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DIPLOMOVÁ PRÁCE

Developing Reading Skills Based on Reading Bridge Articles
Rozvíjení čtenářských dovedností založených na práci s články z časopisu
Bridge

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Odevzdáním této bakalářské/diplomové práce na téma Rozvíjení čtenářských dovedností založených na čtení článků z časopisu Bridge potvrzuji, že jsem ji vypracovala pod vedením vedoucího práce samostatně za použití v práci uvedených pramenů a literatury. Dále potvrzuji, že tato práce nebyla využita k získání jiného nebo stejného titulu.

Děkuji Bridge Publishing House za poskytnutí časopisů. Dále děkuji vedení školy GEVO Sázavská v Praze a především učiteli Mgr. Tomáši Vávrovi za umožnění provedení výzkumu v jeho hodinách angličtiny. Děkuji také mému vedoucímu práce PhDr. Bohuslavu Dvořákovi za to, že mi umožnil zadat si práci na téma, které je za hranicí běžné práce s texty v hodinách anglického jazyka. Nakonec musím poděkovat Josie Walker za opravu mých ortografických, lexikálních a gramatických chyb a za její otázky, které mě nutí rozvíjet jak mé dovednosti v angličtině, tak dovednosti mých studentů.

ABSTRAKT

Tato práce se zabývá rozvojem porozumění textu v anglickém jazyce, které považuje za nezbytnou dovednost pro budoucí studijní a profesní život žáků. Jejím cílem je navrhnout praktické aktivity zakládající se na práci s textem z časopisu Bridge, které povedou k rozvinutí čtenářských dovedností žáků na úrovni anglického jazyka B1 SERR. Teoretické části diskuze reflektují potřebu učitele vnímat texty a důležitost tisku pro rozvíjení dovednosti čtení v jeho každodenním životě, aby mohl následně rozvíjet dovednosti žáka. Dále podává informace o situaci týkající se čtení žáků v mateřském jazyce, aby mohla být dána do širšího mezinárodního kontextu. Dovednosti ve čtení jsou blíže specifikovány a obtíže pojmenovány. Metodou pro praktickou část práce je lexikální přístup k učení angličtiny vyvinutý především Michael Lewis a Jane & Dave Willis, založený na učení slovní zásoby v podobě tzv. chunks. Za dosažením lepších čtenářských dovedností je v žácích rozvíjena práce s chunks se slovníkovým materiálem, která je vnímána jako nedílná součást v samostatném rozvoji této dovednosti, dále čtení nahlas a nakonec práce s chunks založená jak na manipulaci slovní zásoby při viditelném zápisu poznámek do sešitu tak manipulaci myšlenkové. Efektivní metodou se ukázalo čtení nahlas a manipulace se smysluplnými chunks. Neefektivní byla práce se sešitem.

KLÍČOVÁ SLOVA

čtení v angličtině, kompetence, časopisecké články, Bridge, čtenářské dovednosti, sémantický sylabus, lexikální přístup, chunks

ABSTRACT

This thesis deals with the development of reading comprehension in English language which is considered essential in the study and professional life. Its aim is to design practical activities based on reading articles from the Bridge magazine, to develop reading skills in learners on level B1 of CEFR. Theoretical parts of discussion reflect the need of the teacher to perceive different texts and the importance of the press for developing reading abilities in his/her everyday life to be able to develop pupils' abilities. It gives information about reading comprehension of pupils in their mother tongue, including international context. In developing reading skills in English as a second language, skills are specified and difficulties named. The method for my practical part is the lexical approach that was developed by Michael Lewis and Jane & Dave Willis, based on teaching chunks. In order to develop reading competence, work with dictionary material is developed that should be understood as an integral part for developing autonomic skills, continued by reading with prosody and finally making operations with meaningful chunks. Activities such as reading aloud and making operations with meanings proved effective. Making notes turned ineffective.

KEYWORDS

reading in english, competence, magazine articles, Bridge, reading skills, semantic syllabus, lexical approach, chunks

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1. Introduction

In this diploma thesis I aim to develop activities based on work with articles from the Bridge magazine that should lead to developing reading competence/skills in learners of English at level B1 of CEFR. I believe that to be able to pass this ability on children, a teacher must herself or himself become a specialist in that sphere and know the wider picture of the discourse.

Therefore, I will first introduce the reader to the problematics of reading in the chapter 2.1 *Reading and the importance of reading in any language*. For that purpose I found Samuels and Farstrup publication *What Research has to say about Reading Instruction* (2011) very inspiring. Although the publication discusses reading in English as a second language very marginally, i. e. mainly taking Young Learners of English into consideration in Chapter *Teaching Reading in English as a Foreign language to Young Learners: A Global Reflection* (Samuels 315-358), the publication contains general points on what reading is and should be, and alludes to what it is not.

To put the Bridge magazine into a wider context of publications issued periodically, I will in the course of chapter 2.2 *Periodicals as a general educational means* talk about the periodicals and their contribution in education and everyday learning. In the next chapter, I will describe some data in order to give a brief view on issue connected to reading comprehension in the Czech Republic. To finish the points on how people read I will talk about reading online and reading on the screen. Then I will take my time focusing on diverse magazines and magazines designed in the Czech Republic as teaching material.

As an introduction to teaching reading in a second language, I will in the course of chapter number three look at 3.1 *What makes reading in English difficult*. Subsequently, it is important to talk about reading skills. I will get to what reading skills we develop in English classes and brainstorm on what it might mean to be a skilled reader in a foreign language. Another aim of my work is to incorporate the natural theory of language acquisition into my teaching. The practical part of the discourse therefore uses the methodology of *the Lexical approach* to develop reading skills through chunk learning. Fundamental readings in this area for the purposes of my work include Michael Lewis *Putting Theory into Practice* (1997) and Jane Willis *A Framework for Task-Based Learning* (1996). My teaching is organised into individual activities that look at texts from the point of view of the lexical approach. In this work I divided the activities into three parts, namely *Using appropriate dictionaries independently*, *Reading aloud* and *making operations with meaningful chunks*. All the

activities contain critical commentary on how they worked and ideas on what to do in the next classes. As described in the course of the fifth chapter, activities could be, next to developing other skills *writing, speaking and listening*, integrated into the semantic syllabus. The last part of my work includes surveys delivered before and after my teaching and comments upon them.

2. Reading is all around

2.1 On reading and the importance of reading in any language

Since early childhood, people are exposed to a vast number of (imprinted) visual images, possibly referred to as icons, symbols and indexes. Examples of these images are the following: an icon *wheelchair* painted on roads that should refer to the disabled, the symbol *rainbow* for homosexuality or *a red traffic light* indexing (suggesting) to stop. These images represent some kind of conventional meaning that we learn to understand in the society that created them.¹

Similarly, Latin script used widely today also creates meaning. To make use of the script, one produces a meaningful sentence, and notes it down in the written form as letters. When more letters are put together, they make up a collection of sounds/letters called a word. This word and consequently sentence(s) give certain meaning, again, with respect to a convention.

Nowadays, reading and understanding this script is an ability taken for granted.² However, as described by Samuels and Farstrup leading personalities in research on reading, reading is a task requiring management of complex processes and needs a thorough investment both when learning to read and when learning to understand what is to be found behind the words (51-93).

What Samuels and Farstrup also mention is that in the history of reading research, there have been some misconceptions connected to what being a skilled reader actually meant. The talks were concentrating on something called “reading fluency” (94). Reading fluency was in many cases mistaken for fast reading. Although the continuous research confirmed that reading comprehension highly correlates with the reading speed, the speed rate cannot be seen as the defining component of the comprehensive reading ability, as “rate is an outcome of good fluency instruction; it is not the aim of such instruction (Samuels 106).”

„A view of fluency as referring to reading speed may be likened to driving a car in neutral gear. The driver can have the engine spinning at thousands of revolutions a minute, but until the gears are engaged, the car will not move. The rapidly revolving car engine is like the

¹ After my studies in linguistics and especially semiotics that constituted part of my Curriculum, I give the theory of sign as described in C. S. Peirce's *The Essential Peirce: Selected philosophical writings* high credibility.

² It often does not come to our minds how precious the ability is. A vast number of learners at young age have problems recognising letters and words, let alone understanding what the text is about. Not knowing the exact cause, some of them have this ability imparted for their whole lives. As people value the written texts and people's comprehension of them highly today, they take the ability for granted. However, after my studies in Dyslexia, it showed that reading ability is a very complex process that, and as evidence suggests, cannot be taken for granted.

student who has been taught to decode words rapidly, but because the emphasis is on how fast she can read, the students have poor comprehension but adequate decoding skills because, like the driver who does not engage the gears, they have not made the connection between decoding and the need to engage in the comprehension process (Samuels 96). “

I agree with Samuels that any “Instruction in reading fluency, whether oral or silent, needs to be mindful that the effects of such instruction will also be found in both forms of reading (100).”

While this is true for reading in English as a native language, it can inspire us as teachers and help us develop techniques to be used in teaching English as a second language.

2.2 Periodicals as a general educational means

In the English speaking world and the democratic world, diverse periodicals are being published to deal with up-to-date topics. Generally, newspaper journalists strive to tackle more serious topics most of the time and keep readers sustained with information about what is happening, or is frequently discussed (or possibly should be discussed) in a certain society. As far as a serious newspaper is concerned, its reaction is to a great extent adequate and based on facts. This is not the case when taking for example tabloid newspapers into account, as this kind of print presents information in a biased manner. Anyway, newspaper columns traditionally mediate facts, sometimes also political beliefs.³ Through reading any newspapers, one's knowledge about what currently happens in the world enlarges. Journals inform the reader too. In contrast with newspapers, journals traditionally concentrate on one specific field. To be more precise, the scope is usually a topic of significance for the academic world, as the published articles discuss issues concerning the scientific advancement and a variety of other scholarly topics. In the UK, a variety of journals is produced to be spread mainly among highly educated readers.⁴ Journals can be divided according to the scopes of interest, covering subjects across Humanities, Science, Technology and Medicine.⁵ Let me mention a few journals that have been issued in England and seem to compose relevant readings for practitioners in education anywhere in the world, especially then for language teachers such as me. Journals relevant for (language) teachers include The Teacher Trainer (Woodward), Language Teaching (Cambridge University), Annual Review of Applied Linguistics (Cambridge University), Forum for Modern Language Studies (Oxford University).⁶ It is quite obvious that through comprehensive reading of journals, one becomes an expert in a certain field. What is more, reading of aforementioned journals makes it possible for teachers to put his or her knowledge based on the updated research into practice.

³ Certain newspapers are considered right or left oriented. Popular newspapers in Great Britain include The Guardian, the Daily Mail, the Daily Telegraph, the BBC News, and the Independent.

⁴ Journal is referred to either as vědecký časopis, journal/žurnál, věstník or bulletin (the last in the meaning of regularly issued "úřední zpráva") in Czech language. Věstník or bulletin are very specialised periodicals. As far as I know, confrontation of Czech students with journals is not particularly frequent.

⁵ The following universities publish about 4 hundred diverse journals each. Oxford University Press, enlists journal categories Arts and Humanities, Law, Medicine and Health, Science and Mathematics and Social Sciences (Oxford University). Cambridge University Press covers subjects across the Humanities, Social Sciences and Science, Technology and Medicine (Cambridge University).

⁶ For language teachers, it seems to be advantageous to subscribe to journals either from the category Arts and Humanities and its subcategories Language Teaching and Learning, or from Linguistics, Literature or from Social Sciences and its subcategory Education.

How does what we call a magazine differ from newspapers and journals described earlier in this section? First of all, a magazine is similar to a newspaper in that it is a non-scholarly periodical. Therefore, it is read by wider audience (than journals for example). Albeit understanding and interpretation of the individual articles in magazines (or columns in newspapers), differs with respect to the reader's level of education or knowledge of a certain area, the contents of magazines are prevalently comprehensive or written in a way to be approachable to the majority of readers. Magazines are again issued in regular intervals. Magazines have entertaining and informative contents at the same time. Even though this is true for articles published in all mentioned periodicals, it especially counts for the periodical called magazine as its entertaining content dominates.

2.3 Brief view on reading issue in the Czech Republic

I consider as important the discussion around the reading comprehension in the Czech language as I believe that “The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how (COE, „Framework“ 43).”⁷

No matter how negative for the Czech Republic the results of the profoundly known *PISA research study* regarding reading comprehension in the Czech language ended up, my little survey⁸ on reading in any language showed that 3rd grade students of *Gymnázium Evolution Sázavská* truly were keen readers which corresponds with the results depicted in the picture below (G4 – 4 years of gymnasium). Kvinta class (higher secondary) I had contact hours with at same grammar school had had a more negative approach to reading at the beginning of my teacher training which should but be an exception as far as the whole educational system is concerned (at least when taking 2009 PISA research study into consideration). From the graph below can be concluded that GV and G4 are institutions where children were educated to a positive approach to reading – 60 % asserted that *Čtení je jedním z mých oblíbených koníčků* meaning *reading is one of my favourite hobbies* (orange line). This graph, however, does not say anything about the level of comprehension the students of the schools achieve.

