

ABSTRACT

The present paper deals with the development of reading skills of adult learners of Chinese as a foreign language (CFL) in Czech language schools and its support provided by three different Chinese language course books. Even though there are various Chinese language course books available on the market, the attention these pay to reading comprehension and its development, is still rather limited. The present master thesis proposes classroom techniques which might be used to address this problem during CFL lessons.

The first chapter presents findings and recommendations based on research into the development of foreign language reading skills in general, which are, in the second chapter, subsequently followed by a summary of research findings focusing specifically on teaching reading in CFL. The demands on course books raised by researchers in both fields are then applied to reading texts and accompanying exercises included in three pre-intermediate level CFL course books, *New Practical Chinese Reader* (Liu *et al.*, 2002), *Boya Chinese* (Lǐ *et al.*, 2005) and *Discover China* (Qi *et al.*, 2010).

The outcome of the the thesis consists of 21 designed lesson plans which propose solutions to some of the issues raised in the theoretical part of the thesis. The lesson plans indicate how course book texts could be approached and modified to enhance the development of specific reading skills and strategies. The texts are accompanied with exercises that illustrate possible classroom procedures leading towards the achievement of specific lesson aims. Each lesson plan is supported with a rationale referring to relevant theoretical principles. The lesson plans are organized into two groups according to the reading skills and strategies they aim at. Copies of the coursebook pages and other extra materials designed by the author of the present thesis are attached to each lesson plan in order to illustrate the reasoning behind each lesson. These may serve as guidelines for any colleague who might want to use the present paper's conclusions and solutions in their own teaching practice.

KEY WORDS

Teaching Chinese as a foreign language, reading comprehension, reading skills, reading strategies, course books of Chinese as a foreign language, communicative approach