these skills is literacy.** The increasing literacy can be done via providing **quality, age-appropriate book**. The more we read, the better we get at reading. Accessibility of **age-appropriate reading materials** makes a difference in developing the skills necessary for reading fluently. It can start even with graded readers. Ideally, this means **book-rich classrooms, libraries, and homes where books and reading invite our learners to explore, feel, experience and grow.** Teachers can cultivate and promote the love of books and reading. Developing oral language skills **lead to better reading proficiency and positive attitudes towards books and reading.** Learners develop reading skills while they read for pleasure as much as when they read academic texts. We can connect reading to positive activities, such as visiting a library or having "reading time".

In this sense, it is possible to talk about **three levels of functional reading literacy** (comp. e.g. Chigisheva 2018)
- the level of **adaptation** represents passive mastery of reading technique, reading comprehension, i.e., basic reading competencies ("survival literacy") with a minimum range of information acquisition skills
- the level of **reading literacy as a self-development activity** with the ability of independent and active learning based on reading competencies. It also contains the skills of independent, critical, and evaluative work with professional texts, information, and various information sources
- the level as an **active creation and production of texts** (the highest one). In connection with the level of reading literacy, it is necessary to accept the individual-developmental aspect of the individual and the continuum of the development of reading literacy, according to which the formation of reading literacy is a gradual, lifelong process.

As part of this long-term process, we distinguish stages of the development of reading literacy:

- the stage of **pre-literacy**, when many of the reading competencies are formed in addition to reading technique
- the period of **early school age** (6-10 years), which represents the period of acquiring and improving reading
- the stage of **older school age** (10-14 years), which strengthens the acquired competencies and develops the ability to actively apply reading
- the stage of **adolescence** (14 and above) when one can read with understanding, can analyse and evaluate texts and information, can choose relevant information. During this period, a learner forms into a mature reader.

From the complex point, the structural model of literacy specifies its internal components, which include: **literary knowledge, own reading abilities and skills** that realise the reception and perception of the work, as well as reading motivations, reading habits, reading interests, which include reading needs, preferences and reading taste and the reader's attitudes to literature, to individual works, to reading in general (Hrdináková, 2005).

Reading literacy standards of a **primary level school learner**:

- has established the foundations of a reading culture and an adequate degree of functional literacy
- uses the knowledge, motivation and activity of its reading culture in specific learning situations, in searching for documents and information and working with them, as well as in using texts.

Reading literacy standards of a **lower secondary school learner**:

- has created motivational, knowledge and activity of a formed reader of intentional children's literature, reading habits and essential preconditions for the formation of the overall reading culture
- has an established relationship with certain types of documents and literary genres in line with interests and educational needs.

Let us look at the situation in terms of different approaches to reading:

- **a traditional reading approach** would focus on questions such as, "What did the teacher say? How did he/she support his/her argument? Is that the truth or a lie?"
- **a critical reading approach** would look deeper into the context and policy framework in which this situation is embedded. We would ask questions like, "

When did it happen? What is the socio-economic situation of this teacher and learners? What power relations are repeated in the teacher's statement? How did the teacher's views affect learners and their families?"

- **a critical literacy** approach would focus on the origins of knowledge and raise the following questions: "Who decides what it means to "be someone"? On what basis do we form an opinion about things? Who decides how we understand reality? Whose interests are represented in the image of reality? Who benefits from this and who is disadvantaged? Who is forgotten? How would people in other contexts understand the term "being someone"?.

1.4 Reading for developing autonomy and critical thinking

If learners know **metacognitive strategies** and can use them appropriately, they become more independent. Metacognitive strategies allow the reader to work more effectively with the text and use s**trategic thinking to solve problem tasks**.

Mokhtari and Reichard (2002) offer a **model of metacognitive reading strategies**. It divides reading strategies into three main areas: global reading strategies, problem-solving strategies, and support strategies. **Global reading strategies** include:

- setting a purpose for reading

- activating prior knowledge

- checking whether text content fits the purpose

- predicting what text is about, confirming predictions

- previewing text for content

- skimming to note text characteristics

- using text structure

- making decisions concerning what to read closely

- using context clues

- using other textual features to enhance reading comprehension.

Within **problem-solving strategies**, readers work directly with text to solve problems while reading. It comprises

- adjusting reading speed

- reading slowly and carefully

- guessing the meaning of unknown words

- rereading the text, paying close attention to reading

- pausing to reflect on reading

- visualising information read

- reading text out loud.

The third area of metacognitive reading strategies, **support strategies**, requires readers to use basic support mechanisms to aid reading. We can talk about activities such as

- using dictionaries

- highlighting and taking notes while reading

- paraphrasing text information

- revisiting a previously read story

- asking self questions

- using reference materials as aids

- underlining text information

- discussing reading with others

- writing summaries of reading.

By practising and applying metacognitive strategies, learners become good, autonomous readers. They would be able to work with any text. Learners need to:

- develop a **deeper understanding of the text** - use different methods to acquire knowledge, identify problem areas, choose the right ways to solve problems
- **solve tasks requiring higher-order thinking skills** - focus on the requirement for learners to express their opinion, use tasks such as "Explain in more detail and argue" - activities in small groups are very suitable
- **connect topics in school tasks with real-life problems** - to lead learnerr to use them in their personal lives.

In addition to improving reading comprehension, learners with metacognitive tools build self-confidence as readers, increasing motivation to read. Teaching that combines cognition and motivation can, therefore, optimise reading success. **Motivational elements** include:
- providing practical activities
- giving learners a choice and responsibility
- using interesting texts in various genres
- providing an opportunity for collaboration and content goals during teaching.

Strategic elements include:
- instructing learners to activate basic knowledge
- asking and searching for information in many texts
- summarising and organising information graphically.

In **reading literacy development** concerning **metacognition, critical thinking and reading skills** should be i**nterconnected** if we want to **support learners.** We consider it crucial in reading autonomy development to
- set a goal and apply appropriate reading skills when working with texts
- use the acquired knowledge and anticipate other text content
- monitor own comprehension of text.

By modelling individual reading procedures, our shared goal is the so-called **reflective readers**. They can continually improve their reading process by being able to c**ombine cognitive and metacognitive thought processes effectively.** Developed metacognition in a mother tongue enables successful readers to monitor their thinking during foreign language learning. It allows them to make **predictions, test hypotheses, and monitor their comprehension** while extracting meaning from text. Hence our shared goal is the reflective, autonomous reader who can continually improve the reading process by combining cognitive and metacognitive thought processes.

What is critical thinking? The most important feature of **critical thinking** is **understanding any information in the broadest possible context.** A person applying critical thinking has a mind trained to look beneath the surface. One understands that one thing can be viewed from different angles. Instead of choosing one particular and rejecting others, he tries to understand more than one. Simply put, it is **the ability not to believe the first impression of any information**. Thanks to this ability, one can create distance and make judgments based on one's own experience and opinions. Critical thinking is also a constant effort to improve one's sense of accuracy in expression. A pers on does not only examine the thinking of others and information from the outside world. They also **systematically and carefully examine their motives, thought processes and the emergence of their opinions and decisions**. Furthermore, based on this observation, they adjust their communication to make it more straightforward and comprehensible.

The **critical reader** perceives each text as someone's description of the facts and understanding the problem. **The critical reader thus distinguishes what the text says and how the text describes the situation.** They, therefore, recognise different texts, each as a unique work by an individual author. An uncritical reader may read a history book to learn new facts or find an accepted interpretation of certain events. When reading the same book, the critical reader will appreciate a specific view of the selected event and selected facts to understand. The non-critical reader is satisfied when they know what the text describes and repeats the text. The critical reader goes two steps further. When they realise what the text describes, they find out how the text supports the claims. They o**ffer examples, arguments, contrast things to make them more transparent**. Finally, the critical reader will j**udge, based on previous analyses, what the text as a whole means**.

We should focus on **critical reading goals.** The aim of critical reading is:

•   recognise what the author's purpose was

•   understand the language and persuasiveness of the elements

•   recognise the level of engagement of the author and bias.

Each of these goals requires a search between lines and also from the text as a whole. What is the difference between critical thinking and critical reading? Critical reading is a

technique by which information and ideas are obtained from a text. Critical thinking is a technique of evaluating thoughts and knowledge by deciding what to accept and believe. **Critical reading means attentive, active, analytical reading**. **Critical reading and thinking work together.** We must not allow our learners to put into the text what they want to be there because they would not learn anything new. To read critically is to evaluate whether the text provides what it should provide. Therefore, critical thinking is a creative and dynamic process that builds a specific expression and discussion culture. One must be careful to capture arguments and be able to react to them. Critical thinking and reading teach one to think freely. Thanks to these approaches, learners do not tend to follow someone's opinions.

Critical thinking and reading are processes focusing on **questioning**. Learners can form questions about the information they read in a book. With critical thinking, anything and everything is subject to inquiry and examination. The following questions are ones teachers may bring and explain/demonstrate when talking about a logical, reasoned perspective

- What is happening? - collecting the essential information and begin to think

- Why is it important? – asking why it is important and whether or not to agree

- What don't I see? Is there anything important missing?

- How do I know? - asking where the information came from and how it was constructed

- Who is saying it? What is/was the position of the writer?

- Are there any other ideas or possibilities?

Problem-solving within reading development can be an efficient process, mainly if learners are organised and aware of strategies and steps taken. These can be:

STRATEGIES	ACTION

Define the problem	Identify the problem
	Provide as many supporting details as possible
	Provide examples
	Organise the information logically
Identify available solutions	Use logic to identify your most important goals
	Identify facts
	Compare and contrast possible solutions
Select your solution	Use gathered facts and relevant evidence
	Support and defend solutions considered valid
	Defend your solution

Teachers should help their learners to become critical readers. Here you can find some suggested steps:

STEP	HINTS
become part of the writer's audience	make it easier to get at the author's purpose, speak about the author, the history of the author and the text, read introductions and notes
read with an open mind	seek knowledge; do not "rewrite" ; read what is on the page, giving a fair chance to develop ideas and to reflect thoughtfully, objectively, on the text
reflect the title	obvious, but the title may provide clues to the writer's attitude, goals, personal experience
read slowly	a factor in a "close reading."; by slowing down, learners will make more connections within the text
use the dictionary and other appropriate references	look a word up that is not clear or difficult to define in context

make notes	underline and highlight, write down ideas in an exercise book; it aids learner's memory in many ways, especially by making a link that is unclear in the text
keep a reading journal	often helpful to regularly record responses and thoughts in a more permanent place (reading and writing skills will improve).

