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ROLE ČEŠTINY JAKO MATEŘSKÉHO JAZYKA PŘI OSVOJOVÁNÍ SI ANGLIČTINY SE ZAMĚŘENÍM NA POZITIVNÍ TRANSFER ČTENÁŘSKÝCH STRATEGIÍ

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Diploma Thesis

THE ROLE OF CZECH AS L1 IN THE ACQUISITION OF ENGLISH WITH A FOCUS ON POSITIVE TRANSFER OF READING STRATEGIES

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

V Plzni dne 25. 4. 2022   …………………………….

                                                                          Lada Pastyříková

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ABSTRACT

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This diploma thesis has the following aims. Firstly, to introduce the role of the mother tongue in second language acquisition and related issues with a special focus on the transfer of learning strategies, specifically the positive transfer of reading strategies from the first language (L1) to the second language (L2). Subsequently, in research conducted at a primary school in the Czech Republic, to determine whether the selected reading strategies that have been acquired and developed to a sufficient level in the Czech language are transferable from L1 (Czech) to L2 (English) or not. Furthermore, the second research question examines whether scaffolding helps students to achieve the goal of the selected reading tasks. Lastly, to provide reasons for the positive research results based not only on the theoretical part of this work, but also on the student needs monitored during the research.

Keywords: Reading Strategies, Positive Transfer, Mother Tongue, Second Language Acquisition, Literacy, Reading Comprehension, Scaffolding.

TABLE OF CONTENT

LIST OF TABLES

LIST OF GRAPHS

LIST OF FIGURES

I. INTRODUCTION

This thesis deals with the topic of the positive transfer of reading strategies from the mother tongue (Czech) to a second language (English). This issue was selected because nowadays the number of sources in the form of texts, either in online or printed form, is rapidly increasing, which demands the ability to read as effectively as possible in order to process the information successfully and draw conclusions. Therefore, the reading strategies represent a convenient and productive way to deal with the texts that people use for getting desired information not only at school, and work but in their everyday lives as well. Considering the globalization of today's world, an immense amount of text materials is presented in English, and being able to use strategies in one's mother tongue and transfer them to a second language (e.g. English) would be beneficial. Consequently, learning how to use these strategies and how to improve the use of reading strategies through scaffolding to achieve the stated goals of reading is necessary. To provide a better understanding of this issue, the thesis was divided into several parts and chapters. Firstly, the theoretical background provides the readers with the most crucial information that creates a basis for the selected research methods and the conducted research. Some concrete examples are the commonalities and differences between FLA (first language acquisition) and SLA (second language acquisition). The next example would be the transfer that is initially presented from a general point of view and then related to the issue of negative transfer that is contrasted to the positive transfer. Subsequently, the language skills together with learning strategies and their relationships are introduced. Besides, literacy and its role in reading, along with the issues of reading comprehension, tasks, and reading strategies are characterised. Eventually, the role of scaffolding as a supportive tool in learning is briefly described.

Subsequently, the research questions are stated alongside the methods applied in the conducted research including a detailed description of the data collection instruments, the specification of the subject of the research and the outline of the research design. Then, an analysis of the obtained data inclusive of commentaries on the results is provided in the following chapter. Afterwards, the implications, limitations and suggestions for further research are described. In the last chapter called Conclusions, the essential findings are depicted in connection to answering the research questions of this thesis which were stated as follows: Are the reading strategies that have been acquired to a sufficient level in L1 transferable to reading in L2?; Does the scaffolding help to achieve the goal of reading tasks?

II. THEORETICAL BACKGROUND

The following chapters first define the terms mother tongue, first language and second language. Subsequently, they introduce the acquisition of a mother tongue and second language from various contrastive approaches. Although, there is a wide range of theoretical views, only selected approaches that help to outline the basic difference in L1 acquisition, will be discussed in this thesis. These are namely behaviourism, nativism, universal grammar, interactionism, and emergentism. Each of the presented theoretical views will be reviewed briefly below in this chapter.

Mother Tongue (L1) and First Language Acquisition (FLA)

Mother tongue, also known as the first or native language, represents the very first language that is learned by humans in earlier childhood. They are frequently symbolized by abbreviations L1 or NL (native language). All the terms provided above can be used as synonyms which have been advised by Bussmann (2006), Gass (2013), Hartmann (1998), and Thornbury (2006). Hartmann (1998) and Thornbury (2006) have also described the co-existence of two native languages (L1) regarding bilingualism. Moreover, Hartmann (1998) has considered the co-existence of two L1 in various contexts suggesting the inclination to one of them depending on speakers' specific background. This thought suggests that there is always one dominant L1. In this work, the L1 symbolizes the very first language acquired by children, includes the synonymic expressions, and refers to the Czech language.

Before considering the peculiarities of L1 acquisition, it is crucial to state that in this thesis the terms acquisition and learning are used interchangeably, synonymously, meaning the following: the act of getting knowledge, a skill, etc. theories of child language acquisition (Oxford University Press, 2015. Acquisition. In *Oxford Advanced Learner's Dictionary,* 9th ed., p. 13). On the contrary, some sources discuss the difference between the terms acquisition and learning in the context of consciousness. Harmer (2012) has described the acquisition as a subconscious process and learning as a conscious procedure (p. 82).

The first theoretical view is represented by behaviourism promoted by an American psychologist B. F. Skinner who believes that a child's environment has the greatest influence on language acquisition, when considering the child as a passive recipient with the need of stimulus to provide a response (Hummel, 2020, p. 13). A particular example of this behaviour is when a child says the word 'mum' in her presence to get the desired attention.

Mum's presence is the stimuli and the word 'mum' is the response. Similarly, this behaviour can be described as habit formation that leads to building skills through reinforcement, suggesting the parallel in L2 learning- in which a particular situation (stimuli) demand a specific response from the L2 learner (Mitchell et al., 2013, p. 28). This definition of behaviourism, as a habit formation, is also shared by Thornbury 2006. On the other hand, nativism has introduced the idea of genetic equipment to acquire a language. A combination of nativists' and behaviourists' creates interactionism which considers both initiate capacities and the role of the environment. In addition, Gass (2013) has introduced the connection between behaviourism and transfer in the field of knowledge and skills (p. 83). The recent study of language acquisition is represented by emergentism that stands in opposition to the core idea of universal grammar introduced by American linguist Noam Chomsky. Universal grammar (UG) conveys the existence of "an innate system in humans that constrains the nature of all languages" (VanPatten et al., 2020, p. 374). This initiate facility is also known as the language acquisition device (LAD) (Thornbury, 2006, p. 234). From the historical point of view, UG has examined language mostly in morphology and syntax. According to Mitchell et al. (2013), this has been continuously changing in recent years, although the main point of critique has stayed the same since the UG theory does not include the psychological and social aspects that affect the process of learning (pp. 95-97). Nonetheless, it is particularly UG that has played the key part in terms of language interference. Opposite to UG, emergentism suggests that the use of language emerges from the communicative situation, is hugely adaptive, and thus is more environment-oriented. In literature, this type of approach is referred to as usage-based (Hummel 2020, p. 87).

In conclusion, the approaches listed above can be dived into two main groups, each supporting the opposite idea. The first group consists of nativism and UG concentrating on genetic predispositions to learning a language. The second group is represented by behaviourism and emergentism. The transition between these approaches illustrates interactionism. Above all, the most common view, examined by several researchers is, that babies are already born with pre-made innate structures to be able to acquire the language they are exposed to in their environment. Among linguists, the term describing this case is called pre-wired (Hummel, 2020, p. 6). Therefore both genetic predispositions and environment should be considered.

Second Language (L2) and Second Language Acquisition (SLA)

Second language, or similarly first foreign language, conveys the first language learned after the mother tongue (L1) of speakers. According to Ortega (2014), second language acquisition (SLA) is a field investigating the capacity of humans to learn after L1, or in the case of bilingualism first languages, have been established. It is inevitable to define the term foreign language and target language more precisely in order to prevent any misconceptions. As stated earlier in this paragraph, the L2 is understood as the first language learned later after L1. Hartmann (1998) has defined L2 as "a language used by speakers for whom it is not the native language, usually in a country where it is dominant" (p. 123). On the contrary, the terms foreign language and target language can represent any language acquired after L1 is established. On top of that, the meaning of the target language is affected by the context. In the field of translation, it represents the language into which a text from a source language is translated to. In language teaching, it is generally comprehended as the opposite of L1 (Hartmann, 2001, p. 137). This belief is shared by Bussmann 2006 as well. In this thesis, the L2 specifically means the first foreign language and indicates English.

In the case of SLA, some of the former theories such as UG can be mentioned, since it provides learners with the language acquisition device (LAD), which according to this theory can be used in learning any language in general, or emergentism promoting the interactive function of langue. Additionally, cognitive learning theory that is argued in chapter FLA in contrast to SLA could be acknowledged in SLA as well.

Issues in L1 and L2 Acquisition

The following chapter deals with the issues of L1 and L2 acquisition from two contrastive perspectives. Firstly, the commonalities shared in SLA and FLA are outlined. Subsequently, the differences are discussed to present the crucial information.

L1 and L2 Commonalities in Acquisition

The second language acquisition (SLA) incorporates both similarities with the L1 acquisition as well as several differences, which will be discussed in the next chapter. To illustrate the similarities, behaviourism can be mentioned in the context of the speaker's environment and the role of imitation and repetition. In other words, learners must be exposed to the target language regularly (Hummel, 2020, p. 23). Besides, UG is believed to play a role in SLA too. Flynn (1996, as cited in Mitchell et al., 2013) has argued that UG is available for all humans regardless of their age. In addition, phenomenon such as

overgeneralization tend to appear for speakers of English, whether it is their L1 or L2. This supports the concept of systematic language learning with particular stages, including e.g. interlanguage. Moreover, some similarities can be discussed in the sphere of language transfer, specifically in the positive language transfer (for definition of transfer see chapter L1 Transfer onto L2). This work deals with the transfer in the area of learning language skills, particularly reading skills, and reading strategies from L1 to L2 to increase reading comprehension.

When summarizing the commonalities of L1 and L2 acquisition, according to Hummel (2020) the parallels can be seen generally in the zone of patterns of development, analogous errors (e.g. overgeneralization), as well as analogous strategies quintessential for each developmental stage (p. 26).

FLA in Contrast to SLA

The difference between L1 and L2 does not only demonstrate the sequence and age in which they are acquired but furthermore, it portrays the differences caused by this sequence in the field of cognitive developmental stages representing phases which a child goes through during the acquisition of L1 and that is typically accomplished by the time of L2 acquisition. Naturally, exceptions to this notion can be found, specifically in the case of bilingualism defined by Hartmann (1998) as "a co-existence of two native languages" (p. 98). This concept was introduced by the Swiss psychologist Jean Piaget who claimed that children are not passive recipients, which is the main belief of behaviourism, but with the difference that the child's reactions to the environment are underpinned by inner cognitive mechanisms (Piaget 1970, as cited in Mitchel et. al., 2013, p. 30). In accordance with the role of environment, another factor influencing the FLA and SLA should be presented. This factor is represented by motivation which plays a role in both FLA and SLA, but in the former one it is more natural since the L1 speakers need their mother tongue in the environment or country that they are living in. On the contrary, in SLA the motivation has to be promoted and cooperated during the whole learning process or specifically in classroom activities. Dörnyei has referred to these two types of motivation as automatic in the case of FLA, and optional in SLA (2009, p. 22).