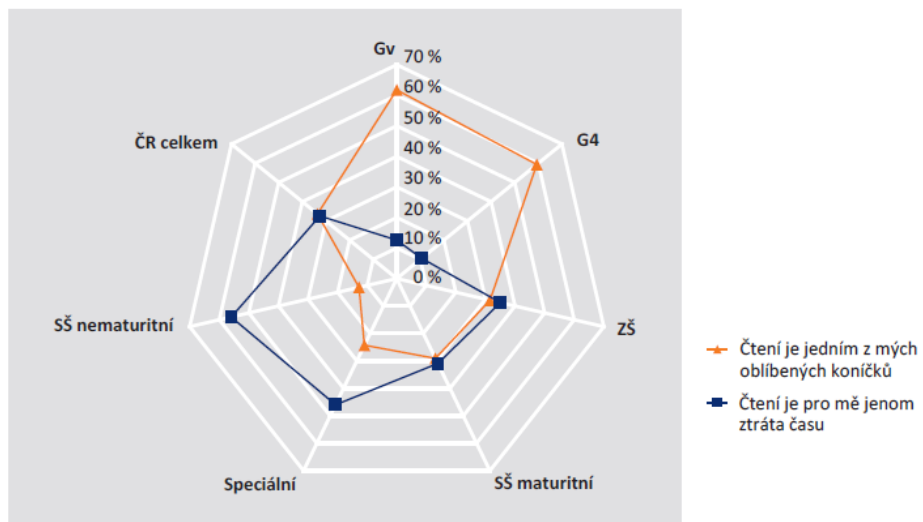
Another point I wanted to make is that the negative attitude towards reading is statistically higher at schools different from gymnasium (blue line). These include *základní škola* (ZŠ in the graph) meaning basic school (elementary education and lower secondary education), and also *střední škola maturitní* (SŠ maturitní) meaning high school with maturita school leaving exam – between 30 and 40 % , *speciální škola* (schooltype supposed to be for children with very low intellectual abilities) – below 50 % and finally *střední škola nematuritní* (SŠ nematuritní) meaning high school with no maturita school leaving exam – around 60 % . In these institutions, a majority of children agreed with the assertion *čtení je pro mě jenom ztráta času* meaning *reading is a time loss activity for me*. Again, this particular graph does not say anything about their level of comprehension of written texts in the Czech language.

⁷ Abbreviated as COE in the following text.

⁸ Not representative. Useful only for my teaching practice at GEVO that followed.

VZTAH ŽÁKŮ KE ČTENÍ V RŮZNÝCH DRUZÍCH ŠKOL

(PISA 2009)



(Palečková, Tomášek and Basl 39)

2.4 Reading and the electronic world

It is a well-known fact that with the development of technology in the 20th century, it came to the decline of publishing of printed materials. Without any dispute, there must have been less need for publications of books, newspapers or magazines and other printed materials. It was media such as the radio and television and in the end the internet that replaced them. These new media enabled humans to incorporate a vast number of information into one medium.⁹ With technologies such as these, the world became smaller, people being able not only to read texts coming from distant places, but also to reach people from the other side of the world in an instance. Nowadays, if people gain new information through reading, it seems to be prevalently through online media. Magazines, as well as newspapers and journals are being published online. It does not mean they are accessible only there. However, to a significant extent, people buy magazines, journals, newspapers and also books online to be read in an electronic form.¹⁰ The current situation around the issuing and subscribing of periodicals well describes a comment on one of the magazine's website www.babelzine.com.¹¹ "Babel is available in **print**, **digital** and **print + digital** formats – [subscribe now!](#)" (Babel online) What is more, it is also possible to read periodicals online, for example at www.pressreader.com (Pressreader online).¹² Let me in my work exclude newspapers as a teaching material¹³ and have a look at magazines and journals that constitute appropriate reading for educational purposes for both teachers and students of languages and especially English language students in the Czech Republic.

⁹ More on the history of media and the importance of the medium itself I find an interesting reading Marshall McLuhan's *Understanding Media: The Extensions of man*. (McLuhan)

¹⁰ For the book readers, it is convenient to upload electronic books or other texts as eBooks to eBook readers.

¹¹ Babel is a journal-like magazine written "for language lovers".

¹² Currently, www.pressreader.com or www.pressreader.cz enables online access to 3761 magazines and 3592 newspapers at one website. Pressreader can be accessed free of charge through library.

¹³ Reading newspapers can be considered a very good educational means for educated readers worldwide. Working with English newspapers in an English classroom, is definitely a good way to be exposed to authentic material/text. It seems advisable that a teacher uses authentic newspaper articles when teaching advanced students. It is, however, not usually logistically and financially possible to be dependent on the new newspaper issues in the regular teaching interval.

2. 5 What are magazines characteristic for and how do they differ from other periodicals?

Magazines, together with newspapers and journals, are printed or online documents that are published periodically. They usually differ in time of publishing, format and function. In the next passage, I will distinguish them in detail. Newspapers are being published daily or weekly which makes its contents updated, whereas magazines are being published at the earliest weekly, most of the time monthly, and also quarterly. The most distinguishing characteristic is its format. A newspaper usually has a bigger format with individual papers folded together to make it a somewhat compact medium. Its structure divided into sections seeks for a reader with pre-knowledge.¹⁴ On the other hand, magazine and journal formats are usually A4, its pages are fastened together using a stapler and although divided into sections as well, its contents are all listed at the beginning of the periodical, usually in the course of the first few pages making it easier for the reader to orientate himself/herself in the periodical better. I suppose it is for its explicitness of presentation that an inexperienced reader might understand the structure of a magazine better and approach it with more confidence.¹⁵ As far as the majority of periodicals is concerned, newspapers deal with very diverse topics, and magazines and journals are interested in a more specific field (Britannica). A magazine is further characterised by its richness of visuals – photos, drawings and its layout in general – the size of headlines and subheadlines, the way of combining the texts, including commercials, with pictures. The visuals that accompany articles in rather popular magazines are a very helpful device that makes a more friendly impression and the whole atmosphere around them relaxed. Some periodicals are rich in commercials which are a source of money for the publishers and, through such advertising, periodicals can be sold at lower prices. To finish with, magazines, together with other periodicals, are media that through reading become a source of information and sometimes entertainment. It is the latter that magazines differ in because in contrast to newspapers, the articles are designed not only to be informative but also written in an amusing way as to address a wide audience.

¹⁴ Without a certain pre-knowledge, a reader cannot understand the division of the newspaper from the very first moment of reading it.

¹⁵ It might not be a coincidence that the Bridge magazine's subheading sounds *The easy way to English*.

2.5.1 The Creation of Language Magazines

For whatever reason it happens¹⁶, various language magazines have been issued as a learning material for an independent use. Here a distinction must be made in between the periodicals that are designed for teachers and foreign language teachers such as *FLLTmag* (Edwige)¹⁷ on one hand, and magazines that are more workbook-like suited for language students on the other. The latter group of magazines is the one that I will explore in more detail in the course of the following pages, especially the English magazines produced by the Bridge Publishing House that are designed for Czech learners of English as a foreign language.

Internationalisation which is so characteristic for today is one of the reasons why the majority of people learn or are willing to learn foreign languages. The need to understand and to know another language has been well established in European history and is projected in the contents of language education today.¹⁸ The next few pages aim to describe where the language magazines possibly came from. For that purpose, let me go back into the history of language teaching. One of the first publications that started what could be referred to as the launch of modern education today was *Orbis Pictus* (Comenius). *Orbis Pictus* is known as one of the first sets of written texts accompanied by pictures that were designed specifically for language classes. In this book, a picture always precedes the didactic¹⁹ and descriptive text. The individual parts of the picture²⁰ are numbered so that what is in the picture can be elucidated right in the nearby text. Through this picture-text cooperation, a certain lexical field is being described. To continue, the first edition of this textbook contains parallel texts written in Latin and German. *Orbis pictus* was later translated into other European languages, usually into a language that was considered mother tongue in the country of translation, and

¹⁶ Either enlightening or clearly business oriented or both.

¹⁷ A free magazine on technology integration in language teaching and learning.

¹⁸ For more about Czech educational system: In the Czech Republic, English belongs, together with Czech language and another (second) foreign language to the educational area *Language and communication through language*. At the end of ninth grade when leaving “basic school”, children are supposed to reach A2 level in the first foreign language and A1 level in the second foreign language. After the grade 13, pupils should reach the B2 in the first and B1 level in the second foreign language. (Výzkumný ústav pedagogický v Praze 13) The competencies of individual learners at these levels are being described in the *Common European Framework of Reference for Languages* (COE).

Educational content at four-year grammar schools and at the upper level of six- or eight-year grammar schools is divided into eight, roughly defined educational areas in the FEP SGE. Individual educational area consists of one or more educational fields of similar educational content:

Language and Language Communication (Czech Language and Literature, Foreign Language, Second Foreign Language) (Výzkumný ústav pedagogický v Praze 11)

¹⁹ Didactic having in English a negative connotation of teaching in a „patronising“ way. In Czech, this approach to education is considered traditional which is to be seen on name of courses students attend to become teachers at Charles’ University, e. g. a course in *didaktika literatury* meaning *didactics of literature* (transl.)

²⁰ I happened to come across the black and white version only.

Latin. What happened later was that *Orbis Pictus* publications combined the same descriptions in three or four parallel languages. *Orbis Pictus* is today known as one of the first books for successful implementation of visuals to school materials.²¹ Books like this one probably changed the view on what teaching materials should have looked like in the 17th century, and in those that followed, to have children like learning and possibly reading. The text having a picture as an inseparable part of it is characteristic for language books as well as magazines. The history of magazines begins roughly at the same time as *Orbis Pictus*, not even ten years later, which seems to make the thought relevant that the second half of the 17th century was a good time for the launch of more visually elaborate materials for school classes.²² One of the first publications to have a considerable amount of the same characteristics as today's magazines and being issued periodically too (between the years 1663-1668) was called the *Erbauliche Monaths Unterredungen* or *Edifying Monthly Discussions* (Rist).

As described earlier, the existence of magazines is younger and characterised by its format, combining visuals such as photos and, drawings together with the text including diverse fonts of headlines (and subheadlines) and eventually commercials together to satisfy the reader's curiosity.²³ Now talking about the language magazine, which is the scope of this subchapter, they share certain characteristics with traditional magazines and they also differ through (or add) a few more features that make them a specialized group of magazines.

This group consists of various magazines issued around the world to teach languages to their readers.²⁴ It means they are a kind of instructive periodicals that are especially designed to improve someone's level of language command. It is not the purpose of my work to enlist them, or evaluate how effectively designed they are in fulfilling their goal. Let me give just give a few examples before we move onto the work with it (in the classroom). Mary Glasgow²⁵ (Glasgow) for magazines in English including *Click* (A1), *Crown* (A2), *Team* (B1), *Club* (B2) and *Current* (B2/C1), Spanish (3 levels A1, A2 and B1/B2) German at the level "Anfänger" and "Mittelstufe" and French for learners of 4 levels (A1, A2, A2/B1, B1/B2), all of them editions designed with respect to the CEFR for languages. Another

²¹ Another book called *Janua Linguarum Reserata* or *The Gate of Tongues unlocked* (Comenius) was maybe even more important for the development of modern language books as it was designed strictly for language classes.

²² This applies at least in the areas producing materials in German language.

²³ More about magazines read the subchapter *What are magazines characteristic for and how do they differ from other periodicals?*

²⁴ This can of course be done through reading of authentic materials, but these are of no interest for me in my work.

²⁵ Mary Glasgow was a teacher of French language in Britain who in the 1950s established the publishing company Mary Glasgow Magazines as she wanted to arouse interest in learning French in her students.

magazine for learning another language is for example *Deutsch Perfekt* (Deutsch Perfekt). The influx of materials to the Czech Republic must have been very low, restricted by the highly authoritative leading organs of the country until the Velvet revolution and therefore In the Czech Republic, the culture of language magazines seems to begin in the second half of the 20th century which is going to be described in the following chapter.

2.5.2 Magazines Designed as a Language Teaching Material in the Czech Republic

English language books designed in world leading universities such as Cambridge or Oxford University constitute materials used by English teachers at schools around the world and are an important instrument in spreading the English language and culture of English speaking countries. In the Czech Republic for example, English language books in general have become a prevalent material that makes up whole teaching plans.²⁶ Every teaching aid is useful for something else and/but excessively relying on any aid possibly damages the quality of education.

In comparison with workbooks, magazines are updated. Using language magazines and other materials in the classroom may help regain motivation and bring with it new attitude to learning and teaching. The main advantage is that making decisions when working with new materials develops learning strategies necessary for the 21st century. In my opinion, there is no need to yield to either books or magazines, or any other material, as long as the contents of the lesson are relevant.²⁷ On the contrary, I find it good to alternate between different methods and use more media when teaching. I chose to concentrate on work with magazines as I find it a rich source of texts for developing reading skills.

Back to where the culture of language magazines in the Czech Republic began, one of the first language magazines to come into existence was called *Ogohěk*²⁸. This magazine had been issued by the Ministry of Education of Czechoslovak Republic between the years 1949 and 1990 and served as an accompanying material in language learning at elementary schools and

²⁶ Based on my experience from teaching English at secondary level during my teacher training at the faculty of Education, the year's thematic plans (based on regulations delivered by the Ministry of Education, so called "Rámcový vzdělávací plán"), my tutoring teachers had prepared, were prevalently structured along the contents of the English books. I see as a better alternative to use not only a book but to develop personalised semantic syllabus for a particular class based on various teaching materials.

²⁷ I think that it sense to organise the classes more around meanings rather than forms as discussed in Chapter *The Lexical approach*.

²⁸ To be translated into latin script literally as *Ogohěk*, or translated as *Ohýnek* into Czech language; also referred to as *Ruský Ohníček* in Czech language.

at the lower level of secondary schools.²⁹ The written (in Russian language) and visual contents were highly political, trying to reproduce the events and beliefs that resulted in the socialistic order. After the Velvet Revolution³⁰, the magazine did not cease to exist but transformed gradually into an English magazine, changing its political view accordingly. The magazine changed its title to *Rainbow + Ráduga*³¹. (Ministerstvo školství, mládeže a tělovýchovy), the language used (first issues contained texts in Russian, English and Czech language) and also frequently changed its publisher. The first issue in 1990/1991 was accordingly titled *Rainbow&Raduga*, the second English issue as *Rainbow and Raindrops*.³² Another magazine I happened to come across in the course of my school years was *Hello! Friendship...* Nowadays, the list of available English-Czech magazines includes *Gate* and *The Bridge* whose contents will be the main scope of the following chapters in developing reading skills in reading English as a 2nd language.



R&R English-Russian hybrid

²⁹ First years of secondary education programme in the educational system.