1.5 Reading for social, emotional and collaborative learning

Social and emotional learning provides the basis for safe and successful learning. It increases learners' ability to succeed in life, school and career. **Social and emotional learning is becoming increasingly important because many children have behavioural problems.** They cannot manage their emotions, are not empathetic, and cannot follow the rules or solve problems. Such learners are often a source of conflict, disharmony and do not have healthy relationships. Bringing literature can be helpful. **The book describes various events that learners often encounter and cannot cope with:** the situation when one of the parents finds himself in the hospital, the arrival of a new sibling, ridicule from a classmate, the first encounter with death, moving a friend, struggling with fear, a sick father or mother, the first trip without parents or getting to know new neighbours. **Reading about these situations helps learners in their current life and prepares them for what they may encounter in the future.**

A connection between reading and social and emotional growths helps to develop five key competencies (see e.g. Jones and Bouffard 2012).
- **Self-confidence** involves understanding one's emotions, personal goals or values. It also allows the child to realise and name strengths and weaknesses, think positively, and be self-sufficient. Self-confidence requires the ability to recognise how thoughts, feelings and actions are connected.
- **The ability to control oneself** requires skills and attitudes that facilitate controlling one's emotions and behaviour. It is the ability to control oneself. It includes the ability to delay satisfaction, manage stress, control initial impulses and tests to achieve personal and educational goals.
- **Social awareness** includes understanding others, being empathetic, and sympathising with people from different cultures or backgrounds. They also can understand the social norms of behaviour and recognise the importance of family, school, and community as support sources.

- **Relationship skills**: They help achieve and maintain healthy and valuable relationships and act following norms. These skills include clear communication, active listening, collaboration, resisting inappropriate social pressure or constructive conflict resolution, and seeking help when needed.
- **Responsible decision making** involves learning how to make effective decisions about one's behaviour or social interactions in different settings. It requires the ability to evaluate ethical standards, safety rules, the health and well-being of oneself and others, and consider others' behaviour realistically.

We can put together reading and social and emotional learning by
- **providing various reading materials** – show different experiences, cultures, beliefs, perspectives allowing better perception
- **spending time reading aloud** – an important part of developing language and reading skills
- **questioning** - use questions to find out about characters' emotions and feelings
- **reading with a peer** - read a book with a classmate/mate or act out the events in a story to understand it more deeply, discuss readers different reactions
- **reading, reading and reading** – read anything, e.g., graded readers, comic books, graphic novels, books, packages; read at school, at home; read any time (Levi 2020).

By bringing literature and books into classes, we actively engage learners in an authentic experience. Because they **construct knowledge by themselves**, it has some benefits and consequences. Instead of drilling or boring "repeat after me" activities, learners develop essential global skills, attitudes, or ways of thinking as they have to reflect on their personal experience. Comparing modern language teaching to conventional education, we may state that modern ones are connected to growing a person from the inside.

As Cohen (1989) states, the strongest reason for getting learners to **learn together in small groups is the high level of learning payoff** they can derive from explaining things. Collaborative learning involves learners working together as partners or in small groups on clearly defined tasks, and this requires their active participation. Mixed skills groups can work together, and readers can learn from each other. Collaborative teaching has been successful in teaching reading comprehension strategies in subject areas and curriculum teaching. It has been shown **to improve learning outcomes, increase**

motivation in learning, and save time on assignments. The effectiveness of educational practices supporting collaborative learning can be defined as learning by working in small groups to understand new information or create a joint product. Learners of different skill levels benefit from learning together, which can have **highly positive effects for readers with difficulty.** This type of collaboration with classmates can give **problematic readers a new active role** in contributing to social construction of meaning in the classroom (Slavin et al., 2009). Besides, it has been found to **help integrate learners with disabilities and learning difficulties** into regular classes (Klingner et al., 1998).

The method of group work is characterised by the work of learners in groups (two - up to six members), which arise by dividing them into groups according to different aspects, for example, interest, type of activity, the complexity of tasks, random or intentional division according to any rules. The whole group's activities support the individual's results—the entire group benefits from its members' work. Group work / cooperative teaching is a suitable means to achieve results in three areas:
- cognitive or intellectual goals
- social goals
- solving common class problems.

When connected with reading, teachers can apply activities e.g. readers read various short science fiction stories. The role of learners is to assess these stories in terms of whether the story helped to understand or point to an important fact about the future. They discuss their views, use arguments. Learners who are long-term members of a group where **they feel supported and accepted by classmates** have not many disciplinary problems. Their behaviour becomes more responsible and higher learning outcomes can be realized.

1.6 Reading programmes and their importance in language development

Reading programmes offer a **systematic approach towards the development of reading** throughout the entire school year. They can provide the space for including extensive reading into a year plan or even create the space for **a combination of extensive and intensive reading practice** in an eclectic approach. In this way, learners can be exposed to the target language through meaningful practice on a regular basis.

Since the **development of reading in a foreign language within formal schooling is often limited to the use of textbooks,** there is a **lack of opportunities to immerse into the target language.** This immersion creates opportunities for the transfer and application of reading strategies that learners have mastered in their native language and their modification for the use in the new language. **Textbooks**, whether at primary or secondary level, c**ontain texts which are too limited as to the length** and are usually too **focused on the language practice as well as strictly unit-topic oriented.** Moreover, textbooks have another hindrance that can influence learners´ motivation and willingness to read. They are material representation of the obligation, in other words of what has to be learnt; therefore, they are perceived as a must by the learners.

Reading programmes, on the other hand, **bring new material** to the classroom, which can **stimulate learners´ interests** and i**nternal motivation** because it is something different from the monotony of textbooks, however good they may be, and they perceive it as a break from the routine. However, what seems to be crucial is to design the reading programme appropriately to **the age, interests,** and **language proficiency** of the learners.

Starting the reading programme at the primary level and ongoing continuation to higher levels seems to be the right precondition for the successful acceptance of the programme by learners. Young learners naturally incline to accept and carry out activities that teachers ask them to do. A reading programme which starts at this level can be an **exciting activity** for them. When they get used to the fact that **reading programmes are a natural part** of every school year, even as young teenagers they do not tend to question the existence of such programmes in higher grades and instead of questioning the reason for reading something extra they incline to have more say in book selection.

When we look at Chall´s **model of developmental reading stages** (1983, pp. 10-24) and consider her detailed introspection into reading skill development, it can provide us with a useful insight into what kind of reading programme we can use at various levels of proficiency. Chall (ibid.) highlights the difference between what is at the lower level of proficiency addressed as "l**earning to read**" and on the other hand "**reading to learn**" at the higher levels of schooling. She breaks down the development into:

- stage 1: **Initial reading, or decoding, stage** – where the main aims are to learn a set of letters, associating these with the corresponding parts of spoken words and interiorizsation interiorisation of cognitive knowledge about reading, such as what the letters are for.
- stage 2: **Confirmation and fluency** – where learners focus on word recognition and reading familiar stories. Through practice they develop fluency and speed and become more confident in reading. The first two stages together create the "learning to read" part of reading skill development.

This stage creates conditions for the initial reading programme. Learners at **primary level** can **start with reading books consisting of pictures and single words, word phrases, simple sentences** or even with **short texts** which are backed with visual support. Getting a reading habit and gaining the confidence in reading should equip learners for the more profound reading experience in higher levels of proficiency.

- stage 3: **Reading for learning** - learners at this stage start reading to learn something new - knowledge, information, thoughts and experiences. The main aims are the development and growth of background knowledge, vocabulary, and cognitive abilities, which are still limited at this stage. Learners work with a wide range of materials and texts.
- stages 4 and 5 cover higher secondary and tertiary level where readers may focus on the ability to handle the text with selective attention and with the clear awareness of the purpose of reading (Chall, 1983, pp. 10-24).
-

Suppose teachers manage to install a reading programme in their teaching already at primary level. In that case, it will be easier for the learners to continue with reading in higher levels. The most important aspect is **to create a reading habit** and understanding that r**eading is a natural part of our life**. Some learners see reading as an extra burden since they are not used to this kind of activity from their mother tongue, and they might lack the family support in developing this habit. It will be thus **crucial and critical to select appropriate reading material to stimulate their curiosity, interests** and yet to **balance the proficiency level** so that they maintain reading the books they have selected.

Krashen´s (1982) explanation of what is suitable for the learners while reading was expressed by the term **comprehensible input**, meaning that while there is something new in the text, the learners can still cling to a lot of the 'known' and manage to get the message. In other words, it is **a level slightly above the learner's proficiency level**. If

the texts are too difficult for learners, they will feel discouraged and might resign from completing the task. The same can happen if the text is too easy or too unchallenging for the learners. Geva and Ramírez (2015, pp. 84-85) use a three-group classification of texts:

- independent
- instructional
- frustration level.

The independent texts will allow learners to **master the text without any external help**, and they would be able to read the text with more than 90% accuracy and they would understand at least 95% of words. They suggest this type of reading is suitable for **out-of-class tasks**. The instructional text consists of reading material that learners can read but **need some help with the instructions**. This **scaffolded reading** is a type of reading that would be suitable for classroom activities where the **teacher can offer support via pre-/while-/post-reading activities** to all learners and at the same time individual support to learners in need to prevent them falling into frustration. The frustration level text is a material where learners **would get lost, would not be able to follow the ideas smoothly and would require constant intervention.** This kind of materials should be avoided since they are not able to induce a positive attitude in the learner towards the text, and consequently towards reading in general.

Therefore, the **choice of reading material** for this level seems to be **absolutely crucial**. A good source for reading could be **simplified readers or graded readers** offered by all major publishing houses, which cover both fiction and non-fiction texts. Younger learners will naturally tend to incline more to **fiction books** since they feel more attached to them and are used to the stories from earlier days. **Non-fiction books** can be interesting for them from the beginning, while it may be more challenging for the teacher to keep their motivation high towards the end of the book. Fiction, on the other hand, usually saves the solution of problematic situations for the end of the book, so the readers are naturally encouraged to continue.

Learners at the lower secondary level (10+) have more opportunities to read both for learning new things and joy. If we want them "**read to learn**" we will expect the learners to **demonstrate cognitive skills such as predicting, breaking down the text into details and then synthesising the text, summarising, inferring from the text, drawing conclusions, identifying key arguments, and supporting details,**

connecting prior knowledge with new facts, providing evaluation of what was read, etc. All these **higher-order thinking skills** will necessarily be connected to the use of other **language skills** or even to the development of **global skills.** Learners can be asked to express their opinions, to respond to the teacher´s questions, to present their ideas based on the text read, to write about the text or create new texts. Moreover, even **metacognitive skills** start playing their role at this level. Learners will be making more decisions by themselves in selecting appropriate reading strategies and evaluating whether the required outcomes have been reached.

Reading programmes can be also designed in such a way that there would be **a meaningful combination of extensive reading and reading to learn.** Activities connected to the text read can offer additional practice of these skills and they can be perceived as more meaningful by learners. **Language practice**, however, should include several elements to involve learners in meaningful and active experience, e.g.
- **creative** elements – to personalise their outcomes
- **fun** elements – to lower their affective filter
- **reflection** – to become aware of their own language progress.

Tasks, which are appropriate for this kind of language practice usually allow for creative outcomes, are **open-ended and personalised**, which means that learners focus their attention on contexts which are close to them, which they know from experience and which they consider important and meaningful (Lojová et al. 2011, p.23). Such creative and personalised outcomes have a greater potential to remain in the learner´s memory. You can find more on reading programmes in the subchapter 2.4 entitled DEAR time.

1.7 Language teaching and a dyslexic learner

Foreign language learning is an integral and compulsory part of education in many countries. Learning a foreign language for learners encumbered by a l**earning disability** can be a frustrating, discomforting and burdensome experience, especially if they are integrated in the intact, mainstream classes. Even though there is a group of scholars claiming that dyslexic learners should not study a foreign language, there are also opinions that "many at-risk learners can benefit from the study of a foreign language in the appropriate learning environment" (IDA, 2010). Crombie (1999) assesses the inclusion of dyslexic learners into language learning very positively; she points out that

"true inclusion in the modern languages classroom is about much more than having a presence and being exposed to another language. It is about feeling accepted and involved in a worthwhile learning experience whatever the level that can be achieved".