L1 portrays an indivisible part when learning L2. Therefore, L2 is influenced by the existence of L1 during the acquisition of L2, but it does not necessarily make the process less adequate (VanPatten, 2020, p. 352). Above this thought, the contrastive analysis hypothesis (CAH) suggests that if there are similarities between L1 and L2, it will make

5

the learning easier; in the opposite situation in which there are a lot of differences between L1 and L2, the learning will be more difficult (Hummel, 2020, p. 257). An actual example of a common phenomenon that occurs within the acquisition of L2 is called interlanguage. Interlanguage is a dynamic stage in which learners of a foreign language already know some rules of L2 (target language) which frequently draw to the wrong use of the L2. As an example imagine the following situation: students have recently learned the past simple tense of regular verbs using –*ed* suffix. It means they know the pattern for creating past simple of regular verbs. Consequently, it can happen that students apply this rule to all English verbs without considering the fact that some verbs are irregular (goed instead of went). This represented phenomenon is known as overgeneralization. During this period, it is crucial to regulate and correct these mistakes to avoid fossilization that is characterized as permanent retention of linguistic habits (Bussmann, 2006, p. 427) or similarly by Selinker (as cited in VanPatten, 2020) as "a process by which L2 learners' internal linguistic systems stop evolving".

Correspondingly, another example causing fossilization is recognized as transfer or interference which was proposed by Hummel (2020) and Lary Selinker (as cited in Ellis 1989, p. 52) who investigated the topic of interlanguage. Both terms, transfer and interference, are related to the situation in which the speaker has already acquired L1 and now is learning L2. Broadly, most authors suggest that interference between L1 and L2 is associated with generating errors and therefore it is a synonym for negative transfer (Bussmann 2006; Ellis 1989; Gass 2013; Hummel 2020). Ellis (1989) indicated that errors caused by transfer from L1 can be perceived positively because they provide teachers with evidence of learning strategies that are broadly accepted as an unobservable element during the child's learning process (p. 34). Some other factors introduced by Hummel (2020) that affect the L2 acquisition are the context of learning, amount of exposure time – which is in L2 frequently very limited in the case of input, the order in which language skills are adopted (children starting with speaking in contrast to adults who have already developed writing and reading skills, and thus can use them).

From the information introduced above on the acquisition of L1 and L2 stated earlier in this chapter, the most relevant examples for my research are interference and transfer, more precisely positive transfer. All these terms are defined further in my thesis.

Transfer

The subsequent chapters concern the definition of transfer from both the linguistic as well as non-linguistic point of view to show the analogy comprehending these terms. They also highlight the differences between the terms negative and positive transfer.

L1 Transfer onto L2

First, it is crucial to define the meaning of the term transfer. This term is also referred to as cross-linguistic influence (CLI) that allows transfer to be understood from various perspectives. CLI is further discussed in detail by Jarvis and Pavlenko (2008) who have established ten dimensions of CLI to help to classify what type of transfer are the researchers dealing with. These areas are e.g. area of language knowledge/use, which is the most common sphere usually discussed in books on transfer, typically represented by semantics, syntax, and phonetics/phonology/orthography; directionality, that considers the influence of L1 in L2 acquisition among other directions; cognitive level, exploring mental processes; type of knowledge, either implicit (without awareness of acquisition/naturally, unconsciously), or explicit (with awareness acquisition); intentionality, with focus on the intended or unintended way to achieve a particular goal; mode, including language skills (listening, reading, speaking, and writing); channel, what type of channel learners are using e.g. oral channel for speaking; form, distinguishing between verbal and non-verbal form; manifestation, examining the distinction between overt and covert CLI; and outcome, a category which investigates negative and positive transfer (Jarvis & Pavlenko, 2008, pp. 19-26). For this work, the key dimensions are represented by directionality (L1 influence onto L2), cognitive level, intentionality, mode (precisely reading skills and strategies), and outcome (especially positive transfer).

The categories mentioned above creates the classification for different types of transfer, therefore the term transfer on its own needs to be defined. Most considerably noun transfer means subsequent: the act from moving somebody/something from one place to another (Oxford University Press, 2015. Acquisition. In *Oxford Advanced Learner's Dictionary,* 9th ed., p. 1664). This phrase already emphasizes the essential concept of transfer. However, the psychological point of view is more relevant for this thesis and it is defined as "the process of using behaviour which has already been learned in one situation in a new situation" (Oxford University Press, 2015. Acquisition. In *Oxford Advanced Learner's Dictionary,* 9th ed., p. 13). The later definition accentuates the use of something that has been learned previously in one context and therefore it can be

applied in another context (new situation). In connection to linguistics, it refers to the L1 transfer of language features from L1 to L2 (Bussmann, 2006, p. 1213.) Or similarly by Hummel (2020) who characterizes transfer as "the influence of L1 in using L2, or vice versa" (p. 264).

There are several areas in which a transfer from L1 to L2 is possible. Gass (2013) has featured the transfer of grammar patterns, grammatical structures, lexicon, pronunciation, and language skills (pp. 80-83). Later, he discussed transfer in the case of learning strategies defined as "specific actions, behaviours, steps, or techniques that students use to improve their own progress in developing skills in a second or foreign language" (Oxford, 1999, as cited in Gass, 2013). These strategies are used by learners to achieve a specific goal in language learning (e.g. vocabulary learning, listening and reading comprehension, writing, speaking, etc.).

The two paragraphs above have introduced transfer in a broader meaning depicting some areas in which it appears frequently. Nevertheless, in the case of transfer, it is necessary to distinguish between the two types of this phenomenon which are negative and positive transfer. Both terms are explained in the following subchapters.

Transfer - Positive and Negative Transfer

Both positive and negative transfer express the act of using prior learning in a new situation but each of these terms refers to a different outcome that is either positive (in case of positive transfer), or negative in the latter one.

The first term that is discussed is negative transfer because most works suggest this order. Some examples of such books preferably that associated transfer with errors are (Ellis, 1989; Gass, 2013; Hummel, 2020). Larsen-Freeman and Long (1991) dealt only with negative transfer. The opposite order was suggested by Gass and Mackey (2012). Negative transfer, also known as interference, causes learners of L2 to use the knowledge they know previously from their L1, and thus create incorrect forms (Gass, 2013, p. 526). The terms negative transfer and interference are used interchangeably in this paper. Because the goal of this thesis is to work with positive transfer rather than negative transfer, interference will not be further discussed. Contrary to negative transfer is positive transfer, or similarly, facilitation, as suggested in Gass (2013) who has described positive transfer as the use of prior knowledge from L1 in L2 which results in correct forms (p. 529). In definitions of both previous terms the highlight is put on the output, i.e. the language produced by learners of L2, to emphasize that whether this negative or positive effect is seen at the end of the process.

Nevertheless, considering similarities between L1 and L2, positive transfer is not significant only for forms produced by learners in the field of grammar, lexicon, pronunciation, etc., but furthermore in language skills and learning strategies as suggested in Hummel (2020), or Erler and Finkbeiner (2007). Language skills and learning strategies are described individually in the following chapters in connection to the topic of positive transfer.

Language Skills and Learning Strategies

The following chapters define language skills and learning strategies. Additionally, they provide various classifications of both skills and strategies to portray the interdependence not only within the two categories (language skills and learning strategies) but also across these categories. Furthermore, several perspectives showing the differences between language skills and learning strategies, including some similarities/overlying, are discussed correspondingly.

Language skills - Teaching and Acquisition

Language skills construct a fundamental part of the language learning process. They have a straight influence on the learner's performance and they stand in the opposition to language systems, precisely grammar, vocabulary and phonology (Thornbury, 2006, p. 205). Nevertheless, it is difficult to frame the precise borders in the case of the word skills meaning. According to Dörnyei (2009), they can represent a wide range of mental (cognitive), and physical (motor) skills as well (p. 151). Concerning language skills, they are represented by four skills that are divided into categories based on the fact, whether they are receptive or productive (see Figure 1). Receptive skills incorporate listening and reading, whereas, the productive skills cover speaking and writing. Similarly, they are distinguished according to their discourse which can be written or spoken. Regardless of this classification, it is essential to understand that all the language skills introduced in this chapter are interconnected, and thus cannot be understood as separate entities. The apparent evidence can be seen throughout the tasks that learners have to fulfil with activities focused on individual skills which can be observed in any textbooks, or in daily life situations such as during a conversation when people are listening so they can speak, or when students are taking notes on a particular subject to be able to discuss the issue later, etc. Hinkel (2006) has referred to this idea subsequently: 'in meaningful communication, people employ incremental language skills, not in isolation, but in tandem'

(as cited in Harmer, 2007, p. 265). Similarly, Thornbury (2006) introduced this idea as well. Harmer (2007) has reported that receptive skills are often used as an initial point in the acquisition or development of productive skills (p. 265). This view is also shared by Thornbury who claims it is essential to develop reading and listening skills first before writing and speaking skills because the latter are considered to be more complex and therefore more difficult to comprehend (2006, p. 206).
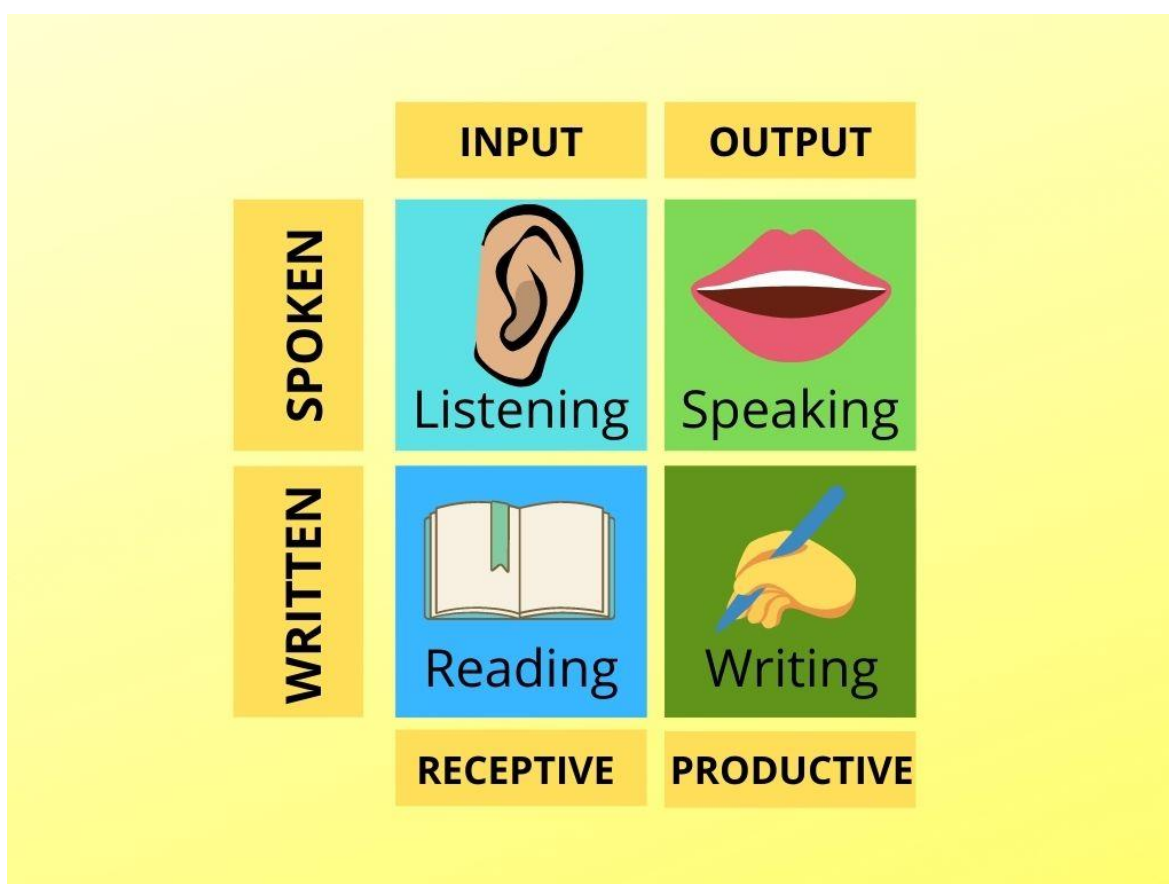
Figure 1. Types of Languages Skills

The acquisition of language skills is a long-term process that needs an adequate amount of exercises, enough practise opportunities, and repetition leading to automatization and autonomous learning. A definition summarizing this fact has been established by Carlson (2003): 'a skill represents an acquired ability that has improved as a consequence of practice' (as cited in Dörnyei, p. 151, 2009). Since the process of acquiring language skills leads to automatization, it is necessary to introduce the stages that help learners to become more autonomous. Fits and Posner (1967) divided skill learning into three stages that are namely cognitive, associative and autonomous (as cited in Dörnyei, 2009, p. 153). These stages are also known as declarative, procedural and automatic by Anderson (as cited in Dörnyei, 2009, p. 153). The former stages are characteristic of both FLA and SLA.

