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**THE ISSUE OF READING IN MOTHER TONGUE AND FOREIGN
LANGUAGE**

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Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 25. června 2023

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Jméno Příjmení

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ABSTRACT

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This thesis deals with the issue of reading in the mother tongue and foreign language, with the mother tongue being Czech and foreign language English. First, the thesis explains the notions of reading and reading literacy. Secondly, the thesis focuses on the curricular documents in the Czech Republic and methods that are used for teaching reading in Czech as the mother tongue. Then it mentions reading as one of the four language skills. Finally, it focuses on the differences between learning reading in Czech as the mother tongue and English as the foreign language. The main hypothesis of this thesis is to explore whether good readers in the mother tongue are good readers in the foreign language as well. The conducted research aims to verify the main hypothesis and three sub hypotheses. The research is realized through questionnaires for teachers and tests for 6th grade learners and 9th grade learners. Based on the results of the research, it is concluded that a good reader in a mother tongue is a good reader in a foreign language. However, there was overall found a little number of good readers in either of the languages. The research also reveals that most pupils prefer to read in a foreign language rather than in their mother tongue. The results of this thesis might serve foreign language teachers as an inspiration for adapting their reading lessons to the pupils needs.

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I. INTRODUCTION

Reading is one of the four skills that we need to master each time we try to learn a new language. It usually is our mother tongue that we begin to read with and that influences the process of how we learn to read in foreign languages later on. The habits we build in our mother tongue become deeply rooted, and adapting to different reading habits that a foreign language requires us to make, usually takes some time. The purpose of this thesis is to explore the issue of reading in the mother tongue and the foreign language and to confirm whether good readers in the mother tongue are good readers in a foreign language as well. This thesis deals with the Czech language as the mother tongue and the English language as the foreign language. The English language was chosen, because it is the field of study of the author of this thesis and also, because it is usually taught as the first foreign language in elementary schools in the Czech Republic. As reading is one of the four language skills, it is important for English language teachers, to pay attention to it as well as to speaking, writing and listening. The author has chosen this topic, because from her teaching practice she has experience with pupils' motivation to learn and use English increasing as their reading skills are improving and they are able to read books in English.

In the first part of the theoretical background the notion of reading is explained. Czech curricular documents and the expected outcomes in reading are described there. Then the two reading methods that pupils are taught to read with in Czech as their mother tongue are described. The second part follows with reading in a foreign language and discusses reading as one of the four language skills. The theoretical background finalizes with discussing the differences between teaching reading in Czech as the mother tongue and English as the first foreign language taught in the Czech Republic.

In the Research chapter, there are described all the important details concerning the research. The purpose of the research and participants are introduced and the implementation is described. It continues with results and commentaries, in which the collected data are introduced and commented on. In the Implications chapter there are described various possible implications for the teaching that emerged from the research. The limitations of the research are discussed and possibilities to alter the research are offered. Finally, in conclusions, the main ideas of the thesis are summarized.

II. THEORETICAL BACKGROUND

This chapter provides theoretical background concerning the topic of reading in mother tongue and foreign language. Firstly, notions of reading and reading literacy are discussed. Secondly, the conditions for teaching reading in Czech as the mother tongue are described. Then it explores reading as one of the four language skills and focuses on the differences between reading in the mother tongue and foreign language. Finally, the differences between reading in Czech as the mother tongue and English as the foreign language are described.

Reading and Reading Literacy

Reading and writing play a significant role in our life. They often indicate our level of education. In the past, everybody who could read and write was considered literate. Nevertheless, with the gradual spread of education and social development, the notion of literacy got many new meanings. Reading literacy is one of the most essential skills that pupils should be equipped with. The notion of reading literacy is still evolving, because its meaning is in motion as quickly as are the changes in human society, economics, and culture are. Today, reading and reading literacy represent two different concepts. Therefore, reading literacy is no longer understood only as a reading skill. It is a skill that we gained as children during primary school education. It enables us to decode and understand many types of texts that are connected with various situations at or out of school and to think about their meaning, and be able to explain or interpret them (Průcha & Walterová, 1998).

The notions of reading and reading literacy are usually used interchangeably. For example, Křivánek and Wildová (1998) define reading as a type of speech activity that, like spoken language, has a communicative function and is a tool for social interaction (p. 40). This is a typical example of the definition of reading that is overlapping with the concept of reading literacy. To describe reading, or reading performance itself, its specific features and techniques should be mentioned. These features can be qualitative and quantitative. Qualitative features are correctness, expressiveness, and comprehension, whereas quantitative features measure reading speed. Techniques then refer to correctness, expressiveness and fluency. To summarize, reading is a basic process of reading literacy, from which other processes are derived. However, there are cases, when the notion of reading is used in the meaning of reading literacy (Doležalová, 2014).

According to Průcha et al (2013) reading is a type of speech activity consisting of the visual reception of signs (words, sentences, non-linguistic syllables) which are the stimuli for understanding the meaning of signs. The process of reading involves several stages, which should ideally result in comprehension of the text being read.

By means of reading, people gain a significant part of information, which makes reading an essential skill for education and our social position. Reading is used for many purposes. We need it for everyday activities, when we study, at work or for leisure and pleasure (Richards, 2015).

The reading literacy development starts with the beginning of compulsory school attendance. Usually, pupils start learning to read in the first year of primary school. From the very beginning of compulsory education, teachers should take advantage of overall language development. They should seek to purposefully expand pupils' vocabulary, and teach them to ask questions and to speak correctly (Křivánek & Wildová, 2011).

According to Richards (2015), pupils, who have poor reading skills in their mother tongue could find reading in a foreign language challenging as well. The aim of the practical part of this thesis is to explore this issue. To be well acquainted with this subject-matter, it is necessary to introduce the main issues in reading in the mother tongue as well as reading in a foreign language. The next chapter is going to deal with teaching reading in the mother tongue in the Czech Republic.

Teaching Reading in the Mother Tongue

This thesis aims to find parallels between reading in the mother tongue and in a foreign language taught at school. In particular, it focuses on reading in Czech as the learners' mother tongue and reading in English as the first foreign language taught at primary schools (i.e. not prescribed but usually preferred). As mentioned before, pupils usually start learning to read in the first year of primary school. In the Czech Republic, reading and writing are skills that are a significant part of the subject Czech language and Literature. Generally, these skills are necessary for written and spoken communication. *The Framework Education*

Programme for Basic Education (FEP BE), (2008), dedicates extra attention to them within reading with comprehension (Fabiánková et al., 1999).

Czech Curricular Documents

In the Czech Republic, there is a system of national curricula for every stage of education. There is a Curricular Document for every field of study in preschool as well as for basic education and secondary education. These documents are called Framework Education Programmes (FEP). Every school has to create its own School Educational Programme (SEP), which is based on the Framework Education Programme and has to work in accordance with it (National Institute for Education [NPI], 2022).

Every FEP contains concrete objectives, form, length, and content of the concrete stage or field of education. It also contains conditions of education and the procedures of the final evaluations. Every FEP must determine the main principles for creating the School Educational Programmes. The creators are also responsible to reflect on the latest findings in all the scientific disciplines that are crucial for creating a contemporary curriculum (NPI, 2022).

Framework Education Programme for Basic Education

The Framework Education Programme for Basic Education determines the basic education as a whole and is available to all teachers and educators as well as for the public. It is based on a new education strategy that emphasizes key competences, their connection with educational content and their application in practical life. It puts the expected level of education set for all the individual stages of education together. FEP BE is the key curriculum for this thesis. In the Czech Republic, elementary education is divided into two stages. Pupils, who are six to eleven years old, attend the first stage. The second stage is attended by learners between the age of twelve and fifteen (Framework Education Programme for Basic Education [FEP BE], 2008).

From this point on, the thesis is going to focus on expected outcomes in reading that are defined for the second stage of elementary education. It is so, because the research of this thesis is going to focus on learners of that particular stage.

The issue of reading belongs to the category of Language and Communication Through Language. Reading has a strong position in the educational process. It equips pupils with knowledge and skills that are crucial for perceiving language communication and its comprehension. These skills are also important when gaining knowledge in various fields of education. Reading and Reading literacy are part of these school subjects: The Czech language and literature, and foreign languages. According to the FEP BE, pupils at the second stage of education should learn practical reading, critical reading and reading for pleasure. To train practical reading skills is to develop attentiveness, speed and reading comprehension skills and strategies. With practical reading, pupils practice the ability to search for information, and with critical reading, they practice evaluation skills (FEP BE, 2008).

Expected Outcomes in reading:

FEP BE (2008) defines outcomes of what pupils should manage at the end of basic education. The outcomes below define the expected reading skills in the mother tongue.

Language:

Pupils shall (FEP BE, 2008):

Identify (and document by providing examples in a text) the principles for forming Czech words and the most important ways of enriching vocabulary; identify transferred meanings

Distinguish standard Czech, dialects and common Czech and justify their usage (p. 24)

Literary education (FEP BE, 2008):

Pupils shall:

Retell coherently a text they have read; describe in simple terms the structure and language of a literary work and interpret its meaning in their own words

Distinguish fine and popular literature, support their opinions with arguments

Distinguish the basic literary types and genres, compare them and their function, name important examples

Search for information in various types of catalogues, libraries, and other sources of information (p.24-25)

Methods for Teaching Reading

When describing the way reading is taught in the Czech Republic, it is essential to mention the methods employed for that purpose. In the past, it was the analytic and synthetic methods that were used for teaching reading. The main difference between these methods is that the synthetic methods are based on individual elements, thus from letters in a written language or from phones in a spoken language. Analytic methods are based on whole units, thus from graphic images of words in a written language and from spoken word or syllables in a spoken language. Analytic methods gradually lead to the knowledge of the individual elements of which wholes are composed. Within these two basic groups, we can find other methods that are based on spoken or written language. Usually, pupils learn to read together with writing, but with the use of some of these methods, writing is separated from reading, which is also postponed for later (Fabiánková et al., 1999).

As many teaching reading methods were used in the last century, teachers had a significantly greater offer of methods they could use. Usually, they used more methods at once. Today, teachers can choose only between two methods, which cannot combine: the genetic method and the analytic-synthetic method (Wildová, 2004).

Analytic-Synthetic Method

At the beginning of the second half of the last century, the analytic-synthetic method was implemented as the main method for teaching reading. The analytic-synthetic method is deduced from the analysis and synthesis, which are processes that happen while teaching reading according to this method (Wildová, 2004).

Analytic-synthetic method is also called a phone method. Using this method, we can only read correctly, if we understand phonetic structure of words. When practicing a new letter, pupils deduce the corresponding word from the spoken language and analyse it into syllables and phones. Afterwards, they match them with letters. The synthesis process follows as pupils connect letters into syllables and syllables into words (Santlerová, 1995).

This method was already used in 1840, when there were used very similar steps as there are used today. However, some authors were for and some were against this method. Many teachers claim that this method did not make reading easier and attractive. The main argument raised against this method was that no mother teaches her child to speak by teaching it first phones, then combining phones into syllables and finally constructing syllables into words. Today, we can encounter analytic-synthetic method less often in Czech schools, because the genetic method became more popular (Santlerová, 1995).

Genetic Method

This method was already used in the first half of the 20th century, after J. Kožíšek (1913, as cited in Křivánek & Wildová, 2011). published his book called *Poupata* in 1913. It is based on the principle of historical writing. In the development of a child in the area of reading and writing, human society development is repeated. Pupils are led through the evolution of a script, from the beginning, when people used drawings to express their minds, to symbols and present script. Therefore, picture writing enables children to easily understand the meaning of a written message and the communicative function of a written language (Kožíšek, 1913, as cited in Křivánek & Wildová, 2011).

According to the genetic method, pupils learn to read and write block letters during the period of preparatory reading. First, they write block letters in the form of abbreviations (i.e. A. – Anička). Each letter with a dot is a sign of a certain classmate or something known, so the entire alphabet is covered. Later, when reading reaches the isolation of vowels, pupils deduce the first vowel from these names and without the dot, it becomes the sign of the vowel. In practice, a child reads the symbol E. as Emma, but without a dot, it means the letter and the sound [-e]. After learning the whole alphabet, which usually takes one to two months, children begin to learn reading through spelling. They spell each letter of the word and read the word as a whole afterwards (Santlerová, 1995).

If the genetic and analytic-synthetic methods are compared, each of them has its own advantages and disadvantages. Experts in the field claim that it is not clear yet, which of the methods better accelerates the process of learning to read. The efficiency of both methods is always influenced by the teachers and their approach to teaching. Therefore, the efficiency of both methods is very individual and it is difficult to state in general which methods are more effective (Wildová, 2004).