Dyslexia can be defined as a language learning disability; some authors prefer using the term **learning difference**. Generally, it refers to reading problems, but learners usually experience difficulties with spelling, pronouncing words and writing. Dyslexia is a specific learning disability that has **a neurological origin**, and it is a chronic, **lifelong condition.** Speaking about the symptoms that are connected with language learning we can mention that e.g. **dyslexic children are late-talking, have problems telling the rhyming words, they reverse letters and numbers (especially p and b, w and m, 3 and 5), alter or leave out word parts, have a problem to break words into their components, to discriminate sounds within a word, i.e. phonological processing** (d-o-g). There are also other than language (non-linguistic) symptoms that can be observed, as e.g. **confusion with before and after, left vs right confusion, difficulty remembering and following directions, difficulty with motor skills and organisation, attention**. Many dyslexic children show problems with **handwriting, processing speed, working memory.** The problems mentioned above may result in secondary consequences as reduced reading experience what can slow down the growth of vocabulary and affect background knowledge.

Ranaldi (2003, p. 16) summarises some of the areas that highlight the types of problems experienced in reading associated with dyslexia:
- hesitant and laboured reading, especially reading out loud
- confusing letters such as b-d, m-n, p-d, u-n and those that sound similarly
- omitting or adding extra words
- reading at a reasonable rate, but with a low level of comprehension
- failure to recognise familiar words
- missing a line or reading the same line twice
- losing the place or using a finger or marker to keep the place
- double reading (silent reading first and then aloud)
- difficulty in pinpointing the main idea in a passage
- misunderstanding complicated questions, though knowing the answer
- finding difficulty in using dictionaries, directories and encyclopaedias.

Teachers are expected to accommodate their teaching, requirements, and examination conditions to the individual needs; however, they are not systematically trained to identify specific learning needs, work with dyslexic learners, accommodate their teaching, which techniques, and strategies to use. Even though there is a plethora of literature about dyslexia, there is still not enough literature on the methodology of teaching foreign languages to learners with dyslexia.

Principles of accommodations in foreign language teaching

Reading and writing difficulties along with the associated problems as short working memory and problems with automaticity in language have a strong influence on their language learning. **Classroom accommodations are essential for dyslexic learners.** Susan Barton (2013) highlights that teacher has to avoid humiliating this child by e.g. accidental revealing their weakness to their friends. She suggests teachers **should not ask dyslexic learners to read out loud in class**; or have them **write on the board** as they have **spelling problems**. Barton (ibid) adds that one type of accommodations that teachers should allow dyslexic learners listen to his textbook on audio (as/if they cannot read and write at the grade level yet). Instead of written test the child should be allowed to do oral testing; essays should be graded on content and the spelling should be ignored. Barton (ibid) points out that such accommodations cost no money and do not "require changing the curriculum. They just require an awareness by the teacher that these are necessary".

There are **many tips or pieces of advice how to assist or help learners to enhance their learning**; the most frequently mentioned are:
- suggest and allow them to use pens with erasable ink or pencils – this means they can delete/erase the incorrect or not well-written text without crossing it and delivering messy writing
- allow enough time to process question or task before answering,
- do not ask dyslexic learners to read aloud in from of the whole class
- make sure the instructions/assignments are clear and appropriate, meets a particular learner's needs, and learners understand what they are expected to do
- if it is possible, have a peer buddy – a classmate who can help the dyslexic learner (who e.g. can sit next to him/her
- avoid gap-filling activities, do not grade the spelling activities
- model exam/test-taking strategies
- use different learning channels simultaneously

- use e.g. colours or symbols along with the names of things, this would help them to work more quickly and get organised more effectively as reading letters might be substituted by "reading" colours or symbols
- concerning different activities, you may also use colours to support learning
- make sure your writing on board is well-spaced
- you may use different chalks for different lines in case there is a lot of information.

Wanzek and Vaughn (2007) indicate a plethora of studies present positive reading outcomes, especially if learners are instructed in the small group sizes (e.g., one on one, small groups). Nijakovska et al. (2013) propose a set of ways of accommodating learners with dyslexia in the foreign language classrooms as e.g. **lesson organisation, material simplification, individual and multisensory approach.** The authors suggest that teachers use explicit teaching procedures (such as demonstrations, guided practice, and corrective feedback). To make sure learners understand the instructions it is important to r**epeat directions** and in different ways as well as **check understanding.** It is also suggested to **use step-by-step instructions, break them down into subsets, and present a small amount of work** that prevents learners from becoming discouraged by the amount of work. Similarly, teachers can reduce the amount of work – e.g. to complete only half of the activity, or they can work only with the specific section, etc.

Schneider and Crombie (2003, p.17) stress t**he importance of metacognition** and suggest applying a '**discovery learning**' process. This makes learners **independent learners**. Dyslexic learners "cannot succeed without this component; the explicit use of mnemonics is helpful". They highlight that by teaching metalinguistic strategies, the teacher allows dyslexic learners to understand and learn the FL language in **multi-sensory ways** using such **compensatory strategies** that are effective in their case.

Teachers often create their own materials to support education. They try to make them graphically attractive using different fonts, decorations, pictures. With dyslexic learners we should, however, not to crowd the page, **block out extraneous stimuli** (sometimes if you cannot make it simple you can suggest learners using a blank sheet of paper to cover distracting stimuli), use large print, "dyslexia-friendly" fonts (e.g. Comic Sans, Century Gothic, Open Dyslexic) and **highlight essential information**. The advantage of teacher-made materials is that these can fully reflect learners' needs. The teacher can **design hierarchical worksheets** where tasks are arranged from easiest to hardest.

Figure 1 Sample how to minimise distractors in the text – 2 pieces of paper can be used to help learners to focus on what should be read

Dyslexic learners have often problems with writing, and thus, teachers may reduce copying by including information or activities on handouts or worksheets, they can also provide a glossary in content areas and/or outline/copy of the lecture. Dyslexic learners need additional practice activities. Teachers can also recommend some software programmes, self-correcting materials, and additional worksheets.

Extensive Reading and Dyslexic Learner

Extensive reading can be demanding but also challenging for a dyslexic learner. We have to be very **careful in selecting the text** but also **the strategies applied in reading activities**. Sometimes children are afraid of loud reading in a class and prefer silent reading, or so called paired (also known as partner) reading.

It has been already mentioned that **teaching in small groups or one-to-one is very effective.** In a class placing learners close to the teacher can help e.g.to limit distracting factors (sounds, objects, etc.) as we can in some way "close" the space among the teacher, learners and board. If learners are seated close to the teacher, he can constantly monitor their progress.

In **paired reading**, which can be used in a class or at home, learners are paired and they usually read the text aloud simultaneously or one reads the text (e.g. page) and the other starts where the first stops. The aim of the paired reading is to develop reading fluency. Learners are also trained in different strategies to build reading fluency. A teacher has to be very careful and sensitive in creating the pairs.

Shared reading is a term describing an interactive reading when learner shares reading with teacher and/or parents. This enables them to go through the books they may not be able to read on their own. Usually, it starts with the discussion about the book – its cover, title, predicting the content, discussion about the author(s) and illustrator(s). During

reading it is important to keep learners motivated, check understanding and lead them to predicting. It is also useful to do post-reading activities after reading. This helps learner to understand and leads him to think about the content and language used. It also helps them to develop reading strategies as e.g. where to look and what to focus on, how to interconnect background knowledge and the content, encourages predicting.

Parent reading is quite common in e.g. Ireland. Parents, creating and presenting a safe environment for a child, can help build fluency. Reading begins at home what it is natural and safe environment for children. Parents may read the books they loved in their childhood and they can share reading and their reading experience with their children. In some schools parents write feedback on how their children progress in home reading and what they have read together. This is important information for a teacher and possible in-class discussions. Shaywitz and Shaywitz (2020) suggest using texts which are meant to be performed orally (e.g. poetry and plays), what helps a child perceive reading out loud natural.

Books for children are usually supported by a lot of **visuals** to enhance understanding. Teachers may also consider using **graphic novels** that allow learners to be **attentive and creative readers**. Even though there is a little or no text, actually learners read the pictures and read/create the story, and at the same time they develop the habit of reading and later when they learn some c**ompensatory techniques and strategies** they are motivated to overcome linguistic barriers as they have experienced the joy of reading. The samples below are from Shaun Tan's social novel The Arrival and Raymond Briggs story for children Snowman1.

Figure 2 Sample pages from the graphic books. (Graphic novel: Shaun Tan: The Arrival, Raymond Briggs: The Snowman)

 Graded readers are used in EFL classes to expose learners to the target language, improve proficiency and general knowledge, and develop motivation and habit of reading. Graded readers are levelled usually within series (based on the number of words used, headwords counts). There are graded readers for different age groups (these can be adaptations of literary works and books written specifically for the EFL learners).

Figure 3 Sample of the graded reader (level 1)

The special editions of dyslexia-friendly books for children are published, and these can also be used in language teaching. Here, a teacher must be careful as those are not adapted for foreign language teaching. See the sample below2. Special editions of books prepared for learners with dyslexia and can be also found at different websites, see e.g. http://www.quickreads.org.uk/resources. The books are supplemented with the Learning with Quick Reads methodological support downloadable from their website. As far as we know, there are no special graded readers for EFL dyslexic learners.

Figure 4 Sample of the book for dyslexic readers

There are special teaching aids available for dyslectic learners. Using assistive tools and special educational software might be useful to enhance the process of language teaching and learning. It is also one of the ways how to accommodate teaching. Dealing with reading, we can mention reading pens that have scanning capabilities with different possibilities as e.g. to enlarge the font to make it easier to read and read the text aloud, which is a useful tool for learners with reading problems. Here, we can also mention text-to-speech software that is very useful and might be used by both, teachers and learners. Various (mobile) applications that can be used to support (language) learning are available free-of-charge. Different books even though written for native learners and readers can be also used by foreign language learners. There is usually a little text and a lot of visual support. The Spy Sam Reading Series is series of 3 books that start with a few words on a page, gradually developing an interesting story for children. The reader can touch the screen-objects on the screen that are interactive.

Figure 5 Screen from the book The Spy Sam Reading Series (iPad)

We should c**arefully select the tasks and modify the activities.** It is equally important to teach different strategies effective with different tasks, activities. Some examples are:

- **multiple choice or matching tasks** – start with the elimination of definitely incorrect choices;
- **in short paragraph responses**, learners can use highlighters to mark the key words;
- **gap-filling activities**- the part of speech can be considered (position in a sentence) tense, plural/singular, etc.).

Presley (2002, In: Schneider and Crombie, 2003, p. 69) suggests with regard to dyslexic learners' language processing difficulties „to avoid cloze procedure tasks whenever possible. Even in their native language, these learners rely heavily on context clues". They also point out that "matching activities may be difficult and unfair, because their poor visual perceptual short-term memory is over-challenged by the specific eye-movement task required to match the combined word or sentence parts". The timing must also be considered, in case of need it should be extended. In some cases, the consideration of using technical devices and supplementary materials (e.g. dictionaries, additional papers for experimentations with spelling, brainstorming etc.) can be considered.