The first one, the cognitive or declarative stage represent the initial stage in which the learners need the biggest support from their teachers. Therefore, teachers should be using clear and brief instructions, a lot of support in terms of visual aids, language chunks, structuring the task logically in individual steps, modelling, examples, etc. to provide the learners with a stable base for further skills development. The second phase, associative or procedural, is typical of the shift from mere declarative knowledge to practice, or as suggested by Dörnyei to procedural knowledge which refers to knowing how to use the particular skill or similarly as know-how (2009, p. 154). The last stage, autonomous or automatic, includes mostly the constant improvement of the selected skill which does not have to be necessarily error-free (Dörnyei, 2009, p. 155). In other words, the key to the acquisition of language skills is enough practice which has been introduced as a power law of practice.

During the process of language skills acquisition, the learning strategies help learners to achieve their goals, as well as to develop and acquire certain language skill. In teaching language skills to students and for students to acquire them, teachers have to follow a plan, consisting of individual steps that are built in a manner to help the learners with the development of these skills in the most natural and logical order. In these individual steps, some similarities can be found between receptive and productive skills. These commonalities are summarized at the end of this chapter.

From the point of view of receptive skills acquisition, the first step when teaching students is known as a lead-in. Among teachers the lead-in is understood as a step which activates the students' schemata, students' prior knowledge, to engage them in the activity (Harmer, 2007, p. 271). Here, comes the part in which the teacher support his/her students by providing them various clues, by implying learning strategies that help students not only create a context for the reading/listening activity but furthermore to meet the goal of that activity which develops the receptive skills. Afterwards, students fulfil the main task, then receive feedback and frequently work on an extensive task based on the previous reading/listening which commonly promote productive skills.

In the case of productive skills (speaking and writing), the first step is to engage the students by a lead-in in which a strategy to predict plays a vital role because it helps the students to activate their previous knowledge, based on real-life situations familiar to them, in terms of vocabulary associated with a particular topic (Harmer, 2007, p. 275). After that, the procedure is similar to one of the receptive skills, with the difference that modelling can be seen as more critical during the phase of setting the task. Moreover, monitoring tasks

involving productive skills tends to be easier and more natural for teachers, since the students are more active and more often work in pairs or groups.

Overall, the teaching of language skills overlaps in the leading part that is crucial for engaging students and activating their prior knowledge. In the sphere of setting the task, clear, brief, and repeated instructions that also include clues, visual aids, or other support should be provided. In all cases, the instructions need to be checked and ideally include the model example an actual task, during which teachers monitor the class and provide his/her support, feedback, and related task, which is also known as a follow-up activity. Lastly, as mentioned in the second paragraph of this chapter, the learning strategies play an indivisible part in language skills acquisition. Therefore, the subsequent chapter briefly outlines the relationship between language skills and learning strategies.

Learning Strategies

Learning strategies are generally understood as actions, way, or tactics which assists the learners during the process of completing a task successfully, i.e. to achieve the particular goal. To portray a more precise concept, the subsequent definition of learning strategies from Oxford is provided: 'the learners' goal-directed actions for improving language proficiency or achievement, completing a task, or making learning more efficient, more effective, and easier' (2011b, p. 167, as cited in Mitchell et al., 2013). In connection to the previous definition, Cohen and Macaro (2007) have raised the importance of using learning strategies for successful learning. Furthermore, they have concluded that learning strategies can be taught (2007, p.27). This has been supported e.g. by Hedgcock and Ferris, (2009, p. 8).

Learning strategies, as well as language skills that have been discussed previously, can be divided into specific categories to frame the types of actions used by learners to achieve the goals. The following overview of learning strategies' classification has been used by Mitchell et al. (2013, p. 22). Each strategy is completed by an example that clarifies the purpose of particular tactics.

Memory strategies	e.g. creating mental images
Cognitive strategies	e.g. analysing and reasoning, practising (both repetition and natural practice)
Compensation strategies	e.g. guessing intelligently, adjusting the message
Metacognitive strategies	e.g. setting goals and objectives, self-evaluating
Affective strategies	e.g. taking risks wisely, rewarding yourself
Social strategies	e.g. cooperating with peers, asking for clarification or verification

Table 1. Classification of Learning Strategies. Adapted from Second language learning theories by Mitchell et al. 2013, p. 22.

From the individual categories, it is clear, that these actions or tactics represent ways in which information is proceeded by learners, in the case of L1 and L2 acquisition as well. Another term associated with learning strategies, is the learning style which could be defined as a personal preferable way in which the learner acquires, processes, and stores the information or skills (Hummel, 2020, p. 261). On top of that, cognition plays a very significant role in learning languages in general, as was stated in the previous chapters (e.g. in chapter L1 in Contrast to L2*, or* L1 Transfer onto L2). These cognitive processes are specified in a theory that is called information processing, or cognitive theory. Mitchell et al. (2013) have explained it as a cognitive theory, particularly used in terms of SLA, which claims that learning is run by how the human mind's processes, access, stores information, or reconstructs it (p. 297). Based on this theory, it is believed that learning strategies acquired prior in L1 can be transferred to L2 learning to assist learners in achieving their targets, not only thanks to knowledge component (declarative knowledge), knowing that particular information, but skill component, knowing how to do something (procedural knowledge) to be successful and make progress. Applying the information processing theory in the case of learning strategies leads consequently to the positive transfer from L1.

Another crucial part of the process of using LS is the reason why learners use them is to achieve a particular goal (Cohen & Macaro, 2007, p. 34). Consequently, the degree of goal orientation inevitably influences the choice of a specific LS or set of LS. Thus, teachers have to be clear about the goal of each selected activity, so the learners could choose the best strategy to achieve successful task completion. Moreover, teachers should always check that the learners understand not only the instructions but the goal and purpose of each activity.

Nevertheless, as it was stated earlier in this thesis, the most common view is that both types of knowledge, declarative and procedural, influence the acquisition of L2. Therefore, it is crucial to consider this matter in the practical part of my thesis, and thus work with materials that provide learners with the opportunity to successfully apply different learning strategies in the context that creates a sufficient base for using these strategies.

Language skills vs learning strategies

In the chapter where language skills were introduced based on their teaching and acquisition the topic considering learning strategies was described reflecting the support that learners use in order to develop and acquire these language skills. In the chapter called Learning Strategies, a more detailed explanation is provided. Yet, the major differences between skills and strategies must be delivered to show the issues connected to the observation of their acquirement.

Oxford (2002) has indicated the reality that even though the progress in language skills acquisition can be monitored by teachers as well as by learners themselves, and that it is desired to monitor the improvement, the monitoring of learning strategies acquisition and development is more problematic since they represent internal and often are invisible to the observers, the teachers (p. 125). On the other hand, the learners use these techniques consciously (Oxford, 1990, as cited in Hummel, 2020, p. 261). Additionally, Paris et al., (1996) have suggested that skills represent automatic techniques for information processing but learning strategies are chosen deliberately to meet the goals (as cited in Hedgcock & Ferris, 2009, p. 40). Correspondingly, Cohen and Macaro have examined the level of consciousness in terms of applying learning strategies (LS) reflecting the discrepancy among researchers as well as respondents who were divided mostly into two groups. The former one agreed with the fact that the LS is used consciously and play a key role in planning how they will deal with a particular task, the latter one insisted that there is always a shift from the plan to unplanned LS (2007, p. 32).

The issue of consciousness level indicates that self-evaluation in the case of learning strategies could provide the teachers with feedback from their learners to be able to detect whether it is necessary or not to reintroduce the strategy, so it can be used by learners autonomously.

Literacy and Reading

The subsequent chapters provide an overview of issues connected to reading in both L1 and L2 regarding the role of language proficiency of L2 learners on reading comprehension (including the threshold hypothesis), reading skills/sub-skills, reading strategies, and their classification and transfer from L1 to L2 in parallel to the context of the education system in the Czech Republic. In addition, the reading tasks and their typical structure will be introduced with a brief description of each phase (pre-reading, while-reading, and post-reading), including the role of vocabulary pre-teaching.

In previous chapters, the problems in FLA and SLA have been discussed concerning language skills and learning strategies. Before going further on this topic, it is crucial to state another term related to language skills, namely literacy. From the most general point of view, literacy could be defined as 'a set of cognitive skills that individuals acquire to function in society, primarily the ability to read and write to a specified degree of proficiency' (Serafini, 2014, p. 19). From the point of view of language acquisition, literacy is mostly associated with the FLA and it means subsequent 'the ability to read and write in a language, usually one's own' (Thornbury, 2006, p. 125). However, literacy plays an indivisible role in SLA too. Thornbury has specified the term to functional literacy representing the level of literacy that a learner of L2 needs to achieve to be successful in using L2 in its culture, i.e. to use reading and writing skills in everyday situations (2006, p. 125). In other words, learners have to know how to construct meaning from individual text types to meet the requirements (Au 1993, as cited in Serafini, 2014, p. 19).

In the case of FLA, specifically in the education system of the Czech Republic, literacy is developed from the very first year at primary schools which means that the learners of L2, which is presently English in our country/mostly English nowadays starting in the 3rd grade, have already acquired a level of literacy proficiency in their mother tongue, Czech. Therefore, this situation brings in the question of the possibility of transfer of strategies already acquired by L1 onto reading in L2. For that reason, reading skills and reading strategies need to be examined in connection to the L1 influence on L2. But first, it is necessary to line the context for reading strategies and reading skills which are represented by reading and its comprehension.

Reading

Reading is a part of the everyday lives of the learners, not only in the case of language acquisition but also in other school subjects, where they need reading to be able to accomplish various assigned tasks. In all school subjects, learners need to decide on their own, what is most important in a certain text to create notes for further studying. In Math, they need reading to read the instruction so they know what they are asked to do. And for example in Czech, they need reading for several purposes, which will be discussed later regarding reading strategies.

But what is exactly reading and how is it defined? Reading, although considered to be a receptive skill, is not a passive process. It is very interactive in terms of interaction between the reader (learner) and the text (Thornbury, 2006, p. 190). The interactive process can be also seen in individual components of reading that have been defined by Hedgcock and Ferris (2009) as 'the literate context, the text, the reader and his/her purposes for reading, text processing operations, and the reader's reconstructed message' (p. 28.). Or similarly, the production of meaning by the reader while reading represents an active feature too (Nation, 2001, as cited in Hedgcock and Ferris, 2009, p. 285). In the early stages of reading, as well as at the beginning of compulsory education in the Czech Republic, learners have to learn several things before they can read fluently. These individual steps are decoding the letters, building words from these letters, then creating sentences, which together produce the text for fluent reading. Later, they start to recognize distinct peculiarities of specific types of text, i.e. learners begin to build schemata, associate them with these texts (Thornbury, 2006, p. 202). Another significant step that develops over the years of learning, in general, is the use of prior and background knowledge. Background knowledge is for example symbolized by the schemata, or by any additional information the learner has about a particular topic, in this case about the context of the text. There are other abilities, such as inferencing, recognition, and perception that are crucial for reading, precisely for reading comprehension. These operations together with the information stated above play key role in both FLA and SLA, and they are described in the subsequent chapter which concerns reading comprehension.

Reading Comprehension

Reading comprehension denotes the goal of the reading, including the accomplishment of a selected task. From the general point of view, the term symbolizes the understanding of speech or writing, whereas in terms of reading and understanding of a written text

(Thornbury, 2006, p. 41). Before further examination of reading comprehension and its processes, there is a question that influences the reading comprehension of learners. This question is why the learners read? According to Grellet (1981), the answer is either for pleasure or for information (p.4). This answer is supported by Thornbury (2006). On the contrary, other authors, namely Lindsay and Knight (2006), have immediately specified the individual reasons, which are described by the former author later, and which could be found in this thesis in the chapter about reading strategies. From the list of reasons and strategies used for reading, as well as from the subsequent paragraphs, it is clear that reading comprehension is a complex ability.