³⁰ The peaceful revolution of 1989 that caused political change in the country and that has been leading to different strategies in society, including educational programme, until today.

³¹ Together with the subtitle which used to be „časopis pro výuku anglického jazyka v ZŠ“ (volume 1) and „časopis pro výuku angličtiny v ZŠ“ (volume 2), „magazine for English-language students, A1-A2 level“ (volume 26)

3. Reading and 2nd language learning

In second language learning, a lot of concentration is given to the recognition of vocabulary's pronunciation (or bearing the sound in mind when reading silently), its meaning, often culture-specific, and its use in other co(n)texts, spelling, length and complexity of words or sentences, grammar and shades of meaning or metaphors. (Thornbury 27-28) Therefore, there might not be enough space for reading comprehension to be done after learning to read in the second language. Although it is true that the methodology is elaborate when it comes to teaching reading skills, in that learners look for specific information in the texts, summarize their contents or do exercises such as matching, jumbles, etc., I think it makes sense to create even more friendly conditions that would enable to fully develop reading and reading comprehension in English, as some people might read more texts or quality print on the daily basis than speak.

3.1 What makes reading in English difficult

Reading in the native language is already very difficult for someone and therefore, English does not make it easier. After learning to read words³³, no matter how high the level of the speaker of English a second language³⁴ might be, they will encounter situations when they will have hard times understanding the written text they read. Why? There are various reasons for this. The least pleasant cause³⁵ of all might be an impairment of the reading apparatus called dyslexia that Snowling (VIII) describes as 'a life-long, developmental disorder that primarily affects a person's ability to learn to read and spell'.³⁶

The next problem on the way to skilful reading in English might be limited mental lexicon or knowledge of vocabulary. This problematic, of course, begins within the knowledge of words in the first language of the learners.³⁷ However, when we see the two (or more) languages

³³ Reading, as already discussed, is not an ability to be taken for granted. I will again comment on in the following lines. At the same time I do not want to make the impression that reading can become the only problem. Maybe there are bad listeners

³⁴ and also of the native speakers

³⁵ As described in *Chapter 2.1 Reading and the Importance of Reading in any Language*

³⁶ The World federation of Neurology considers dyslexia to be a cognitive impairment, 'frequently of constitutional origin' (The World Federation of Neurology). For me and other language teachers, the following message seems to be relevant: Dyslexia seems not to have any direct relationship with intelligence, even though the evidence for dyslexia is to be found in the brain's dysfunction. (Elliot a Grigorenko 24)

It is evidenced that early intervention lessens the extent of the inborn impairment when learning to master reading skills systematically. This includes understanding the reading process that consists firstly of word recognition and secondly language comprehension processes. (Wyse and Goswami 691)

Late 20th and early 21st century research adds to biological, cognitive and behavioural aspects the importance of the environment or the "relevant cultural context" in developing reading. (Frith 87)

³⁷ On developing reading skills in the Czech language see diploma thesis *Czech Reading strategies in language arts lessons in grades 6-9*. (Petřichová)

developing as separate systems with their own rules, there is no need *to worry* much about the other.³⁸ What I want to express is that it seems advisable to teach learners to be able to compare the two systems and benefit from what Lewis calls *a transfer*:

“The term ‘interference’ was used in the days when structure was all-important, to explain the preponderance of certain types of mistake in the learner’s L2 output. Many parallels with L1 are untrue, so intermediate learners who rely, consciously or otherwise, on L1 will make mistakes, and the source of those mistakes will be particularly obvious to teachers who speak the learner’s L1. This frequently encouraged correction and explanation. We note also that the language used to describe the effect of L1 always carries negative connotations: interference, false friends. But this is half a story – many analogies with L1 do work, and are a positive aid to L2 acquisition. Many similar-looking words are similar in meaning (much more often than the relatively few false friends); many structural features do transfer. I much prefer the more neutral term ‘transfer’ for the effects of L1 on L2 precisely because I recognise that the effects are both helpful and unhelpful, and part of the teacher’s task is to raise learner’s awareness of the effects, so helping them both to avoid the unhelpful, and to benefit from helpful, parallels (Lewis 65).

The third dimension that learners of foreign language can have problems with, is the one that sums up texts or its parts. Understanding or comprehension of texts or its parts is difficult to grasp in the first language, not to talk about the second language. I agree with Willis’ commentary on how reading abilities are meaningfully developed:

“Reading for meaning should become priority, and they need to get used to the idea of sometimes reading for partial or approximate comprehension, rather than aiming at perfect understanding each time.(...) people who tolerate ambiguity tend to be better language learners. Perhaps the same goes for toleration of approximate understanding.” (J. Willis, *Framework* 72)

It does not matter to me whether the children I teach are dyslexic or have a very limited knowledge of vocabulary, or if they are poor comprehenders, the activities I aim to design

³⁸ I do not want in any way to make the impression that the two systems are independent and do not influence each other. On the other hand, I believe that “The Learner does not (simply) acquire two distinct, unrelated ways of acting and communicating. The language learner becomes plurilingual and develops interculturality. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how.” (COE 43) Thornbury on this: ‘Learning a second language involves both learning a new conceptual system, and constructing a new vocabulary network – a second mental lexicon.’ (Thornbury 18)

should help them concentrate and develop reading skill necessary for their current and future learning.³⁹

³⁹ I will be using “inauthentic” or simplified text from the Bridge magazine. As far as the Natural Approach developed by Krashen (1) is concerned, the simplicity of texts should not be considered a problem. If one talks to young children he or she also uses “comprehensible input” to be understandable. And when parents do this talking to their children hoping one day they will understand more complex structures, why could not a teacher do it from time to time for example when teaching reading.

3.2 What does it mean to be a skilled reader of English

In general, teachers English as a second language create activities that help develop mainly productive skills, i. e. writing and speaking (in the way of Communicative Language Teaching Approach). The techniques, activities, tasks and exercises vary in this respect.

When it comes to reading skills, there have been some major works published on developing reading skills in learners of second language such as *Effective Reading Student's Book: Reading Skills for Advanced Students*. (Greenall a Swan) or *Developing Reading Skills: A Practical Guide to Reading Comprehension* (Grellet and Frangoise). The publication such as these two, however, focus on readers on advanced level of English or teachers of English.

Traditional reading skills include techniques such as *scanning* a text for specific detail, or *skimming* a text for the main idea, in workbooks students are bound to identify genres and text-types, they predict what will follow in a text or what reading audience is concerned (British Council).

These are indeed reading skills that we need develop in our learners. This, however, often meets with failure and all we do as teachers is that we explain the same rules again and again.

Then, there are assessments tests that measure our reading abilities based on various tasks which we, however, complete in interaction with the paper. As teachers we can fail in explaining what the right answer is as we might not fully understand the text ourselves or because we are not fully engaged in the text.

I am asking a question „What is actually a skill in general?“ As shows, it might be „a learned power of doing something competently: a developed aptitude or ability“ (Merriam-Webster dictionary) or „The ability to do something well; expertise“ (Oxford dictionary)

The next question I am asking myself is “what can I do to enable students to develop reading skills, co be fully competent in reading in English, if not now, then in the future?”.

Let me do a bit of brainstorming on this topic in the course of the following lines of this chapter. As research asserts only little on this topic, I brainstormed on this to come up with a list of other items that are important for developing reading skills.

To be a good reader in English might as a second language might mean:

- to understand the meaning of every word in the text
- to understand the main points of it
- be able to build meaningful thoughts about the text I read using some new vocabulary from the text (and possibly write them down or say them aloud)
- to sound enthusiastic/confident when reading to someone
- to pronounce words correctly out loud when reading
- to be able to read one text more times
- to pronounce words for yourself/to develop the inner voice when reading silently
- to be able to consult a dictionary when needed for the purpose of the last two points

It seems fair to say that a skilled reader understands every word of the text he or she reads. This is of course not the case for anyone. It is not necessary to understand every word of a text, once a reader understands the main points of it. To be more specific, a skilled reader should, in my opinion, be able to build meaningful (coherent) thoughts about the text he/she is reading. In order to do it, the reader has to know words or vocabulary and some portion of grammar knowledge to put them together.⁴⁰ A skilled reader is not required to know all the vocabularies but should be able to unravel the meaning of the unknown vocabulary from the context or at least be willing to do so.⁴¹ And when unable to decode the meaning, to skills that a reader of English texts should have belongs consulting dictionaries. The way this is done should correspond to the problem with misunderstanding. Is it a word I see for the very first time and I don't know the lexical field very well? Then I can look the word up in a bilingual dictionary. Have I already encountered this word but I don't understand the shade of meaning to it? Then probably an explanatory dictionary would be helpful.⁴² Finally, I think that one can add that being a good reader in English as a second language includes knowing pronunciation of the words⁴³. I think it helps to become skilled in reading aloud that is mindful. This might lead also to effective reading when done silently as the phonological loop is kept busy.⁴⁴ Finally, I think it is necessary to "recycle" text, i. e. do readings of one text more time but maybe do another activity or focus on different aspects than earlier.

⁴⁰ Which are also words; the point of view of the lexical approach when looking on grammar will be discussed in the next chapter.

⁴¹ Which is an ability that must be developed systematically and is practised with advanced English learners. We would get to that if there was more time. For B1 level I find dictionary work more important.

⁴² More on this in the chapter concerning using dictionaries.

⁴³ And again, be able to consult dictionary for that purpose.

⁴⁴ Will be discussed in the chapter on *Reading aloud*.

As a teacher of secondary grade, I sometimes tend to think that reading is a skill that had already been developed fully in the first language and all I need to do now is to exceed the mental lexicon of the students (or mine) to enable them to excel in reading. However, let me now refer to some data and thus put Czech and English into one context. First of all, our students might not be fluent readers in Czech language. Let me again comment on the research study of reading literacy done by the *Programme for International Student Assessment* between the years 2000 and 2009. It showed that reading competency in the Czech language in 2009 was much lower in comparison with other countries. From the countries that took part in the survey on reading competency, only 3 countries with very weak economies, namely Turkey, Chile and Mexico were significantly statistically worse. (Palečková, Tomášek and Basl 15) The situation around reading comprehension improved slightly when the survey was done in 2015. However, the change was not statistically significant. (Česká školní inspekce 30) It makes sense to deduce that, when teaching English based on text reading, special attention should be paid not only to manipulation with the text parts⁴⁵ but also to how reading is done generally, as some poor reading habits from the first language might be transmitted to the second.

⁴⁵ Activities that remind assessment-like testing.

4. Methodology

4.1 The Lexical approach

Here will be more comments asserted on where I got my ideas from for my teaching practices. The lexical approach in language teaching was developed as a reaction to the possibility of accessing a vast number of written and spoken texts called corpus data that had been collected in the English-speaking countries around the world. Concentrating on the linguistic part of things, a new linguistic-computational discipline in language research called corpus linguistics was created, with linguists being able to look at how language works using software that has access to corpora – a huge amount of written and spoken data⁴⁶ and through this survey people's speech and writing. This way they are able to scrutinize how language works. (Thornbury 68, 112)

To go back to what happened in a wider educational area, the Lexical approach was advised to be used as a method in foreign language teaching. The first steps are connected with names of prominent linguists such as course-book writers Dave and Jane Willis⁴⁷ or Michael Lewis⁴⁸ who, in the 1990s, published their theories based on the empirical studies of the spoken and written data available in the corpora.

Looking at the details, what is the “lexeme” that the lexical approach takes advantage of in its view on language teaching? Lexeme can be considered a basic unit of language that bears one single meaning, regardless of being one word (suit) or more words (swimming suit). The view of lexical approach is that it is made up of these lexical items of two kinds, so called chunks, namely words that make up one group and multiword-units that compose 3 such groups – collocations such as verbal phrases, fixed expressions including idioms and semi-fixed expressions. (Lewis 7)

Understanding the meaning of chunks might sometimes be difficult even for speakers in their native language which is well describes in the following Lewis' remark:

If you are a native or near-native speaker of British English, and want to feel the enormous size and limitations of your mental lexicon, buy a real American newspaper and turn to the

⁴⁶ The most famous include the British National Corpus (BNC) and Corpus of contemporary American English (COCA)

⁴⁷ Their work on methodology includes for example *The Lexical Syllabus* published 1990 and *A Framework for Task-Based Learning* published 1996. Dave and Jane Willis, course-book authors, went on to create language books organized with regards to the most frequent words in English and thus proposed so called lexical syllabus for English language courses organization. (Thornbury 112)

⁴⁸ Linguist Michael Lewis published 1993 *The Lexical Approach: The State of ELT and a Way Forward* which made or should have made a shift in the approach to english language teaching.

sports section. Unless you have taken a keen interest in baseball and basketball over a number of years, the match reports are incomprehensible – they are, as we sometimes say, ‘written in a foreign language’. The individual words may be familiar, but the collocations, fixed phrases and idioms provide a real bar to understanding. (Lewis 19)

However, it is not a reason why not to incorporate chunk learning into the classroom. On the other hand, once students understand how chunks work, train their memory in remembering them and use them, they can naturally develop into making sentences and longer text and they can (finally) understand texts.

When teaching based on the principles of the lexical approach, learning in the classroom more or less imitates the natural processes that take part when acquiring language naturally (Krashen and Terrell 1978). In contrast with some of the methods that were developed in the history of English language teaching and that some of which were strongly based on teaching/learning of grammatical principles, such as the grammar-translation method, the Lexical approach developed quite a different view on how language is acquired and also on errors. The discourse connected to the Lexical approach claimed that “language which contains grammatical errors is unlikely to be misunderstood” and that it might come to more misunderstandings based on the wrong choice of lexis rather than structures (Lewis 16).

However, I find it necessary to add that the lexical approach does not go against grammar teaching/learning. When teaching based on text reading, it offers to look at what sentences look like or why a certain tense is used in that instance and not another, from the point of view of meanings willing to be expressed (rather than underlying structures). (Thornbury 112)

The lexical approach is considered “item learning”, therefore, focus is given on observation of patterns of individual chunks. When looking at the regularities of the chunks, it is being referred to as “consciousness raising” (Thornbury 109). Put it in simple words, arousing interest in words.