Reid and Green (2011, p.77) suggest that one of the useful strategies to ensure dyslexic learners' success is to provide a variety of options for them to demonstrate their competence. They introduce activities such as **investigation in groups, making posters, brainstorming, videoing, drama and role-play, fieldwork and enquiring, cartoons and comic strips, debating, computer work, drawing picture.** These activities are usually excellent for dyslexic children because they require active participation and do not necessitate much reading. Only a few key instructions may be required to get them started (ibid).

There are methods and strategies that are beneficial not only to dyslexic learners but also to the rest of class. As an example we can mention KWL reading method. The main aim of the **KWL reading method** is to guide a reader to understanding. The KWL stands for what we Know, what we Want to know, what we Learned. In the first stage readers should think about the topic, to brainstorm what they already know about the topic. In the second stage readers should formulate the questions what they want to learn about the topic (the questions should be ordered by importance. This is usually done based on the book cover, table of contents, pictures etc. In the last stage readers should evaluate what they have learned, whether they can answer their question.

What we have to be aware of is that all materials that are for dyslexic learners can be used with the intact learners, but not all materials that are for intact learners are appropriate for the dyslectic ones.

2 Incorporating reading into the curriculum and motivation

2.1 Introduction

Although one of the four key language skills, reading is often neglected in the English language classroom but also across the curriculum as such. This may have a number of reasons. One of those is the frequent skepticism of teachers who argue that their pupils do not like reading and do not read at all, and that there is little time in the curriculum for extra activities such as extensive reading projects.

Both of these assertions are misconceptions. **Research shows that children and young adults score above average in terms of number of books read per year**; however, they have different reading choices and habits from what school, and by extension the society, impose on them. The real problem then lies in the way literature has been canonized and institutionalized for the purposes of education rather than in the pupils' actual motivations and interests.

Most teachers view reading as complementary to teaching a language, not as a priority value. However, **reading literacy indeed is a priority value for the twenty-first century learning,** as evidenced both in the CEFR and in PISA, the latter of which assesses scholastic performance in mathematics, science and, reading literacy. This alone suggests that **reading is interdisciplinary in nature and by extension, essential across education spheres**.

Modern textbooks and modern examinations do attempt to address this trend. Reading in textbooks is no longer confined to grammar and vocabulary tasks and comprehension questions only but extends them into attitude questions, reflections and critical thinking points. Some textbooks, like *Story Central* for example, are even constructed around stories. This demonstrates an important shift in understanding reading in the EFL

classroom and beyond. **Earlier, the prevalent aspect of reading in a foreign language focused on retrieving facts and therefore, skimming and scanning were dominant reading strategies**. If the text for reading were fiction or poetry, it mostly served, apart from mining target language patterns out of it, to acquaint the pupils with a classic author or, at best, as a discussion prompt. There has now been a shift to using stories for cross-curricular and broader educational goals, such as CLIL and promoting Social and Emotional Learning (SEL) .

The following information from Cambridge English exams (https://www.cambridgeenglish.org/) demonstrate **how reading literacy impacts other language skills, in this case writing**. The first comes Pre A1 Starters:

> Three pictures which tell a story. Each picture has one or two questions. Children have to look at the pictures and write the answer to each question. They only have to write one word for each answer.

This one is taken from A2 Key for Schools:

> Write a short story of 35 words or more based on three picture prompts.

The following are examples of two writing options in B2 First for Schools:

TADY MI TO NECHCE VLOŽIT PŘEKOPÍROVANÝ TEXT, DOPÍŠU

Finally, these instructions for one of the Writing tasks in Cambridge Proficiency demonstrate that the learner is expected not only to read and write texts but also evaluate and compare them:

> Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

It is then evident that the Cambridge exams presume an increasingly proficient reading competency. This shows that **reading is** not a static concept but an **evolving skill** that needs to be coached, targeted and nurtured.

The above also proves that despite being classified as a "receptive" skill, **reading is** by no means passive. On the contrary, it is **a pro-active process** that requires the pupils' engagement and concentration. Compared to speaking, for example, active reading is manifested in very different, i. e. less obvious and less external, ways. As silent reading

is primarily an internal, intimate and therefore, largely autonomous, process, it may seem difficult to monitor synchronously. Teachers often shy away from sustained reading in class because to them, the silent class may connote inactive class and the opposite of a communicative one in which learners demonstrate their activity very visibly. For this reason, methods such as DEAR time where teacher models reading as an activity and process are so effective.

Reading literacy not only feeds into other kinds of literacies but offers itself to be a **very flexible tool for linking on-site, face-to-face classes with remote learning, school life and outside-of-school life of the pupils and, last but not least, formal education with life-long learning.** Life-long learning is a key element in the pupils' career success and individual fulfilment, sense of achievement, empowerment and self-worth. It is therefore, no surprise that in countries like Finland and Denmark, which score high in all kinds of assessment tests and comparative studies, reading has been made a pivot of the education process.

Practice shows, often to the surprise of the very teachers who carry them out, that reading lessons are nearly always successful even if employed occasionally. However, in order to minimize risks in the process of integrating reading into the curriculum, the teacher (school) must scaffold it carefully. Pupils may like a reading-oriented lesson as a welcome distraction from a textbook routine; however, when it comes to a long-term, sustained and sustainable reading habit, the teacher needs to begin by developing and strengthening the pupils' reading and related skills first. Educators now long realize that the ability of stringing letters together does not equate mastering efficient reading. As a rule too, **pupils' weak reading skills in their mother tongue will impact their ability to read in a foreign language**. The teacher needs to provide a lot of support, possibly even in the pupils' mother tongue, before the pupils emerge as fully autonomous readers. In other words, the teacher needs to scaffold. **Scaffolding is a process in which the teacher provides support to pupils in order to help them achieve a goal, a skill or concept they would not have been able to master independently.** The teacher's support gradually and intentionally "fades" in correspondence with the growing independence of the pupil. (For more information on scaffolding, see e.g. Wood, Bruner and Ross (1976) or Wood (1997).)

It should also be borne in mind that **reading** is, by large, not an instantaneous, product-centred activity. It **requires time, patience, vision and long-term planning**. It also requires the **teacher's good awareness of their pupils as individuals.** This does not mean knowing what your pupils' hobbies or even preferred reading genres are, although this helps, too. Usually, the teacher processes this information by averaging it out and then searches for the reading material that would best match the outcome. This is

certainly not wrong and may produce an inspiring and enjoyable lesson. However, it does not stretch the learners' autonomy and responsibility for their own learning process. In other words, it does not give them voice and choice.

Before discussing approaches, methods and concrete activities that integrate reading into the classroom and the curriculum, let us demonstrate **how reading should NOT be done**. One such scenario is that the teacher asks pupils to open the textbook, find a text that the children are new to, and then proceeds by **calling them out one by one to read a sentence each**. This can work well for enthusiastic readers, within a small class and a very safe and friendly classroom atmosphere. But in general, as reading for understanding this is a very inefficient approach chiefly because the pupils will only focus on reading out loud, not on content. For practicing pronunciation and intonation reading from an unknown text is far too challenging. Last but not least, for introverts and pupils with special learning differences it will prove to be an extremely stressful and alienating experience.

Another frequent approach to reading in the EFL class is **read and translate**. Translation, in fact, combines a number of complex, demanding skills. As a result, the reading process is slow, with many hesitations, halts and false starts; time-consuming and by its end, most learners are bored to death/completely disengaged.

The teacher therefore, should think carefully about their aims, i.e. what exactly they want to achieve via implementing reading in the lesson, and then **select the most suitable approach** to and type of reading.

Read-aloud "is an instructional practice where teachers, parents, and caregivers **read** texts **aloud** to children" (Reading Rockets).

Similar to read-alouds, frequently practised with preschoolers, **shared reading** means the teacher and the pupils read a book together, often in an enlarged format (the so-called big books) and seated in a circle. The teachers "explicitly models the skills of proficient readers"(Reading Rockets) and engages the pupils in the act of reading interactively (e.g. asking prediction questions, asking about the pictures and eliciting vocabulary, see e.g. Reading Rockets samples).

Guided reading is "an instructional practice or approach where teachers support a small group of learners to read a text independently" (Literacy Teaching Toolkit).

Independent reading is „children's reading of text — such as books, magazines, and newspapers — on their own, with minimal to no assistance from adults" (Reading

Rockets). This, however, means silent reading, which allows children to read at their own pace and explore various reading strategies.

paired reading, choral reading

https://www.readingrockets.org/teaching

https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx#empty

https://www.readingrockets.org/article/independent-reading

2.2 Motivating readers and sustaining motivation

"Research consistently emphasizes that there is nothing more likely to increase learner motivation than a teacher who shows passion for what they do in the classroom," (Nick Torner: Motivational Teaching, 2017, p. 98), which pays twice about reading and passion for literature. If **teachers show enthusiasm for books and children often see them with a book in their hands**, there is a great chance that this will raise their interest and curiosity. Introducing children to the world of stories, tales, legends, fables, poems and other literary genres will open them a universe in which they will encounter new characters, live through new experiences, learn about new things, and accept new values. They will compare their life story with those of the literary heroes.

The strength of the learners' motivation "will be a factor in determining how seriously they approach the work, how much time they set aside for it, how hard they push themselves" (Scrivener, Learning Teaching, 2005, p. 64). **When the teacher serves as a role model**, it might arouse or increase the learners' intrinsic motivation. Many young learners are naturally motivated by their curiosity which is inborn and in fact makes us learn new things. This type of motivation should be constantly cultivated and should not be replaced by external rewards such as grades, vision of tests, or with younger learners – sweets. **Intrinsic motivation comes from the learner or from the texts and tasks that are set for reading**. Here it is good to mention Thorner's (2017, p. 9) idea of reward which comes from "an event, an activity or situation" and "the sense of pleasure or satisfaction" the learners get from them.

When reading in class, either during free reading or intensive reading, it is easier for the teacher to **sustain the learners' motivation with the help of different pre- and while-reading activities.** Motivation for extensive reading might be a bit more difficult from the very beginning. The habit of reading outside school has to be built up especially with those children who do not read regularly even in their mother tongue. Colie and Slater (1987, p. 36) explain that one way it can be gradually developed is **reading longer texts** that will be divided in sections. Some sections will be read in the lessons and some will be set for home reading. This might help develop extensive reading habits. The question is which parts of the text should be read in the lessons and which at home. The authors claim that it depends on the level of the class, their motivation and interests and also on some other factors, such as "the difficulty of the book, or […] any particular passage in it". These factors will then influence the length of the text that can be "comfortably read at home" (p. 37). To make **home reading** easier for the learners the **teacher can prepare different worksheets** that will help the learners, support them or lead them through the text. Also, the learners themselves can prepare some activities for each other such as quizzes, vocabulary activities, true-false statements, multiple choice exercises etc. This helps support learners' autonomy. "An array of enjoyable **learner-centred activities** is particularly important when working with learners who are not literature specialists and who may not as yet have developed a wish to read literature in the target language on their own initiative" (Colie and Slater, 1987, p. 8).