Reading as One of the Four Skills

Reading is an essential lifelong skill and a basis for one's success in school and thorough life. The ability to read well strongly influences opportunities for personal fulfilment and success in business life (Anderson et al., 1985). Regardless of its importance, reading belongs to the most challenging areas in the education system. The constantly growing demand for high literacy levels in today's society does not make this issue more manageable. Nevertheless, it is also the attitudes of students themselves that influence their ability to read. The purpose of reading is to try to understand what the text tells us. If students want to receive the most from the materials they are reading, they need to know how to read critically or analytically (Köse, 2006). As it is a challenging area in the education system, teachers should support the students reading comprehension improvement by presenting and practicing various reading skills and strategies with them (Block & Israel, 2005).

According to Richards (2015), it is difficult to differentiate between skills and strategies when it comes to mother tongue or foreign language reading for skills and strategies are usually used as synonyms. However, he claims that skills represent the non-conscious habits that have been based on practice and repetition, while strategies are intentional and purposeful responses to a reading task. Many authors distinguish between reading skills and strategies in different ways.

Afflerbach et al. (2008), for instance, propose more specific definitions which, according to them, ought to reduce the confusion that may arise when distinguishing skills and strategies from one to another. They describe reading skills as something students have learned and can use unconsciously when reading. In contrast, reading strategies serve as a tool when their reading skills are insufficient. For example, when they read difficult texts, approach complex tasks, or their knowledge is lacking, they need to use strategic reading to accomplish their task. However, the key difference between skill and strategy lies in the student's own abilities. If a student learns to use some strategy and continues to use it throughout a semester or longer, with practice, the strategy becomes more and more effortless and automatic until it becomes a reading skill (Afflerbach et al., 2008).

Accordingly, there is a broad scale of different reading skills and sub-skills defined by individual authors. Nevertheless, the following reading skills that Richards defines below, will be crucial for the practical part of this thesis.

Reading Skills

As Richards (2015) explains, many language courses direct their attention on the development of general as well as specific reading skills. The majority of reading coursebooks or other teaching material focused on reading combine activities that practice skimming, scanning, reading for main ideas, and reading for making inferences. These skills are included in many different kinds of reading. He also claims that skills are often distinguished according to which particular text they are important for.

Richards (2015) suggests the following eight skills are skills needed for “reading to learn”: Reading for details, skimming, scanning, connecting information from different sources, reading as a preparation for writing, critical reading, and reading for main ideas.

Richards supplements the skills he chose with skills listed by Munby (1981). The list includes summarizing – an important skill, which is part of the present thesis research.

Even though reading specialists claim that there are many different reading skills to choose from and their validity might be sometimes questionable, Richards (2015) suggest the skills above as the most important ones for learning purposes.

Considering the practical part of this thesis, three reading skills from the list above will be crucial for the research. These skills are skimming, scanning and summarizing.

To understand the meaning of these three skills properly, Scrivener (2011) explains them in more detail. He claims that being able to read fast and fluently is very important in our daily lives. Such skills are called skimming and scanning. Skimming means reading text quickly in order to get the main ideas, key topics or a basic structure of it. Typical skimming tasks are usually very general questions, which students would attempt to answer quickly without reading every single detail of the text. An example of such a task could be a question: Is this story happening in autumn or spring? Does Susan like or dislike housework? While scanning, students also read the text quickly without reading every detail of the text, but they

search for a specific piece of information. A typical scanning task would be: What does Susan do after having breakfast? or What time does the English course begin? (Scrivener, 2011).

Skimming and scanning are sometimes perceived as skills and sometimes as strategies. Nevertheless, many authors consider them the most valuable training tool for reading lessons in a foreign language and in the mother tongue. Even though Brown (2000) claims that these skills are rather effectively applied in the reading lesson, if the class is at least intermediate level, he also considers skimming and scanning as the two most crucial reading techniques that should be taught in the reading classes. Brown suggests that skimming gives readers the ability to predict the main topic or the purpose of the text, and it also may help them to predict some supporting ideas. He defines skimming as a “head start” before one starts with more focused reading. The possible training for skimming could be, according to him, giving students, for example, thirty seconds to skim the text after which they have to tell the teacher what they learned (Brown, 2000).

The purpose of scanning, on the other hand, is not to read the whole text, but to extract some particular piece of information from it. While training scanning, teacher could ask students to search for names or dates, or to find some specific definitions. This skill is essential in academic English as well as in the general daily use of English (Brown, 2000).

Another skill that is crucial for the research of this theses is a summarizing a text as a whole. When summarizing, it is expected to reduce the whole text into the primary information that is considered important and worth remembering. Such a typical task is: Write a one-sentence summary of this article. Use as many keywords as you can (Jones, 2018).

These skills that were described above are going to be examined in the practical part of this thesis. However, the next essential facts that need to be understood before the practical part are the differences between reading in a foreign language and the mother tongue.

Reading in a Foreign Language

This thesis deals with the issue of the Czech Language as the mother tongue and the English language as a foreign language. Therefore, this chapter describes conditions for Czech

students who have the English language as their first foreign language at primary school. The language policy of the Czech Republic is inspired by the Council of Europe language policy. In the last ten years, this council implemented arrangements to improve the development of multilingualism. The aim is that every European citizen should be able to communicate in at least two foreign languages. This aim is also included in the Czech Framework Education Programme (FEP), which states that the first foreign language is compulsory from the third grade of primary school and the second foreign language from the 8th grade the latest (Zormanová, 2015). Nowadays, foreign language is preferred to be taught from a very young age. Many kindergartens include foreign language teaching in a daily routine, and many primary schools already start teaching the first foreign language in the first grade (Janíková, 2008). Even though English is recommended as the first foreign language, it is not compulsory. However, the majority of schools teach English as a first foreign language (Zormanová, 2015).

As were the conditions of learning a foreign language for Czech students mentioned above, this chapter is going to continue with the differences between reading in Czech as the mother tongue and English as the first foreign language.

To compare reading in the mother tongue and a foreign language seems rather challenging, as many differences exist between readers and reading contexts. Students come from different social or ethnic backgrounds and have diverse attitudes and motivation toward reading, particularly toward reading in a foreign language. Grabe and Stoller (2013) divide these differences into linguistic and processing differences, individual and experiential differences and socio-cultural and institutional differences.

Linguistic Processing Differences

This section describes major differences between mother tongue readers and foreign language readers. The major differences belong vocabulary, grammar, discourse orthography, metalinguistic and metacognitive issues. They are related to language transfer, L2 Threshold level and differences between students' mother tongues (Grabe & Stoller, 2013).

According to Grabe and Stoller (2013), reading in a foreign language includes even more differences between the readers, than reading in their mother tongue. Not only can the

differences vary as widely as those in the mother tongue, but they also are attended by many other foreign language proficiencies of students. What is also relevant to mention is that before children begin to read in their mother tongue, they already have experience with speaking. Therefore, they are endowed with a tacit knowledge of grammar. Generally, they begin with reading in a foreign language after gaining some linguistic knowledge in their mother tongue, supplemented by tacit knowledge. The issue is that grammar knowledge of students' mother tongue can create either a positive or negative transfer of their reading skills when reading in a foreign language. However, the fact that students have weak tacit knowledge of the foreign language causes that they usually develop a greater awareness of the foreign language itself. This grants them the ability to use their metalinguistic awareness as support while reading. Also, if they extend their linguistic awareness, they naturally extend their metacognitive awareness of what they are learning while reading in a foreign language (Grabe & Stoller 2013).

Linguistic knowledge significantly varies across any two languages. These differences are likely to influence reading comprehension in a foreign language, especially when students in the same classroom have different mother tongues (Grabe & Stoller 2013).

An illustrative example is mentioned by Caravolas and Bruck (1993) in their research. According to them, Czech-speaking children demonstrate significantly bigger awareness of consonant clusters and complex consonants than children whose mother tongue is English. Another difference that causes difficulties when reading in a foreign language is that some languages have more or less transparent orthography and some have not. These languages have a letter-sound relationship, which means that the reader is able to sound out the word he is looking at. Examples of transparent languages are Serbo-Croatian, Turkish, Finish or Italian and languages that are less transparent are German or Swedish. Also, languages that are not transparent at all are called opaque languages, which are, for instance, English, Japanese or Arabic (Frost, 2005; Perfetti & Dunlap, 2008). The issue arrives when students with a transparent mother language learn to read in a language that is less transparent or the other way around. It follows that foreign language students are influenced by their mother tongue processing skills when they read in a foreign language. Nevertheless, their tendency to hold on to mother tongue processing skills influences mainly the beginnings more than the advanced reading in a foreign language (Koda, 2008).

Another relevant difference that plays a significant role in foreign language reading is the proficiency in a foreign language. According to Language Threshold Hypothesis, students need a sufficient amount of foreign language knowledge to be able to read effectively. It means they need enough vocabulary, grammar knowledge and speaking skills to effectively utilize their reading comprehension skills and strategies from their mother tongue (Clarke, 1980). Nevertheless, critics claim that there is no linguistic knowledge that could present a foundation (threshold), as students have diverse proficiencies. There is no specified level of threshold. A reader is said to reach the threshold when he or she encounters a text in a foreign language and knows almost all the words and is able to go through the text smoothly (Grabe & Stoller 2013).

The issue of Language transfer is closely connected to Language Threshold Hypothesis. According to Grabe and Stoller (2013), the transfer usually influences beginning and intermediate levels of foreign language reading. If beginners are asked to read a text that they find difficult, they typically rely on the resources they already know from their mother tongue. These resources can either support their reading or mislead them. When they support the reading, it is a positive transfer. On the contrary, if the resources from the student's mother tongue cause their mistakes, it is called a negative transfer or language interference. Transfer represents, for instance, reading abilities in the mother tongue, general knowledge, and morphological or phonological knowledge (Grabe & Stoller 2013).

Aside from the linguistic and processing differences, there are other distinctions that can occur between mother tongue and foreign language reading. They include students' L1 literacy skills, motivation for reading and individual experience with the foreign language. These distinctions will be discussed in the section below (Grabe & Stoller 2013).

Individual and Experiential Differences

A significant difference between mother tongue and foreign language, is, as mentioned above, the level of mother tongue reading abilities. Students' individual reading abilities represent the top limit of what they can use, when they read in a foreign language. Their problem-solving abilities, strategic practices, metacognitive awareness of the reading process and their linguistic transfer can affect their foreign language reading, as soon as they are already developed as reading abilities in their mother tongue (Grabe & Stoller 2013).

Next to the differing level of mother tongue competencies, motivation is also important when it comes to reading in general. Teachers can explore students' motivation for example through simple discussions or interest surveys. Knowledge of students' specific interests, different academic goals, or their social experience helps teachers to understand students' strength and weaknesses, which could help them to provide more effective instruction (Dörnyei & Ushida, 2010; Rueda et al, 2008).

Other relevant distinctions can occur in the amount of reading practice that students were exposed to in a foreign language, dissimilarity of the texts that students read in their mother tongue and foreign language or the resources the text come from. Next to the individual and linguistic differences, socio-cultural and institutional differences play a relevant role in students reading development (Grabe & Stoller 2013). These will be described in the next section.

Socio-Cultural and Institutional Differences

The approach to literacy and its value differs from culture to culture (Alderson, 2000). In some cultures, it is believed that everyone should be literate and a printed word is accepted as an authority. In these societies, like the US or the UK, the literacy environment is a necessary part of the citizens' life. Some societies use literacy extensively as well, but some uses are considered as a bigger priority over others (for instance some valued traditional texts). In these cultures, an illiterate or a person with limited literacy skills is usually socially accepted. However, there are also cultures, where literacy is not common and people need a scribe or a writer, when they communicate in a written language. If students, who are from such societies where literacy is not a necessity, learn a foreign language, they are very likely to come across difficulties in reading comprehension (Grabe & Stoller 2013).

Other distinctions between foreign language and mother tongue may result from differing ways of organizing discourse and texts. Reading comprehension materials might not always correspond with students' experience with reading in their mother tongue (Grabe & Stoller 2013). The last difference is based on varying expectations of educational institutions. Institutions, where students learn their mother tongue usually have different expectations and attitudes toward education than the institutions of the foreign language. The expectations can differ in national curricula, exams, classroom management or teachers' behaviour (Hanley et al., 1999; Leki, 1992; Lundberg, 1999). What also could lead to a great dissimilarity is usually the level of teacher's experience and fundings for teacher training,

financial provision for educational resources or class sizes and relationships within it. When learning foreign language, students may be strongly influenced by the attitudes from their mother tongue, which could leave them little space to adapt the attitudes from their foreign language (Fairbairns et al., 2009; Rueda et al., 2008).

Reading in the English Language in the Czech Republic

Linguistic Differences

Many differences mentioned above apply to Czech-speaking students that are learning to read in English. As vocabulary, grammar, discourse, and orthography belong to linguistic differences (Grabe & Stoller 2013), it is very likely that the reason why these differences arise is because English and Czech belong to different linguistic types. English is an analytic language and Czech is a synthetic language. Analytic and synthetic languages vary for example, in word order. While analytic languages have a fixed word order, synthetic languages' word order is free. Usually, in analytic languages, words are not declined or conjugated, but English has few features of Synthetic languages. For example, the regular plural of nouns is made by the suffix -(e)s (apple - apples). However, English mainly works with function words and fixed word order, with which they create a grammatically correct sentence. On the contrary, the Czech language and many other synthetic languages work with flexion, and declining and conjugating present distinctive features. They add prefixes and suffixes to words, which are usually crucial for creating a grammatically correct sentence (Černý, 1998). This signifies that the grammar rules of both languages differ a lot. As students have a weak tacit knowledge of English grammar, when they begin to read in English, it can lead them to apply the grammar rules of the Czech language and, therefore to a negative transfer.