If the learners are aware of the fact why they are reading they could select the most appropriate reading strategies to support the reading comprehension and achieve their goals.
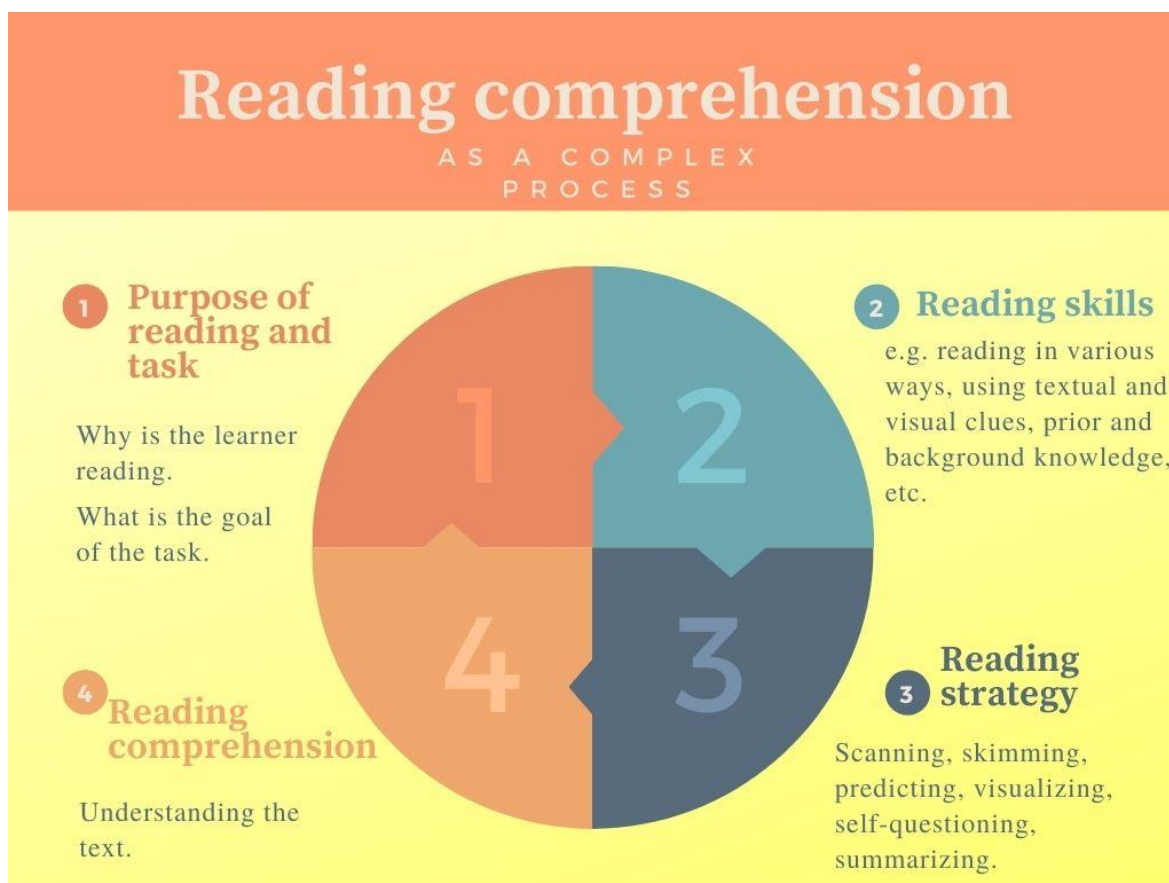
Figure 2. Process of Reading Comprehension

Therefore, in both FLA and SLA, learners need to know why they are reading, and teachers have to be sure the learners are familiar with the set goal.

When the learners are familiar with the goal, they can start to interact with the text. During this interaction, they have to overcome several psychological operations, explicitly perception, recognition, and inference. These operations, together with other strategies such

as summarizing and monitoring are characteristic both for reading regarding FLA and SLA (Schmitt & Rodgers, 2020, p. 265). Thornbury (2006) has explained all these operations within one example. Imagine that we hear a word; it means we perceive it but we do not recognize the word so we have to use the context and try to guess the meaning and infer it (Thornbury, 2006, p. 41). The complexity of reading comprehension is described in Figure 2 regarding the interaction between the purpose of reading/task, reading skills, reading strategies, and reading comprehension which represent an indivisible elements of reading that influence each other.

As mentioned in the previous paragraph regarding the act of guessing words from context, another essential component supporting reading comprehension is the vocabulary. According to many studies, the role of vocabulary is almost identical across the acquisition of languages overall (as cited in Schmitt & Rodgers, 2020, p. 265). Thus, vocabulary plays a key role in reading comprehension, usually in the pre-reading activity and will be discussed further in the chapter dealing with scaffolding.

Another crucial component is reflected on the learner's background knowledge that represents the information the learner has about a particular topic, type of the text (its schema and characteristics), grammatical patterns and vocabulary associated with different genres of the written discourse but also information about the cultural environment of the text, which is connected to dividing the text into two basic types of materials, authentic and non-authentic. The former one (authentic texts), are not modified texts for example from newspapers, websites, advertisements, etc. Therefore, they require higher knowledge about the cultural background of the L2. On the other hand, the non-authentic text is created for learners, which means they provide them with a more simple structure, simplified vocabulary, familiar topics and contexts that are usually related to everyday lives performing typical situations (Lindsay & Knight, 2006, p. 69). However, that does not make the non-authentic text less appropriate or inferior. Especially in the beginning of reading in L2, non-authentic texts provide learners with an opportunity to experience successful learning thanks to the modifications mentioned previously, which motivates them in further studying and prepares them for work with authentic text or to develop other skills regarding the activities connected to the reading task.

In conclusion, reading comprehension is a complex ability including many processes through which learners have to go. In addition, reading demands the use of meta-cognitive knowledge such as planning, monitoring the task, processing, recognition of problems and their solving (Schmitt & Rodgers, 2020, p. 262). Therefore the support from teachers,

especially in their beginnings is crucial. This means teachers have to choose appropriate text, either authentic or non-authentic, they have to make learners aware of the reading's goal, they have to provide the learners with vocabulary building in advance, usually during the pre-reading phase of the task, they have to select topics according to student needs (their age, interests, preferences, etc.), and they need to be sure that learners are familiar with the type of the text (genre), its form, and its characteristics (including specific grammatical patterns, specialized vocabulary). The text forms used in the practical part were chosen according to the most common examples reoccurring in student book at primary schools in the Czech Republic and are further specified in the chapter Methods.

Language Issues in the Reading Comprehension

As written in the previous chapter, reading comprehension is a complex ability and therefore the language issues caused mainly by the differences between reading in L1 and L2 should be briefly considered. Schmitt and Rodgers (2020) have commented on the different starting points regarding the fact that L2 readers/learners have very limited linguistic resources in the early stage – vocabulary, grammar, and discourse (p. 261). Another difference, which was already mentioned in this thesis and supports the idea of transfer of reading strategies from L1 to L2 introduced by Schmitt and Rodgers (2020) is the previous reading experience from L1 together with reading strategies mastered by learners in their mother tongue, but with the emphasis of need to achieve reading fluency in L1 to be able to apply these strategies in L2 reading (p. 261). They have similarly discussed this issue in the sphere of cognitive process. Further factors affecting the reading in L2 are the limited amount of exposure in contrast to reading in L1 and cultural knowledge, which has an impact on the organisation of texts and understanding the point of view from the L2 perspective.

In order to overcome these issues, not only do learners have to study grammar and enhance the vocabulary, but they also have to develop their reading skills by using various reading strategies which is the concern of this work. The reading skills are presented in the following subchapter.

Reading skills and transfer

Reading skills together with listening represents the receptive skills. In the case of learners in the Czech Republic, whose L1 is Czech, they are developed from the early beginning of compulsory education. Hence, their acquisition could play a role in SLA as it

has been suggested by Aebersold and Field (1997), who have claimed that literacy is definitely a factor in the acquisition and development of L2 reading skills. Analogously, this idea has been suggested e.g. by Cummins (1991, as cited in Hummel, 2020, p. 157) in his Interdependence Hypothesis, which proposes that learners who have already developed literacy in L1 will benefit in literacy of L2, hence in reading skills and comprehension as well. Other authors who have supported this thought are Kecskes and Papp (2000) with their concept of transfer in the case of L1 literacy skills (as cited in Jarvis & Pavlenko 2008). The later thought of transfer of reading skills from L1 has been supported by Royer and Carlo (1991, as cited in Aebersold & Field, 1997, p. 25).

Generally, the more skilled and flexible the readers in L1 are, the easier it should be for them to achieve the desired proficiency in reading in L2 (Aebersold & Field, 1997, p. 25). Contradictorily, it cannot be merely assumed that learners who are skilled readers in L1 will automatically be proficient readers in L2. In L2 as has been introduced by many authors namely Aebersold and Field (1997), Lindsay and Knight (2006), Schmitt and Rodgers (2020), Thornbury (2006), and others has depicted that there are more issues the L2 learners have to deal with during reading in L2. These are, for example, sufficient proficiency in L2, understanding grammatical structures and the relationship between sentences, unknown vocabulary, metacognitive knowledge, cultural values, etc. Thus, even skilled L1 readers could have endured some issues in L2 reading and therefore it is essential to teach the learners the reading strategies to support the development and acquisition of reading skills.

The following chart portrays some reading skills that learners need to be more successful readers in L2. The selected reading skills were primarily inspired by Lindsay and Knight (2006). The second chart was created in accordance with Thornbury (2006) introduces the sub-skills that help learners to be more proficient readers.

Reading in various ways according to the text type and the goal of the activity
Adapting the reading based on the type of the text and purpose of reading
Reading 'actively' (using dictionaries or other sources for decoding unknown words)
Understanding relationship between sentences
Helping understanding by textual and visual clues (typography, pictures, text's organization)
Using context to decode the meaning of words **(inferring meaning)**
Using prior, background and cultural knowledge

Table 2. Reading Skills. Adapted from Learning and teaching English: a course for teachers. Lindsay, C., & Knight, P., 2006, p. 70

Understanding words and its grammatical function
Identifying the topic of the text
Identifying text type, text purpose, text organization
Distinguishing key information from less important information
Identifying and understanding the gist
Paraphrasing the text

Table 3. Reading Subskills. Adapted from AZ of ELT. Macmillan Educ. Thornbury, S., 2006, p. 191.

From both charts above, it is clear that the terms reading skills and reading strategies overlap. This fact has been suggested by many authors throughout history for example by Grellet (1981). In addition, Rosenshine (1980) refers to some previously mentioned skills and strategies, e.g. identification of main ideas, decoding of details, inferencing, etc. (as cited in Hedgcock & Ferris Nevertheless, 2009, p. 38). Nevertheless in this thesis, learning strategies have been defined as actions, ways, or tactics which assist the learners during the process of completing a task successfully and to develop language skills. In other words, reading strategies helps learners to develop reading skills.

Another classification of reading skills has been provided by Schmitt and Rodger (2020) who have divided the skills according to lower and higher processing. The first group includes mostly the word recognition and 'word-to-text-integration' process (Perfetti, Stafula & Adlof, 2013, as cited in Schmitt & Rodgers, 2020, p. 267). In other words, the learner has to know how to connect letters into words, words into phrases, clauses, sentences, and finally build a text and memorize the characteristics typical for that type of text and thus develop reading

comprehension. The second group consists of combining various reading strategies, making inferences, using background knowledge, critically evaluating the information in the text, comprehending the perspective of the author, etc. Additionally, Hedgcock and Ferris (2009), have claimed that not only reading skills are important for reading comprehension but also measurable sub-skills such as fluency, efficiency, and speed, observable in both L1 and L2 reading (p. 37).