Motivating the learners to read already starts with selecting books (see subchapter 2.3). Apart from the suggestions given in this subchapter teachers can **also ask for help from librarians** who can give them advice about the books that are most commonly borrowed by learners of different ages. It is also a good idea to "seek books that encourage readers to enter the experience and perspective of others, including all fiction genres: horror stories, fantasy, science fiction, or romance. […] Comic books can motivate less proficient readers with colorful and creative artwork" (http://www.adlit.org/article/27269/).

Arousing motivation and interest is just the first step to successful reading. Sometimes it happens that the learners' initial enthusiasm fades. Teachers should observe their classes and individual learners very carefully and if they notice **lack of focus**, they have to intervene and help. The form of intervention will depend on the **reason for declining motivation** and the number of learners who lose motivation. If the cause is in the **level of language**, then it is necessary to prepare activities which will make further reading easier (usually they are vocabulary or grammar activities). If the lack of interest is caused by **incomprehensibility due to e. g. cultural content**, then the teacher should provide some background information or prepare activities through which the learners discover

the facts which are necessary for understanding the text. Learners can be also involved in activities such as "role play, improvisation, creative writing, discussions, questionnaires, visuals…" (Collie and Slater, 1987, p. 8). Other interesting ways of sustaining motivation are suggested by Scrivener (2005, p. 190), e.g. keeping a character's diary, interviewing a character, drawing a picture of a selected scene and then comparing the pictures, making a map of a story (or a chapter) etc.

Cooperation among the learners is another way to keep them active and interested. When working in groups they can support each other providing different expertise and views. Making reading a part of project work gives it another dimension and encourages the learners to continue reading.

2.3 Selection criteria and selection process when fostering reading

When deciding what books to offer to the learners it is a good idea for the teacher to go back to their childhood years and remember how they, as children, were choosing what to read. Very often these criteria include seemingly shallow features such as **how thick or thin the book is, the size of the letters, attractiveness of the cover, illustrations, complexity and length of the sentences**. However, from the point of view of the young learner these are all important things. The first encounter with the book can influence the whole reading experience. If a child repeatedly chooses a book which is not appropriate for them, then it might negatively influence their attitude to reading as such. In these cases it is necessary for the teacher to help the young readers pick the book which will bring them a satisfactory and fulfilling reading experience. Of course the above mentioned criteria are not the only ones that will help the teacher during the decision process. Certainly it is ideal to find books which will suit the majority of the learners in the class but **in case of extensive reading there are possibilities to meet the needs of individual children because not everyone will read the same book**.

Lazar (1993, pp. 52-53) introduces several **areas that are important to think about when choosing the right literary text**. The first area includes **age, emotional and intellectual maturity and the learners' interests and hobbies**. The learners' **cultural background** is another aspect to consider – with young learners we have to assess how it fits into the children's current knowledge of the world. Another important area is the **language level**. With young learners whose level is usually between A0+ to A1 (beginner level) it is very often believed that reading in the foreign language is still too difficult for

them. This assumption is challenged by Bassnet and Grundy (1993, p. 110) who claim that "it is an eye-opening experience to sit down and make a list of all the things beginners and advanced learners can do equally well." **If the teacher decides to use simplified readers, then it is easy to have a look at the level which is always indicated together with the number of words. If they decide to use an authentic text, then the level of the language should be slightly above the level of the learner**: this ensures that they still understand the story and what is more, they will acquire some new language.

Other factors mentioned by Lazar (1993, pp. 54-55) applicable to young learners are **availability of texts** (discussed above in chapter x.x), **length of the text, exploitability and accordance with the syllabus**. Availability has been discussed above; the length of the text depends not only on the age and level of the learners but also on time which the teacher wants to spend on the text and how much time the learners have to spend on reading at home. The teacher should also think over if only part of the text can be read, or an abridged text and how much background information will have to be provided to make the text understandable for the learners. By exploitability Lazar means what kind of tasks and activities can be designed and based on the text and if there are other sources that can be used to support the text, such as videos, film, theatre play etc. In terms of fitting with the syllabus the author recommends to look at the thematic links, at vocabulary, grammar or discourse.

Collie and Slater (1987, pp. 3-7) "**recommend valuable authentic material"** which would provide the learners with cultural and language enrichment and would involve them personally. Similarly as Lazar, they explain that "the **criteria of suitability** clearly depend on each particular group of learners, their needs, interests, cultural background and language level" (p. 6). They believe that it is necessary to choose books which correlate with the learners' life experience, emotions or dreams, not forgetting about the language difficulty.

2.3.1 Selection process

If we want to motivate the learners to read, it is advisable to **involve them in the selection process**. There are many ways to do so. For example, **children can be asked to bring their favourite books to school**. These can be books in their mother tongue or books in English. The books might be displayed in the classroom and children can look at what books are read by their peers. They can also discuss the books in small groups. This also gives the teacher a more precise idea of what genres their learners like and what topics they are interested in. Then a couple of books for the school or classroom library can be chosen based on these findings. With older learners "questionnaires on tastes and interests" can be used or, if the teacher wants all the class read the same

book, then they can prepare 'a brief summary of three or four possibilities, perhaps with shorter extracts from the text, and let them choose the one they find the most appealing"(Collie and Slater, 1987, p. 7).

Another possibility is to **bring a couple of books to the lesson**. First the children only look at the books and try to choose those, whose cover is the most attractive. They can discuss and try to predict what their chosen book is about, who it is for, whether the book is sad, adventurous, funny etc. Then they form groups according to the books they chose and leaf through it trying to find out if their predictions were correct. If they like the book and feel like reading it, they prepare a short presentation in which they want to make other learners interested. If the book does not fulfil their expectations, then they can join another group. The presentations can have different forms (radio advertisement, poster, interview with an author, dramatization of a short extract etc.). After the presentations the pupils can vote for book(s) they would like to read.

2.4 DEAR time

Since the research has accented the multiple benefits of extensive reading, many schools have been incorporating this type of reading into their school curriculum. They offer reading programs such as **DEAR time (Drop Everything and Read)**, FVR (Free Voluntary Reading), USSR (Uninterrupted Sustained Silent Reading), WEB (We Enjoy Books), and FUR (free uninterrupted reading). Although the approaches have been labeled with different names, they share similar features: learners read for pleasure, silently and without interruption.

The method that is widespread in the USA and becoming increasingly popular also in schools in other countries is DEAR time. According to Deborah Foertsch, a primary school teacher promoting extensive reading in her classes, children learn best "in a community of learners; in a safe environment; when learning is learner-centered, with hands, minds, and hearts engaged." All these can be easily accomplished through DEAR time: **learners read in a community of other readers** (learners and teachers); **in a safe and pleasant environment** (they are not required to take tests); they choose books they want to read and thus engaging both their minds and hearts. Learners also have the opportunity **to reflect on what they have read and receive support from the teacher**. This approach encourages learners to become efficient readers and, consequently, lifelong readers and learners.

Before introducing DEAR time into the class , **teachers first need to secure access to books** and create a stimulating, literacy rich environment. During DEAR time, learners

select the books they want to read. The ideal way to provide books is by **setting up a classroom library** that is equipped with a variety of books and magazines that (satisfy?) learners' interests and conform to their reading levels. The books can also be displayed all around the classroom: on the shelves, in the baskets on the window sills, the carpet or the teacher's desk. Learners are thus virtually surrounded by books. To provide comfortable places for reading, reading rugs, beanbags, pillows can be used.

Teachers also need to **acquaint learners with DEAR time and its rules.** They will explain that learners will read books of their own choice. If they find the book too difficult to read or if they do not like the story, they can stop reading and choose another book. Learners must select the books before DEAR time begins. (if learners are not used to reading in English, teachers start with scaffolding strategies to prepare learners for independent reading - see passage on scaffolding in subchapter 2.1).

The teacher finds a f**ixed time for DEAR time sessions** in her classes. The first sessions can start with 5 or 10 minutes, and be gradually extended to 15 or 20 minutes. Typically, a session of DEAR time is offered every day, either at the beginning or the end of the class. If it is not possible to offer it every day, it should be done at least twice a week. This regularity helps turn reading into a habit.

The actual DEAR time is the time when everyone in the class drops everything and reads. The teacher announces the beginning of DEAR time, with young learners she can for example ring the jingle bell or use a short chanting rhyme. Learners get books they want to read and find a comfortable place to read. They can take books from the classroom library or bring a book from home. The teacher reads too, she serves as an example to learners, modeling the reading process. Everyone in the class spends a designated time in silent reading, not being interrupted by anyone until the teacher announces the end of dear time. **Learners are encouraged to continue reading in their free time**, either at school or they can take books home.

When the DEAR time runs for about two weeks and most of the pupils finish reading at least one book, they are ready to talk about the books or express their opinions in writing. Teachers can start introducing short book chat activities and reading journals. Learners thus have the opportunity to talk about the books, recommend them to others, they learn to reflect on what they have read.

2.4.1 The role of a teacher

Teachers fulfil the wide variety of roles during their work in the classroom. These comprise all kinds of situations in which teachers either control their learners and lead them through

the whole teaching process up to the cases in which the teacher becomes an observer rather than the 'main' figure. In the previous subchapters we spoke about scaffolding which in case of reading lessons and activities connected with reading means guiding the readers starting from their first encounters with a literary work. This support, however, has to be gradually reduced until the time comes when the child is able to read independently without the teacher's help. To put it simply, the **teacher equips** the young reader **with** not only **knowledge of the language** but also with **skills, techniques and strategies** which are necessary for the whole reading process starting with choosing the correct text up to understanding and interpreting the message of the literary work. At the very beginning the teacher has to organize the class and engage learners in the tasks, which also includes **giving clear instructions**. At the end of a particular reading activity it is **providing feedback** (Harmer, 2012, p. 146, Essential Teacher Toolkit) which is necessary not only for summarising the read content but also for motivating the pupils to further reading. Also, the role of the tutor is quite important: here we mean "giving [the learners] personal advice and information … It is helpful to **organise tutorial sessions** while the rest of the class is working on some other task. If we can tutor a few individual learners in a lesson, we can, over a period of time, see all of them individually" (ibid.) This group or individual tutoring might be beneficial especially for the pupils with special educational needs who very often need more guidance and support.

As mentioned in the chapter about motivation, one of the key roles is being a role model for the learners. Which means that the teachers show their love for reading, are interested in books which their pupils read and talk about them not only in the classes. However, they are **classroom discussions** which follow both intensive and extensive reading and which very often spark interest in reading of the learners who want to 'belong' and participate in discussions with their book-loving peers. In these discussions the main job of the teacher is "to provide learners practice in learning to formulate, develop, and extend their responses" (Beach et al., 2006, p. 87; Teaching Literature to Adolescents). The learners also learn "how to interact with their peers in a collaborative manner" (ibid.). During these discussions teachers adopt the role of a discussion facilitator, especially at the beginning when the discussion needs to develop, they should encourage nonparticipating learners to join the conversations, they should push the learners to "further elaborate on their responses with prompts" (ibid. p. 89). If necessary teachers might also apply the role of a participant but they should be careful to not dominate the discussion and provide the space to the learners.