The fact that English and Czech language belong to different language types and therefore have different grammar rules indicates that the methods with which students are taught to read will also differ. The Czech language as the mother tongue is being taught with Genetic or Analytic-synthetic methods (Wildová, 2004). However, to teach reading in the English language as the mother tongue, one has to use different methods, for example, the Phonic Word method, the Whole-Word approach or the Language Experience Approach (Nessel & Dixon, 2008; Beech, 1985).

Other examples of a possible negative transfer could be the contrasting orthography and the shared vocabulary of both languages. As mentioned above, English is an opaque language; therefore, its orthography is not transparent at all. On the contrary, Czech orthography is transparent. As students begin to read in a foreign language with low linguistic knowledge, they tend to use processing skills from their mother tongue, which can easily create difficulties with pronunciation and understanding the meaning (Frost, 2005; Perfetti & Dunlap, 2008).

Even though English and Czech are Indo-European languages, they both belong to different sub-groups. Therefore, English as a Germanic language has quite a dissimilar vocabulary than Czech as a Slavic language (Černý, 1998).

As mentioned above, within the explanation of the Language Threshold Hypothesis from Clark (1980), students need sufficient foreign language knowledge in order to read effectively. In the Czech Republic, the Framework Education Programme for Basic Education states that students are supposed to be able to search for basic information in the text, or to understand short texts from the common life as long as they complete their first stage, usually when they are 11 years old (FEP BE, 2008). This early beginning can also support the negative transfer from the Czech language, because the majority of schools apply reading into lessons since pupils begin to learn English, which is, according to Zormanová (2015), since the third grade compulsory. However, there are also a few exceptions. For instance, Janíková (2008) claims that some Czech schools begin with English lessons from the first grade. It is obvious that the reading in English is automatically postponed as pupils do not even read in Czech yet.

Waldorf schools, which serve as one of the alternative ways of education in the Czech Republic postpone reading in the English language as well. Students usually start with learning their first foreign language from the first grade there, but they begin with writing in a foreign language from the fourth grade, and shortly after, they also start with reading, which can reduce the negative transfer (Waldorfská škola Praha 5, 2015).

Individual Differences

As well as for students from all over the world, the following differences count for students from the Czech Republic. Teachers encounter students who struggle with motivation every day. There are many reasons why students may have issues with motivation as they can get bored, have a negative stance to a particular subject, refuse to learn or be over-motivated

(Hrabal & Pavelková, 2011). Students also have varying reasons and motives to learn English, which makes motivation a very individual difference.

When it comes to reading, the primary difference could also be students' individual reading abilities in their mother tongue. The results of the international study PISA showed that a lot of Czech primary school students have weak literacy skills in the Czech language (Holíková, 2013). This is currently a discussed issue; therefore, the increase of literacy skills became a complex aim of the framework education programmes in the Czech Republic (Procházková, 2006).

According to Šlapal (2008), students' individual reading abilities in their mother tongue are influenced by the impact of the new times. One class may consist of students with varying reading abilities, which can affect teaching of all subjects. These differences are caused by the fact that pupils do not spend their free time on reading as they used to before, since there are a lot of more attractive activities such as smartphones, computers, and television. Certainly, this issue cannot be applied to all pupils in the Czech Republic, but a great part of them is influenced by modern conveniences (Šlapal, 2008).

Socio-Cultural Differences

Even though the English language is the most extended foreign language in the Czech Republic, it is, according to Czech School Inspection, often taught by teachers, who have a university degree, but English is not their field. Another issue is that in the most schools, English is taught from the third grade, which creates a two-year break from learning English for the kids, who started with English in the kindergarten (Andrys & Janotová, 2013).

This chapter discussed the differences between Czech as the mother tongue and English as a foreign language. As English and Czech are different language types, many specific linguistic differences can strongly influence the learning process of Czech-speaking students when they learn to read in English. The practical part of this thesis will mainly concentrate on students' literacy skills in the Czech and English languages. However, as many individual and socio-cultural differences are relevant in the learning process of Czech primary school students as well, it will also focus on some of them that can also strongly influence the reading in the English language.

III. RESEARCH METHODOLOGY

In the first part of this thesis, the theoretical background, conditions for Czech learners and differences between reading in Czech as the mother tongue and English as a foreign language have been summarized. The research of practical part focuses on the issues described in the theoretical part of this thesis. Research is examining the issue of reading in Czech as the mother tongue and English as the first foreign language. Therefore, the following main hypothesis was formed.

A good reader in the mother tongue also achieves good results when reading in a foreign language. (The notion of a good reader is described below and specified by means of the research instrument, i.e. the test and the concrete score.)

Sub hypotheses

1. Reading skills in a foreign language will substantially improve in higher grades.
2. There is a clear connection between reading pleasure and reading level.
3. There is a connection between the reading method chosen for teaching reading in the first grades of elementary school and the level of reading skill in a foreign language in higher grades.

This chapter presents the methodology that was used to answer the research questions above. The purpose of the research is explained and the participants of the research are described below. Also, this chapter describes the tools used to collect the research data, their description and analysis process.

Purpose of the Research

The first research hypothesis (A good reader in the mother tongue also achieves good results when reading in a foreign language.) was inspired by Richard's (2008) statement, in which he claimed that students with poor reading skills in their mother tongue are expected to have poor reading skills when reading in their first foreign language too. The main hypothesis addresses this issue from a positive perspective, and the research thus aims to discover whether good readers in their mother tongue are likely to be good readers in their first foreign language.

The first sub hypothesis is concentrated on the possible improvements in reading skills before pupils finish their elementary education. The second sub hypothesis compares learners' motivation to read with their reading level in their mother tongue as well as in a foreign language.

The third sub hypothesis examines whether the reading method that pupils were taught reading with in their mother tongue, could possibly influence their reading skills in a foreign language in higher grades.

The research hypotheses were aimed at learners who attend the second stage of primary school in the Czech Republic and at their teachers. Learners who attend 6th and 9th grades were examined, and their results were compared.

Participants

First of all, pilot research was conducted. Seven participants took part in this pilot research. Six of them were learners of the 11th elementary school in Pilsen. Five attended the 6th grade at that time, one attended 9th grade and the last participant, who also attended 9th grade was from 22nd elementary school in Pilsen.

The participants selected for this research were learners of the 26th elementary school in Pilsen, their current English teachers, and teachers who taught the learners how to read in the Czech language during their first two years of school attendance. The pupils selected for this research attended 6th and 9th grades at that time. Pupils who attended the 6th grade were selected because they were attending the first year of the second stage of elementary school and so were likely to have lower reading skills. 9th-grade pupils were selected because they attended the last grade of the second stage and were likely to have already more experience with reading comprehension in English, as they should have already had English at level A2 (FEP BE, 2008). The number of 6th-grade pupils was fifty-two and the number of 9th-grade pupils was forty.

English teachers who took part in the research were three females currently teaching English in the 6th as well as in the 9th grade.

Teachers who taught pupils to read in their mother tongue were three female teachers as well. One teacher taught 9th-grade pupils and the other two taught 6th-grade pupils.

Research Instrument

The research was realized through test for pupils and questionnaire for their teachers.

Tests consisted of three parts. The first part was pupils' identification, which served to examine pupils' experience with learning English and their motivation for reading in general. The second part examined pupils' reading skills in Czech and therefore was written in the Czech language. The third part was realized in the English language and examined pupils' reading skills in English. The content and types of exercises of both parts were adapted to pupils' level and so were inspired by workbooks for 6th and 9th grades in the second stage of primary school in the Czech Republic (Hutchinson at al., 2014), and SCIO tests for testing reading comprehension skills in the Czech language (SCIO, 2022). The second and the third parts of the test were on the same basis in the 6th as well as in the 9th grade because the results of the Czech and English parts were analyzed and afterwards, the final results of the 6th grade were compared with the final results of the 9th grade. The second and third parts consisted of three exercises. The first exercise was made of closed questions and tested skimming. The second exercise was made of semi-closed questions and tested scanning. The third exercise for the 6th grade was made of closed questions and tested summarizing. In the 9th grade, the third exercise also tested summarizing, but it was made of open questions.

The questionnaires for teachers aimed to find out background information about pupils and their learning conditions. The questionnaires were realized in Czech. The Czech language was chosen because not all the teachers spoke English at a sufficient level and it also helped them to fully express themselves in open questions and understand the content in general. Two types of questionnaires were prepared. One questionnaire was made for Czech teachers who taught pupils reading in Czech in their first two years of school attendance. The aim of this questionnaire was to discover, whether the pupils were taught reading with the help of the genetic method or with the analytic-synthetic method. It consisted of an identification part, closed, semi-closed and open questions. The second questionnaire was aimed at English teachers, who teach in the 6th and 9th grades. It also consisted of an identification part, closed, semi-closed, and open questions. The aim was to identify teachers' attitudes to reading comprehension in English classes. The full version of the tests and questionnaires are embedded in the appendix.

Data Collecting Procedure

Firstly, the pilot research was realized (in February 2023), and after its evaluation, the identification part was adjusted, and background information for the research's realization was gathered.

The research was conducted in the 26th elementary school in Pilsen, in March 2023. The tests were conducted in pupils' classrooms and questionnaires in teachers' rooms. Pupils had forty-five minutes to write the test. Unfortunately, in 9th grade, pupils had only thirty minutes, because the teacher did not allow more time to complete the test. This disadvantage was taken into consideration in the evaluation. All the tests took place during English lessons.

At first, pupils were told that their names would not be released in the thesis and that their results would not be revealed to their teachers or classmates. The topic of the test was introduced and the form of the test was explained. Pupils completed the identification part and then wrote the tests individually.

Teachers, who completed the questionnaires, preferred printed version; therefore, they completed them in their teachers' rooms at school. As well as the pupils, teachers were also informed that their names would not be mentioned in this thesis and that the data would be used only for the purposes of this thesis.

Data Analysis Process

First of all, questionnaires for Czech and English teachers were reviewed individually as they served as an additional information on the background of pupils' conditions. Data was analysed and interpreted with respect to the thesis' goal. Pupils' tests were then assessed according to the evaluation table, each test was given points and the results were analyzed. The number of good readers in the Czech language and good readers in the English language in each class was thus obtained. The results of all the 6th-grade pupils were compared and so were the results of 9th-grade learners. Eventually, there were compared the results of the 6th-grade pupils with 9th-grade pupils' results.

The following chapter of this thesis describes the results of the tests and questionnaires and is supplemented with commentaries.

IV. RESULTS AND COMMENTARIES

This chapter presents the results of the research. The research was divided into a pilot test, a test, and two questionnaires. The results of each part are described and supplemented by commentaries.

The Pilot Test

The primary purpose of this part was to gain information about possible modifications of the tests, before they were realized in the 26th elementary school. In the identification part, two questions had to be adjusted, because during the pilot test participants did not understand the assignment or it took them too long to answer. The second and the third part was discovered to be well adapted to the participants' level, but the time, thirty minutes, was discovered to be insufficient.

Commentaries

The purpose of this part was to discover if the research material was valid and reliable. Surprisingly, the introduction part took the pupils too long to complete and they were confused about some questions. Nevertheless, owing to the pilot test, the introduction part was altered, so it did not lead to confusion and time loss. Since the time for the whole test showed up to be insufficient, it was prolonged to forty-five minutes, which is also how long one whole English class in primary school in the Czech Republic lasts.

The Test in the 6th Grade

The main purpose of this part of the research was to discover if the students, who recently moved to the second stage of elementary education, are good readers in both their mother tongue and English as their first foreign language. The identification part was supposed to gain background information about pupils' learning conditions and their motivation for reading. The second part was supposed to find out about pupils' abilities to read in the Czech language and the third part examined their skills in reading in the English language. The whole test for the 6th grade is included in the appendix.

The Identification Part

In this part, from fifty-two pupils, exactly twenty-six pupils stated that they are males, and twenty-six pupils stated they are females. In the second question, where they should have marked how long they have been learning English, twenty-six pupils marked that they have been learning English since the 3rd grade, eleven since the 1st grade, and twelve since kindergarten. Three learners marked “other”, two of them noted that they have been learning English since the 2nd grade, and one noted since the 4th grade. In the question whether they like reading, thirty-one students answered that they do, and twenty-one answered that they do not like reading. However, the number of students who answered yes increased at the question if they like reading in English as thirty students answered that they like it, but twenty-two of them answered they do not. In the following questions, they were supposed to mark what do they read. thirty pupils marked they read while surfing on the internet and twenty while playing computer games. Twenty-five pupils read the assigned reading and twenty-two pupils also read books for pleasure. Surprisingly, only five students read magazines. A similar question was related to reading in the English language. Twenty-eight pupils marked that they read in English while searching on the internet, six of them read magazines and twenty-three read while playing computer games in English. Only nine pupils read books in English and six have no interest in reading in English at all. Pupils also had to write the book they had already read in English in the last question of the identification part. They usually wrote that they read some fairy tale.