One additional classification of reading skills has been described by Hedgcock and Ferris (2009), who have divided the individual reading skills into three levels; the first represents the beginning stage, thus the easiest, concerning decoding the printed text and making sense of it; the second one includes decoding graphemes, words, its meaning, etc.; and the third level, the most proficient in which the reader scans, categorizes, matches, compares, make inferences, etc. (p. 40).

In summary, reading skills were introduced in the context of L1 reading and SLA, suggesting their transfer from L1 to L2 and in connection to strategies that help to develop them, and thus increase the reading comprehension. Additionally, the idea of skilled L1 readers was introduced concerning the parallel of proficiency between L1 and L2 reading with a critical overview of obstacles that L2 learners have to deal with.

Reading Strategies and Transfer from L1 to L2

Although reading strategies, or reading techniques, have been already defined, there is a need to specify them in connection to readers/learners. For that, the definition by Trabasso and Bouchard (2002) was selected. They defined the reading strategies as 'specific, learned procedures that foster active, competent, self-regulated, and intentional reading' (as cited in Schmitt & Rodgers, 2020, p. 276). Generally, reading strategies should help learners, both in L1 and L2, to develop reading skills in order to comprehend the reading. Some detailed advantages of teaching the reading strategies explicitly to L2 learners have been summarized by Hedgcock and Ferris (2009) and are e.g. allowance for readers to organize information and explore the text to enhance memory, communication, and learning process in general, activation of metacognition and motivation, etc. (p. 41).

The first thing that is essential to realize is that the learners do not work only with one type of text but with various ranges of them. This leads to the fact that there is no such thing as one perfect reading strategy for all types of text. Therefore, it is crucial to provide the learners with a collection of reading strategies and teach them how to use them effectively so they choose the most appropriate strategy to meet the goal of their reading.

22

According to Grellet (1981), most of the reading strategies are familiar to the learners from reading in L1, nevertheless, the learners do not have to be aware of this point and can experience difficulties in applying them in L2, which means the teacher should re-introduce them in L2 context (p. 14). The idea of strategies transfer has been introduced by Cohen and Macaro (2007), Erler and Finkbeiner (2007), Hummel (2020), Royer and Carlo (1991, as cited in Aebersold & Field, 1997) and others. On top of that, Koda has raised the point that is vital for teachers to know which reading strategies/skills their learners already acquired in NL because they will have a long-term effect on reading in L2 (as cited in Gass & Mackey, 2012, p. 314).

On the contrary, it is not possible to assume that reading strategies from L1 can be transferred to L2 automatically in every text. This has been the main concern of the so-called language threshold supported by Cummins (1991, as cited in Hummel, 2020, p. 157). The language threshold hypothesis examines which level of L2 proficiency the readers are to achieve to be able to apply reading strategies from L1. Therefore, the teachers must consider the selected type of text in accordance with their students' proficiency level. Moreover, the text has to be selected specifically regarding the relevance of the chosen topic, the difficulty of the text, the vocabulary, which plays a key role in text comprehension and will be further discussed in relation to reading tasks, organization of the text, syntax, motivation of the learners, etc. (Schmitt & Rodgers, 2020, p. 274). Generally, the learners' needs must always be considered.

Types of Reading Strategies

The following types of reading strategies (RS) represent the ones selected for the practical research of this work and resemble the needs of learners at primary schools in the Czech Republic. Thus, other reading strategies were either excluded or will only be mentioned as further examples.

Some RS can be contrasted to each other. Such examples are scanning and skimming. The former represents the reading for detail, or as suggested by Thornbury (2006), for specific information during which the learners ignore other irrelevant information and concentrate on the piece of information they need to accomplish the task, e.g. searching for a particular date, time, name, address, etc. (p. 191). Scanning is important for L2 learners because classroom reading mostly consists of intensive reading and other related tasks (Scrivener, 2011, p. 264). On the other hand, skimming/skim-reading or reading for gist refers to reading whose goal is to get a general overview of the text, to get the main idea, or

in other words the gist (Thornbury, 2006, p. 191). For examples of readings and reading activities suitable for these RS see Figure 3. Both presented strategies are transferable from L1 (Thornbury, 2006, p. 191). Other examples of contrastive RS are bottom-up and top-down strategies, discussed e.g. by Richards (2015), who has described the bottom-up strategy as the processing of individual elements of the text (e.g. morphology, phonemes, etc.) to decode the language input (p. 732). The latter one has been defined as using the background information to understand the message of a text (Richards, 2015, p. 751). Both strategies can be applied to the second receptive skill – listening, and they are usually combined by learners (Scrivener, 2011, p. 259).

Another reading strategy, which could be considered a skill or sub-skill for skimming, selected for my research is predicting (Grellet, 1981, p. 17). Lynch and Mendelsohn have introduced predicting as a reading strategy, precisely as a process strategy used in top-down strategy (as cited in Schmitt & Rodgers, 2020, p. 228). In this work predicting is considered a reading strategy as it has been suggested by Jiang, Grabe and Carrell (as cited in Schmitt & Rodgers, 2020, p. 276). Predicting is a useful reading strategy that helps the learner to prepare for the reading based on previous knowledge. Predicting is not only beneficial for semantic interpretation by using discourse knowledge about the organization of the text, but for syntactic analysis as well, concerning specific grammatical patterns, phrases, vocabulary, etc. typical for a specific type of text. Furthermore, Grellet has claimed that it is convenient to train predicting not only in means of a pre-reading activity but throughout the whole text with focus on giving students enough opportunities after a sentence or paragraph, to predict what comes next, suggesting the application of post-reading activities such as finishing the text (1981, p. 17). This belief has been shared by Ur (2012) too.

The next RS is called visualization and will be discussed in relation to using graphic organizers and mind-maps. All examples portray visual strategies which help learners to summarize what they have just read, train memory and develop comprehension skills (Pang, 2013, p. 52). Visualizing means that the learners create an image in their minds of the presented information to remember it better and to navigate through the text quicker. According to Gormley and McDermott (2015), visualization also assists in making connections between individual pieces of information from the text (p. 173). Therefore, it is necessary to record these mind-images. The possibility of recording visualizing can be represented by graphic organizers and mind-maps. The main difference between them is in the autonomy of its use. Mind-maps, thinking maps, or association maps represent a more spontaneous strategy regarding that learners can connect any idea to another according to

their points of view/preferences to establish creative association among them (Davies, 2010, Chapter The mapping tools). Precisely, mind-maps are defined by Biktimirov and Nilson (2006) as 'visual, non-linear representations of ideas and their relationship (as cited in Davies, 2011, The mapping tools section, para. 1). On the other hand, graphic organizers can be prepared by teachers to navigate learners throughout the text by indicating the relations between the ideas/information from the text. Gormley and McDermott have said that this strategy is specifically beneficial in terms of getting a piece of textual evidence which learners can use to fulfil the assigned task successfully, e.g. to answer text-related questions (2015, p. 174).

Regarding the recent situation with distance learning because of the Covid pandemic, graphic organizers could really help learners not only with reading comprehension but with organizing information/learning in general. Moreover, learners can use various online tools to create such organizers. Some examples can be found on the website of Canva (https://www.canva.com/graphs/graphic-organizers/) where learners as well as teachers can develop graphic organizers, and where a precise category for education has been established. Another online tool can be found on the following websites, free of charge, https://app.creately.com/diagram/start/dashboard ; https://graphicorganizer.net/. For mind-mapping learners can visit the following website https://mind42.com/. Both suggested strategies are currently promoted in learning because they develop critical thinking which helps to form a personal opinion or judgment towards an issue (Twardy 2004; van Gelder 2001; van Gelder et al. 2004, (as cited in Davies, 2011, Argument mapping section, para. 5). In addition, visual reading strategies provide learners with visual aids and are especially suitable for the visual type of learners.

Next reading strategy is called self-questioning. According to Joseph et al. (2016), self-questioning supports reading comprehension and allows learners to monitor their progress and learn more independently (p. 152). Self-questioning is defined as learners' generated questions regarding the text to achieve deeper comprehension, gain and construct knowledge from the text, and become more active readers (Taboada et al., 2012,p. 88). Furthermore, Taboada et al. (2012) have suggested that this RS has high motivational potential because it evokes learners' curiosity and lets them use previous knowledge related to the particular text or topic; besides, it includes the choice element which motivates the learners too (p. 89). On top of that, Ryan and Deci (2000) have assumed that the choice element is beneficial precisely for intrinsic motivation that dominates

over extrinsic motivation which does not have a long-term effect on learning (as cited in Taboada et al., 2012, p. 89).

The last reading strategy selected for my research is summarizing. Learners at primary schools, in the Czech Republic, are frequently asked to summarize a text among various school subjects in order to create notes, train memory, develop self-expression, etc. Therefore, it is a strategy they already know and thus can also benefit from it in L2 reading if the reading material is in accordance with student needs. Generally, learners need to find the key information in the text and combine it meaningfully in a brief and coherent text (Pečjak & Pirc, 2018). Writing a summary enables learners to rethink the text's content again, focus on the most important information, and finally function as assistance to reintroduce the gained information in a shorter time span with great effectiveness. Thereupon, it can be seen as the most complex and difficult strategy involving higher skills, specifically the metacognitive skills such as planning and using background information on a large scale. In other words, summarizing request a high autonomy of the learner/reader.

Overall, the presented strategies, namely scanning and skimming, visualizing, creating graphic organizers, mind-mapping, self-questioning and summarizing, were briefly introduced regarding their advantages for reading comprehension development. They have been connected to particular examples of reading tasks in Figure 3. Nonetheless, the reading strategies are frequently combined and thus the represented figure suggests only some possibilities of the reading strategy choice.

| Answering QS looking for particular information (date, name, time, age, place, etc.); true/false sentences **Scanning** | Brainstorming (looking for the main idea, topic, and related vocabulary); discussion about the topic of the text **Skimming** | Think about what comes next (topic, end of the text, brainstorming, key-words decoding, argumentation, etc.) **Predicting** |
| **Visualizing** Using visual aids, clues, graphic organizers, creating mind-maps, classifying information into categories regarding relationships | **Self-questioning** Ordering pictures in correct order, matching pictures to paragraphs, ordering paragraphs to a coherent text | **Summarizing** Taking notes on a specific topic, selecting the key-information, writing a brief summary |

Figure 3. Overview of Selected Reading Strategies and Particular Examples

Reading Tasks and Instructions

Despite the existence of a wide range of different reading tasks, there are some commonalities in their design which teachers should always consider. These commonalities could be named as different phases through which a teacher together with his/her learners have to go to make the task highly effective for further learning. The phases are called pre reading, while-reading, and after-/post-reading and they should follow the represented order. In each phase, there is a range of suitable tasks, supporting the reading. Specific examples of such tasks can be found in Table 4. The chapter was inspired by Betáková et al. (2017) and it represents some activities that can be used in individual reading's phases. The presented activities do not cover all possibilities and can be modified or exchanged.

The main goal of the pre-reading phase is to prepare learners for the reading task. Precisely, to generate interest, activate schemata/previous knowledge, motivate students, to introduce the key-vocabulary and grammar (Betáková et al., 2017, p. 68). Teaching vocabulary in itself is a crucial part of L2 acquisition. According to Grabe and Stoller (1997), reading and vocabulary are reciprocal because reading improves vocabulary and vocabulary supports reading comprehension (as cited in Hedgcock & Ferris, 2009, p. 292). In addition,

Laufer (1989) has claimed that a reader needs to know 95 % of the vocabulary to understand the text successfully (as cited in Hedgcock & Ferris, 2009, p. 298). In this paragraph, vocabulary teaching will be considered in terms of reading precisely the pre-reading phase and direct vocabulary instruction. The teacher should know which vocabulary to pre-teach based on the student needs. On the other hand, most of the authors agreed that there is a need to teach the learner so-called high-frequency words, which are words that occur across various texts and are necessary for comprehension namely e.g. the most common verbs (be, have, say, get, give, think, etc.), personal pronouns (I, you, he, she, it, etc.), articles (definite, non-definite), interrogative pronouns (what, why, when, where, how, etc.) and many others. Another generally accepted idea supporting vocabulary knowledge and reading comprehension is creating word-lists or using graphic organizers. On the contrary to high-frequency words, the specialized vocabulary related to a precise topic should be pre-tech as well, but it is up to the teacher to decide, if the students need to know the particular vocabulary or, if it will be more beneficial to change it/remove it from the text, i.e. to modify the material which has been suggested by Nation (2001) as well. All in all, the vocabulary should always be presented in some context to help students create connections to the selected topic or previous knowledge. Furthermore, the key vocabulary should be re-introduced in the post-reading activities or different context analogously.