Teachers: preparing learners for the reading program:

· explain what exactly they will do, why, how to choose books, what the outcome/assessment? - model reading

· assist with reading strategies, choosing books

· monitor/ after learners finish reading the book, they can have a short discussion about the book

· special needs learners – whatever assistance they need (more in subchapter 1.7).

If we want to encourage reading, it is always better to do it in collaboration with other teachers, simultaneous reading programs in mother tongue/ in their first language, teachers of other subjects can recommend books in their fields.

2.4.2 Classroom library

The most convenient way to ensure reading material for extensive reading programs is by building a classroom library. With books stored in bookcases, displayed on the shelves, kept in baskets and containers, piled in strategic places all around the classroom, learners are virtually surrounded by books.

Research shows that children who grow up in a literacy rich environment, that means in a family with a home library and parents and other family members reading on a regular basis, tend to develop good reading habits. On the other hand, children without easy access to books read poorly or not at all. Classroom libraries, hand in hand with extensive reading programs, can compensate for this lack of stimulation by making books available nearly any time and to everyone in the class.

A classroom library should include a wide variety of texts to satisfy diverse reading interests and reading levels of the learners. (how to choose books – refer to chapter Selection criteria) There are research based guidelines for equipping a classroom library.

- It is recommended to have at least 7 books per learner but ideally it is 20 books and more per one learner. Though this applies to books in learners' native languages, roughly the same numbers are recommended also for books in foreign languages: at least 5 books per learner.
- Reading material should cover a variety of reading levels to satisfy the needs of both reluctant and proficient readers
- New books should be added regularly
- Both fiction and nonfiction should be included, some librarians and educators recommend up to one half of the reading material to be nonfiction.
- The collection should consist of a wide variety of formats and genres, such as novels, encyclopaedias, graphic novels, graded readers, comics, magazines,

biographies, animal stories, fantasy, adventure, school stories, romance, fairy tales, dealing with a wide range of topics that children may find interesting

To help learners find the books they might enjoy reading, the library should be organized effectively. The most common way is to organize books by themes, reading levels, authors, genres, series. These categories can be combined, for example sorting out the books according to themes and using labels with color codes to indicate the reading level. New arrivals and books teachers want to recommend can be displayed face-out. When deciding upon the check-in system and classroom library rules, it is a good idea to involve learners.

2.5 Reading journals and book chats

Extensive reading provides learners with topics and ideas that can be further explored in reading journals or in informal conversations in the classroom, thus **building on their writing and speaking skills**. Reading journals and book chats give learners a **chance to reflect** on the books they have read, to share their ideas about the topics they encountered, to relate stories to their own experience. Learners learn to summarize, express their opinions and also listen to and accept the opinions of others. Moreover, by **keeping a record of their reading**, learners keep track of what they read and how many books they read and teachers can monitor the learners' work and their progress in time.

When introducing reading journals, teachers need to introduce them properly so that learners understand what they are supposed to write and what is the purpose of their writing. As there are **many types of reading journals**, teachers can start with short, less demanding responses, and later on introduce more complex approaches stimulating critical thinking. Once learners are acquainted with a great variety of written responses to books, they can choose the format that suits them best.

written journals, visual journals, creative, critical and proactive response

- it makes the reading visible; Teachers – see if learners are making good book choices, if they comprehend what they read.

Reading journals ideas

- **Creating story maps**: Teacher introduces some basic elements of the stories, such as book title, author, main character, setting, genre. Learners use graphic organizers to gather relevant information about the book they read

- **Creating character maps:** Learners explore the main character of the story, his/her name, friends, family, physical appearance, personality traits. More experienced readers can also state what they like and dislike about the character

  (dat nejakou ukazku?)

- **Book selfies:** Learners think about the story they read, its tone, main topics, setting, crucial moments in the story. Then they take a selfie, using appropriate facial expression, body posture and props to convey the atmosphere and main points about the story.
- **Keywords:** Learners describe the book in 5 hashtags. In this way they learn to characterize the book using the keywords
- **Writing prompts:** To encourage learners to write, teachers can offer them a set of questions or sentence starters. Learners choose one and start writing. It is better if these writing prompts encourage learners to be analytical, proactive and creative:

  I liked the book because …

  I disliked the book because …

  I liked (the name of the main character) because …

  What is the conflict in the book? How is it solved? How would you solve this conflict?

  The most important word (sentence) in the story is … because …

  Write a letter to the character you don't like. Write down what you think about them and their behaviour.

  Have you changed your mind about anything after reading the book?

- **Quotes:** Learners copy some quotes they find important, amusing or shocking into their reading journal. Then they add their thoughts and understanding about the meaning and significance of the chosen parts of the texts.
- **Exit ticket:** This prompt can be used for writing about non-fiction. Learners list three things they learned, two things they found interesting, 1 thing they still have.
- **Reading logs:** Learners record their reading activity by writing down information after each reading: the date (of reading), book title, how many pages they read, how many minutes they spent reading, new words they encountered, their evaluation of the book (using emoticons or ranking the book with stars)

- **Dialogue journals:**
- **Writing a poem:** Learners write an acrostic poem, which is a poem in which the first letter of each line spells a word or a message. They can use the name of the main character of the book to write a poem that describes this character.
- **Re-writing the story:** Learners rewrite part of the story they read in the voice of a minor character. This activity allows learners to think about the point of view and how the stories can change depending on who is telling them.

Book chats ideas

- Learners work in pairs. The task is to introduce the book they read recently. The teacher specifies what kind of information about the book should be given, it can be the title of the book, one sentence summary, the reason why learners liked or disliked the book. Learners are given a few minutes to write down notes. Then they talk in pairs, each introducing the book they read. After that, learners switch partners and introduce the book again, this time without the written notes.
- Each learner prepares a set of questions about the book. Learners work in pairs, taking turns asking and answering questions about the books.
- Learners draw an illustration for the book they read. In pairs, they talk about the book, its main topics and ideas, while referring to the illustration they created.

2.6 Project work

Every teacher has probably experienced classes in which they have had both regular or occasional readers and the children who never read books. This means a heterogeneous group with learners with rich reading experience on one side and those with zero reading experience on the other. This might present a real challenge once the teacher wants to base their lesson(s) on a literary text. Apart from activities and techniques listed above through which even non-readers might become at least slightly interested and motivated, a good solution can be organizing reading as project work. This helps learners cooperate and motivate each other in groups where the tasks can be differentiated and tailor-made to each learner's abilities, interests and needs. What exactly is project work? "Project work is work which focuses on completing a task. Project work normally involves a lot of resources - time, people and materials - and learners practise a range of skills and language systems." (https://www.teachingenglish.org.uk/article/project-work)

Within reading programmes the big advantage would be **combining intensive and extensive reading** during which the learners could cooperate, help and support each

other. Reading a book would be a part of the process while the **final product can be e.g. dramatization of the story or its part, a poster which would give some basic information about a book, a comic book which would retell the story, a video showing e.g. the life of one of the book characters, or a documentary about the place where the story is set.** Here every learner in the group would, apart from reading, focus on tasks that they are good at, e.g. drawing, summarizing, retelling, writing a scenario, preparing props etc. For a great demonstration of much of the above see for example Miss Venti's Class.

It is necessary to prepare the project work well and also the teacher has to be a good classroom manager. An indisputable advantage of project work is that the learners are given some independence in planning and working on their tasks. The teacher is there to help if needed and withdraws when the work goes well. Another positive feature of this type of work is a **possibility** (sometimes even necessity) **to apply a cross-curricular approach**, which gives opportunity to cooperate with teachers of other subjects using their expertise. At the same time the learners can use the knowledge from non-language subjects. Project work is mostly organized as group work, only rarely the pupils work on projects individually.

As Zormanová (2012) points out, from the point of view of the learners project enables them to use their individual skills and abilities. The learners become responsible for the result of their work, their independence is being developed, they learn to work with different sources of information, they learn to solve problems, they construct their knowledge and use their existing knowledge and skills while gaining new ones. They also practice their organizational skills, learn to control, plan and evaluate their work, cultivate cooperation within their group, work on their communicative skills, learn to respect each other's opinions and last but not least develop their creativity, activity and phantasy. (Zormanová, 2012, https://clanky.rvp.cz/clanek/c/s/14983/PROJEKTOVA-VYUKA.html/)

The length of the project can differ; it can be planned just for one lesson, or for the whole school year. It can be limited to one subject only or, as mentioned above, it can become very complex and can be worked on in cooperation with teachers of several subjects. What is important – the starting point is a literary work which gives the basis and the frame to further activities and work within the project.

Most project-based learning is **based either around a topic (**our town, climate change, life cycle of plants) **or a story.** But most topics, too, work best if they are constructed as a narrative. This is well evidenced in contemporary textbooks, too, which contain a story with each unit to introduce a concept. Projects can be **one-off or ongoing.** Many alternative schools champion projects as a way of integrating and amalgamate learning

across the curriculum. In fact, project work is essential for cross-curricular learning. However, many schools are not ready yet to open up the curriculum in order to make it work. Often, teachers in traditional schools reserve a week per term or one day a week to do a project and/or use it as an alternative assessment. Furthermore, project work allows combining many methods and strategies that each learner simply has to find something that they enjoy doing. Here are some outcomes of Lenka Hronová's project on *The Canterbury Tales* which paralleled the quest of the pilgrims, aiming to help pupils learn about the Middle Ages. The pupils:

- created their own costumes and sewed a satchel;
- attempted to decode Middle English text;
- learned a medieval dance;
- played a medieval board game;
- engaged in map making.

In sum, reading in project work is always present but to varying degrees. What makes reading projects particularly appealing to pupils is the fact that **reading functions as an event and happens in social context**. For a class of reluctant readers, a reading project is a particularly good way of making reading visible without imposition, and dosing and differentiating it.

2.7 Feedback, assessment and reflection [MS2]

Reading for pleasure should never be the subject of formal assessment (Chamot & O'Malley 1994, p. 300) or part of punishment (Scrivener 2005, p. 189). The teacher's role should be to **encourage learners' self-reflection on the content of the book, on their reading skills** (Scrivener 2005, p. 189) and on **the progress they make in reading comprehension** (Chamot & O'Malley 1994, p. 300). Chamot and O'Malley (1994, p. 300) also suggest that 'in this phase it is important to teach learners how to evaluate their ability to read.'

When learners read, be it in the classroom or at home, **the ability to understand what they read has to be checked and evaluated by teachers.** Usually it is done by answering a series of questions about the content of their reading or other activities such as putting pictures or sentences which summarize the text in the right order. It's essential to determine whether learners can actually follow what they read. Ellis and McRae (1991,

p.10, The extensive reading handbook for secondary teachers) call this stage 'monitoring': "Monitoring does mean checking that a certain amount of reading has been understood. Monitoring should, however, become less teacher-controlled as extensive reading develops in a class and as learners become familiar with the strategies and techniques of self-monitoring."

However, very often teachers need to evaluate **not only comprehension but also other phases of the reading process,** especially in case **the reading becomes a regular activity for learners.** During intensive reading it is relatively easier, we can provide the learners with immediate feedback, and we can evaluate the way they respond to the text or to the tasks. However, with **extensive reading** it might be more difficult. What to evaluate? Which parts and phases? And there comes an even more important question – how to evaluate.