4.2 Organisation of my teaching

As will be shown, I have applied the lexical approach to a certain extent to my classes in which I aimed at developing reading skills in readers of English based on reading of *The Bridge Magazines*. As I was aiming at developing reading skills in particular, I decided to organise my classes according to the more text-driven approach of Michael Lewis', namely through incorporating some of his ideas described in the publication *Implementing the lexical approach: Putting Theory into Practice* in which, as Thornbury (115) asserts 'Texts are examined for the kinds of chunks embedded in them.'⁴⁹

This text-based method should help me develop reading competency in readers of English as a foreign language. For this purpose, I suggest organising contents of the English classes as a *semantic syllabus*, i. e. syllabus of meanings. In such a syllabus, activities aiming at developing reading skills and teaching vocabulary on the way, constitute only a part of the syllabus next to activities aiming at developing other skills that include writing, listening and speaking.

My teaching based on reading magazine articles can be subdivided in three groups containing activities based on reading magazine articles aiming to reach the following ends.

Working with dictionaries effectively

What is in my opinion important to be developed in learners is diverse meanings of one word or knowing diverse words for one meaning which can be developed with sensitive use of dictionary materials. One of the reasons I think it is necessary to be able to use a dictionary to develop reading skills (or possibly consider this a reading skill) when reading is that while reading in English, students have time for themselves to process the meaning of the written word slowly⁵⁰ in comparison to when developing other skills on the way to learn the English language as a whole. Reading is also an activity undergone with no direct interaction to other people (not even the teacher when outside of the classroom) and therefore consulting a dictionary plays a crucial part for reading. Last but not least, the lexical approach I take as my

⁴⁹ In contrast with Lewis, I based my classes solely on written text; but we also listened to someone reading one of the texts.

⁵⁰ If not being assessed by anyone.

teaching is itself based on the importance of dictionary use.

Reading aloud with prosody

In his chapter How are words remembered Thornbury talks about the importance of memory and „subvocal repetition“: ‘The holding capacity of the articulatory loop seems to be a determining factor in the ability to learn languages: the longer the loop, the better the learner. Or, to put it another way, the ability to hold a phonological representation of a word in working memory is a good predictor of language learning aptitude.’ (Thornbury 23) It is evident that remembering vocabulary is one of the reasons of proficiency in speakers of English as a second language. As described by Thornbury, once a speaker is able to remember sound of a word, (or better a chunk in line with the Lexical approach), he has all predispositions to become a good learner of English. When applied to silent reading, it is important not only to know the chunks and read them as they lie written but also to read the text with the inner voice which I think can be trained by reading aloud too. I believe that reading skills can be trained by reading aloud too, i. e. by supporting of the voice becoming inner voice.

Making operations with chunks

There has been a number of research done on how learners learn vocabulary. (Carter; Nation; Thornbury). One is connected to noting vocabulary or “chunks” down. There might be different methods considered as the “best methods” when teaching particular types of words. In my view, for chunks to be remembered, noting words down helps when the learner develops understanding of the written text.

For planning on how to note new vocabulary or vocabulary that is supposed to be learned, I considered three principles about how learners learn new vocabulary. The learners either relate L2 words to the world (which we did in the lesson when talking about the structure of the magazine), secondly they relate L2 words to L1 words, or thirdly the learners relate L2 words to other L2 words they already know. (Faerch, Haastруп and Phillipson)

5. Teaching English to develop skilled readers

For the purpose of the practical part, I taught class kvinta at *Gymnázium Evolution Sázavská* (identification information to be found in the chart below). I structured this part in 3 sections called *Using appropriate dictionaries independently*, *Reading aloud* and *Makin operations with chunks*. Each section contains activities which I implemented to the classes when teaching at GEVO and activities which I suggest implementing to the classes when doing reading. Activities that were included at when teaching at the “*gymnasium*” are followed by an evaluative paragraph called *Critical Commentary and follow-up*. To finish with, as already mentioned, teaching in my view is organised thematically, whereas chunks that leads to enhancing reading skills, linguistically, e. g. knowledge of structures *adjective + noun*.

Teacher Gabriela Paclíková	Observer Mgr. Tomáš Vávra	5. 10. - 1. 12. 2017
Gymnázium Evolution Sázavská (GEVO) Praha 2 - Vinohrady, 120 00	Class specification: kvinta, 10 students – 8 boys and 2 girls, 10:20-11:05, B1 level	
Coursebook Insight Pre-Intermediate, Insight Intermediate		

[class kvinta profile 1](#)

5.1 Using appropriate dictionaries independently

5.1.1 Activity no. 1

The first activity was a classroom activity which would serve as an introduction to teaching/learning English according to the semantic syllabus and its text-based tasks. The topic of the lesson or rather a series of classes and would be focussed on food (using e. g. workbook to introduce to the topic). Subsequently, this text on chemicals in food would be integrated to one of the following classes after being told to read it as homework (because the text is quite long and cannot be talked through in full in the class).

- Syllabus unit: Food
- Aim: Pupils can work with online bilingual dictionary materials when reading text
- Materials: white-board, the internet and projector, article presented on the projector, (notebooks), article Paul Farrington Douglas. *Not so Natural? The Truth behind Food Labels* (Farrington-Douglas 12-13)

Activity	Aids	Interaction pattern	Others
Getting to know dictionaries – elicit	White board	whole class	
Pupils search for dictionaries on their phones/tablets	White board	pair work	one pupil can note them down, the other one searches for them
Presentation of findings	White board	whole class	
Making hierarchies		teacher's job	matching mono- and bilingual dictionaries
-questions: how can we distinguish these dictionaries?			
-Is there used one language (monolingual) or two languages (bilingual) in this			

<p>dictionary?</p> <p>Write a list of dictionaries, and then say we will work with English-Czech dictionaries today.</p> <p>www.slovník.seznam.cz, www.lingea.cz, www.slovník.cz ...</p> <p>Application of dictionaries</p> <p>Bridge article <i>Not so Natural? The Truth Behind Food Labels</i></p> <p>Talking about the contents of the article – what was it about? In pairs, students sum up the contents of individual paragraphs.</p> <p>3 groups, each group using one bilingual dictionary to search for chunks</p> <ul style="list-style-type: none"> -packaged food -artificial additive -natural and artificial flavouring <p>Presentation of findings</p> <p>+Feedback</p> <p>Homework sent via email</p>	<p>article (presented on the projector) phones, (notebooks)</p>	<p>students are naming them, teacher is writing</p> <p>Pair work</p> <p>Group work</p> <p>Whole class</p>	<p>These are only examples of dictionaries, pupils come up with other examples.</p>
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INGREDIENTS:
 AQUA (88.9%), SUGARS (8.4%) (of which SUCROSE (48%), GLUCOSE (20%), FRUCTOSE (15%), MALTOSE (<1%), GALACTOSE (<1%), CELLULOSE (E460) (1.5%), FATTY ACIDS (<1%), AMINO ACIDS (<1%), COLOURS (E160a, E161b, E161c), ANTIOXIDANTS (E300, E307), FLAVOURS (BENZALDEHYDE, LINALOOL, GAMMA- AND DELTA-DECALACTONE, DELTA- AND GAMMA-OCTALACTONE, 6-PENTYL-ALPHA-PYRONE, HEXADECANOIC ACID, (Z)-3-HEXEN-1-YL ACETATE, ETHYL BUTANOATE, (Z)-3-HEXANAL, HEXENAL, (E)-2,4-DECADIENAL, BENZALDEHYDE, DELTA- AND GAMMA-DODECALACTONE, GAMMA-JASMOLACTONE, TERPINOLENE, 4-DECANOLIDE, BETA-DAMASCENONE, CARVOMENTHENAL, ALPHA-TERPINEOL, 3-METHYL-BUTYL ACETATE), CHOLINE, PANTOTHENIC ACID, SUITABLE FOR VEGANS, NO NUTS.

NOT SO NATURAL?

The Truth Behind Food Labels

Look at the list of ingredients above from a popular food product. Would you want to eat this? Can you guess what it is? Read on, and you'll find out.

A Mouthful of Chemicals

Take a **packaged** food from the supermarket and look at the ingredients. You'll probably see a lot of additives, from sugar and salt to things like sodium citrate and E150a. Sometimes the list looks less like food and more like a chemistry experiment, especially with all those "Es". So many chemicals cannot be healthy, can they?

Those technical-sounding words are often just the chemical names of familiar molecules. The flavour in every food, from a fresh raspberry to bright pink ice cream, comes from molecules. A delicious, juicy, fresh raspberry, for example, contains more than 130 different flavour molecules. So the words "salt" and "sodium chloride"

really describe the same thing, as do "vitamin C" and "E307". A lot of perfectly natural chemicals don't have familiar names at all. The ingredients list above has some good examples: it shows all the chemicals that are found in a fresh peach.

"No Artificial Additives"

Today we often see **labels** such as "No **artificial** additives" or "100% natural ingredients". This must be a good thing, right?

Actually, it's mostly not. Companies know that people like natural products.

Unfortunately, it is not always easy (or cheap) to make tasty, long-lasting food using ingredients that come straight from nature. Additives, whether natural or **synthetic**, are often necessary.

An additive is "natural" if it comes from a plant or animal. But that does not mean that a bit of that plant, animal, or animal product is simply added to the recipe. In fact, it does not even mean that the "natural flavouring"

The "natural flavouring" in a raspberry ice cream might not come from raspberries.



Bridge magazine article 1 (Farrington-Douglas 12-13)

There's a Hair in My Food!

A Few of the Top "Natural" Additives



Carmine (E120)
a bright red colouring, used in strawberry-flavoured products. Made from a **beetle**⁴.



L-cysteine (E920)
an **amino acid**⁵ used in bread. Made from duck **feathers**⁶, pig hair or even human hair.



E524
Stops dry foods from getting **lumpy**⁷. Used in sugar, flour, etc. Made from animal bones.



Gellan gum (E418)
An alternative to gelatin. Made by a bacterium (*Pseudomonas elodea*).



Natural grapefruit aroma
A mix of caryophyllene (extracted from **cloves**⁸, **cinnamon**⁹, or even cannabis) and decanol (from oranges). Used in grapefruit-flavoured drinks.

in a raspberry ice cream, for example, comes from raspberries. It can come from such strange things as hair or bacteria.

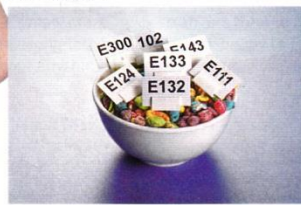
Does It Matter?

The idea that "natural is good" and "chemical is bad" is not a very accurate way to judge the quality of food. Many natural foods are harmful, and chemicals can be totally harmless or even healthy (just think about that list of the chemicals in a peach). Clear labelling simply lets us make our own choices.

Paul Farrington-Douglas (UK)

TECHNICAL POINT

Additives are ingredients added to food or drink. They can include things like salt or sweetener to change the taste, aroma for the smell, food colouring, preservatives to keep things fresh, or thickeners to change the texture (= how soft / hard or rough / smooth sth is).



Vocabulary

- 1 packaged [ˈpækɪdʒd] – balené
- 2 label [ˈleɪbəl] – etiketa
- 3 artificial [ˌɑːtɪˈfɪʃl] or synthetic [sɪnˈθetɪk] – umělý

- 4 beetle [ˈbiːtl] – brouk
- 5 amino acid [əˈmiːnoʊˈæsɪd] – aminokyselina
- 6 feathers [ˈfeðə(r)z] – peří
- 7 lumpy [ˈlʌmpi] – hrudkovitý

- 8 clove [klaʊv] – hřebíček
- 9 cinnamon [ˈsɪnəˌmæn] – skořice
- 10 diluted [daɪˈluːtɪd] – zředěný
- 11 iris [ˈaɪrɪs] – kosatec
- 12 taster [ˈteɪstə(r)] – ochutnavač

Language Point

We can say that something sounds a certain way by using **-sounding** as a suffix. A **strange-sounding word** is one that sounds strange.
Example: "It is harder to get a job if you have a foreign-sounding name."

THE WORK OF A FLAVOURIST



Christelle Noël, a flavourist at a Swiss flavouring company, at work in her laboratory.

"In my first week at work, I made an apple flavour – and it had nothing in it that was from an apple."

Susan Parker, flavourist, Kraft Foods

Flavourings (also called "flavourants" or simply "flavours") are additives that change the taste of natural foods or give flavour to things like sweets and snacks. They are made by specialized scientists called flavour chemists or flavourists.

First, a food company tells the flavourist what kind of taste they want. This might be a natural taste, such as the taste of a fresh strawberry. Or it might be a mix of familiar tastes – for example, pizza and spaghetti. Some companies even have people whose only job is to create new flavours.

Next, the flavourist mixes chemicals to make the flavour. The chemicals can be artificial, which makes it an "artificial flavouring". Or they can come from a plant or animal product, which makes it a "natural flavouring". But they might not come from the plants and animals you expect.



A professional taster works with the flavourist to get the flavour perfect.



This human hair is waste from a wig-making factory. It will be processed into L-cysteine for use in food and medicines using enzymatic hydrolysis.

If you want a sweet to taste like a fresh, juicy raspberry, you can't just add a bit of raspberry juice to the sweet (it would be **diluted**¹⁰, and would not taste of much). You need to get the flavour molecules from the raspberry, and use them as an additive.

There are many ways to separate one chemical from a mixture. One example is solvent extraction, which uses a chemical reaction. Another is distillation, using heat. A third is enzymatic hydrolysis, which uses enzymes and water.

You could use these technologies to get the flavour from your raspberries. On the other hand, raspberries are very expensive, and their flavour molecules also exist in other plants. Some are found in the roots of the **iris**¹¹ plant, a common source of natural flavouring in raspberry-flavoured foods. Others are found in pineapple, and even in roast meat. These are all natural sources, so a raspberry flavouring made from them could be labelled "all-natural".