The second phase, while-reading, must always include a purpose so that the learners know what they should concentrate on (Betáková et al., 2017, p. 69). Therefore, clear and brief instruction is the key. The third stage, after-/post-reading, includes follow-up activities that recall the topic/information from the text and expand it to other contexts or further use. The last stage usually connects other language skills, promoting not only the receptive reading and listening but the productive skills, writing and speaking simultaneously (Betáková et al., 2017, p. 69). This idea has been already introduced in the chapter Language Skills Teaching and Acqusition.

Pre-reading	While- / during-reading	After- / post-reading
Brainstorming	Categorizing information	Answering additional questions
Mind-mapping	Creating graphic organizers	Summarizing the text
Tasks with visual aids (generating topic of the text)	Ordering pictures according to the story/text	Creating an interview / set of questions (based on the text); role-play; dramatization; discussion
Keywords decoding	Answering text-related questions (e.g. true/false)	Finishing the text/ writing a different end
Answering general topic related questions	Taking/writing notes	Expressing one's opinion
Expressing personal opinion about the topic (argumentation)	Decoding unfamiliar words from the context	Creating a project (related to the topic)
Brief discussion	Modifying the text	Writing a brief answer, e-mail, SMS to the character from the text

Table 4. Stages of Reading Tasks. Adapted from Moderní didaktika anglického jazyka v otázkách a odpovědích. Vydání první. Praha: Wolters Kluwer, BETÁKOVÁ et al. 2017, pp. 68-69

Another common property of selected reading materials and the related task is the student needs. Teachers have to follow them if they want their learners to be successful in learning and developing reading comprehension, reading skills, and reading strategies.

Similarly in each stage, it is appropriate to provide learners with sufficient support, e.g. breaking the task into individual steps, to meet the goal of the task. As a mean of such support a strategy called scaffolding will be introduced in the following chapter.

Scaffolding

This chapter deals with the definition of the term scaffolding from both the general as well the methodological perspectives and presents the parallels between them. Subsequently, it provides some examples of benefits together with a brief critique of scaffolding concerning its effectiveness in learning.

The term scaffolding can be defined from a general point of view regardless of the L2 context. Nevertheless, even this definition expresses the analogy with learning the L2 by using a metaphor, having similar characteristics transferable to the methodology ELT definition. Scaffolding is a form of support used when building/reconstructing houses to protect both buildings and workers from collapsing, and to provide them with sufficient support that assists the workers 'to stand on when they want to reach the higher parts of the building' (Cambridge University Press, 2021, retrieved from https://dictionary.cambridge.org/dictionary/english/scaffolding, 18 April, 2021). To draw the analogy, several definitions are offered. Hummel (2014) has introduced scaffolding in a socio-cultural approach as 'the role played by teachers, peers, and others in supporting the learner's development to get to a more advanced stage' (p. 92). Additionally, Hummel (2014) has described scaffolding concerning the Zone of Proximal Development (ZPD), which was introduced by Vygotsky and refers to what a learner can achieve without any assistance in contrast to what he/she can potentially achieve with the help, support, and engagement from someone more skilled (either a teacher or a peer). In connection to that, Guerrero and Villamil (2000) have discussed the relation between scaffolding and ZPD as well. Their definition of scaffolding in the context of teaching is the following 'scaffolding refers to those supportive behaviours by which an expert can help a novice learner achieve higher levels of regulation' (Guerrero & Villamil, 2000, p. 51). Guerrero and Villamil (2000) have also discussed scaffolding regarding mother-child conversation with a focus on mothers' verbal effort to sustain the conversation and encourage language acquisition, which has been considered by Thornbury (2006) too. Guerrero and Villamil (2000) and Thornbury (2006) have described the modifications mothers or caregivers use and which are associated with scaffolding. These are namely getting the child's attention to make him focused (e.g. by questioning, or extending the child's utterances), offering models/examples, repeating, reformulating and reducing the complexity of the task (Guerrero & Villamil, 2000; Thornbury, 2006). Guerrero and Villamil (2000) have indicated the need for support by providing an example of a situation in which a mother helps her child to move forwards and prevent it from slipping back (p. 52). Thornbury (2006) has presented the fact that when the child/learner achieve the higher stage/goal, this support and adults' or teachers' control will decrease until it is fully withdrawn which lead to autonomous learning (p. 201).

Scaffolding itself can be divided into individual actions the teacher should use to make the learning beneficial. These are getting the learner's attention, reducing degrees of freedom

in the task to make it manageable, keeping direction in terms of the goals, marking critical features, controlling frustration, and modelling solutions (Guerrero & Villamil, 2000, p. 52). This issue was also discussed by Brown and Rodgers (2002), who provided examples of controlling frustration by using positive codes such as modelling, direction maintenance, task structuring, etc. (p. 106). Besides, one important part of scaffolding, instructing, has been added by Gagné and Park (2013, p. 194). From this paragraph, it is clear that scaffolding is a complex strategy and the teacher must take various steps to use it successfully.

On the contrary, some authors such as Gegeo and Nielsen (2003) have suggested that it is difficult to state whether the learning in SLA comes from the mere scaffolding, because more factors, e.g. linguistic, sociolinguistic, and discourse complexity can affect the outcome as well (as cited in Esmaeel and Rafat, 2018, 3:19). Nevertheless, many authors have proved that scaffolding helps to increase reading comprehension and skills or support the learning process in general. These researchers are namely Taguchi et al. (2016) who have promoted the use of repetition patterns in scaffolding, Guerrero and Vilamil (2000). In addition to this, Brown and Rodgers (2002) have introduced the role of scaffolding in 3 types of classroom interaction which are: teacher-student interaction, student-student interaction, and student-text interaction (p. 107). The last one promotes the idea of reading being not merely passive but rather interactive activity. This belief is shared among many authors such as Thornbury (2006) or by Hedgcock and Ferris (2009). Scaffolding in SLA is used among various tasks, and in the case of this work, reading/reading-related tasks to help learners with reading comprehension. A specific examples can be found in the worksheets used in the practical part of this thesis (Appendix 3).

In conclusion, the theoretical part of this thesis provides the information crucial for understanding the role of the mother tongue in SLA and related issues such as transfer (negative transfer contrasted to positive), with a focus on the positive transfer of reading strategies from L1 to L2 regarding literacy alongside reading and reading comprehension. Besides, scaffolding and its benefits in the area of learning were briefly introduced. Finally, the presented information should help readers to understand the reasons for the selected research questions and methods used in the research of this work, together with the suggested implications based on the collected data and their results.

III. METHODS

This chapter deals with the practical part of the thesis. Firstly, it describes the research question and the role of scaffolding. Secondly, it clarifies the research in the field of selected methods and organization among data collection instruments. Subsequently, it characterise the subject and the design of the research. Whereas the analysis of the research is presented in the next chapter, the individual parts of the survey e.g. worksheets are enclosed in the appendices.

Research Question

The research question formulates the selected problem and should be open-ended considering a range of factors and conditions that have an influence on the research process and results, meaning there is no such answer as a simple yes or no (Mukherjee 2020, p. 72). In other words, the research question should be answered with more detailed answers than just a simple yes or no, and needs to consider the conditions of the research as well as the factors that influenced the research. In this thesis, the research question was stated as follows:

Are the reading strategies that have been acquired to a sufficient level in L1 transferable to reading in L2?

Among these, the role of scaffolding, together with its influence on assigned tasks in the survey, has been examined to enhance the use of reading strategies in L2 and to improve the reading comprehension to be able to complete the goal for which the reading strategies are generally used. For this reason the second research question was formulated as follows:

Does the scaffolding help to achieve the goal of reading tasks?

Research Methods

The research methods were chosen based on the theoretical background of this thesis. To answer the research questions and consider the problem with observing learning and reading strategies, it was necessary to use a combination of research methods, both quantitative and qualitative. According to Hinkel (2011), these two research methods should

not be separated, especially in the case of using surveys that are located between quantitative and qualitative research since surveys carry signs of both mentioned methods (p. 191). Moreover, Johnson et al. (2007, as cited in Hinkel 2011, p. 199) have suggested that the combination of quantitative and qualitative research essentially produces more precise results.

The method used to obtain the results for the first research question whether the reading strategies that have been acquired to a sufficient level in L1 are transferable to reading in L2, was a survey, which was divided into 3 main parts. The first one is represented by a student needs analysis survey (Appendix 1) alongside the questionnaire (Appendix 2), including a set of questions for which the students choose answers on a scale. The second part consists of 6 distinctive worksheets Appendix 3 that represent the 6 reading strategies chosen for the research, inclusive of scaffolding. For an overview of these reading strategies, see the Table 5. These reading strategies were chosen in relevance to the study materials that students use in English lessons. In other words, scanning, skimming, and predicting, self-questioning, visualizing and summarizing represent the strategies which students frequently need to accomplish the tasks from their learning resources. Moreover, visualization and summarizing are increasingly used across other school subjects. As an example, in ICT lessons (Information and Communications Technology which is now called "Informatika" in the Czech primary education system), students have to present the information in various graphical ways for which graphic organizers are beneficial. This outcome is specifically stated in the new version of RVP (which means rámcový vzělávací program in Czech) for primary education in the Czech Republic, which includes the reformulation of ICT outcomes and indicates the digitalization of Czech primary schools (Table 14). The use of ICT in English lessons is currently on the rise and its increase has clearly been observed during the pandemic situation since 2019. To give some specific examples, Czech primary schools and the education students were on distance learning and thus they had to use multiple technology devices (such as PCs, laptops, mobile phones, tablets and so on), different operating systems (MS Windows, iOS or Android), and various online learning platforms (e.g. MS Teams, Google Classroom/Meet, Zoom, and so on). Besides this, use of the technological devices listed above is normally used in contact learning for creating presentations in PowerPoint, writing documents in Word, using sources in L2 for comparing several sources of information, working with online dictionaries that are updated every day, and using some apps/programs/websites for practising English such as Duolingo, Kahoot!, Quizlet, umimeanglicky.cz, WocaBee, etc. Moreover, lots

of terms used in ICT lessons are taken from English (HDD - Hard Disk Drive, SSD - Solid State Drive, RAM – Random Access Memory, etc.).

The last main part consists of the level of difficulty of each worksheet done by all study groups and assessment of scaffolding. That was done to get results for the second research question which asks whether the scaffolding helps to achieve the goal of the reading tasks.

Data Collection Instruments

Analysis of Student Needs in L1

Based on the studied sources and reasons, such as the fact that learning, as well as reading strategies, are to some extent internal and implicit for the learner or reader, making them difficult to observe, the questionnaire used as a self-evaluation for students was used. It consisted of 12 questions for which students choose answers on a scale expressing agreement or disagreement with a particular statement. The scale was from 1-4, where 1 means "absolutely agree" and 4 "absolutely disagree". For a detailed description, see the following figure.

1 = zcela souhlasím
2 = spíše souhlasím
3 = spíše **ne**souhlasím
4   = zcela **ne**souhlasím

Figure 4. The Self-evaluation Scale

This questionnaire provided 12 questions, thus it considers reading strategies both in L1 and L2. As an example, questions number 5 and 6 are presented below in this paragraph. The criteria for evaluation of this questionnaire are as follows: 1 - 100 % (absolutely agree), 2 – 75 % (rather agree), 3 – 25 % (rather disagree), 4 – 0 % (absolutely disagree). This form of self-evaluation enables the researcher not only to see how the students think they can use these strategies, but in addition, to compare these answers with the actual results obtained from completing the set of tasks in the survey done in L1 as well as in L2.