Commentaries

The identification part sought to explore the background conditions of pupils. A favourable fact was that almost half of the pupils started to learn English before the 3rd grade. The fact that the majority of them only read while surfing the internet or while playing computer games was not surprising, as modern technologies play an important role in today’s world. A positive result was that twenty-two pupils stated that they read books for pleasure. As expected, reading in English was preferred to reading in Czech. It had also shown the results, which will be commented on later. As students were only in the 6th grade and did not have that much experience with the English language, they were not expected to have read a book in English at all. According to Framework Education Programme, in the 6th grade, they usually turn most of their attention to learning grammar (FEP BE, 2008). Nevertheless, nine students stated that they had read a book in English already, one commented that he is reading it now and one commented that she will read one soon. From all these answers, it

can be assumed that the motivation for reading in the English language is a little bit stronger, but it does not show us any significant difference yet.

The Test

The purpose of the test was to test whether good readers in the Czech are likely to achieve good results in the English language as well; therefore, it was divided into Czech and English part. Both of the parts consisted of a short text with three exercises that tested skimming, scanning and summarizing. Each test had six questions from which every correct answer was rewarded with one point. To be a good reader, pupils had to gain from 4,5 to six points in each part. From fifty-two pupils, twenty-seven of them were good readers in the Czech language and twenty-one were good readers in the English language. nineteen pupils had good results in both parts and were generally good readers. Only two pupils had a maximum number of points. The following table represents the evaluation of the test.

Table 1

Points for the test

Points	
a good reader in the Czech language	4,5 – 6 points
a good reader in the English language	4,5 – 6 points
a good reader	9 – 12 points

The table below shows the summary of the final results in the 6th grade.

Table 2

Results of the 6th grade

Results of the 6th grade	
number of readers	52
number of good readers in the Czech language	27

number of good readers in the English language	21
number of goods readers in both languages	19

Commentaries

The results of this test indicate that pupils may probably not be experienced readers in the Czech as well as in the English language. An unexpected result was that the majority had issues with the first exercise, which tested skimming. They had incorrect answers in both Czech and English versions. These questions were closed, and pupils had to choose what is the text about and an alternative title for the story. There was always one correct answer, one tricky and one that was clearly wrong. Pupils often chose the tricky answer as they probably searched for specific facts rather than the general overview of the story. However, the second exercise in both parts was the one where pupils gained most of their points, particularly in the Czech part. This indicates that they have experience with reading for detail, as these exercises were focused on scanning. Pupils, who lost points in the second exercise of the English part, usually had incorrect answers in other exercises as well. Therefore, they probably did not have difficulties with scanning, but with reading in English in general. The third exercise in both parts was testing summarizing. There also was one correct, one incorrect, and one tricky answer. The majority had no problem with this exercise and answered correctly.

Even though there were many poor results (34% pupils had not reach “a good reader” in both languages) all the pupils completed the whole test properly without any indication of language preference. This cannot be said about the results in the 9th grade, which will be commented on in the next section.

The Test in the 9th Grade

This part of the research aimed to discover if the learners who are soon leaving elementary school improved their reading skills in both their mother tongue and in English as their first foreign language. Nowadays, pupils usually have daily access to social media or internet websites and, therefore, better access to the English language, which is the main tool to read about the trends that the US set nowadays. Based on these conditions they have, we could

assume that between the 6th and 9th grade, motivated learners would improve their reading skills and there would be more good readers in the English language in the 9th grade than there are in the 6th grade, where children usually begin to have a bigger interest in surfing on the internet.

The identification part was, similarly to the test for the 6th grade, supposed to gain background information about pupils' learning conditions and their motivation for reading. The second part was supposed to find out about pupils' reading skills in the Czech language, and the third part examined their reading skills in the English language. The whole test for the 9th grade is included in the appendix.

The Identification Part

Only forty pupils took part in the research for the 9th grade. Twenty-three of them were male, and seventeen were female. Most of them, twenty-eight pupils, have been learning English since the 3rd grade, five since Kindergarten, and five since the 1st grade. Two pupils stated that they have been learning English since the 2nd grade. Sixteen pupils liked reading, and twenty-two marked that they did not like it. On the contrary, from forty learners, twenty-three like reading in English. Regarding what do they read, six pupils stated that they read nothing, twenty-nine stated that they read while searching on the internet, fourteen while playing computer games, and seven learners read magazines and the assigned reading. Books for pleasure read only twelve pupils from forty. They were also asked what they read in the English language. On this question, eight pupils answered they read nothing, thirty answered they read while searching on the internet, eighteen while playing computer games, and two of them read magazines. Only eight learners marked that they read books in English.

Commentaries

This part of the test aimed to explore the learning conditions and motivation of the pupils who attended 9th grade. The first significant difference that appeared between the 6th and the 9th grade was that only twelve pupils from forty started with English earlier than in the 3rd grade. Also, the number of pupils who liked to read in Czech was smaller, but this was probably influenced by their age and hobbies. However, a very minimal number of the pupils read for pleasure. What was surprising was that there were fewer pupils (eight) who had already read a book in English than in the 6th grade. However, pupils who had already read

a book in English did not usually state that they read a fairy tale, but there were classics or even educative books written.

The Test

The aim of this test was similar to the aim of the test for the 6th grade. It tested the hypothesis that pupils are good readers in the Czech language as well as in the English language. The next aim of the test was to discover whether there were more good readers in the English language in the 9th grade than there were in the 6th grade. Both parts of the test were based on a short text and three exercises that tested skimming, scanning, and summarizing. Each test had six questions from which every correct answer was rewarded with one point. The last question, which tested summarizing, was not closed as in the test for the 6th grade, but opened, and pupils had to summarize the text themselves.

Table 3 represents the point range assigned for this thesis according to which the students were evaluated. As it is presented, pupils had to gain from 4,5 to 6 points in each part to be classified as a good reader. Table 4 shows that from fifty pupils thirteen were good readers in both the Czech and the English language. Enough points to be a good reader had seventeen pupils and sixteen were good readers in the English language.

Table 3

Points for the test

Points	
a good reader in the Czech language	4,5 – 6 points
a good reader in the English language	4,5 – 6 points
a good reader	9 – 12 points

Table 4

Results of the 9th grade

Results of the 9th grade	
number of readers	40
number of good readers in the Czech language	17
number of good readers in the English language	16
good readers in both languages	13

Commentaries

First of all, the test implementation did not go as expected, because the teachers did not enable forty-five minutes, but only 30 minutes to write the test. Based on this worsened condition, the evaluation of the test was adapted. Originally, pupils had to write a fifty to one-hundred words summary in the last exercise. As pupils had fifteen minutes less, the number of words they wrote was excused and only the summary content was evaluated.

Unfortunately, the results of the tests were probably influenced by the time pressure the pupils had. The fact that the tests were not marked and were anonymous could also influence learners' attitudes toward completing the test, particularly because many pupils did not like reading at all, as they stated in the introduction part.

It was expected that some of the learners would not finish the test in whole or at all due to their low motivation caused by the fact that they have almost finished their elementary education. Nevertheless, it was expected that pupils, who carefully completed the test, would gain much more points and there would be more good readers. Since only thirteen of the total forty readers acquired enough points to be classified as good readers, we cannot say that there was significant progress between the 6th and 9th grades and that pupils improved their reading skills in English during the second stage of elementary school.

Most of the pupils had an issue with completing the first exercise, which was focused on skimming. This issue was similar for the pupils of the 6th grade.

The last exercise, in which pupils had to write a summary themselves, was usually either not completed at all, or completed correctly, which was positively surprising.

Results showed that pupils were more precise when completing the English part of the test. Usually, if they were good readers in Czech, they were also precise in the English part, but did not gain enough points to be good readers. However, many pupils, who were good readers in the English part, did not complete the Czech part at all or did not complete the Czech part properly. There could be many reasons why they did not place enough importance on the Czech part. One of the reasons might be that they wrote the test during the English Class and therefore were motivated to use the English language. Another reason might be that, as the learners have stated in the identification part, if they read, they prefer to read in English.

The Questionnaire for the Czech Language Teachers

This questionnaire was used as a tool to gain background information about pupils and their learning conditions; therefore, there were only three respondents. All of the respondents were females who studied teaching for the first stage of primary school and now have been teaching for around thirty-one to thirty-five years. They taught pupils who were involved in the research how to read in the Czech language. One respondent taught one class of pupils that were in the 9th grade at the time of the research, and two respondents taught 6th-grade pupils. Despite that the genetic method for teaching reading has been influencing the Czech education system since 1997 (Wagnerová, 1998), all the respondents stated they used the analytic-synthetic method and that they have been using it until today. The next question was opened, and respondents were supposed to answer why they are teaching with this method. The teacher that taught the 9th-grade pupils claimed that with the analytic-synthetic method, pupils put syllables together more easily and they understand what they are reading. Both teachers of the 6th-grade pupils stated that they have no experience with the genetic method, but think that the analytic-synthetic method suits them better. The reason why the analytic-synthetic method was preferred to the genetic method was that they have no experience with the genetic method. Also, one teacher stated that she has been trying to integrate one element of the genetic method into her classes, but she has noticed that slower pupils have issues with that. In the question on which method teaches pupils faster to read, no respondents concurred with their answers, as one stated the genetic method, the second stated the analytic-synthetic method and the third stated that she does not see a difference in it. In the next question, two teachers marked that they do not think the chosen method would influence the later reading skills in the mother tongue and one marked that it would.

Nevertheless, when they had to explain their choice, the respondent, who stated that chosen method would influence future reading skills, stated that with the analytic-synthetic method read pupils more fluently, and the other two respondents stated they did not have a chance to compare it yet. There was a concur in the question of whether the level of reading skills in the mother tongue influences the level of reading skills in the foreign language, as all the respondents marked yes, it would.

As for the background of the learners, according to the answers of the teachers, the majority of learners were taught reading in Czech in the 26th elementary school in Pilsen or the elementary school in Litice, which belongs to the 26th elementary school. The teacher who taught the 9th-grade pupils, stated that she also had some incoming pupils, who were taught how to read with the help of the genetic method. She had noticed that these students were behind and had bigger issues with reading than her students.

Commentaries

This questionnaire aimed to discover whether there could be some differences between readers, who were taught to read with the help of the analytic-synthetic method, and readers, who were taught to read with the genetic method. Unfortunately, the answers from the respondents from the pre-research and the present research do not match, implying that teachers at these schools (those that took part in the research) do not have experience with both methods for teaching reading in the Czech Republic. Therefore, the data from the questionnaire show that it was impossible to prove the last hypothesis (There is a connection between the reading method chosen for teaching reading in the first grades of elementary school and the level of reading skill in a foreign language in higher grades.). However, the choice of those methods is nowadays a disputable topic in the Czech Republic. If there were more participants with various experiences, it could comprise an attractive suggestion for new research.

Unexpectedly, one teacher stated that the choice of the methods they depends not on their preferences but on the preferences of the publisher with whom the school cooperates. She also claimed that they had been cooperating with a time-proven publisher and were satisfied with the cooperation, so there had been no effort from the teachers' side to change their conditions.

One teacher contradicted herself with the answers when she marked that the analytic-synthetic method is a better method for teaching reading and in the following opened questions claimed that she has no experience with the genetic method.

Finally, the last question, in which one teacher stated that pupils who were taught with the genetic method and joined her classroom later were behind the others and had issues with reading later, was an interesting viewpoint, although from only one answer it is not possible to make a relevant conclusion.

The Questionnaire for the English Language Teachers

The last part of the research was the questionnaire for English language teachers that were teaching learners who attended 6th and 9th grade at that time. The purpose of this questionnaire was to gain background information about the learning conditions of pupils. There were only three respondents as they taught all the classes of pupils altogether. All were females and had studied teaching English for second stage of elementary school. Two of them had been teaching for twenty years and one stated that she had been teaching for six years. They taught English in the 6th, 8th, and 9th grades. In the question on whether they had some classes focused directly on reading comprehension, two of them stated that they have and the frequency was once in fourteen days. All of them practiced reading comprehension with textbooks and worksheets in their classes and two also practiced it with the help of English books. One teacher also used BBC news to practice reading with the 9th-grade learners. The teachers chose this material for their classes because the textbooks work with the expected grammar and vocabulary level of pupils and there is no time for extra activities because they have a very demanding thematic plan, especially in the 6th grade. However, one teacher stated that with 9 graders, she tries to use magazine or internet articles and chooses to work on the present topics to support the general knowledge of her learners.