We should always bear in mind some **basic principles of evaluation**. The most essential in case of reading will certainly be its **motivational** character. What is meant by this: evaluation should **never** be felt as **criticism but more as support and help**. It should contain some information for the learner on how to do better next time. It should **be regular** and it should **give the learners an opportunity to see some progress**. And, last but not least, it should **not** be **only the teacher who evaluates the learners** during the process of reading. The learners should be led **to self-evaluation or peer-evaluation** which can have many forms and depends on what part of the process or activities connected with reading we want to evaluate.

We would like to discourage teachers from evaluating by grades (or possibly not by bad grades) but rather **use forms of evaluation or self-evaluation** such as **portfolios** in which the learners can reflect what they read, what they learned, what they were thinking about, what conclusions they come up to etc. **Reading journals** mentioned in chapter 2.5 can also serve as a sort of portfolio. Teachers should explain that it is up to the learners what they want to have in the journal (although they provide the learners with some suggestions) and that the journal is their possession. As such, it should not be corrected by the teacher. It can become a stimulus for discussion, for detecting language areas that the learners should work on. At the same time it can serve as a rich source of information for the teacher about the interests of their learners, their views and opinions, their fears and joys. If the teacher feels like commenting on the portfolio, it can be done through sticky notes or a small comment in pencil (never a red pen correction). During discussion periods the learners can talk about their journal and the teacher can join their groups and give them their comments.

It is a good idea to give learners a choice which comprehension as well as vocabulary and/or grammar exercises they want to do. The teacher, at the request of a learner, can provide him/her with the key to the exercises a learner has completed, or make all answers available for anybody who is interested in, for example, a reading corner or a library of readers. Learners can check their answers either alone or a teacher can encourage individuals to find out the answers together with other learners who read the same book, for instance, as part of a post reading stage during which learners have a chance to exchange their opinions about the book and its content.

Learners can also be offered an opportunity to express their opinion about the book they have read by filling in a record sheet. Such self-evaluation forms can also be collected and included in learner portfolios (Chamot & O'Malley 1994, p. 301). Depending on the readers' age, they can, for instance:

- write a few comments about the story

- give the book a grade or a rating

- draw a smiley or sad face in response to statements about the book

- write a short comment about the book

- compile a list of their favourite books and explain why they like them (Hughes & Williams 2000, p. 7).

Older learners can be given opportunities to:

- generate their own evaluative and critical questions on a specific aspect of the text they have read and answer them in order to practise higher-order thinking skills

- assess if they could read without any problems

- identify problems they have encountered

- indicate their plan to overcome the problems (Chamot & O'Malley 1994, p. 301).

At lower levels (A1-A2), very few learners will probably be able to sustain their interest in reading when they encounter problems, let alone use metacognitive skills in order to achieve self-improvement in reading speed and comprehension. This is because of limited knowledge or confidence in activating schema, arousing and keeping interest or

using strategies such as: predicting, skimming, scanning, contextual guessing, reading between the lines. However, the presence of such an option can make learners become aware of the fact that they can always improve. In consequence, they may even start seeking help and ask the teacher. Also, such a column can be very informative for teachers themselves who, in recognizing learners' problems, can plan lessons activities in order to introduce and enable learners to consolidate the use of reading sub-skills which focus on the development of learners' reading comprehension.

Older learners can also keep a journal, which they can share with the teacher. In reading such journals, teachers should pay attention to the content and respond to learners' ideas rather than the correctness of learners' entries. It is also possible for teachers to suggest journal entries. By such 'dialog journal writing' (Chamot & O'Malley 1994, p. 300) teachers can respond to learners' comments and learn about problems that learners experience while reading a given book. This can give them an opportunity to enhance learners' motivation by directly responding to the problems learners are facing by indicating where the problems can stem from, suggesting solutions or even advising learners to give up reading the book if the book, even if roughly tuned, is still above learners' language level.

When planning evaluation it must be remembered that these types of activities should not be used all the time. Learners can easily become demotivated and lose their interest in reading graded books if they feel that apart from taking up reading a book for pleasure, they always have to do additional tasks for a teacher.

2.7.1 Ideas for completing a reading record

My Reading Books *My name:*

The title	I like the book	I think

<table>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
</table>

Inspired by Hughes A., Williams M. 2000. Penguin Young Readers Teacher's Guide to Using Stories in Class. Pearson. p. 10.

How to colour the stars:

I love the book.

I like the book.

I don't know.

I don't like the book.

I did not finish the book.

Books I have Read in School

My name: …………………………………..

The title of the book.	STARTED (date)	FINISHED (date)	My opinion about the book.

Inspired by Hughes A., Williams M. 2000. Penguin Young Readers Teacher's Guide to Using Stories in Class. Pearson. p. 11.

<u>You can use ideas below in order to complete 'My opinion about the book' section.</u>

- I loved it because…
- I liked it because …
- I don't know what to say.
- I don't like the book because…
- I did not finish the book because …

Ideas for reading journal entries:

- I wonder if you liked the book? Why/Why not.
- Why was the story difficult for you?
- Does it help if you look at illustrations, the title before starting a chapter?

Name:…………………………….

The title of the book: ……………………

Unit:………………………

| 1. This is what I learned in this unit/from this book: |
| 2. This is what was difficult or confusing: |
| 3. This is what I am going to learn what was difficult: |
| 4. The most interesting thing in this book/unit was: |

From: Chamot A.U., O'Malley J. M. 1994. The CALLA Handbook. Implementing the Cognitive Academic Language Learning Approach. Addison-Wesley Publishing Company. P. 314.

Learning Strategies

Title: The Jungle Book

I can:	Comment:	What I can do to improve:
Use my prior knowledge about wolves and jungle animals.		
I can predict what may happen in the story.		

I can predict while I read.		
I can identify difficulties.		
I can cooperate with my classmates when checking exercises or talking about the book.		

Inspired by Chamot A.U., O'Malley J. M. 1994. The CALLA Handbook. Implementing the Cognitive Academic Language Learning Approach. Addison-Wesley Publishing Company. P. 312.

Class Reading Record

Class: Number of children: Dates*: from………….. to…………*

Title of the book	N A M E	N A M E	N A M E	N A M E	N A M E	N A M E	N A M E	N A M E	N A M E						
Harry and the Egyptian Tomb by Jane Cadwallader															

Pollyanna by Eleanor H. Porter																	

3 Implementing extensive reading programmes: goals, tools and techniques

3.1 Setting goals in extensive reading programmes

Extensive reading can be implemented in two different ways. In most cases, the goal of extensive reading programmes is to provide opportunities for learners to read large quantities of texts for pleasure in a foreign language. As Day and Bamford (1998: 5) put it, "an extensive reading approach aims to get learners reading in the second language and liking it." Through reading in this way learners are generally supposed to become more fluent readers and to consolidate the language that they already know. The language acquisition that takes place as a result of this process is mostly incidental, that is, happens as a by-product of learners being engaged in reading for enjoyment. The main teacher role in this case should be to encourage learners to read books in a foreign language: "the teacher is a role model of a reader for learners" (Day and Bamford 1998: 8). Teachers should also create conditions in which learners will enjoy the process of reading and they may monitor learners' progress. All this may ultimately lead to incidental acquisition of different aspects of the foreign language by learners, the most prominent of which is likely to be vocabulary. Therefore, as Scrivener (2005, p. 189) warns, in this approach teachers should "be careful about integrating comprehension checks, tests and exercises" into their teaching. He advises teachers to "let learners read, enjoy and move on, rather than read and then have to do lots of exercises afterwards."

The second way in which extensive reading is sometimes employed is when texts are used for language study in addition to being read extensively by learners. (http://robwaring.org/er/ER_info/ER_ways.htm) In this case, learners are engaged in follow-up activities aimed at providing further practice of the language encountered by learners in the texts they read and also at expanding that language. The table below, adapted from Waring (2021), presents the main options that teachers have when implementing extensive reading in the two ways that have just been described.

Aim	To enjoy reading		For language study		
Style	Self-selected reading	Group-reading for comprehension and discussion	Self-study reading with language exercises	Group-reading	Group reading with language exercises
Best use	Fun individual reading of a story	Fun shared class reading and discussing a story	Individual reading and language work	Whole class reading and language work	Whole class reading and lots of language work
How?	Silent reading in class or at home	Reading the same book led by the teacher. Discussion and comprehension activities	Learners read each reader and do the exercises	Learners read each reader. Teachers go over it	Learners work through the same reader. Teachers go over it with exercises
Where?	Class / out of class / home	Class	Out-of-class	Class	Class / out-of-class / home

| Features | Own pace

Own ability level

Self-selection of books | Teacher selection of books

Good for discussion and comprehension | Read each story and check comprehension

Practice the grammar and vocabulary | Teacher selects reader

Good for understanding and class language work | Read each story and check comprehension carefully

Practice the grammar and vocabulary |
|---|---|---|---|---|---|
| Class time needed per week | 10-15 minutes to exchange readers, to discuss the reading and assessment (if necessary) | 5 minutes at the end of a class 2-3 times a week | Assign out-of-class work

Need time to check homework | As needed | As needed |
| Assessment choices | Informal

Reader tests | Informal

Reader tests | Progress tests

Level tests | Reader tests

Level tests | Progress tests

Reader tests

Level Tests |
| Materials needed | Library of graded readers to learners to choose from | Library of graded readers – learners read the same texts | All the readers at each level | Learners have all the same readers | Learners have all the same reader |

3.2 Graded readers as tools for implementing extensive reading

For extensive reading to occur, learners need to be familiar with 95-98% of the running words in a text (Nation 2005, p. 12), that is, learners may be unfamiliar with no more than five (and preferably no more than two) words in every 100 running words. This means that in many or most cases learners will need to read simplified texts, for example graded readers, rather than original unsimplified material in a foreign language. To read novels written for English teenagers, one needs to have a vocabulary size of over 2000 words (Nation 2005, p. 12), and to read novels written for adults it is necessary to know more than 4000 words. As Day and Bamford (1998: 55) point out, for learners who do not have an adequate vocabulary size, exposure to an authentic text is likely to result in focus on the linguistic code rather than meaning, in a decrease in confidence, and in associating reading with difficulty. Ultimately, limiting less advanced learners' exposure to authentic texts will rob them of "the most important source of the reading materials they need to become fluent readers." (Day and Bamford 1998: 55-56).