Next, because the development and acquirement of reading skills coupled with strategies is a long-term process and since this research deals with the transfer of reading strategies from L1, it was inevitable to obtain data to confirm or not to confirm the ability of the students to use the 6 reading strategies in L1 (Czech) to some extent. Consequently, the survey was made from a set of tasks in L1. In total, it comprises of 8 tasks, but they examine only the 6 selected strategies. To present the design of the survey, the following chart with the overview of the selected tasks in connection to reading strategies was created. The actual survey is enclosed in the Appendix 1.

Number + type of task	Reading strategy examined
1 – answering text-related questions (closed)	Scanning – reading for details
2 – choosing the title (multiple choice)	Skimming – reading for gist
3 – reasoning the answer from task 2 by writing the words that helped them to choose the best title	Skimming – reading for gist
4 – creating a piece of a story – writing a few sentences (open)	Predicting
5 – classifying words into categories – (closed); pre-step for task 6	Visualization and using graphic organizers pre-step
6 – creating graphic organizer by using words and categories from task 5 (open)	Visualization and using graphic organizers
7 – writing 3 questions after reading a short text to recall the gained information (open)	Self-questioning
8 – writing a brief summary (open)	Summarizing

Table 5. Overview of Examined Reading Strategies and Tasks in L1 Used in the Survey

For assessment of the results, the criteria for each task mentioned in the chart above were created. The criteria were evaluated in percentage so they could be better compared with other obtained results because the rest of the research was also evaluated in percentage. For detailed description see Table 6.

Task	Relevant information	Criteria
1	5 questions	Each question – 20 % (5x20 = 100 %)
2	1 question	Only one option correct / wrong (100 % / 0 %)
4	Writing	100 % = required length + related vocabulary to daily routine; 50 % = at least half of the required length with vocabulary related to the topic of daily routine; for 0 % less than half of the required text length
6	4 levels of the graphic organizer	Each level = 25 %; the levels are animals; the second one is represented by omnivores, herbivores and carnivores; the third one is portrayed by predators, scavengers, and cannibals, and the fourth is presents individual animals; 100 % = all levels are completed correctly
7	4 questions	Each question = 25 % (4x25 = 100 %); the grammar was not assessed but the relevance of the questions concerning the text was (looking for the topic related vocabulary that appeared in the text e.g. Egypt, Earth, god, society, on top of, army, the head of, pharaoh, who, what, where, etc.)
8	4 keywords	The keywords are religion (and related words such as polytheistic), temple (and its appearance), Egypt (and its inhabitants), and Gods (their appearance rights, etc.). For each keyword category from the four mentioned above, it was possible to get 25 %; for each keyword, students could obtain 25 % (4x25 = 100 %); 100 % = all 4 keywords + the required length; if the text is only half of the established length, 25 % is subtracted from their results

Table 6. Criteria for Assessment of the Survey in L1

Worksheets

For the second main part of the research, a set of six worksheets, one for each reading strategy, was prepared. For better comprehension of the chosen order in which the worksheets were given to students, it is crucial to show that the order copies the exact order stated in the theoretical part of this thesis, precisely in the chapter Types of Reading Strategies. Nevertheless, the change was applied to the order of worksheets numbers 4 and 5, dealing with self-questioning and visualization. The original plan was to do visualization first, but since the worksheet with self-questioning shares the same topic as the preceding material number 3 for predicting (daily routine) and because it includes the same grammar, this new order was chosen. On top of that, the students' analysis in the L1 self-evaluation part showed that students believed they could use the strategy of self-questioning more easily than the strategy of visualization. These strategies are namely scanning (reading for details), skimming (reading for a gist/main idea/ general overview), predicting (anticipating what comes next), self-questioning (recalling the information found in the text), visualizing (using graphing organizers), and lastly, summarizing (writing a brief summary consisting of the key information from the text). This order was also created in this way because it starts with the easier tasks and gradually moves to the ones that are more difficult and need more autonomy from the learners. For example, in the first worksheets, students need to circle or write down specific information in the same form as they find it in the texts. Gradually, the tasks require them to generate their own ideas, apply selected grammatical patterns, and create a piece of writing on their own, which demands a higher level of autonomy. On top of that, an extensive percentage of exercises from English student books and workbooks that learners work with are built from tasks where they need to use scanning and skimming most of the time. As an example, unit 2 from their student books Project 4th Edition (Hutchinson, 2014) was chosen. The first two pages include 8 exercises and some of them have more parts. One of them is a reading task. Four exercises are connected directly to this task. All of them require the students to find specific kind of information and write it down in the same form as in the text. For that, both scanning and skimming can be combined. The pictures of these pages are enclosed in the Appendix 4.

The texts were chosen for reading assignments on which students applied the six reading strategies that were taken partly from the learning resource Bloggers 2 (Hrabětová, P., Mikulková, M., & Cryer, K., 2019). These can be observed, namely in worksheets 1, 2, and 3. Worksheets 4, 5, and 6 were created with texts from learning resources in Project 4th Edition (Hutchinson, 2014). This combination was chosen not only

to provide students with materials from different sources but also to work with texts and resources that are more topical and include a wide range of student friendlier tasks (topics, choice elements, creativity, learning language skills in tandem, etc.), layouts supporting learning and especially visual types of learning styles, and extra materials.

Before specifying the peculiarities of individual worksheets, the part that they all share has to be described. From a general point of view, this could be seen as a layout. In the upper right corner, the name and class are found. Then, below the name and the class, the name of the selected reading strategy with its brief definition is written. Right below the strategy name, a frame called scaffolding is located. This is a crucial part of each worksheet that should help students apply the particular strategy to a reading task to achieve the goal and therefore experience successful learning. The scaffolding is written in a combination of L1 and L2 not only to enhance the learning process but also to prevent the frustration that can easily emerge from not understanding the clues, which could result in not achieving the set goal. This issue was discussed by Brown and Rodgers (2002) in the field of scaffolding that has been presented by other authors including Thornbury (2006) or Hedgcock and Ferris (2009). After the scaffolding frame, there is always a brief instruction and the selected reading task. At the bottom of the worksheets, students find a frame called 'My Notes' which enables them to write/draw anything they need to be able to complete the task in L1 or L2. Some worksheets were enhanced with other useful support, such as some grammatical pattern clues, interrogative pronouns, or a structure of graphic organizers. Aside from the mentioned aspects of the worksheets' layout, another factor was also considered. This factor is the visual design, which plays a role in increasing the aesthetics of the material to help the learners navigate easily through the worksheet or focus on the most important things. As well, the visual design/support is beneficial, especially for the visual type of learners characterised by Richard (2015) as "a type of learner responding to new information in a visual fashion and prefer visual, pictorial and graphic representations of experience" (p. 141). To achieve a great visual design, several techniques such as using typography, appropriate images resembling the topic, different colours (red for negative and green for positive meaning), frames, space, etc. were used. On the contrary, each worksheet was designed to examine the transfer of a specific reading strategy and therefore the individual worksheets are characterized in 6 categories in the subsequent chart. The categories are topic, the type of reading strategy and reading task. All the worksheets could be found in Appendix 3.

Number + topic	Type of reading strategy	Type of reading task
1 animals - farm	Scanning	Short story – literary descriptive and narrative text
2 animals - pets	Skimming	Short story – literary descriptive and narrative text
3 my daily routine	Predicting	Short story – beginning - narrative text
4 daily routine	Self-questioning	Short story – narrative text
5 food	Visualizing – using graphic organizers	Descriptive and expository text
6 animals - wild	Summarizing	Expository text

Table 7. Overview of the Worksheets' Design

The topics and types of reading tasks were chosen following the RVP for the Czech educational system, ŠVP (known as školní vzdělávací program in Czech) of ZŠ Josefa Hlávky in Přeštice, and CEFR (Common European Framework Reference). To draw some concrete examples, the following table with requirements and outcomes from both mentioned documents is presented. The Table 8 was created with the help of RVP and ŠVP. Since the ŠVP is written in Czech the CEFR is also presented in Czech. Among that, the topics resemble the student needs e.g. age, interests, topics covered in their student books – in ŠVP of ZŠ Josefa Hlávky in Přeštice, and the RVP. The abbreviation CJ means "cizí jazyk."

RVP výstupy	ŠVP výstupy	Učivo RVP/ŠVP
CJ-9-3-01 vyhledá požadované informace v jednoduchých každodenních autentických materiálech	vyhledá v textu známé výrazy a odpovědi na otázky	domov, rodina, bydlení, škola, volný čas, příroda, názvy jídel, potravin, zvířata, atd.
CJ-9-3-01p rozumí slovům a jednoduchým větám, které se týkají osvojených tematických okruhů (zejména má-li k dispozici vizuální oporu)	vyhledá v textu známé výrazy a odpovědi na otázky	domov, rodina, bydlení, škola, volný čas, příroda, názvy jídel, potravin, zvířata, atd.
CJ-9-3-02 rozumí krátkým a jednoduchým textům, vyhledá v nich požadované informace	žák rozumí obsahu jednoduchých textů (pochopí hlavní smysl)	přítomný čas prostý a průběhový
CJ-9-4-02 napíše jednoduché texty týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat	x	rozvíjení používání gramatických jevů k realizaci komunikačního záměru žáka (jsou tolerovány elementární chyby, které nenarušují smysl sdělení a porozumění)

Table 8. Overview of the Required Outcomes in a Foreign Language for Students at Primary Schools in the Czech Republic. Adapted from RVP and ŠVP of ZŠ Josefa Hlávky.

Besides, some of the crucial communicative language activities and strategies with focus on the written reception are described in the Table 8 which was created with the help of CEFR (2001) and modified to be as relevant as possible for this thesis and its research.

Because the document is written in English the Table 9 presents the information in English as well.

Overall reading comprehension A2	Specific examples
Students can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	I can understand the main points and some of the detail from a short written passage, e.g. three to four sentences of information about my e-pal; a description of someone's school day… I can read and understand short texts, stories related to my everyday life or things I do, when the texts and stories include frequently used or international words. I can understand simple short texts with the help of pictures and drawings.
Reading for orientation	**Specific examples**
Students can find specific, predictable information in simple everyday material.	I can find specific information in simple texts. I can read the names of foods in the supermarket or in a café.
Reading for information and argumentation	**Specific examples**
Students can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language.	I can read simple descriptions (of people, places…). I can read important information about places where I live. I can read about animals when there are pictures to help me.

Table 9. Selected Examples of Reading Comprehension. Adapted from Collated Representative Samples of Descriptors of Language Competences Developed for Young Learners. Szabo, T. & Eurocentres 2018, pp. 61-63

For this part of the research (Appendix 3) the criteria for each task were defined as well. Once again, percentage was used to compare the results with other collected data more efficiently.

Moreover, the tasks in L2 were designed so they resembled the criteria used in L1 as much as possible to better the results' comparison. The common features are represented by the same reading strategies that were examined, the number of questions/tasks prepared for each reading strategy, the length of the tasks and the percentage allocated to each task-related question. On the contrary, the tasks in L2 differ mostly in the scaffolding part which is not present in tasks in L1, the topics which partly overlap (e.g. some of the shared topics are animals or daily routine; some of the different topics are Harry Potter and Ancient Egypt and its culture used in L1 in contrast to topics used in L2 (e.g. food). The topics varied depending on the learning sources used by the students in other school subjects. Besides, in L1, two extra tasks can be found. Task three was included to justify the answer from task 2 by writing the words that helped the students to choose the best title. Task five (classifying words into categories) was done as a pre-step for task 6. Generally, if the students met the criteria completely, they got 100 %. If they did not meet the criteria at all they obtained. 0 %. For detailed description see Table 10.