All respondents marked that they practice skimming, scanning, and summarizing. When they were supposed to comment on how they practice these skills, only one teacher commented skimming and stated that she practices it with the learners by using pictures for which learners create a story themselves. The noted activities on scanning were searching concrete information, creating questions about the text, or remembering concrete information within a game in the class. According to their answers, they practice summarizing with the help of various activities like creating reportage about the story, role plays, pupils' own interpretations, or retelling a story.

The teachers believe that the level of reading skills in the mother tongue influences the level of reading skills in the foreign language. According to their professional experience, two teachers marked that the motivation of readers in a foreign language is independent of their mother tongue's reading skills and one marked that it depends on the level of their mother tongue's reading skills. All of them stated that the English teacher should motivate learners by using texts that are attractive for the learners, visiting English libraries, or listening to various Englishes. One teacher also noted that it is important that all learners experience success. The last two questions were concerned with differences between teaching advanced readers in a foreign language and readers, who do not reach the same level. All teachers answered that they perceive some differences, for instance a better vocabulary, understanding of the text content, or interest in the English language.

Commentaries

This questionnaire aimed to gather background information about the teachers and pupils involved in the research. The first four questions showed that all the teachers have quite a long experience with teaching English and that all had English as their branch of study. It was not expected that they would have special classes for reading comprehension, but two teachers have it at least once in fourteen days. Another pleasant surprise was that two teachers used English books in their classes and visited English libraries with pupils. This fact was also reflected in the pupils' tests, as some 6th and 9th graders stated that they had already read a book in English. As they all taught 9th graders, using current topics and magazine articles in their classes was expected. However, only one teacher stated she practiced reading comprehension that way.

In the opened question, where teachers were supposed to discuss on the topic of practicing skimming, scanning, and summarizing, they mentioned many activities for scanning and summarizing, but only one teacher stated an example activity for skimming. It could be deduced that they actually did not practice skimming with pupils enough, as also the test results showed that the 6th-grade pupils as well as 9th-grade pupils had issues with completing the first exercise, which was focused on this reading skill.

The results of the research showed that most of the good readers in the mother tongue could achieve successful results when they read in a foreign language as well. However, according to results in 6th grade, by twelve-year-old pupils still predominates reading in their mother tongue. On the contrary, even though there were good readers in 9th grade, who were good

in both languages, many others completed either the test in Czech or the test in English well. Such discrepancies in their results could probably be influenced by the learners' motivation and language preferences, which might have played a significant role while completing this test, as pupils had worsened conditions.

Nevertheless, the good results from the English part of the test for nine graders and the completed amount of exercises by pupils, who did not finish the whole test, indicate that we can monitor improvements in reading comprehension by pupils during the second stage of elementary education. This also supports the fact that one teacher stated in the questionnaire for English teachers that nine graders are able to work with internet or magazine articles, while six graders are able to work only with workbooks adapted to their level.

According to the identification part, where learners were asked about their interest in reading, many preferred reading in English to reading in Czech, even though they had better results in the Czech part of the test.

According to the questionnaire for the Czech language teachers, it is unfortunately not clear whether the reading method, which was chosen for teaching reading in the first grades of elementary school, plays a role in the reading level of a reader in higher grades. Firstly, there was not enough material for comparison gathered as the teachers had experience only with the analytic-synthetic method. Secondly, some of their statements did not correspond with their existing experience.

This chapter presented the results of the research, which was realized for the purpose of this thesis. After the presentation of each part, results were supplemented with commentaries. At the end of this chapter, the significant results were summarized in relation to the research questions.

V. IMPLICATIONS

The purpose of this chapter is to suggest pedagogical implications that emerge from the results of the research and suggest ideas for further study.

Implications for Teaching

The test and questionnaire results showed some interesting facts regarding reading in the English language as a foreign language. The main goal of the tests was to confirm the hypothesis that a good reader in the mother tongue also achieves good results when reading in a foreign language. The questionnaires aimed to gain background information on the pupils learning conditions. As the results of the test were compared with the background information gained from the questionnaires, interesting findings were discovered.

The teachers marked in the questionnaire that according to them, the learners' motivation for reading in English does not depend on their motivation for reading in Czech. The majority of pupils marked in the test's identification part that they liked reading in English rather than reading in Czech. Pupils who answered which book they read seemed to be very proud of themselves that they actually read a book in the English language. English teachers could use this information and integrate reading books in English into their classes.

The results of the tests showed some unexpected findings. The tests were focused on three reading skills that are mostly used while reading (skimming, scanning, summarizing). Pupils in the 6th grade as well as the pupils in the 9th grade had issues with completing the first exercise, which was focused on skimming. This issue concerned both languages. On the base of this discovery, it is clear that teachers should integrate more practice on skimming in the Czech classes as well as in the English classes.

Most pupils marked in the identification part that when they read in English, they mostly read while browsing the internet. Therefore, teachers could use this preference of young pupils and use modern technology in English classes. Not only would pupils be motivated, because they would use something they like, but they also could practice reading in English, critical thinking, and the ability to use modern technology.

Limitation of the Research

As this research consists of four parts, some limitations arose during its realization. First of all, the respondents and participants were from the same elementary school, so the research results cannot be overgeneralized.

During the realization of the tests for nine graders, teachers did not allow students to use forty-five minutes for its completion. Pupils had only thirty minutes, which caused that only quick pupils managed to complete it whole. This resulted in shortened answers in the third exercise of many pupils. The evaluation had to be then adapted to this limitation, so the results could still be used.

What also influenced the research in 9th grades was the motivations of the pupils. Firstly, they had to hurry to finish the test, so they probably did not work properly, as they would if they had enough time. Secondly, at the time of the research, pupils had only last few months of school ahead before they finish elementary education. During such time, pupils usually do not concentrate in the classes as they should, because they have full thoughts of their future.

The questionnaire for the Czech language teachers was used to discover whether the choice of a reading method in the first years of elementary education can play a role in the reading level of a reader in higher grades. Nowadays, only two reading methods are used while teaching reading in Czech as the mother tongue and because the genetic method is being pushed forward and the analytic-synthetic method is sometimes considered old-fashioned, it was expected that teachers at that schools would have experience with both of them. Unfortunately, teachers stated in their questionnaires that they have experience only with the analytic-synthetic method, which they use until nowadays. Another limitation of this research part was that teachers contradicted themselves in their answers as they stated that they had no experience with the genetic method, and in the following questions described why is the analytic-synthetic method more effective.

Suggestions for Further Research

Research results show that to increase number of participants and to collect data from various schools would provide information about reading skills of pupils in the Czech Republic, which could for example show whether skimming is an issue only in this school, or whether

it is an issue for pupils in the Czech Republic generally. Such findings could be then helpful for creators of a Framework Education Programme.

Expanding research to this one could be a test focusing only on skimming. Such test could confirm or disprove the pupils' issue with skimming in this school, which would provide teachers an idea of how they could modify their classes.

The last hypothesis that there is a connection between the reading method chosen for teaching reading in Czech in the first grades of elementary school and the level of reading skill in a foreign language in higher grades, could not be verified as the teachers in 26. Elementary school and the elementary school in Litice had only experience with one method for teaching reading. Realizing this research in more schools would definitely include teachers that have experience with both reading methods, which could provide an interesting comparison.

VI. CONCLUSIONS

This thesis dealt with teaching reading in Czech as the mother tongue and in English as the foreign language in Czech Republic. The theoretical background described the Czech Curricular documents and methods used to teach reading in the Czech language as the mother tongue. It continued with skimming, scanning, summarizing as the three main skills that were subsequently used in methodology of this thesis. As English and Czech are very distinct languages, emphasis was put on differences between reading in them were described and the differences that concern pupils in the elementary school were emphasised.

For the purpose of this research learners from 26. Elementary school in Pilsen were examined. The examined learners were from the 6th grade and 9th grade. The 6-graders were pupils, who recently entered the second stage of elementary education. On the contrary, the 9th-graders were about to leave the second stage of elementary education. These two grades were chosen to be monitored for potential improvements in pupils reading skills or motivation changes.

It was discovered in both grades that less than a half of the pupils are good readers in both languages and that the number of good readers in English has not increased in the 9th grade as it was expected. Even though there were not many good readers, most learners stated that they prefer reading in English to reading in Czech. Yet we can say that a good reader in Czech usually was a good reader in English as well.

The results also showed one interesting finding. Many pupils had issues with exercises that examined the reading skill skimming. Surprisingly, this issue was discovered in both grades and also in the Czech language as well as in the English language. It follows that the results of the research could be helpful for the English and Czech teachers of this school, as they could adapt their reading activities to the pupils needs. According to pupils' answers, they seem to enjoy reading in English. This fact could teachers also utilize in their classes and integrate reading in English to their lessons or other after-school activities.

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APPENDICES

Appendix A – Test for 6th Graders

Zde napiš poslední 4 čísla
tvého telefonu:

Čtení s porozuměním 6. třída

identifikace žáka

jsi:
Muž
Žena

Jsi žákem 6. ročníku 26.ZŠ?
Ano
Ne

Jak dlouho se učíš anglicky?
a) Od školky
b) Od 1. třídy
c) Od 3. třídy
d) Jiné:

Čteš rád/a?
Ano
Ne

Co obvykle čteš? (můžeš zaškrtnout více odpovědí)
a) Čtu časopisy
b) Čtu na internetu a sociálních sítích
c) Čtu při hraní počítačových her
d) Čtu povinnou četbu
e) Čtu nepovinnou četbu pro zábavu
f) Jiné:

Čteš rád/a i v anglickém jazyce?
Ano
Ne

Co obvykle čteš v anglickém jazyce? (můžeš zaškrtnout více odpovědí)
a) Čtu časopisy
b) Čtu na internetu a sociálních sítích
c) Čtu při hraní počítačových her
d) Čtu knihy
e) Jiné:

Už jsi přečetl/a anglickou knihu?
Ano
Ne

Pokud ano - jakou?

(The instructions to the Czech version of the test are identical to the instructions of the English version of the test)

1. Přečti si rychle text a odpověz na otázky.

1) O čem je text?

- a) o práci s tkalcovským stavem
- b) o moderní holce
- c) o řecké bohyni

2) Vyber alternativní název:

- a) Jak se Arachné stala pavoukem
- b) Soutěživá Athéna
- c) O obdivuhodných látkách

Příběh o Arachné

Arachné seděla u tkalcovského stavu a z třpytivých vláken tkala nádherné vzory. Při práci se usmívala a prozpěvovala si veselou písničku. Vesničané i lidé z širokého okolí se chodili dívat na ty krásné látky, které dívka utkala. Arachné těšilo, když chválili její dovednost, a začala být velmi domýšlivá. „Umím tkát krásnější látky než bohyně Athéna!“ pochlubila se jedné stařeně. „Psst, Athéna tě uslyší!“ napomínala ji stará žena. „To je mi jedno!“ chvástala se Arachné hlasitě. Všichni však věděli, že je nebezpečné hovořit o bozích a bohyních, protože když se jim něco nelíbilo, dokázali lidi krutě potrestat. V tom okamžiku se ve dveřích Arachnina domu objevila sama Athéna. Arachné vyskočila od stavu a poklekla před bohyní řemesel, načež k ní vyzývavě vzhlédla. „Zdálo se mi, že jsem zaslechla své jméno?“ pravila Athéna. „Přišla jsem si prohlédnout tvé tkání.“ Usmívala se, ale z hlasu jí čísel takový chlad, že se všichni přítomní hrůzou rozprchli. Athéna pohlédla na látku na stavu. „Ano,“ řekla, „musím uznat, že vypadá krásně.“ „Uměla bys lepší?“ otázala se jí Arachné směle. Uvidíme,“ odvětila Athéna. „Budeme spolu soutěžit a látky si pak porovnáme.“ Athéna a Arachné se posadily ke svým stavům a tkaly řadu dní. Používaly při tom ty nepestřejší nitě a vytvářely divukrásné vzory. Konečně byly obě látky hotové. Sundaly je ze stavů a rozložily je na zemi vedle sebe. Lidé chodili látky obdivovat a snažili se rozhodnout, která je krásnější. Athéna si dlouho a mlčky prohlížela oba výtvořky a najednou zavřískala vzteky. I když nahlas by to nikdy nepřiznala, viděla, že Arachnino tkání je lepší než to její. Popadla látku a roztrhla ji vejpůl. „Když jsi tak dovedná tkadlena,“ rozkřikla se na vyděšenou Arachné, „budeš tkát navždy a nikdo o tvé tkání nebude mít zájem!“ Zlehka ťukla Arachné do ramene. Dívka se zhroutila k zemi. Všichni hrůzou přihlíželi, jak se scvrkla na malé černé tělíčko s osmi nohama a utekla do nejtemnějšího kouta. Athéna proměnila Arachné v pavouka. Od této chvíle Arachné a všichni její početní potomci tkají skvostná vlákna. Můžeme je zahlédnout v přítmí koutů či v trávě třpytící se rosou časně po ránu.

ho.