Finally, flavourists work with professional **tasters**¹² to get the flavour just right, and then the company can manufacture (= produce) it in a factory.

5.1.2 Activity no. 2

The procedure would be similar to the first activity with the exception that this text is shorter – 1 page A4 instead of 2 and so working with it becomes easier (not necessarily simpler). This activity is meant to be incorporated to the syllabus unit on technology.

- Syllabus unit: Technology
- Aim: pupils can use monolingual dictionary materials when reading text (on technology)
- Materials: white-board, the internet and projector, article presented on the projector, (notebooks), article *Cleverly Pointless: Complex Machines that do (Almost) Nothing* (Farrington-Douglas 20)

Activity	Aids	Interaction pattern	Other
Getting to know online dictionaries – elicit	White board	whole class	
Pupils search for dictionaries on their phones/tablets	White board	pair work	one pupil can note them down, the other one searches for them
Presentation of findings	White board	whole class	
Making hierarchies		teacher's job	
-questions: What criteria we know to distinguish them?			matching mono- and bilingual dictionaries
-Is there used one language (monolingual) or two languages (bilingual) in this dictionary?			
Writing a list of dictionaries, then say we would work with English-English dictionaries.	-Thesaurus –		writing names of dictionaries

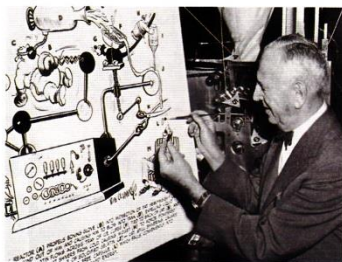
<p>online monolingual dictionaries: www.cambridge.dictionary.org, www.oxforddictionaries.com, www.urbandictionary.com www.merriam-webster.com www.thefreedictionary.com</p> <p>Bridge article <i>Cleverly Pointless: Complex Machines that do (Almost) Nothing</i></p> <p>each group uses one explanatory dictionary</p> <p><u>Machine</u> } <u>Labour-saving device</u> } compare to go through the roof } the two</p> <p>+Feedback Homework sent via email</p>	<p>organised according to meaning categories -the BBI collocation dictionary</p> <p>White board, article presented on the projector, phones, (notebooks)</p>	<p>Group work, pair work</p>	<p>on the white board</p>
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CLEVERLY POINTLESS

Complex Machines That Do (Almost) Nothing

Some people take real joy in making complex and bizarre (= strange) machines. They can take dozens of hours to make, and then perform such simple tasks as turning a single page of a newspaper. These crazy devices are called Rube Goldberg machines.

Paul Farrington-Douglas (UK)



Meet Rube Goldberg

These machines are named after Reuben Garrett Lucius Goldberg (known as "Rube"), who was an American newspaper cartoonist in the early 20th century. Goldberg was most famous for a character called Professor Lucifer Gorgonzola Butts, an inventor of absurd "labour-saving*" devices, such as a self-operating napkin.



A Mouse-Catching Machine

Have you ever played the game *Mouse Trap*? In this game, players work together to build a Rube Goldbergesque* mousetrap, then try to get around the board without getting caught. It was one of the first three-dimensional board games, and it's still on sale today.

The Rube Goldbergs of the YouTube Age

In the last few years, the popularity of Rube Goldberg machines has gone through the roof*. It only takes a few clicks on YouTube for any wannabe* Goldberg to make a video of their invention and share it with the world. Here are a few of the top ones to check out*.



The Biggest One

The video for the song "This Too Shall Pass" by the American rock band OK Go has probably the most complex Rube Goldberg machine ever. About 60 people worked on it, including engineers from NASA, and it cost \$90,000 (about CZK 2,000,000). This complicated, brilliant and very silly machine was one kilometre long, and it used over 700 household objects*, a piano and even a racing car. I'm not going to tell you what it did at the end. You'll have to watch it to find out.



Scan the QR code or go to goo.gl/Kcsczx to watch the video.



Joseph's Many Machines

Joseph Herscher has made some of the most famous modern Rube Goldberg machines, including the Newspaper Page-turner. This goes through about 40 actions, including a chemical reaction, a laptop falling on the floor, and a hairdryer used to make a hamster run up a ramp – just to turn a single page! It's a small masterpiece.



Scan the QR code or go to goo.gl/xVK8CQ to see some of Joseph Herscher's many inventions.



The Rube Fairy Tale

"Bisuke Ball's Big Adventure" is from a Japanese children's TV show, and it tells a whole fairy tale through a single Rube Goldberg machine. It might not be the best of the machines on YouTube, but it wins a place on this list because of its originality.



Scan the QR code or go to goo.gl/QtyBDJE to see this fairy tale.

Glossary*

labour-saving – sth that saves you a lot of time and effort
to go through the roof – to rise or increase a lot

wannabe ['wɒnəbi] – describes sb who is inspired by or wants to be like sb else, but is usually not as talented
to check out – to look at or pay attention to
household objects – things you would normally find in most homes

Language Point•

Putting an **-esque** suffix on the end of a noun means "in the style of" or "similar to". So *Romanesque* means in a Roman style. You can do this in a playful way to make new words (e.g. *That's very Zemanesque.*)

5.1.3 Critical Commentary and follow-up:

As is obvious from the chart, the first steps in the class led by me were directed towards eliciting what dictionaries the students know. It was surprising for me to find out they were allowed to use only bilingual *Lingea online dictionary*⁵¹ at school. Even though they also knew some other dictionaries names/app names of dictionaries, they considered them inappropriate because of being told at school. In the class we were able to concentrate on the work with lexis and the use of dictionaries that is so important in developing reading skills. In contrast with today's view on translation in the English classroom, Lewis (60) claims that in language learning, translation is inevitable. This definitely counts for the B1 class I was teaching because at their level of English - B1 of CEFR⁵², it is natural for the learners to relate words from the foreign language to the words of the native language as their L2 mental lexicon is not as well developed compared to later stages when learners start naturally relating L2 words from the text to other words they know in the foreign language. In Lewis words (and also in line with the natural theory of language acquisition) this natural 'transfer' enables learners to benefit from translating when acquiring language naturally. (Lewis 65)

After having talked about what the article was about which took quite a long time, we went on to analyse chunks in that we were using bilingual dictionaries. My plan was to introduce them in detail to 3 lexical chunks, namely *packaged (food)*, *artificial additive* and *natural and artificial flavouring*. The pupils were working in search for these vocabularies either on their phones or tablets. We found out that there was no entry for *Packaged food* (and we learnt what an "entry" in a dictionary meant, too) as it was two separate words and even not "packaged" because it is probably not usually used as an adjective but rather as a noun - "a package". After being unsuccessful in search for "packaged food" in the English-Czech dictionary, we went on to search the internet and found out that such food was usually referred to as *convenience food* and that we would simply translate *convenience food* as "balené jídlo". Then we moved onto *additive*, finding translations such as "přísada" or "doplňěk". It showed that *additive* usually shows up on packages in connection with *free or no – additive-free* or *no additive*. *Flavouring* was an entry in the dictionary to be translated as "aroma", "příchuť" or "ochucovadlo" in Czech and we agreed we would translate it as "aroma" in this particular context.

⁵¹ "Lingea English-Czech dictionary". *Lingea*. Brno, 2017. 06 Dec. 2017.[accessed November 28]

It showed that the article was too long for the classroom activities to be done with it and so I would certainly pick a shorter text next time for classroom use or I would say we would work only with particular paragraph instead. However, the introduction to working with dictionaries was good in providing what Lewis calls *the lexical focus*. (Lewis 109)

In the next lesson or any time later, pupils would be introduced to bilingual dictionaries, e.g. through searching chunks in the article *Cleverly Pointless: Complex Machines that do (Almost) Nothing*. Similarly, children would make groups or pairs and search for the chunks. Because of time constraints, we were unable to do this activity. Anyway, I would definitely suggest doing this activity with more advanced learners, as using bilingual dictionaries might be more convenient for them than for learners with lower level of English. I would also work on developing techniques on guessing from the context (Thornbury 148) in learners using hints of the Lexical approach and do more research on concordance software. To finish with, if students had notebooks, there would be some time left for them to be able to note the vocabulary down.

5.1.4 The question of pre-teaching vocabulary

When communicating in English, it is usually not possible to stop the conversation and look vocabulary up. When teaching reading, however, there is some time for disposal. In the Bridge Magazine, as will be shown, there are dictionary-like charts that explain certain chunks. To be explicit about using them (the charts), I asked the students when they would read them - whether before or after reading the article. Different answers were delivered by them including timings before reading, when reading and after reading. I think it is ok to study the words beforehand because they are still at the level of relating a majority of these words to L1, even though in the view of some linguist educators, e.g. Thornbury's translating should be the last step. (Thornbury 148-151).⁵³

Jane Willis in her *A Framework for Task-Based Learning* suggests using monolingual dictionaries, such as the Longman Activator and the Collins Cobuild dictionaries. (J. Willis 139, 141)

In some of the following lesson, I would therefore work on developing guessing from context based on reading other texts. In my opinion, however, the question is not whether to use

⁵³ Thornbury (148) suggests first guessing from the context. This process includes deciding on part of speech, on what characteristics has the word as a noun/verb – is it an (un)countable noun/an (in) transitive verb? Then to look at the context, the form (Is it a compound noun? Does it uses affixation?), then making a guess, read further and in case of no deriving its meaning, go back and repeat the steps. And when all these steps fail, consult a dictionary.

dictionaries or not but rather what dictionaries to use when the situation of not knowing a word becomes reality. What dictionary are learners going to use when not being at school?⁵⁴ It is quite common that learners of languages have dictionaries downloaded in their phones or other devices and that if we aim at teaching them become independent learners, which the purpose of education certainly is, and because out of class situations usually don't allow us to think in so much detail⁵⁵, we should teach them which dictionaries to use when being exposed to English in everyday use which includes encounters with texts.

When teaching vocabulary, it is important to preoccupy with vocabularies that go beyond the level of students' command of English.⁵⁶ Individual learners have, of course, different mental vocabulary lexicons. As described by Thornbury (16, 22) their knowledge of the different meanings and the depth of the meanings, and also productive and receptive knowledge vary among students. Although research shows that teachers are good at predicting words learners will have difficulty with (Thornbury 40), it is always not easy for them, especially when teaching as a novice such as myself, to classify which words are difficult for the learners of certain levels and therefore their meaning needing to be illustrated⁵⁷, explained⁵⁸ or translated.⁵⁹

I find it very advantageous and time-saving that the magazines contain explanatory charts with bilingual explanations being titled *Vocabulary* and monolingual titled as *Glossary*, as shown in the picture below.

<p>Vocabulary</p> <p>1 stilts [stɪlts] – chůďy 2 facial features [ˈfeɪʃl ˈfi:tʃəz] – rysy obličeje 3 augmentation [ˌɔ:gmen'teɪʃn] – zvětšení 4 parental consent [pə'rentl kən'sent] – souhlas rodičů 5 tanning bed [ˈtænɪŋ] – solárium 6 wax [wæks] – vosk 7 body builder – kulturista</p>	<p>8 hereditary [hə'redɪtrɪ] – dědičný 9 to defy [dɪ'faɪ] – vzpírat se, vymýkat se</p> <p>Glossary*</p> <p>to go to great lengths – to do extreme things or put in a lot of effort to achieve sth consistent – the same; not changing (much) over time or in different situations</p>	<p>Language Point</p> <p>Hair is uncountable when talking about all of the hair on your head. When it leaves your head, it can be plural (e.g. <i>My sister has such thick hair. I always find lots of her long hairs on the floor.</i>).</p> <p>BrE vs AmE colour (BrE) x color (AmE) shop (BrE) x store (AmE)</p>
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⁵⁴ Or download to phones or other electronic devices.

⁵⁵ As in the classes that should develop guessing from context in particular.

⁵⁶ Although some linguists might claim pre-teaching vocabulary goes against the natural approach. In my opinion, there are some good reasons to sometimes include pre-teaching vocabulary as it saves time.

⁵⁷ “This can be done either by using real objects (called realia) or pictures or mime (demonstration)” (Thornbury 78).

⁵⁸ These include providing an example situation – a situational presentation involves providing a scenario which clearly contextualises the target word (or words), giving example sentences, synonyms, antonyms, or superordinate terms or giving a full definition. (Thornbury 81)

⁵⁹ This was discussed in the chapter *Using appropriate dictionaries independently*.

Last but not least, another link from the individual articles is made to 3 different “points” – language point, culture point and science point. When teaching, it sounds legitimate that teachers know these “truths” themselves but it is also true that he or she would not remember (mentioning it) if it were not for these charts. Anyway, a teacher can always learn something more about these (with all probability) unknown vocabularies so that he/she is able to explain it in more detail to his/her students and also learn the language/science/culture point by heart to feel more confident and leave his mind open to other activities. The Bridge Publishing amendments of texts such as these make it possible for the teacher to concentrate more on strategies necessary for developing reading skills in readers.


