Abstract

This diploma thesis *Extensive reading - Position and Practices of Using Graded Readers in Prague Grammar schools and Students’ Attitudes to a Particular Programme* presents the phenomenon of extensive reading. It looks into its history, theoretical grounding, the existing body of empirical research, graded readers and benefits for English language teaching and learning.

The analytical part gives reasons for the contrast between the great potential of extensive reading for the student’s improvement on the one hand, and the implementation which has been infrequent and often at odds with the principles on the other. To find the reasons, the theoretical part analysed the situation of the English language teaching in countries which had implemented extensive reading into the curriculum.

In the research part it assesses the scale and the practices of using graded readers in all relevant grammar schools in Prague. In the second part of the survey of grammar schools, it focuses on a grammar school in Mělník, which has been systematically using GRs. It examines the students’ attitudes towards the practices of reading GRs in order to assess the potential and the limits of the European Union financed project *I read, you read, we read.*

Key words: Extensive reading, Methodology of English Teaching, Implicit learning, Graded Readers, Implementation to curricula.