2. Nyní si přečti text pečlivě ještě jednou a odpověz na otázky.

- 1) Kteří bohové v báji vystupují?

2) Proč nebylo bezpečné mluvit o bozích a bohyních?

3) Co vedlo bohyni k roztrhnutí látky?

3. Vyber správné shrnutí textu:

- a) Příběh vypráví o tkadleně Arachné, která uměla tkát krásné látky. Bohužel byla Arachné velmi domýšlivá a jednou vyzvala bohyni Athénu k porovnání jejich dovedností. Athéna nepřenesla přes srdce, že Arachné tká lépe než ona a proměnila ji v pavouka.
- b) Příběh vypráví o domýšlivé bohyni Athéně, která chtěla dokázat, že u tkalcovského stavu odvede lepší práci než Arachné. Bohyně přiznala, že Arachné utkala lepší látku než ona, ale potrestala ji za to tím, že ji proměnila v pavouka.
- c) Příběh vypráví o ženách, které chtěly soutěžit o nejkrásněji utkanou látku. Lidé chodili obdivovat jejich hotové látky a snažili se rozhodnout, která látka je krásnější. Když rozhodli, že krásnější látku utkala Arachné, Athéna je vzteky proměnila v malé pavouky.

Reading comprehension

1. Read the text quickly and answer the questions:

1) What is the text about??

- a) about a clever fox
- b) about a lovely day
- c) about a clever crow

2) Choose an alternative title:

- a) a singing crow
- b) a hungry fox
- c) a fox that has bad luck

The Fox and the Crow

There is a bird sitting in a tree. It's a crow – a big black bird. The crow has a lovely piece of cheese in her beak. Then a fox comes along and sees the bird and the cheese. He is very hungry.

The fox really wants that piece of cheese. The fox is very clever and has an idea. He walks to the tree and he looks up. The crow is sitting on a branch with the piece of cheese in her beak.

“Good morning, Mrs Crow.” Says the fox and smiles. “Isn’t it a lovely day? The sun is shining and the birds are singing.” The crow doesn’t say anything. “Why aren’t you singing, Mrs Crow? Everyone says that you’ve got a beautiful voice.” Says the fox.

Now everyone knows that the crow can’t sing. She can only say “Caw. Caw.” But the fox says: “Please, sing for me Mrs Crow. I want to hear your beautiful voice.”

The crow wants to sing. She opens her beak and says: “Caw. Caw.” When she starts to sing, the piece of cheese falls. It lands in front of the fox. He looks at the cheese and says: “ Thank you.” He eats the piece of cheese and walks away.

2. Read the text again and answer the questions.

- 1) What did the fox see?
- 2) What does everyone know?
- 3) Where does the piece of cheese land?

3. Choose the best summary of the text:

- a) There is a hungry crow sitting in a tree. The fox comes along and sees the hungry crow. He doesn’t want the crow to be hungry, so he gives her a piece of cheese and leaves.
- b) On a lovely day, a fox, who is very hungry, asks a crow to give him something to eat. The crow gives him a piece of cheese. The fox is very happy, says “thank you” and leaves.
- c) There is a crow that has a piece of cheese in her beak. A very hungry fox sees her and wants to eat the cheese, so he asks her to sing a song. The crow sings and the cheese falls down. The fox eats it and leaves.

Appendix B – Test for 6th Graders – the English version

Write the last four numbers of your phone number:

Reading comprehension 6th grade

Pupil’s identification

You are:
man
woman

Are you a pupil of the 6th grade in the 26. elementary school? / Are you a pupil of the 9th grade in the 26. elementary school?

yes
no

How long have you been learning English?

- a) since kindergarten
- b) since 1st grade
- c) since 3rd grade
- d) other:

Do you like reading?

yes
no

What do you usually read? (You can mark more answers)

- a) magazines
- b) on the internet and social networks
- c) while playing computer games
- d) assigned reading
- e) for fun
- f) other:

Do you like reading in English?

yes
no

What do you usually read in English ? (You can mark more answers)

- a) magazines
- b) on the internet and social networks
- c) while playing computer games
- d) books
- e) other:

Have you ever read an English book?

yes
no

If yes, which one?

1. Read the text quickly and answer the questions:

1) What is the text about?

- a) about the work with weaving loom
- b) about a modern girl
- c) about a Greek goddess

2) Choose an alternative title:

- a) How Arachne became a spider
- b) Competitive Athena
- c) About admirable cloths

The story of Arachne

Arachne sat at the loom, weaving beautiful patterns from the glittering threads. She was smiling and singing a happy song to herself as she worked. Villagers and people from the wider area came to see the beautiful fabrics that the girl wove. Arachne enjoyed being praised for her skill and became very conceited. "I can weave more beautiful fabrics than the goddess Athena!" she boasted to an old woman. "Shh, Athena will hear you!" the old woman admonished her. "I don't care!" Arachne bragged loudly. However, they all knew that it was dangerous to talk about gods and goddesses, because when they didn't like something, they could punish people cruelly. At that moment, Athena herself appeared in the doorway of Arachne's house. Arachne leaped from her stand and knelt before the goddess of craft, then looked up at her defiantly. "Thought I heard my name?" Athena said. "I have come to see your weaving." She was smiling, but her voice was so cold that everyone present scattered in horror. Athena looked at the fabric on the loom. "Yes," she said, "I must admit she looks beautiful." "Could you do better?" Arachne asked her boldly. "We'll see," replied Athena. "We will compete with each other and then compare the fabrics." Athena and Arachne sat down at their looms and wove for many days. They used the most colorful threads and created wonderful patterns. Finally, both fabrics were finished. They took them off their easels and spread them on the ground next to each other. People came to admire the fabrics and tried to decide which was more beautiful. Athena looked at both creations for a long time in silence and suddenly let out a shriek of rage. Although she would never admit it out loud, she could see that Arachne's weaving was better than hers. She grabbed the fabric and tore it in half. "If you're such a skilled weaver," she shouted at the frightened Arachne, "you'll be weaving forever and no one will be interested in your weaving!" She lightly tapped Arachne on the shoulder. The girl collapsed to the ground. Everyone watched in horror as she shrunk to a small black body with eight legs and fled to the darkest corner. Athena turned Arachne into a spider. From this moment on, Arachne and all her numerous descendants weave wonderful threads. We can spot them in the dark corners or in the grass glistening with dew early in the morning.

him.

2. Read the text again and answer the questions.

- 1) Which gods appear in the fable?

- 2) Why wasn't safe to talk about gods?

- 3) What made the goddess to tear the cloth?

3. Choose the best summary of the text:

- a) The story tells about the weaver Arachne, who could weave beautiful fabrics. Unfortunately, Arachne was very conceited and once challenged the goddess Athena to compare their skills. Athena did not take it to heart that Arachne weaves better than her and turned her into a spider.
- b) The story tells of the conceited goddess Athena, who wanted to prove that she could do a better job at the loom than Arachne. The goddess admitted that Arachne wove better cloth than she did, but punished her for it by turning her into a spider.
- c) The story tells about women who wanted to compete for the most beautifully woven cloth. People came to admire their finished fabrics and tried to decide which fabric was more beautiful. When they decided that the more beautiful fabric was woven by Arachne, Athena angrily turned them into small spiders.

Reading comprehension

1. Read the text quickly and answer the questions:

1) What is the text about?

- a) about a clever fox
- b) about a lovely day
- c) about a clever crow

d) Choose an alternative title:

- a) a singing crow
- b) a hungry fox
- c) a fox that has bad luck

The Fox and the Crow

There is a bird sitting in a tree. It's a crow – a big black bird. The crow has a lovely piece of cheese in her beak. Then a fox comes along and sees the bird and the cheese. He is very hungry.

The fox really wants that piece of cheese. The fox is very clever and has an idea. He walks to the tree and he looks up. The crow is sitting on a branch with the piece of cheese in her beak.

“Good morning, Mrs Crow.” Says the fox and smiles. “Isn't it a lovely day? The sun is shining and the birds are singing.” The crow doesn't say anything. “Why aren't you singing, Mrs Crow? Everyone says that you've got a beautiful voice.” Says the fox.

Now everyone knows that the crow can't sing. She can only say “Caw. Caw.” But the fox says: “Please, sing for me Mrs Crow. I want to hear your beautiful voice.”

The crow wants to sing. She opens her beak and says: “Caw. Caw.” When she starts to sing, the piece of cheese falls. It lands in front of the fox. He looks at the cheese and says: “Thank you.” He eats the piece of cheese and walks away.

2. Read the text again and answer the questions.

- 1) What did the fox see?
- 2) What does everyone know?
- 3) Where does the piece of cheese land?

3. Choose the best summary of the text:

- A) There is a hungry crow sitting in a tree. The fox comes along and sees the hungry crow. He doesn't want the crow to be hungry, so he gives her a piece of cheese and leaves.
- b) On a lovely day, a fox, who is very hungry, asks a crow to give him something to eat. The crow gives him a piece of cheese. The fox is very happy, says "thank you" and leaves.
- c) There is a crow that has a piece of cheese in her beak. A very hungry fox sees her and wants to eat the cheese, so he asks her to sing a song. The crow sings and the cheese falls down. The fox eats it and leaves.

Appendix C – Test for 9th Graders

Zde napiš poslední 4 čísla
tvého telefonu:

Čtení s porozuměním 9. třída

identifikace žáka

Jsi:

Muž

Žena

Jsi žákem 9. ročníku 26.ZŠ?

Ano

Ne

Jak dlouho se učíš anglicky?

- a) Od školky

- b) Od 1. třídy
- c) Od 3. třídy
- d) Jiné:

Čteš rád/a?

Ano

Ne

Co obvykle čteš? (můžeš zaškrtnout více odpovědí)

- a) Čtu časopisy
- b) Čtu na internetu a sociálních sítích
- c) Čtu při hraní počítačových her
- d) Čtu povinnou četbu
- e) Čtu nepovinnou četbu pro zábavu
- f) Jiné:

Čteš rád/a i v anglickém jazyce?

Ano

Ne

Co obvykle čteš v anglickém jazyce? (můžeš zaškrtnout více odpovědí)

- a) Čtu časopisy
- b) Čtu na internetu a sociálních sítích
- c) Čtu při hraní počítačových her
- d) Čtu knihy
- e) Jiné:

Už jsi přečetl/a anglickou knihu?

Ano

Ne

Pokud ano - jakou?

(The instructions to the Czech version of the test are identical to the instructions of the English version of the test)

1. Přečti si rychle text a odpověz na otázky.

1) O čem je text?

- a) o rozhněvaném Diovi
- b) o zoufalém Prométheovi
- c) o lstivých lidech

2) Vyber alternativní název:

- a) Jak lidé upadli do beznaděje
- b) Věčný oheň
- c) Dusno na hoře Olymp

Diova Pomsta

Na hoře Olympu, sídle bohů, bylo toho dne pořádné dusno. Ne ani tak proto, že by slunce příliš žhnulo, ale protože vládce bohů Zeus byl tak rozlícený, že z něho málem sršely jiskry. Prometheus ho totiž podvedl, když mu chtěl obětovat části býka, které se lidem nehodily. On lest prokoukl, ale dělal, jako by nic. Teď mu v hlavě vířilo na tisíc myšlenek: „Jak bych toho opovážlivého Promethea potrestal? Na oko se tváří, že vyhověl mé žádosti, aby naučil lidi obětovat bohům. Pche! Myslí si asi, že bohům může něco ujít. Ale já dám lidem i jemu za vyučenou! Jako by si myslel, že neprohlédnu, že jsou na hromadě pod lákavou vrstvou tuku jen kosti, že nepoznám, že maso je schválně ukryté ve druhé, napohled chudší hromadě kůže a vnitřností. Promethee, jsi chytrý a nechybí ti odvahy, ale za tenhle svůj kousek musíš zaplatit. Vezmu tobě i lidem oheň. Budete bez něj jako bez ruky. Pak budete muset maso, které jste získali lstí, pojídat syrové.“ A tak se také stalo. Od té chvíle na zemi nezažehal jediný oheň. Lidé upadli do beznaděje. Zakoušeli chlad, hlad, nemoci a nemohli často ani pracovat. Bez ohně fungovat opravdu nedokázali. Prometheus s lidmi cítil a rozhodl se, že to tak nenechá. Věděl, kde hledat věčný oheň. V noci se potichu připlížil ke krbu v Diově paláci a oheň ukradl. V duté holi ho pak přinesl lidem nazpět.

2. Nyní si přečti text pečlivě ještě jednou a odpověz na otázky.

- 1) Co Dia naštválo?
- 2) Co měl naučit Prometheus lidi?
- 3) Jak se lidi cítili poté co je Zeus potrestal?

3. Shrň text stručně v 50-100 slovech. (Ve shrnutí uveď podstatné momenty, postavy a ponaučení z textu)

Reading comprehension

1. Read the text quickly and answer the questions:

1) What is the text about??