Sometimes, these amendments are done in workbooks too. Then teachers get used to working with one particular article; they value it highly because it contains some particular vocabularies or presents certain grammatical structures. It is motivating for teachers to do reading activities based on reading *the Bridge* articles for this very reason. If teachers move to working with texts that are not didactically prepared as the Bridge articles for example are, it is also good but I will be prevalently concentrate on using *the Bridge* articles f

<p>Vocabulary</p> <ul style="list-style-type: none"> 1. on the big screen [skri:n] – na stříbrném plátně 2. profitable [ˈprɒfɪtəbəl] – výnosný 3. slave labour [sleɪv ˈleɪbə(r)] – otročká práce 4. humidity [hjuːˈmɪdətɪ] – vlhkost 5. to sweat [swet] – potit se 6. to assume [əˈsjʊːm] – předpokládat 7. to be in a rush [rʌʃ] – spěchat 8. at a walking pace [peɪs] – krokem (pomalu) 9. brass band [brɑːs bænd] – dechovka 	<p>Glossary*</p> <p>spirit – a way of thinking or behaving that is typical of a particular group of people</p> <p>pickup truck – a car with an open part at the back</p>  <p>Greyhound bus – a type of a long-distance bus</p> <p>dodgy – (informal) a bit dangerous or unreliable</p>	<p>porch – (AmE) a covered area in front of a house</p> <p>busker – a street musician who performs for money</p> <p>line dancing – country and western dancing in which people dance in a line, not in pairs</p> <p>Language Point• You use “on earth” when you are very surprised, confused or angry about something (e.g. <i>How on earth did it happen?</i>).</p>
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Bridge dictionary material 1 and „language point“

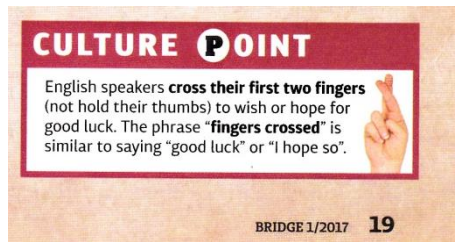
SCIENCE POINT

The Arctic Circle (*severní polární kruh*) is an imaginary line around the earth at about 70° north. It is the northernmost (= most to the north) point where you can see the sun at noon on the winter solstice (= the shortest day of the year). The region north of this circle is called the Arctic.



BRIDGE 1/2017 **9**

Bridge Lexicon-like aid 1



Bridge Lexicon-like aid 2

PROOFREAD maybe add a few line on how to preteach the vocab

5.2 Reading aloud

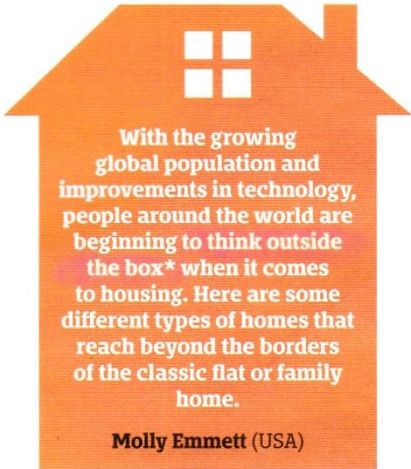
5.2.1 Activity no. 3

In this activity, reading aloud was practised when reading an article on unusual housing from The Bridge magazine. Again, the kvinta class had read the text as homework and so along with reading aloud, we were ready to do more activities with lexis.

- Syllabus unit: Housing
- Aim: Pupils use chunks “to think outside the box, to reach beyond the borders, to be around for a while, look like ..., eco-friendly” to talk about an article they had read aloud
- Materials: white-board, the internet and projector, article presented on the projector, (notebooks), strips of paper, article “Small Home, Floating Home, No Home? Unusual Housing” (Emmett 18)

Activity	Aids	Interaction pattern	Others
<p>Topic: reading aloud</p> <p>Who sometimes reads aloud? When? To whom? Have you ever read to your brother or sister? Make notes of your partner’s answers. (1 pair makes a presentation)</p> <p>Running dictation – copying text</p> <p>“Each group gets a blank sheet of paper and a marker. The task is to copy the text (me putting the text on a distant desk) which is lying on the other side of the room on this blank paper lying here. The fastest team wins. Remember (to win) you can’t make more than 3 mistakes in the text you are copying/writing down.”</p>	<p>White-board</p> <p>Strips</p> <p>one part of the article rewritten on a bigger colourful format of paper (3X)</p>	<p>Teacher’s job</p> <p>pair work</p> <p>3 groups –</p> <p>The purple, the pink and the blue</p>	<p>motivation</p>

<p>Proofreading - read aloud your writing and correct mistakes</p> <p>Search for meaningful chunks - to think outside the box to reach beyond the borders to be around for a while look like eco-friendly</p> <p>Check for understanding</p> <p>+Feedback Homework sent via email</p>	<p>Each group has 2 copies of the text – one original + their copy</p> <p>5W questions</p> <p>Students sum up the two paragraphs (using the chunks)</p>	<p>Group work</p> <p>Pair work</p>	
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With the growing global population and improvements in technology, people around the world are beginning to think outside the box* when it comes to housing. Here are some different types of homes that reach beyond the borders of the classic flat or family home.

Molly Emmett (USA)



Houseboats

Houseboats have been around for a while, but they are getting more attention now for their design upgrades. Hamburg in Germany has a growing community of these floating homes with sustainable*, creative and eye-catching designs. Other places, like Amsterdam, have long been famous for small, bright and eco-friendly boats on the canals. In Seattle in the US, the houseboats look more like small houses on top of the water, built next to docks and connected to their neighbors by **boardwalks**!

[Bridge magazine article 4 \(Emmet 18\)](#)

With the growing population and improvements in technologies, people around the world are beginning to think outside the box when it comes to housing.

Certain types of homes reach beyond the borders of the classic flat or family home.

A copy of the magazine text

5.2.2 Activity no. 4

This activity is based on the same text as the previous activity. Its purpose is to, again, concentrate on reading aloud in order to get the feeling of the sound and prosody in English. This reading activity should help build an “English” inner voice in the readers of English.

- Syllabus unit: Housing
- Aim: Students understand it is important to develop the “inner voice”
- Materials: white-board, the internet and projector, article presented on the projector, (notebooks), strips of paper, article *Small Home, Floating Home, No Home?* (Emmett 18)

Activity	Aids	Interaction pattern	Others
<p>Play the recording ... Students read along.</p> <p>Students imitate native speaker’s reading/pronunciation, and while doing so they also recycle the chunks they encountered before.</p> <p>Students read the rest of the article</p> <p>Students are divided into pairs to find new chunks individually.</p> <p>Sum up: reading aloud (X loudly), silent reading, why is reading aloud good for you?</p> <p>+ feedback/homework</p>	<p>A native speaker recording - introductory paragraph + houseboats</p> <p>articles</p>	<p>One by one</p> <p>Whole class</p>	<p>Each student reads one sentence</p> <p>I note down pronunciation difficulties.</p>

5.2.3 Critical Commentary and follow-up:

As already mentioned, the short-term memory seems to be dependent on the “acoustic trace”⁶⁰ and chunks in this form go firstly through the short-term memory and, if practised sufficiently, to the long-term memory. As a strategy to develop an efficient level of reading in English, I think it is good to imitate reading of English speakers and to possibly develop the inner voice.

To make my teaching interesting, the pupils were playing a game called running dictation. The learners had to remember chunks of words and copy them on a paper. The positive experience of completing this task was multiplied by that the task being set as a group work.

Reading is of course usually done silently and with no company of others but this way proved as a very fruitful way of learning to relate symbols to sounds (and meaning) even in a group work. After the group called “the Purple” won, the students started proofreading their writings by reading aloud (not knowing) practising their pronunciation and prosody (which would be practised in more detail in the next task), too. I wanted to check how much attention the students were paying to the actual meaning and so after finishing this task I asked them what the text was about. It was surprising to find out how little they remembered but it gave me assurance at the same time of what is the hardest of all job as a teacher – recycle recycle recycle until at least something is remembered.

Anyway, we were then looking at the text from the linguistic point of view and found a few chunks we considered worth learning/revising:

to think outside the box

to reach beyond the borders

to be around for a while

look like

eco-friendly

After this stage, pupils would note these chunks down. Although it is not necessarily a reading activity, it is always necessary to check students’ comprehension at a certain point, which would do by summing the article about unusual housing using the phrases we would have noted.

⁶⁰ It is a term that Baddeley uses in his research on memory. To read more about his “phonological loop” theory see: Baddeley, A. & Hitch, G. 1974.

Task two is more about developing pronunciation when reading and so it is a kind of follow-up to what we were doing in the first activity. Relating written word to sounds and repeating after the native speaker, helped the pupils with developing prosody. Hearing how a text is read by the speaker helped them also to develop the notion that reading aloud has certain prosody in English which they can imitate when reading aloud but also when done silently. As this was a new activity for them and me, feedback was necessary. They quite enjoyed imitating the sounds and they quite enjoyed reading aloud of the rest of the article too.

5.3 Making operations with meaningful chunks

5.3.1 Activity no. 5

This activity is aimed to be included in one of the first classes when working with texts in line with the lexical approach. It serves in teaching the learners concentrate on the importance of chunks being used frequently together. I attach personalised notebooks which served as a component of the English classes I was teaching.

- ❖ Syllabus unit: Preparatory class
- ❖ Aim: Students create a personalised notebook
- ❖ Materials: white-board, used/old Bridge magazines, minimum of 30 sheets of A4 paper format, a stapler

Activity	Aids	Interaction pattern	others
Crafts - creating personalised notebooks	papers, stapler, scissors, pictures from the magazine, glue, coloured pencils.	Individual work	Teacher creates her own notebook, pupils pass around sheets of paper, a stapler, scissors and do the same.
Learning to use the notebook - pupils write down their names, date	coloured pencils	Solo work	
<i>structure of a magazine</i>	magazine	Whole class	vocab to note: front page, title/headline, subheadline, paragraph, text in bold...

<p>Nouns – how many nouns were subjects in your sentences? Is there subject and verb in every sentence? ...</p> <p>+ feedback and homework sent via email</p>		Whole class	
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5.3.3 Activity no. 7

When done for the first time, this activity requires a lot of attention to enable the students to focus. Therefore the task was given as homework. The purpose is not to answer the questions as quickly as possible but to deliver answers which show that the reader is able to make operations with the text parts.

- Syllabus unit: Any (information filled in by the teacher)
- Aim: Students can abstract information that answer 5W questions from the text (of their choice)
- Materials: notebooks, article Megan LeBoef. *Mind Benders: Two Strangers in the Woods* Bridge, 03 November 2017, Volume 21, page 11

Activity	Aids	Interaction pattern	Others
<p>Pick an article and answer the questions below. You can work in pairs. Try answering all the questions. You can use the same question twice. If you find it important, answer the questions how many/much and how long too.</p> <p>What is happening in the article? Who is taking part (in this article)? Where is it taking place? Why is it taking place? When is it taking place? (+how many/much, how long)</p> <p>Example:</p> <p>-What is happening? The article we read is about a so-called mind bender. Mind benders are fun games that develop thinking and problem solving.</p> <p>-Who is taking part (in this article)? In this mind bender two fictional people called "orange" and "green" take part.</p> <p>-Where? Orange and green are situated in the woods/a forest grove.</p> <p>-When? „Once upon a time“</p> <p>-Why? Their fate and the task for the reader is to prevent Green and Orange to prevent from ever meeting.</p>	<p>1 article from the magazine of their choice</p>	<p>Individual work/pair work</p> <p>Pair work is required as they can compare their findings</p>	

<p>-Why? It is the purpose of the mind bender.</p>			
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5.3.4 Activity no. 8

When done for the first time, this activity requires a lot of attention that enables to focus. Therefore the task was given as homework. The purpose is not to answer the questions as quickly as possible but to deliver answers which show that the reader is able to make operations with the text parts.

- Syllabus unit: Any (information filled in by the teacher)
- Aim: Students can form interviews based (primarily) on contents of 5 W questions
- Materials: notebooks, article Megan LeBoef. “Mind Benders: Two Strangers in the Woods Bridge”, 03 November 2017, Volume 21, page 11

Activity	Aids	Interaction pattern	Others
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<p>Interviewer's questions: (-For how long have you been creating mind benders?) -What is a mind bender? -What is a mind bender good for? -Could you tell me what is the reader/servant of the fates supposed to do? -What are the rules?</p> <p>Interviewee's answers: -I have been creating mind benders for 5 years now. -Mind bender is a fun game. -It develops thinking and problem solving. -The reader/servant of the fates should inable Green and Orange to ever meet and find their way to exit the forest. -There are more rules. The most importanti is that Green and Orange never meet.</p> <p>.....</p>	<p>1 article from the magazine of their choice, notebook</p> <p>1 article from the magazine of their choice, notebook</p>	<p>Pair work</p> <p>Pair work</p>	
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5.3.5 Critical Commentary and follow-up:

Thornbury in his publication *How to teach Vocabulary* (Thornbury 144) quotes a leading authority on second language learning Wilga Rivers who claimed that words “cannot be taught”; because it must, of course, be learnt by the pupils. Therefore, it is a task for the teacher to develop strategies “to arouse interest in words” in his/her students.

In her book *A Framework for Task-based learning*, Jane Willis (139, 141) suggests that students keep their notebooks and teachers could help them to organize them. This way, in my opinion, interest in words and doing more reading independently might be aroused.

Anyway, in the class we had fun creating the notebooks using papers and a stapler to put them together. Finally, we used glue to stick on some pictures to create a cover. At that point, pupils thought that we would create a magazine ourselves (which was not the plan). I will, however, bear this in mind and think about doing this later. Anyway, I explained that the few pieces of paper would serve as a notebook for them to be able to note new vocabulary down when reading articles. With this in mind we skimmed through the magazine and named the

individual part magazines usually consists of like *cover, back cover, contents, (sub)headlines, paragraphs, (pull quote)*; and students noted this way their first new chunks.

Whilst there was not much time paid to helping students organize their notebooks, which I thought was a pity, I sent them one video (out of many available online) which advised on how to keep record or how to note things down. What I did was that I encouraged them to use some out-of-class material. This met with success - one of the pupils stuck a package of ingredients into the notebook (notes in the notebooks picture number 2 left) and added a note saying the amount of fat in the product.