Graded readers are available from many different publishing houses which offer fiction, non-fiction, biographies and also other genres. The books are either simplifications of pieces written for native readers or original texts written specifically for language learners. As Nation (2005, p. 17) says, there are at present numerous high quality graded readers for learners, so they are no longer just "watered-down versions of richer original texts". Most importantly for learners, their design facilitates fluent reading and vocabulary acquisition as graded readers contain few low frequency words and the high frequency words they include are frequently repeated. Waring (2021) describes graded readers as "a bridge to the eventual reading of authentic reading materials" and illustrates the progress that learners make with 'the victorious circle of the good reader" (http://www.robwaring.org/er/ER_info/How_to_do_ER.htm):

Graded readers cover a range of levels, often starting at 100-200 headwords. A headword, like a dictionary entry, groups together word forms with a similar meaning, for example, *use*, *uses*, *used*, *useful*, etc. In addition to headword levels, publishers often provide references to a corresponding Common European Framework of Reference for Languages (CEFR) level. For example, a 200 headword level corresponds to the A1 level. Teachers who would like to test their learners' vocabulary knowledge can use a number of reliable tests which are freely available on the Internet (see section Useful Internet resources)

Extensive reading can result in substantial vocabulary gains; however, teachers need to be aware that for this to be achieved learners need to be involved in reading a large number of texts for a long period of time. Incidental vocabulary learning is as not as effective as deliberate learning (Nation 2003, p. 138) and thus a considerable amount of time needs to be invested in it. Nation (2005, p. 16) makes the following **recommendations concerning the implementation of extensive reading**:

1. Learners should read at least 15-20 graded readers in a year. This provides enough repetition of the relevant vocabulary. Repetitive encounters are crucial for new words being learnt: as research into incidental vocabulary learning shows (Waring and Nation, 2004, p. 103), the likelihood of a word being learnt after one meeting is only 15%. A word needs to be met at least six times for it to be remembered, with less advanced learners needing more encounters than more advanced ones. Further, as Waring and Nation (2004, p. 104) also point out, without repetition words are likely to be forgotten: in one study if a word was encountered fewer than eight times during reading it was forgotten after three months.

2. Learners should read at least five books at a level before moving to books at the next level. This should introduce learners to most of the vocabulary at a given level.

3. Learners should read more books at the later levels than the earlier, as vocabulary at earlier levels also occurs frequently at later levels.

4. Direct study of new vocabulary may be necessary at earlier levels as learners may be faced with more unknown words at these levels.

As for example Nation (2005, p. 13) says, "in an extensive reading programme reading should be the main activity and other activities should occupy only a very small proportion of the time. The main task of the teacher is to encourage learners to read and to monitor the process. There are a number of ways teachers can do this (Harmer, 2007; Nation 2005; Scrivener, 2005)

1. **Setting up a library:** ideally, this should provide a wide selection of reading material for learners to choose from. Harmer (2007, p. 284) suggests that teachers should try to persuade school authorities to provide funding. Books should be coded for level and genre, teachers should also keep track of them and develop a simple signing-out system. If possible, book displays should be arranged in classrooms to show different genres, levels, books that have won learners' awards. Awards can also be given to learners for the amount of reading that they do.

2. Promoting reading by setting an example: teachers should present reading as an enjoyable and worthwhile activity, for example by telling learners about the books that they themselves have read or are reading.

3. **Organizing a reading programme**: teachers should indicate to learners how many books they are expected to read over a certain period. It should be made clear that they are free to choose the books they want to read and also that they can consult the teacher and other learners about it. Every few weeks part of a lesson can be devoted to a question and answer session concerning the books being read in a given period. Classroom time can also be set aside to quiet reading. Learners can vote on the most popular book in the library, with labels stuck to the front of the winning books. Awards

As Nation (2005, p. 15) points out, an extensive reading programme will always be only one of the elements of a language course. A language course, apart from components aimed at incidental learning from meaning-focused input, like the extensive reading component, contain other strands which can support the development of extensive reading. One way in which teachers can support learners in developing extensive reading skills is through training in reading faster. This kind of training involves learners in repeated timed reading of simple, finely tuned texts, which do not contain any unfamiliar vocabulary or grammatical structures. Learners also need to answer comprehension questions about the texts that they read. Both the speed of reading and comprehension scores should be recorded on graphs so that learners can monitor their progress. The aim should be the ability to read 300-400 words per minute.

Nation (2005, p. 15) also suggests that teachers engage learners in some vocabulary activities which can increase the effectiveness of the vocabulary acquisition process. These activities should not, however, dominate the reading programme and turn it into intensive vocabulary instruction.

3.3 Pre-reading, while-reading and post-reading activities in a reading lesson

3.3.1 Pre-reading stage

The lead in or pre-reading stage, which Chamot & O'Malley (1994. p. 300) call the preparation phase, is the stage during which learners' prior knowledge about the theme of the story is elicited. Learners are given opportunities to activate their schema as part of an individual, group and whole class activity, expressing or sharing their opinions and

knowledge about issues which are related to what they are going to read about. Group work and whole class interaction can also enable learners to gain applicable knowledge from their peers. Teachers can also use visuals, realia, audio-visual materials or dramatic readings (Hughes &Williams 2000, p.18) in order to arouse learners interest in the theme, recall their knowledge or pre-teach background knowledge about the topic. (Chamot & O'Malley 1994, p. 300). At this stage it is also helpful to become familiar with some key lexical items without which readers are unlikely to get the gist of the story or understand important information. Chamot and O'Malley (1994, p. 300) suggest that readers 'become familiar only with essential vocabulary, leaving some unfamiliar vocabulary to encounter for learners in context when they read the text.' (1994, p. 300). This way learners have a chance to practise reading strategies. Readers can also become familiar with some comprehension checking tasks in order to predict the content of the graded reader or even select their attention when engaging in the reading process. In this stage learners can also be pre-taught some reading strategies that will assist them in comprehending the text.

Examples of pre-reading activities

Learners can:

§ be presented with a picture or the cover of the book to encourage predictions about the topic or issues raised in the text,

§ be encouraged to guess what they are going to read about on the basis of a few words or phrases from the text,

§ asked to look at the headlines or captions before they read the whole thing (Harmer 2007, p. 206),

§ be asked a few questions which relate to issues raised in the text,

§ listen to a story which is read or told by a teacher or a parent or provided on a CD Rom, (Hughes &Williams 2000, p. 17)

§ participate with words or actions as they listen to the story,

§ watch the video of the story in English or their native language before they read the book themselves, (Hughes &Williams 2000, p. 17)

§ participate in a lesson which is related to the plot or theme or even based on a short passage of the graded reader in order to enhance learners' general knowledge, introduce key concepts and lexical items or even practise some strategies helping learners to guess the meaning of unknown vocabulary,

§ go over the text and select a small number of words (say five or six) to pay special attention to while reading. This is supposed to

be a consciousness-raising activity, one which will make learners focus on selected words,

§ be asked to predict lexical items and/or tenses which they think will appear in the text. A teacher can later compile the final list of words and/or grammatical structures and ask learners to pay special attention to them when reading the text in the while-reading stage.

The teacher can select the most appropriate activities depending on how the graded reader is going to be used: i.e. in class or at home.

3.3.2 While-reading stage

The purpose of this stage is to allow learners to read the text and become familiar with its content. To sustain learners´ interest in reading, especially in case of young learners, who can easily become distracted, Hughes &Williams (2000, p. 17) propose that readers are given a clear task which gives them a purpose in reading.

While-reading activities:

Learners can:

· listen to the CD while following the text in the book, (Hughes &Williams 2000, p. 17)

· read only a small passage from the book, for example, one page in order to find the answer to a specific question provided by a teacher

· read out a passage from a book in the classroom: learners try to predict what happened before, who the characters are, what might happen later

· skim or scan the last page or pages of the book in order to find out if they were right about the ending they predicted

· read selected pages or sections of the book to find out if their predictions were right

· read selected pages to find key words or examples of language (Hughes &Williams 2000, p. 17)

· read sections or pages of the book to find out if their predictions from the pre-reading activity were right (Hughes &Williams 2000, p. 18)

- read sections or pages to find out answers to self-selected while reading activities

- read selected parts of the book in order to guess the meaning of a given lexical item.

3.3.3 Post-reading stage

In the post reading stage readers are encouraged to reflect upon what they have read, how the events relate to their own personal experience and evaluate their reading skills. (Chamot & O'Malley 1994, p. 301). They can, for example, complete comprehension exercises at the end of the chapter or a book in order to find out to what extent they have understood the plot. In self-reflecting or thinking about answers to open questions, they can be encouraged to think critically, about the storyline, its characters, events presented and/or whether they understand the author's attitude towards the characters, etc. They can also complete their reading record sheet. Such activities, if structured in groups, give learners a chance to rehearse the skill of talking about the book they have become familiar with, share their opinions and learn from each other. This kind of engagement can contribute to the increase of learners' confidence, especially if other members of the team share similar opinions**.**

During activities which focus on reflection, there are no right or wrong answers (Chamot & O'Malley 1994, p. 301). If supervising such activities, the teacher should focus on the content rather than the form of learners' utterances. Global errors, the ones which make an utterance incomprehensible, can be gently modelled, but not corrected overtly so that such a 'discussion' whether conducted in the target language or in learners' mother tongue resembles a real life situation rather than another practice activity done in a classroom setting.

In this stage learners can be emboldened to apply their ideas, reflections and skills which they have acquired to new contexts. They can use their imagination and express themselves by focusing on more creative tasks or decide to read the story to their siblings, teachers, parents or other learners at school. (Hughes & Williams 2000, p. 18)

Examples of post-reading activities:

Learners can: (based on Hughes & Williams 2000, p. 18-19)

- make a list of new words which occur repeatedly in the text for subsequent study. According to Nation (2005, p. 15), this could be followed by a learner later presenting one word that attracted his / her attention, that is, explaining its meaning and describing any other interesting features, for example how it is used in a sentence.

· complete the post-reading activities which are at the end of the book or at the end of each chapter

· talk about the book, in groups consisting of learners who have read the same book. Teachers can structure such group discussions by providing a set of discussion questions.

· make a poster on e.g. their favourite characters, the best illustration, the part learners' enjoyed best or their opinion about the book,draw a picture of their favourite part and label it

· write 'new' words from the book either in their personal dictionary or complete a dictionary attached to the book

· make their own mini-books of the story, draw pictures and label them. Learners can be encouraged to change parts of the story.

· write an own version of the story

· dramatize the plot or a given passage of the book

· complete a reading record for the book which learners have read (Hughes & Williams 2000, p.18-19)

· interview one of the characters or the author

· interview other readers by means of a survey

· write a review of the book

· write a letter to one of the characters.

Finally, as an after-reading activity Nation (2005, p. 16) recommends that learners spend a few minutes reflecting on some of the words they encountered in the text, perhaps going over the relevant passages.

3.4 Useful reading-related Internet resources

Rob Waring's website: information concerning extensive reading, listening and vocabulary; publications and presentations on extensive reading, collection of graded readers

http://robwaring.org/index.html

Paul Nation's website: publications on extensive reading and vocabulary learning; graded readers, vocabulary lists and tests

https://www.wgtn.ac.nz/lals/resources/paul-nations-resources

The Extensive Reading Foundation: website co-founded by Dr. Richard R. Day and Julian Bamford. Contains information on different graded readers series, guidelines on implementing extensive reading, free reading material

http://erfoundation.org/wordpress/

Extensive Reading Central: free reading and listening texts

https://www.er-central.com/

Wikipedia in simple English: contains many texts written with English vocabulary restricted to 850 words

https://simple.wikipedia.org/wiki/Main_Page

Online vocabulary tests:

Paul Nation's Vocabulary Size Test: measures total vocabulary size, covering 20 000 word families

https://my.vocabularysize.com/

LexTALE: quick and simple vocabulary test for advanced learners of English. It correlates with measures of general proficiency:

LexTALe score	CERF level
80%-100%	C1 and C2
60%-80%	B2
below 59%	B1 and lower

http://www.lextale.com/

Lextutor: collection of various vocabulary tests

https://www.lextutor.ca/tests/

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