- a) about a little kid that smartly saved himself
- b) about a hungry wolf
- c) about a scared little kid

2) Choose an alternative title:

- a) the hopeless kid
- b) the scary evening
- c) the outsmarted wolf

The kid and the wolf

There was once a little Kid whose growing horns made him think he was a grown-up Billy Goat and able to take care of himself. So one evening when the flock started home from the pasture and his mother called, the Kid didn't listen and kept eating the grass. A little later when he lifted his head, the flock was gone.

He was all alone. The sun was sinking and it was getting dark. A chilly little wind came making scary noises in the grass. The Kid shaked as he thought of the terrible Wolf. Then he started wildly over the field, crying for his mother. But not half-way, near a group of trees, there was the Wolf!

The Kid knew there was little hope for him. "Please, Mr. Wolf," he said shaking, "I know you are going to eat me. But first please pipe me a nice melody, for I want to dance and be happy as long as I can." The Wolf liked the idea of a little music before eating, so he played a merry melody and the Kid jumped and danced happily.

Meanwhile, the flock was moving slowly home. In the still evening air the Wolf's melody carried far. The Shepherd Dogs heard it. They recognized the song the Wolf sings before a feast, and in a moment they were racing back to the pasture. The Wolf's song ended suddenly, and as he ran, with the Dogs at his heels, he called himself stupid for playing the melody to please a Kid, when he should just stick up for his plan.

2. Read the text again and answer the questions.

- 1) Why was the main character left alone?
- 2) What did the main character think of, when he was all alone?

3) What made the shepherd Dogs to save the main character?

3. Summarize the text in 50-100 words. Include characters, important moments and the main idea.

Appendix D – Test for 9th Graders – the English version

Write the last four numbers of your phone number:

Reading comprehension 6th grade / 9th grade

Pupil's identification

You are:

man

woman

Are you a pupil of the 6th grade in the 26. elementary school? / Are you a pupil of the 9th grade in the 26. elementary school?

yes

no

How long have you been learning English?

a) since kindergarten

b) since 1st grade

c) since 3rd grade

d) other:

Do you like reading?

yes

no

What do you usually read? (You can mark more answers)

a) magazines

b) on the internet and social networks

c) while playing computer games

d) assigned reading

e) for fun

f) other:

Do you like reading in English?

yes

no

What do you usually read in English ? (You can mark more answers)

a) magazines

b) on the internet and social networks

c) while playing computer games

d) books

e) other:

Have you ever read an English book?

yes

no

If yes, which one?

1. Read the text quickly and answer the questions:

a) What is the text about?

- a) about angry Ulysses
- b) about desperate Prometheus
- c) about deceitful people

b) Choose an alternative title:

- a) How people fell into desperation
- b) Eternal Fire
- c) Tense atmosphere on the Olympus

Ulysses revenge

On Mount Olympus, the seat of the gods, it was really muggy that day. Not so much because the sun was too hot, but because Zeus, the ruler of the gods, was so angry that sparks almost flew out of him. Prometheus tricked him when he wanted to sacrifice to him the parts of the bull that were not suitable for humans. He saw through the ruse, but acted as if nothing had happened. Now a thousand thoughts swirled in his head: "How would I punish that daring Prometheus? He appears to have granted my request to teach people how to sacrifice to the gods. Phew! He thinks the gods might be missing something. But I will teach people and him a lesson! It's as if he thinks I won't see that there are only bones in the pile under the tempting layer of fat, that I won't recognize that the meat is deliberately hidden in another, seemingly poorer pile of skin and guts. Prometheus, you are smart and you don't lack your courage, but you have to pay for this piece. I will take fire from you and people. You will be without him as without a hand. Then you will have to eat the meat, you obtained by trickery, raw." And so it happened. From that moment on, not a single fire was lit on earth. People fell into despair. They experienced cold, hunger, disease and often could not even work. It doesn't really work without fire. Prometheus felt with the people and decided not to leave it like that. He knew where to look for the eternal fire. At night he crept quietly to the hearth in Zeus's palace and stole the fire. He then brought it back to the people in a hollow stick.

2. Read the text again and answer the questions.

- 1) What made Ulysses angry?
- 2) What should Prometheus learn people?

3) How did people feel after Ulysses punished them?

3. Summarize the text in 50-100 words. Include characters, important moments and the main idea.

Reading comprehension

1. Read the text quickly and answer the questions:

1) What is the text about?

- a) about a little kid that smartly saved himself
- b) about a hungry wolf
- c) about a scared little kid

2) Choose an alternative title:

- a) the hopeless kid
- b) the scary evening
- c) the outsmarted wolf

The kid and the wolf

There was once a little Kid whose growing horns made him think he was a grown-up Billy Goat and able to take care of himself. So one evening when the flock started home from the pasture and his mother called, the Kid didn't listen and kept eating the grass. A little later when he lifted his head, the flock was gone.

He was all alone. The sun was sinking and it was getting dark. A chilly little wind came making scary noises in the grass. The Kid shaked as he thought of the terrible Wolf. Then he started wildly over the field, crying for his mother. But not half-way, near a group of trees, there was the Wolf!

The Kid knew there was little hope for him. "Please, Mr. Wolf," he said shaking, "I know you are going to eat me. But first please pipe me a nice melody, for I want to dance and be happy as long as I can." The Wolf liked the idea of a little music before eating, so he played a merry melody and the Kid jumped and danced happily.

Meanwhile, the flock was moving slowly home. In the still evening air the Wolf's melody carried far. The Shepherd Dogs heard it. They recognized the song the Wolf sings before a feast, and in a moment they were racing back to the pasture. The Wolf's song ended suddenly, and as he ran, with the Dogs at his heels, he called himself stupid for playing the melody to please a Kid, when he should just stick up for his plan.

2. Read the text again and answer the questions.

- a) Why was the main character left alone?
- b) What did the main character think of, when he was all alone?

- c) What made the shepherd Dogs to save the main character?

3. Summarize the text in 50-100 words. Include characters, important moments and the main idea.

Appendix E - Dotazník pro učitele českého jazyka na prvním stupni ZŠ (6. ročník)

Dotazník pro učitele českého jazyka na prvním stupni ZŠ

Dobrý den,

jmenuji se Beata Kubešová a studuji na pedagogické fakultě ZČU navazující magisterský obor učitelství anglického jazyka pro základní školy a učitelství německého jazyka pro základní školy.

Tento dotazník se týká metod vyučování čtení na prvním stupni základních škol a bude podpůrným bodem mé diplomové práce „Problematika čtení v mateřském a cizím jazyce“. Byla bych velmi ráda, kdybyste tento krátký dotazník zodpověděli. Zodpovězení by vám mělo zabrat méně než 5 minut.

Identifikace respondenta:

1. Jste
 - a) Muž
 - b) Žena

2. Vystudoval/a jste:
 - a) Učitelství pro 1. stupeň
 - b) Jiné:

3. Kolik let se pohybujete v učitelství?

1. V roce 2017/18 jste učil/a žáky prvního ročníku, kteří se dnes nachází již v šestém ročníku.

- a) Ano, učila jsem je
- b) Ne, neučila jsem je

2. V případě, že ano, jakou metodu čtení jste používala?

- a) Genetickou metodu
- b) Analyticko-syntetickou metodu

- 3. Jakou metodu čtení používáte dnes / jste používala s vašimi posledními prvňáčky?**
- a) Genetickou metodu
 - b) Analyticko-syntetickou metodu
4. Proč aktuálně učíte touto metodou?
- 5. Se kterou metodou se Vám učí lépe?**
- a) Genetická metoda
 - b) Analyticko-syntetická metoda
 - c) Nevidím v tom rozdíl
6. Z jakého důvodu se vám s danou metodou učí lépe?
- 7. Která z těchto dvou metod, podle vás, naučí žáka číst rychleji?**
- a) Genetická metoda
 - b) Analyticko-syntetická metoda
 - c) Nevidím v tom rozdíl
- 8. Myslíte si, že Vámi zvolená metoda ovlivní pozdější dovednosti čtení v mateřské m jazyce?**
- a) Ano, ovlivní
 - b) Ne, neovlivní
9. Jakým způsobem, podle Vás, ovlivní tato metoda pozdější dovednosti čtení v mateřském jazyce?
- 10. Ovlivní úroveň čtení v mateřském jazyce, podle Vás, i úroveň čtení v jazyce anglickém?**
- a) Ano, ovlivní
 - b) Ne, neovlivní
- 11. Chodili všichni vaši žáci od 1. do 5. třídy na 26. ZŠ nebo do školy v Liticích (která spadá pod 26.ZŠ)?**
- a) Ano většina žáků byla z těchto dvou škol
 - b) Ne, měl/a jsem velký počet příchozích žáků z jiných škol

12. Měl/a jste i nově příchozí žáky, kteří se učili číst na jiné škole?

- a) Ano, měl/a jsem nově příchozí žáky, kteří již uměli číst
- b) Ne, neměl/a jsem nově příchozí žáky, kteří již uměli číst

13. V případě že ano, zaznamenala jste nějaké podstatné rozdíly ve čtení mezi žáky které jste učila vy a u žáků, kteří k vám do třídy přišli a již uměli číst? (Případně jaké?)

Děkuji za Váš čas.

Pokud máte dotazy k mé diplomové práci a chtěli byste vidět její výslednou podobu, kontaktujte mě na: cernabea@students.zcu.cz

Appendix F – Questionnaire for the Czech Language teachers (6th grade)

Hello,

I am Beata Kubešová and I study at the Faculty of Pedagogy at the West-bohemian University in Pilsen. My field is teaching the English language at elementary school and teaching the German language at elementary school.

This questionnaire concerns methods that are used while teaching reading in the Czech language as a mother tongue at the first stage of the elementary school in the Czech Republic. It will serve as a supportive background to my master thesis “ The issue of reading in the mother tongue and a foreign language”. I would be very grateful if you filled in this short questionnaire. It should take you less than 5 minutes.

1. You are

- a) Male
- b) Female

2. You studied:

- a) Teaching at the first stage of primary schools
- b) Other:

3. How many years have you been teaching already?

4. Did you teach pupils, who are now in a 6th Grade, in the school year 2017/18?

- a) Yes, I did

- b) No, I did not
- 5. If you did, which reading method did you use?**
- a) Analytic-synthetic method
 - b) Genetic method
- 6. Which method are you using now?**
- a) Analytic-synthetic method
 - b) Genetic method
- 7. Why are you using this method?**
- 8. Which method is better for you to teach with?**
- 9. For what reason?**
- 10. From these two methods, with which one can we teach pupils faster to read?**
- a) Analytic-synthetic method
 - b) Genetic method
 - c) I do not think there is a difference
- 11. Do you think that the method you chose to teach with, will influence later reading skills in the mother tongue?**
- a) Yes, it will
 - b) No, it will not
- 12. According to you, how will this method influence the later reading skills in the mother tongue?**
- 13. According to you, will the level of reading skills in the mother tongue influence the level of reading skills in the foreign language?**
- a) Yes, it will
 - b) No, it will not
- 14. Did all your pupils from 1st to the 5th Grade visited 26. Elementary school or the elementary school in Litice (which belongs to the 26. Elementary school)?**
- a) Yes, the majority of pupils visited these two schools
 - b) No, there was a large number of incoming pupils from other schools

c) Other:

15. Did you also have incoming pupils, who learned how to read in another school?

- a) Yes, I also had incoming pupils, who already knew how to read
- b) No, I had no incoming pupils, who already knew how to read
- c) Other:

16. If you had such incoming pupils, did you register some significant differences in reading between pupils you taught and incoming pupils? (If yes, which ones?)

Thank you for your time.

If you have some questions about my Master thesis, or you would like to see its final form, please contact me at: cernabea@students.zcu.cz

Appendix G – Dotazník pro učitele českého jazyka na prvním stupni ZŠ (9. ročník)

Dotazník pro učitele českého jazyka na prvním stupni ZŠ

Dobrý den,

jmenuji se Beata Kubešová a studuji na pedagogické fakultě ZČU navazující magisterský obor učitelství anglického jazyka pro základní školy a učitelství německého jazyka pro základní školy.

Tento dotazník se týká metod vyučování čtení na prvním stupni základních škol a bude podpůrným bodem mé diplomové práce „Problematika čtení v mateřském a cizím jazyce“. Byla bych velmi ráda, kdybyste tento krátký dotazník zodpověděli. Zodpovězení by vám mělo zabrat méně než 5 minut.