My overall teaching was finished by me checking the notebooks. The contents were far from ideal even though it can be taken as a success that the students actually noted something down because in many cases they had not done anything like this before.⁶¹

The activity number 6 was very helpful in that we observed what sentences consist of. I believe that knowing structures of texts helps the students to understand them. This exercise developed in students the notion about the basic structure of sentences. As the pupils were deleting certain words using the tape, they enjoyed being in charge of the activity. “Noun person” had to first underline nouns; later the verb person did the same with the verbs. What followed was that the “verb person” had to then erase nouns using the tape and “noun person” was supposed to do the same with the verbs for his/her colleague. Following this, we were discussing how many of the nouns were serving as subjects in the sentence and what parts of speech were usually attached to nouns, i. e. adjectives. All in all, it showed us how sentences are structured in written texts. Because of time constrains we did not have much time to be very specific. What I would do next is to raise awareness of patterns in text, as suggested by Willis (73). I would let students apply the names of individual patterns on the text paragraphs we read which in turn would help students to develop their reading. As a follow-up to this activity, I would suggest the reviewing of traditional housing (e. g. from the previous class) by writing chunks on the white-board – studio home, a flat/apartment, detached house, semi-detached house and terraced house and comparing them with unusual housing types from the article – houseboats, tiny homes, mobile homes.

Activity number 7 was set as homework that should help the learner to the notion about what information texts usually contain. The questions they should ask were so called 5 W questions that are usually used by journalist not to forget about anything important. The follow-up for

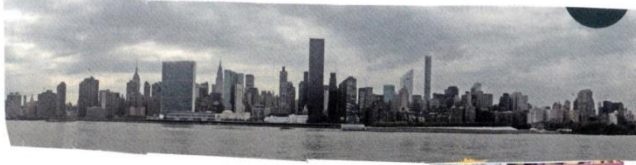
⁶¹ For more about notebooks read (J. Willis 139-141)

this activity was a conversation based upon this information, example is shown in activity number 8. This activity turned very fruitful even though difficult. Only 4 students were presenting in the first class. Other students were listening. However, the other students prepared their interviews for the next class and were willing to present it in the end. This activity turned very complex and I think also helped students understand how some texts are constructed. It is also a good activity in that it can to a certain degree measure understanding of a text.



Notebook cover 1

PRAGUE 2040.²
↓



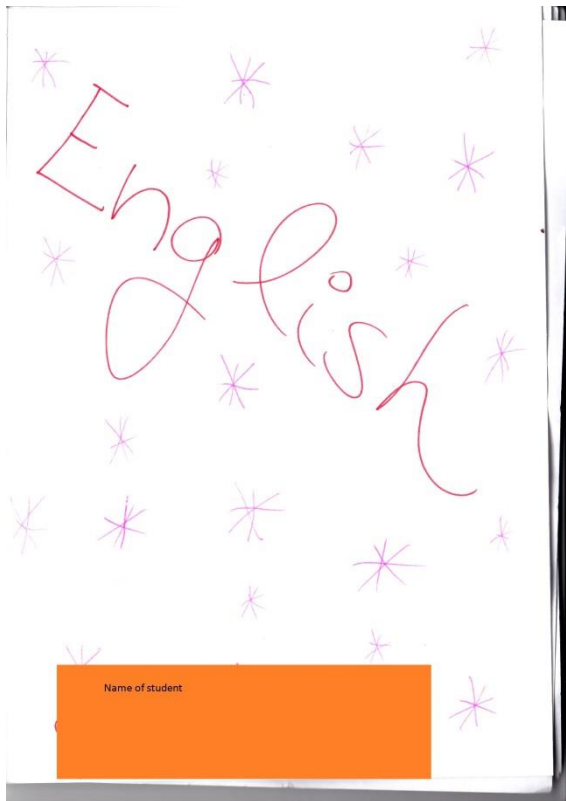
Student Life

Love my doc

I PRET
FOR METRO
IN BRNO ♡



notebook cover 2



notebook cover 3

October 13th

a headline

line up

front side

Magazine structure

reverse side

in bold

a paragraph

broadsheet

tabloids

editors

front page

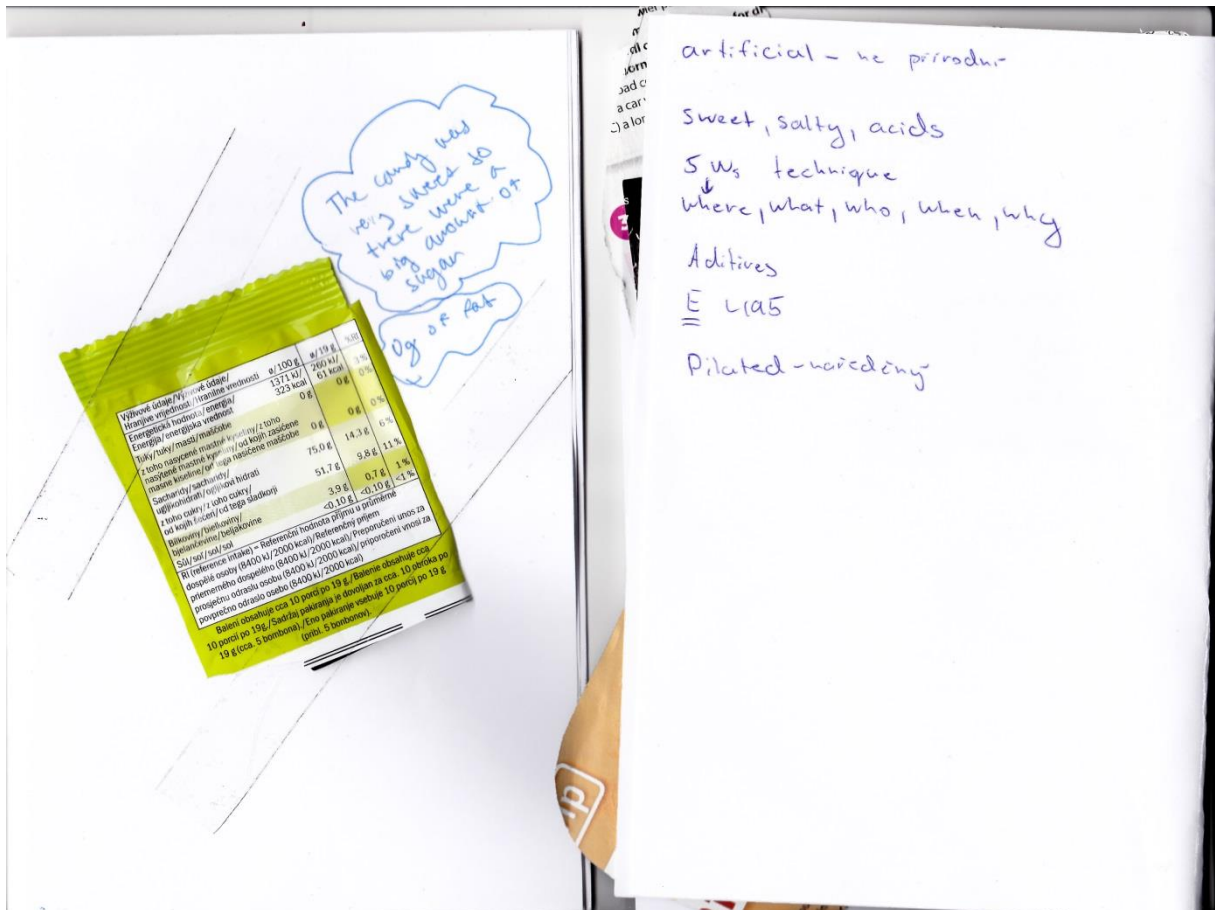
journalists

article

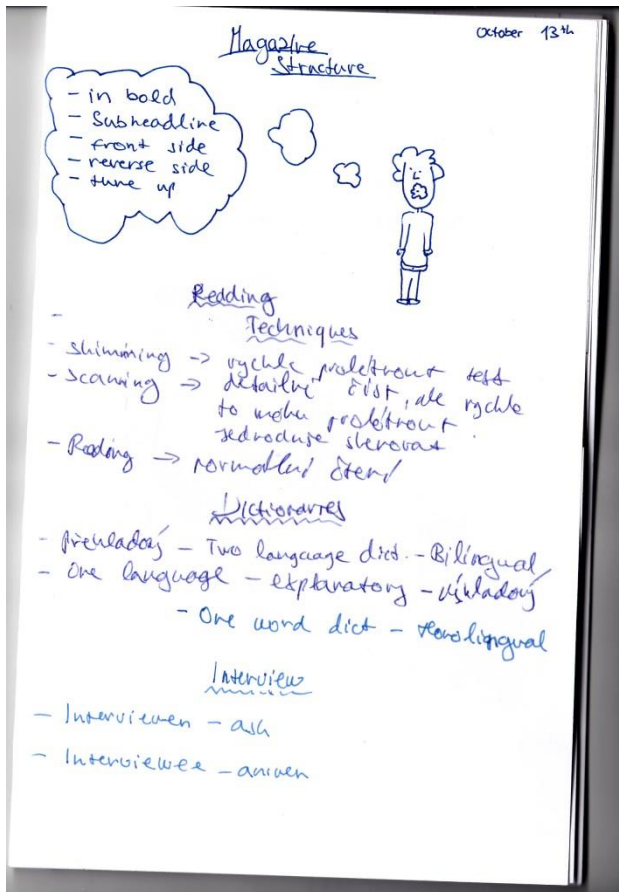
advertising

gossip column

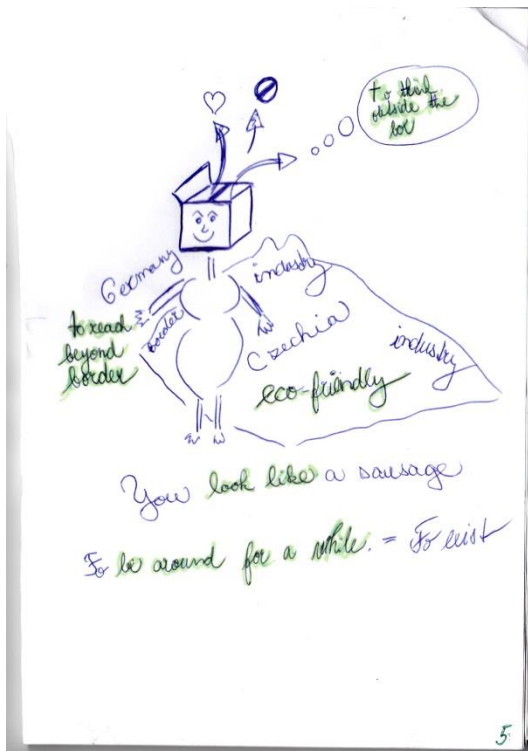
notes in the notebook 1



notes in the notebook 2



notes in the notebook 3



notes in the notebook 4

27.10.2017

THIS MONTH IN SPORT

Paul Farrington-Douglas
(UK)

November is the month of tennis' Fed Cup and Davis Cup finals. But many sports fans around the world will be focused on quite different sporting highlights.



Interviewer:
Interviewee:

...

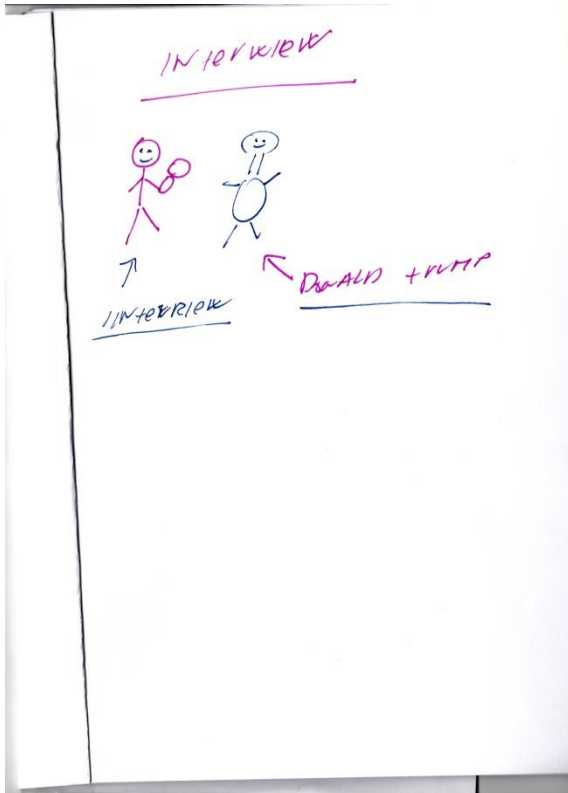
Dialogue

...

AUSTRALIA'S BIGGEST HORSE RACE

The Melbourne Cup, on November 7th, is known as 'the race that stops a nation': more than half the populations of both Australia and New Zealand watch it every year. In Melbourne itself, race day is even a public holiday. The race started back in 1861, when the prize was a gold watch and £710 (this was before Australia had its own currency). Doesn't sound much? Actually, it was a huge prize, around £77,000 in today's money. Today the prize is bigger by far, as the winner takes home AU\$3.6 million.

notes in the notebook 5



notes in the notebook 6

MIND BENDERS



Megan
LeBoeuf
(USA)

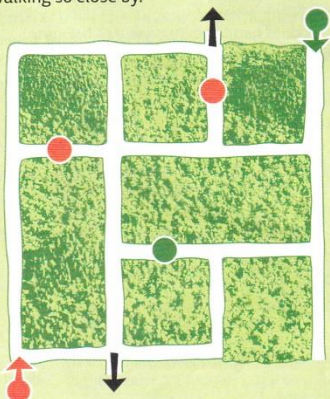
Two Strangers in the Woods

Once upon a time, there were two people, Orange and Green, living very lonely lives on opposite sides of a forest. If only they knew each other, they would have fallen in love and had a happy life, but the fates' decided that they should never meet, even though they lived so close. (The fates are real jerks² sometimes.) You are the servant³ of the fates, and you must guide the two people through the woods without ever meeting.

- The two people move in opposite ways. If one moves left, the other moves right. If one moves up, the other moves down.
- If one person cannot move because a path is blocked, the other person can't move either, even if they have a path.
- Once a path or **intersection**⁴ has been used, it can't be used again by either person.
- The two people's paths can never meet or cross.
- The two people are looking for **berries**⁵. Each must collect all of the berries of their own color before going to one of the exits from the forest.

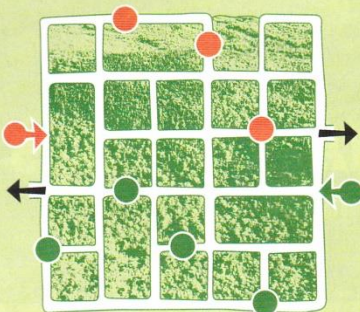
PART 1

Orange and Green take a short walk through a small forest grove. Their eyes are looking down at the ground, watching for berries, and they never notice the other person walking so close by.



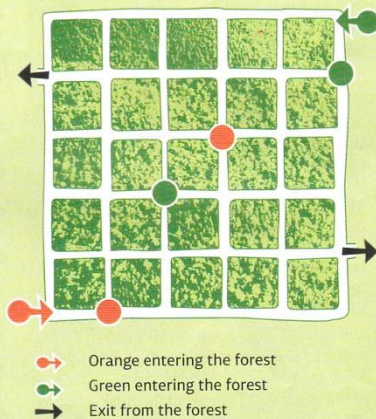
PART 2

In this wide open area, there are many berries on the ground. The strangers pass so close, but they might as well be worlds apart.



PART 3

It's nearly winter, and not much food is left. There are no walls between them, not even trees, but the fates have made their decision, and Orange and Green keep their eyes down, looking for the last few berries for their hungry bellies.



- Orange entering the forest
- Green entering the forest
- Exit from the forest

Vocabulary

- 1 fates – sudičky
- 2 jerk – protiva
- 3 servant – sluha
- 4 intersection – křižovatka
- 5 berry – plod, bobule

6. Survey part

6.1 Introductory Survey

This survey took place between the dates 26. 9. – 5. 10. 2017

On the first survey participated English learners of GEVO Sázavská in Prague, namely 8 pupils (15 – 16 years of age) of the 5th grade of the upper stage of eight-year grammar school, and 12 pupils (17-18 years of age) of the four-year grammar school programme.

Kvinta - odpovědi 8žáků

Čtu jen internetový denník az247 víc než jen pravda.									
Je pro mne těžké najít zajímavou knihu protože mám vysoké nároky. Čtu detektivky. V angličtině nějaké odborné texty nebo primitivní krátké knížky. Vadí mi nudné knihy a ty, které mi nedají prostor k zamyšlení.									
Čtu nejraději fantasy a občas i scifi, knihy čtu jen v češtině, protože moje angličtina není zas tak dobrá abych mohl přečíst knihu v angličtině. Pokud mám rozečtenou knihu která mě baví, tak jí věnuju spoustu času každý den a přečtu ji velmi rychle. Pokud mám přečíst například knihu do povinné četby, tak mě kniha často nebaví, nečtu tak rychle, a ani tomu nechci věnovat tolik času. Nedávno jsem dočetl všech 5 zatím vydaných knih ze ságy ledu a ohně. Knihy jsem četl opravdu rychle, protože děj byl opravdu zajímavý a vyvíjel se opravdu nečekaně. Těším se až vyjdou další díly. Rád prožívám dobrodružství hlavních hrdinů, představuju si co bych dělal já a říkám si co by se mohlo stát dál, proto tak rád čtu fantasy knihy. U dobré knihy jsem smutný nebo veselí podle děje knihy, a proto rád čtu. Když se začtu tak dokážu strávit spoustu času čtením, proto "ztrácím" hodně času. Oproti filmům a seriálům mám knihy radši, protože si mohu představit jak postavy a místa vypadají podle mých představ, děj je komplexnější než ve filmech a i seriálech.									
Nečtu									
Čtení se poslední dobou nevěnuji, jak dříve, ale sem tam si přečtu nějaký zajímavý článek. Několikrát denně se najde nějaké zajímavé čtení.									
Obecně moc ne, nerada čtu, a když tak jen když mě nějaká knížka zaujme hodně nebo její obsah. Časopisy čtu ve volném čase									
Čtení mě vůbec nebaví a hlavně na to nemám moc času. Když už si chci "přečíst" knížku, pustím si audioknihu.									
Moc nečtu nemám na to čas volného času denně mám cca 3 hodiny každý den mám trénink nemám čas na čtení									

3. ročník - odpovědi 12žáků

Čtu moc ráda, je to jedna z mých nejoblíbenějších aktivit. Čtu především knihy a to v angličtině, češtině a nově se snažím i ve španělštině					
Čtení miluju, ráda čtu i v angličtině, ale kvůli škole nemám tolik času, jako bych si představovala					
Cteni nesnasim, je to ta nejnudnejsi vec koja existuje, vyhybam se cteni jako čert kříži. O to vic nesnasim cteni v cestine, Anglictina je mnohem "zabavnejsi". Ale když už, tak spíš něco psychologického.					
Čtu ráda, takže také čtení věnuju dost času, obvykle každý den, když mám čas. V angličtině jsem zatím četla jen dvě knihy, ale hodně čtu také anglické články na internetu.					
Čtení mě baví, k mým nejoblíbenějším žánrům patří detektivky, sci-fi a fantasy knížky. Nečtu tolik kolik bych chtěl a většinou čtu jen knížky z povinné školní četby.					
V češtině nikdy nečtu pro zábavu např. knihy. V češtině čtu výhradně jen tehdy pokud potřebuju něco zjistit. A je to složité téma, které budu lépe chápat v češtině. V angličtině čtu knihy pro zábavu. Biografie atd. A např. nějaké zprávy na internetu. Shrnula bych to tak, že pokud se jedná o něco složitého, např. věc z fyziky, kterou musím 100% pochopit hledám to v češtině. A ostatní věci vždy v angličtině.					
Ve volném času čtu většinou v angličtině, ale málokdy se k tomu dostanu.					
Většinou čtu v ruštině, ale pro zlepšení angličtiny a češtiny nekdy čtu i v těchto jazycích. Tak jednou za 1-2 týdny.					
Čtení mě baví, vyplňuji tím volné chvíle během dne. Pokud ale mám něco číst a nemám např. čas, nebo jsem z nějakého jiného důvodu pod tlakem, tak mě to nebaví. Čtu ráda dokumentární knihy, životopisy, true story příběhy a třeba i knihy od Haruki Murakamiho					
Ráda čtu světově známou literaturu (známé autory jako Jane Austen, Poe, Brontëová...) Bavi mě literatura obecně.					
Nějak pravidelně nečtu, ale internetové stránky, blogy a podobně čtu často. Ovšem si čtu i knihy ale ne tak často. Rozhodně čtu radši v angličtině. V češtině jen když povinně.					
V čj v průměru hodinu denně, hlavně detektivní a fantasy žánry. Mezi dalšími čtu knihy o umění a historické romány i klasické autory- Hugo, Dumas a Doyle, Poe. V angličtině toho moc nečtu nicméně v anglickém jazyce mám ráda básně, mou nejoblíbenější je The Tyger od W.Blake.					

2) Chtěla bych rozvíjet dovednost čtení a porozumění textu v angličtině

Kvinta – odpovědi 8žáků

Ano 4X

Ne 3X

3. ročník 4letého gymnázia – odpovědi 12žáků

Ano 11X

Ne 1X

3) Moje porozumění textu v češtině (známkování jako ve škole)

Kvinta – odpovědi 8žáků:

1 – 7 žáků

5 – 1 žák

3. ročník 4letého gymnázia – odpovědi 12žáků:

1 – 8 žáků

2 – 3 žáci

3 – 1 žák

4) Moje porozumění textu v angličtině (známkování jako ve škole)

Kvinta – odpovědi 8žáků:

1 – 3 žáci

2 – 3 žáci

4 – 1 žák

5 – 1 žák

3. ročník 4letého gymnázia – odpovědi 12žáků:

1 – 3 žáci

2 – 7 žáků

3 – 2 žáci

5) Do školy čtu

Kvinta – odpovědi 8žáků:

rád a pravidelně - 0

docela rád – 1

nerad/a – 6

3. ročník 4letého gymnázia – odpovědi 12žáků:

rád a pravidelně - 4

docela rád - 4

nerad/a - 4

6) Ve volném čase čtu

Kvinta – odpovědi 8žáků:

rád a pravidelně - 2

docela rád – 1

nerad/a – 5

3. ročník 4letého gymnázia – odpovědi 12žáků:

rád a pravidelně - 5

docela rád - 6

nerad/a - 1

7) Když se chci něco dozvědět z médií, která produkují videa/články:

Kvinta – odpovědi 8žáků:

z toho 8 žáků si pouští video

z toho 3 žáci čtou článek

3. ročník 4letého gymnázia – odpovědi 12žáků:

z toho 10 žáků si pouští video

z toho 5 žáků čte článek

6.1.1 Commentary on the survey

This Survey was set in the Czech language for students not to be constrained by the limitations of L2 mental lexicon. The answers were left so as students answered them. Its purpose was to see what relationship learners of English have towards reading in Czech, English and possibly reading in other languages in the 1st grade of grammar school/5th grade of the upper stage of eight-year secondary school programme and 3rd grade of the four-year secondary school programme. It showed that 3rd graders were interested in reading prose in English, whereas Kvinta students were not very interested in reading in general.

6.2 Final survey

final survey for class KVINTA (GEVO) about reading in English. task type 1-5: jako ve škole
*Required

1) When reading articles in the class, it was easy for me to concentrate. *
Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

2) If I cannot concentrate on reading, it is usually because *
Mark only one oval.

- I don't pay attention.
- Someone else does not pay attention and it is disturbing.
- I don't care.

3) When reading articles, I improved my *
Tick all that apply.

- active vocabulary
- passive vocabulary
- both
- Other:

4) Noting vocabulary down helped me on the way to develop my vocabulary. *
Mark only one oval.

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

5) Knowing the following techniques helps me to become a better reader of English. *
Tick all that apply.

- skimming, scanning
- 5 W questions (in journalism)
- reading aloud
- noting vocabularies down (into notebooks)
- working with dictionaries
- Other:

6) To be a skilled reader of English means to me: *

Tick all that apply.

- to understand every word of the text
- to understand the main points
- to be able to build meaningful thoughts about the text I read using some new vocabulary from the text (and possibly write them down or say them aloud)
- to sound enthusiastic when reading to someone (aloud)
- to pronounce words correctly out loud
- to pronounce words for yourself/develop the inner voice when reading silently
- to be able to consult dictionary when needed for the purpose of the last two points
- to be able to read one text more times

7) Being a good reader is like being a good runner. "Use it or lose it." *

Mark only one oval.

- Yes
- No
- Maybe

8) Reading as learnt in elementary education (první stupen ZŠ) is not enough. One has to develop reading constantly. *

Mark only one oval.

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree
- Other:

9) I now see that reading is a complex process that requires a lot of attention. *

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

10) I think that 10-15minutes of reading daily helps me to become a better reader. (runner:-)) *

Mark only one oval.

- agree
- disagree
- I don't know
- Other:

11) I think I focus better when reading printed texts than texts on a digital screen.
(známka jako ve škole) *
Mark only one oval.

1 2 3 4 5

12) I will note vocabulary down in the future. *
Mark only one oval.

- Yes
- No
- Maybe

13) When I will note down vocabulary in the future, I will do it ... *
Mark only one oval.

- by hand because it gives me more flexibility (about what I want to write down and how)
- on my phone/computer
- I will not take notes in the future
- Other:

14) I think it helps me to remember vocabulary when I note a word in a sentence or as a collocation/phrase to the notebook. *
Tick all that apply.

- Yes
- No
- Maybe
- Other:

15) I have started to read and learn vocabulary by reading in my free time/out of school *
Mark only one oval.

- Yes
- No
- Not yet
- Other:

Space for you to leave your feedback here for me:-)

6.2.1 Commentary on the survey

The final survey took place online between 1 December and 6 December. On the survey participated four learners of *GEVO Sázavská*, therefore the results are not in any way representative. The survey served rather as a feedback for me and a summary of what we have gone through for students of kvinta.

7. Conclusion

In the course of the first few chapters of my work, I situated the ability to read and reading comprehension in a wider scientific and international context and reviewed what research has to say to us as educators about developing reading skill/s. As I had been planning to organize my teaching based on reading magazine articles, I had felt the need to get to know how diverse periodicals function. In the course of chapter 2.2 *Periodicals as a general educational means*, I showed that the press in the English speaking countries⁶² is divided in 3 groups *newspapers, journals and magazines* and that each periodical has their special characteristics. I do not think that knowing how the press works is enough for teaching and so I would suggest doing more research in this area if they want to teach their students understand it. However, for the purpose of my teaching experiment it was enough to have a basic knowledge of the area. I have always appreciated the variety of topics *Bridge* magazine offers and found it very practical for classroom use. My curiosity led me to study what other magazines are available in the Czech Republic that could be used in English classes and would motivate students to read and learn independently as I think it is required when it comes to reading. I discovered that next to the *Bridge* magazine there are *R&R* and *Gate* magazines aimed particularly at Czech pupils and other magazines included *Mary Glasgow magazines* published in England.

In one of the next chapters that talked about what it possibly means be skilled in English reading particularly, I first summed up what is being practised in English classes today in this respect and I brainstormed and noted down what could be done to develop the skill in students, at whatever level of English they are at. In the practical part of my work I put my knowledge of studied methodology into practice and synthesized the semantic syllabus with the lexical approach to develop reading skills based on how chunks behaved in sentences. Due to time constrains in my teaching practice, it is not possible to judge whether the perception of written texts changed in any way in the pupils. What I succeeded in doing in this respect was that I created more than 8 activities that are in my view applicable to various texts. Even after my brief application of chunks to the classes, it made me think that learning them might develop reading skills in English as a second language. What did not go well was teaching to make notes. In the future I would like to devote more time to the lexical approach to be able to possibly teach classes effectively and not to be overly dependent on one teaching material such as workbook and also to develop semantic syllabus in the very far future.

⁶² I focussed on Press published in England mainly.

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