Identifikace respondenta:

- 1. Jste
 - a) Muž
 - b) Žena

- 2. Vystudoval/a jste:
 - a) Učitelství pro 1. stupeň
 - b) Jiné:

3. Kolik let se pohybujete v učitelství?
4. **V roce 2014/15 jste učil/a žáky prvního ročníku, kteří se dnes nachází již v devátém ročníku.**
- a) Ano, učila jsem je
 - b) Ne, neučila jsem je
5. **V případě, že ano, jakou metodu čtení jste používala?**
- a) Genetickou metodu
 - b) Analyticko-syntetickou metodu
6. **Jakou metodu čtení používáte dnes / jste používala s vašimi posledními prvňáčky?**
- c) Genetickou metodu
 - d) Analyticko-syntetickou metodu
7. Proč aktuálně učíte touto metodou?
8. **Se kterou metodou se Vám učí lépe?**
- a) Genetická metoda
 - b) Analyticko-syntetická metoda
 - c) Nevidím v tom rozdíl
9. Z jakého důvodu se vám s danou metodou učí lépe?
10. **Která z těchto dvou metod, podle vás, naučí žáka číst rychleji?**
- a) Genetická metoda
 - b) Analyticko-syntetická metoda
 - c) Nevidím v tom rozdíl
11. **Myslíte si, že Vámi zvolená metoda ovlivní pozdější dovednosti čtení v mateřské m jazyce?**
- a) Ano, ovlivní
 - b) Ne, neovlivní
12. Jakým způsobem, podle Vás, ovlivní tato metoda pozdější dovednosti čtení v mateřském jazyce?

13. Ovlivní úroveň čtení v mateřském jazyce, podle Vás, i úroveň čtení v jazyce anglickém?

- a) Ano, ovlivní
- b) Ne, neovlivní

14. Chodili všichni vaši žáci od 1. do 5. třídy na 26. ZŠ nebo do školy v Liticích (která spadá pod 26.ZŠ)?

- a) Ano většina žáků byla z těchto dvou škol
- b) Ne, měl/a jsem velký počet přichozích žáků z jiných škol

15. Měl/a jste i nově přichozí žáky, kteří se učili číst na jiné škole?

- a) Ano, měl/a jsem nově přichozí žáky, kteří již uměli číst
- b) Ne, neměl/a jsem nově přichozí žáky, kteří již uměli číst

16. V případě že ano, zaznamenala jste nějaké podstatné rozdíly ve čtení mezi žáky které jste učila vy a u žáků, kteří k vám do třídy přišli a již uměli číst? (Případně jaké?)

Děkuji za Váš čas.

Pokud máte dotazy k mé diplomové práci a chtěli byste vidět její výslednou podobu, kontaktujte mě na: cernabea@students.zcu.cz

Appendix H - Questionnaire for the Czech Language Teachers (9th grade)

Questionnaire for the Czech language teachers

Hello,

I am Beata Kubešová and I study at the Faculty of Pedagogy at the West-bohemian University in Pilsen. My field is teaching the English language at elementary school and teaching the German language at elementary school.

This questionnaire concerns methods that are used while teaching reading in the Czech language as a mother tongue at the first stage of the elementary school in the Czech Republic. It will serve as a supportive background to my master thesis “ The issue of reading in the mother tongue and a foreign language”. I would be very grateful if you filled in this short questionnaire. It should take you less than 5 minutes.

1. You are

- a) Male
- b) Female

2. You studied:

- a) Teaching at the first stage of primary schools
- b) Other:

3. How many years have you been teaching already?

4. Did you teach pupils, who are now in a 9th Grade, in the school year 2014/15?

- a) Yes, I did
- b) No, I did not

5. If you did, which reading method did you use?

- a) Analytic-synthetic method
- b) Genetic method

6. Which method are you using now?

- a) Analytic-synthetic method
- b) Genetic method

7. Why are you using this method?

8. Which method is better for you to teach with?

9. For what reason?

10. From these two methods, with which one can we teach pupils faster to read?

- a) Analytic-synthetic method
- b) Genetic method
- c) I do not think there is a difference

- 11. Do you think that the method you chose to teach with, will influence later reading skills in the mother tongue?**
- a) Yes, it will
 - b) No, it will not
- 12. According to you, how will this method influence the later reading skills in the mother tongue?**
- 13. According to you, will the level of reading skills in the mother tongue influence the level of reading skills in the foreign language?**
- a) Yes, it will
 - b) No, it will not
- 14. Did all your pupils from 1st to the 5th Grade visited 26. Elementary school or the elementary school in Litice (which belongs to the 26. Elementary school)?**
- a) Yes, the majority of pupils visited these two schools
 - b) No, there was a large number of incoming pupils from other schools
 - c) Other:
- 15. Did you also have incoming pupils, who learned how to read in another school?**
- a) Yes, I also had incoming pupils, who already knew how to read
 - c) No, I had no incoming pupils, who already knew how to read
 - d) Other:
- 16. If you had such incoming pupils, did you register some significant differences in reading between pupils you taught and incoming pupils? (If yes, which ones?)**

Thank you for your time.

If you have some questions about my Master thesis, or you would like to see its final form, please contact me at: cernabea@students.zcu.cz

Appendix I – Dotazník pro učitele anglického jazyka na druhém stupni ZŠ

Dotazník pro učitele anglického jazyka na druhém stupni ZŠ

Dobrý den, jmenuji se Beata Kubešová a studuji na pedagogické fakultě ZČU navazující magisterský obor učitelství anglického jazyka pro základní školy a učitelství německého jazyka pro základní školy. Tento dotazník se týká metod vyučování čtení v anglickém jazyce na druhém stupni základních škol a bude podpůrným bodem mé diplomové práce „Problematika čtení v mateřském a cizím jazyce“.

Byla bych velmi ráda, kdybyste tento krátký dotazník zodpověděli. Zodpovězení by vám mělo zabrat méně než 5 minut.

Identifikace respondenta:

1. Jste

- a) Muž
- b) Žena

2. Vystudoval/a jste:

3. Kolik let se pohybujete v učitelství?

4. Jak dlouho učíte anglický jazyk?

5. Učíte nyní anglický jazyk:

- a) V 6. ročníku
- b) V 9. ročníku
- c) Jiné:

6. Máte nějaké vyučovací hodiny vyhrazené vyloženě na procvičování čtení s porozuměním?

- a) Ano, mám
- b) Ne, nemám

7. Pokud máte vyhrazené hodiny na výuku čtení s porozuměním, jaká je frekvence takových hodin?

8. **Procvičujete čtení s porozuměním s pomocí:**
- Textů z učebnice
 - Pracovních listů
 - Čtením anglických knih
 - Jiné:
9. **Která z možností procvičování čtení s porozuměním u Vás převažuje?**
- Texty z učebnice
 - Pracovní listy
 - Čtení anglických knih
 - Jiné:
10. Z jakého důvodu Vámi zvolená možnost převažuje?
11. **Procvičujete s žáky tyto dovednosti čtení? (výběr z více možností)**
- Skimming (Rychlé přečtení textu k pochopení jeho hlavní myšlenky.)
 - Scanning (Rychlé přečtení textu k nalezení speciálně požadované informace.)
 - Summarizing (Stručné shrnutí důležitých informací uvedených v textu.)
 - Nezaměřuji se na jednotlivé dovednosti
12. Jakým způsobem tyto dovednosti procvičujete? Případně jak procvičujete čtení textu celkově - tj. nikoli materiálně, ale jakými aktivitami. (Např. převyprávění příběhu, diskuse, porovnávání postav...)
13. **Může mít úroveň čtení v mateřském jazyce, podle Vás, vliv na úroveň čtení v jazyce anglickém?**
- Ano, může
 - Ne, nemůže
14. **Myslíte si, dle vaší dosavadní praxe, že motivace čtenářů v cizím jazyce nezávisí na jejich úrovni a schopnostech čtení v jazyce mateřském?**
- Ano, dle mých zkušeností na úrovni a schopnostech čtenářů závisí
 - Ne, dle mých zkušeností na úrovni a schopnostech čtenářů nezávisí
15. **Jakým způsobem by učitel anglického jazyka mohl motivovat žáky ke čtení v cizím jazyce?**

16. Vnímáte vy sam/a nějaké rozdíly při práci s pokročilými čtenáři v cizím jazyce a žáky kteří této úrovně nedosahují?

- a) Ano, vnímám rozdíly
- b) Ne, nevnímám rozdíly

17. Pokud nějaké rozdíly při práci s pokročilými čtenáři v cizím jazyce a žáky kteří této úrovně nedosahují vnímáte, tak jaké?

Děkuji za Váš čas.

Pokud máte dotazy k mé diplomové práci a chtěli byste vidět její výslednou podobu, kontaktujte mě na: cernabea@students.zcu.cz

Appendix J – Questionnaire for the English language teachers

Questionnaire for the English language teachers

Hello,

I am Beata Kubešová and I study at the Faculty of Pedagogy at the West-bohemian University in Pilsen. My field is teaching the English language at elementary school and teaching the German language at elementary school.

This questionnaire concerns methods that are used while teaching reading in the English language at the second stage of elementary school in the Czech Republic. It will serve as a supportive background to my master thesis “ The issue of reading in the mother tongue and a foreign language”. I would be very grateful if you filled in this short questionnaire. It should take you less than 5 minutes.

1. You are

- a) Male
- b) Female

2. You studied:

3. How many years have you been teaching already?

4. How many years have you been teaching the English language?

5. You are teaching English :

- a) In the 6th Grade

- b) In the 9th Grade
 - c) Other:
- 6. Are some of your classes focused directly on practicing reading comprehension?**
- a) Yes, I do
 - b) No, I do not
 - c) Other:
- 7. If some of your classes are focused directly on practicing reading comprehension, what is their frequency?**
- 8. You are practicing reading comprehension with the help of:**
- a) Texts from a textbook
 - b) Worksheets
 - c) Reading English books
 - d) Other:
- 9. Which option of practicing reading comprehension prevails in your classes?**
- a) Texts from a textbook
 - b) Worksheets
 - c) Reading English books
 - d) Other
- 10. For what reason?**
- 11. Are you practicing these reading skills with your pupils?**
- a) Skimming
 - b) Scanning
 - c) Summarizing
 - d) I do not focus on individual skills
- 12. How are you practicing these skills? Eventually, how are you practicing reading comprehension generally? Not materially, but which activities are you using? (For instance discussion, character comparison, retelling the story...)**
- 13. According to you, can the level of reading skills in the mother tongue influence the level of reading skills in the foreign language?**
- c) Yes, it can
 - d) No, it cannot
 - e) Other:

14. According to your professional experience, do you think that the motivation of readers in a foreign language is independent of their mother tongue's reading skills?

- a) Yes, according to my professional experience, it depends on the readers' mother tongue's reading skills
- b) No, according to my professional experience, it does not depend on the readers' mother tongue's reading skills
- c) Other:

15. How should an English teacher motivate pupils to read in a foreign language?

16. Do you, yourself, notice some differences between teaching advanced readers in a foreign language and readers, who do not reach the same level?

17. If you notice some differences between teaching advanced readers in a foreign language and readers, who do not reach the same level, what are they?

Thank you for your time.

If you have some questions about my Master thesis, or you would like to see its final form, please contact me at: cernabea@students.zcu.cz

SUMMARY IN CZECH

Tato práce se zabývá výukou čtení v českém jazyce jako mateřském jazyce a v anglickém jazyce jako jazyce cizím v České republice. Teoretická část popisuje podmínky ve výuce čtení v českém a anglickém jazyce, které se týkají českých žáků. Práce pokračuje popisem dovedností čtení, které byly použity ve výzkumu této práce. Z toho důvodu, že čeština a angličtina jsou velmi rozdílné jazyky, popisuje tato práce rozdíly mezi nimi. Rozdíly se týkají čtení. Teoretická část je zakončena rozdíly ve čtení, které se vztahují k žákům na základních školách.

Za účelem tohoto výzkumu byly testováni žáci 26. základní školy v Plzni. Žáci navštěvovali šestý a devátý ročník. Šestý ročník byl vybrán z toho důvodu, že žáci byli krátce po přestupu z prvního stupně a devátý ročník naopak z toho důvodu, že žáci z druhého stupně odcházeli. Tyto dva ročníky byly vybrány ke sledování možných zlepšení čtenářských dovedností žáků nebo jejich motivace ke čtení.

V obou ročnících bylo zjištěno, že méně než polovina žáků dosáhla výsledků dobrého čtenáře a že počet dobrých čtenářů nebyl v devátém ročníku navýšen, jak se předpokládalo. I přesto, že výsledku dobrého čtenáře nedosáhlo mnoho žáků, většina z nich uvedla, že preferují čtení v anglickém jazyce před čtením v českém jazyce. Dále výsledky ukázali, že většina dobrých čtenářů v češtině, byla i dobrými čtenáři v angličtině.

Výzkum odhalil zajímavé zjištění. Většina žáků měla potíže se cvičením, které se zabývalo čtenářskou dovedností skimming (Rychlé přečtení textu k pochopení jeho hlavní myšlenky.). Toto zjištění se týkalo šestého i devátého ročníku v obou jazycích. Výsledky tohoto výzkumu by mohly sloužit jako inspirace pro učitele této školy. Učitelé by mohli přizpůsobit přípravu čtenářských aktivit potřebám žáků. Na základě odpovědí žáků bylo zjištěno, že je těší čtení v anglickém jazyce. Tuto skutečnost by mohli učitelé také využít a začlenit tak čtení anglických knih do svých hodin, nebo do jiných mimoškolních aktivit.