Number of the worksheet	Relevant information	Criteria
1	5 questions	Each question – 20 % (5x20 = 100 %)
2	1 question	Only one option correct / wrong (100 % / 0 %)
3	Writing	100 % = required length + related vocabulary to daily routine; 50 % = at least half of the required length with vocabulary related to the topic of daily routine; for 0 % less than half of the required text length
4	4 levels of the graphic organizer	Each level = 25 %; the levels are food, healthy and unhealthy food, the third one is breakfast and lunch, and the fourth is presented by individual words (e.g. porridge, yoghurt, fruit, salad, soup, etc.); 100 % = all 4 levels completed correctly
5	4 questions	Each question = 25 % (4x25 = 100 %); the grammar was not assessed but the relevance of the questions concerning the text was (looking for the topic related vocabulary that appeared in the text e.g. name, school, class, friend, favourite subject, English, Math, etc.)
6	4 keywords	The keywords are meerkats (describing about whom or what the text is), have got/are (describing the look of meerkats), live (describing the place where they live), eat (describing what they eat); for each keyword, students could obtain 25 % (4x25 = 100 %); 100 % = all 4 keywords + the required length; if the text is only half of the established length 25 % is taken from their results

Table 10. Criteria for Assessment of Worksheets in L2

Scaffolding Assessment

The need for students' assessment of the scaffolding efficiency that was used as a support in every worksheet of the research is established in connection to the theoretical premise made by Watson-Gegeo & Nielsen (2003) that it is very difficult to state whether the leaking outcome comes from the mere use of scaffolding. For that, a brief survey (Appendix 6) with a set of questions (yes/no questions – closed questions, open questions) was created. For better comprehension, this evaluation was done in L1.

Subject of the Research

The students of lower secondary education were chosen as the subject of the research for several reasons. First of all, considering the research question, the students need to meet a set of initial criteria for the research to be meaningful. These criteria are based on the theoretical part of this thesis. Namely, they include the ability to read both in L1 and L2, at least shorter texts (around 60 – 80 words) and to understand and independently apply the selected strategies in L1. The second criterion plays a key part in the research since it essentially portrays the research question from a practical point of view. However, the comprehension of grammar and vocabulary used in the worksheets is not regarded as a criterion itself, hence it was modified regarding the student needs that have been discussed in the chapter Literacy and Reading, specifically Reading Strategies and Transfer from L1 to L2 and because it follows the outcomes from RVP and ŠVP of ZŠ Josefa Hlávky Přeštice.

The subjects of the research attend the 6th grade which means their level of language proficiency is A1 based not only on the material didactic aids such as the student book and workbook but also on the outputs and the learning content depicted in RVP and ŠVP from ZŠ Josefa Hlávky Přeštice, where the research was done. The number of participants who have undergone all parts of the research is 40 – 19 boys and 21 girls. This number includes students from 2 different classes who are divided into 3 groups for English lessons. I usually teach half of 6.D and half of 6.E. 14 students from 6.D form the first group, 13 from 6.E form the second group, and the last group is formed by the remaining 13 students from 6.E. The class of 6.E took part in the research as a whole class of 26 students due to the restrictions caused by covid 19. Nevertheless, the number of study groups was established at 3 groups, as it would be in usual English lessons to acknowledge different aspects that could potentially affect the research. These aspects will be closely determined in the next chapter Results and Commentaries. For a detailed description of each study group, see the Table Organization of Study Groups below.

Class	Study group	Students' number	Boys/ girls
6. D	6. D	14	6/ 8
6. E	6. E 1	13	6 / 7
6. E	6. E 2	13	9 / 4

Table 11. Organization of Study Groups

Research design

As was depicted earlier, the research had 3 main parts that corresponded with the data collection tools. Nevertheless, before the research was conducted, permission from the school management, the students' parents, and students were granted.

Initially, the learners were given the analysis of student needs in L1, which was completed simultaneously with the questionnaire for self-evaluation. In all study groups, the process was as follows: students were given both a survey and a self-evaluation questionnaire to determine whether they had already acquired, developed, or could apply the six selected strategies. The survey plus the questionnaire had 3 and a half sheets in printed form. First, the instructions were given in Czech. The crucial part of the instructions was to make the students aware of the fact that the self-evaluation corresponded with the tasks in the strategy survey. For that reason, the self-evaluation questionnaire includes the number of model tasks. Afterward, students were given 35-40 minutes to finish the given research materials. The process was the same in all study groups (6.D and 6.E – 1 + 2). Class 6.E was merged for the research to use the time more efficiently. I was in the lessons the whole time of the research. Therefore, if students had some supplementary questions about the instructions but not about the actual answer or content they were supposed to originate on their own, they could ask me at any time. The majority of the students finished all of the tasks, but a few needed more time. Consequently, the unfinished materials were brought to the students at the next English lesson so they could complete them. For that, 10 – 15 minutes was enough. Lastly, the collected data was evaluated.

Preceding the administration of worksheets for verifying whether it is possible to transfer the strategies already acquired in L1 to L2, some changes needed to be made based on the data obtained. The changes were mostly realized in the part with scaffolding, which made the scaffolding more detailed, simple, and comprehensible. Few grammar clues were added as well.

The second phase was designed subsequently. As a lead-in, to get the students' attention and evoke their previous knowledge, a brief brainstorming was used

for each worksheet. It had the form of writing the topic on the board and students' generating vocabulary. Sometimes, they were asked to write a specific word class such as nouns, adjectives, or verbs. Between 5-7 minutes were given for this. The generated ideas were present the whole time while completing the worksheets as an inspiration. For a specific example see Appendix 5. The first two worksheets, numbers 1 and 2, were done in the same lesson since they shared the topic of animals. Similarly, they present the most common types of exercises used in study materials. At the beginning, students got an explanation of the worksheet layout, which was created with a repetitive design to ease the navigation throughout the worksheet and meet the goal. Simultaneously, the instructions were given. After that, students got a maximum of 10 minutes for each worksheet. A brief assessment was made when they finished both worksheets. Students were asked to show 1 to 5 fingers to indicate how difficult the tasks were – 1 finger corresponded to being very simple, 2 was good, 3 was adequate, 4 was difficult, 5 was impossible. This technique was selected because it is time-saving and the students are used to this scale from school. The number of answers was written down. Together with the lead-in activity (pre-reading activity) and the brief assessment, it took around 30 minutes to accomplish these two worksheets. This time, all students in all study groups finished within the selected time frame. The rest of the lesson was used for teaching English.

Then, the same process was repeated with worksheets number 3 and 4 that deal with the topic of daily routine. However, in these worksheets, the students needed to construct their own ideas in written form and use specific grammatical patterns – in worksheet number 3 "Predicting", they used present simple tense in declarative sentences; in worksheet number 4 "Self-questioning", they used present simple tense in interrogative sentences. As a result, a more open time frame was chosen. When they finished worksheet number 3, they took number 4. The majority of the students needed around 15 minutes for each material. Together with the lead-in, instructions and brief assessment of the tasks, the whole lesson of 45 minutes across the study groups was used.

Worksheets number 5 – "Visualizing", using graphic organizers, and number 6 "Summarizing" were done separately regarding the level of autonomy that students needed to achieve the goal and different topics. Despite this fact, the process was still the same with a higher time used for the instructions and scaffolding providing some beneficial tips such as grammar clues, colours signifying a specific meaning, explaining relationships between categories and individual items, keywords, etc. For visualizing and summarizing, two separate lessons were used. In both cases, the students got 5-7 minutes for the lead-in,

5-7 minutes for the instructions, and unlimited time for accomplishing the material. The students who finished earlier used the remaining time for doing unfinished exercises from their workbooks for normal English lessons. After collecting all the materials, the brief assessment took place as usual. The summarizing was done in the same manner. To ease the achievement of the goal, students generated ideas written on the board, together with the lead-in, what key information they usually learn and need to remember about animals in Biology class. This was conducted in L1. Some of the examples were where the animals live, what they eat, what they look like, etc. The time to finish writing the summary was unlimited but within the frame of that lesson and the brief assessment.

Ꭲhe third main phase of the research involved the assessment of the scaffolding benefits. A brief questionnaire including 6 questions about the scaffolding was arranged and given to students in another lesson. Once again, it was done in L1 to prevent any misunderstandings. Students received the instructions first and then filled out the survey within 10-15 minutes.

Overall, in this chapter the research questions were introduced and the selected methods in relevance to the theory of this thesis were described. Subsequently, the subject of the research was characterised. Lastly, the design of the research was outlined in detail. The results of the research and commentaries are included in the following chapter.
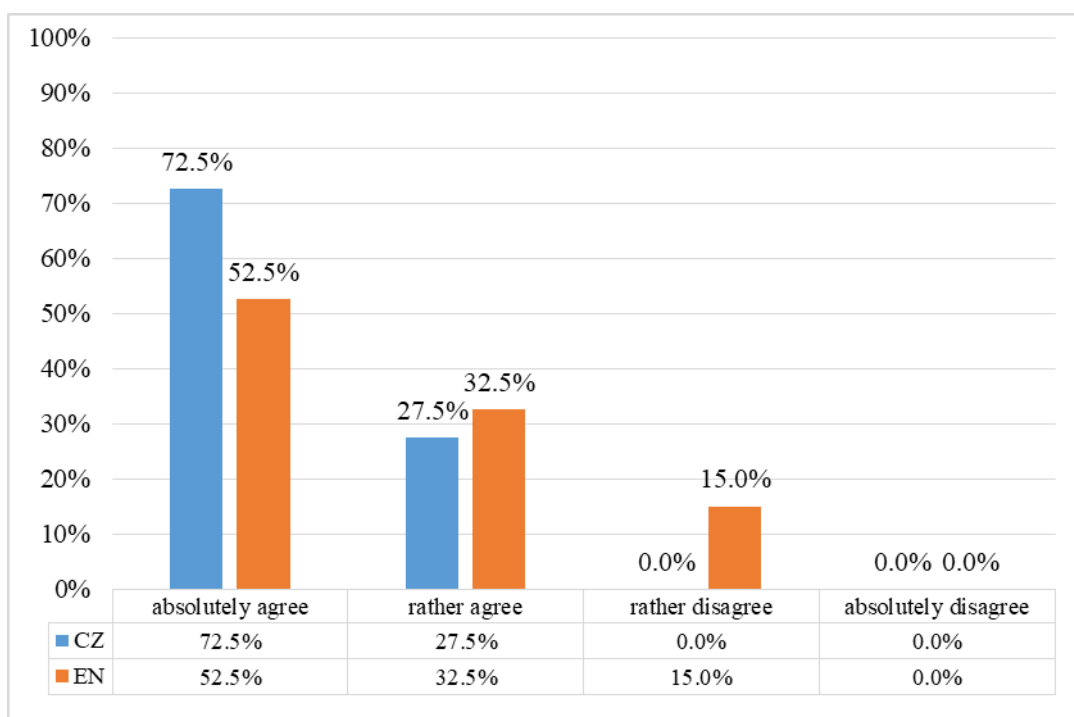
IV. RESULTS AND COMMENTARIES

This chapter represents an overview of the collected data. The result's layout infers the same pattern as represented in Data Collection Instruments. Specifically, it has got 4 main parts, each of which includes the results observable in graphs and a commentary. Firstly, it displays the results of the student needs analysis in L1 that includes the self-evaluation of applying the reading strategies. Afterwards, the statistics of individual worksheets in L2 are demonstrated along with the results of worksheets in L1 for a more beneficial comparison. In the case of L2, a brief evaluation of each task done by students is inserted at the end of the chapter, Results of Worksheets. This evaluation took part in the form of showing 1 to 5 fingers to indicate how difficult the tasks were, as stated previously. Subsequently, the evaluation of scaffolding and its role in achieving the task by providing support for using the reading strategies can be observed. Subsequently, the potential reasons for the results of the research are discussed in the subchapter Commentaries. Finally, the overall results obtained by a comparison of implementing the reading strategies in L1 and L2 are briefly discussed.

Results of Student Needs Analysis in L1

In the first part, each graph shows the data collected in the questionnaire using self-evaluation about reading strategies. Each graph consists of two crucial sections. The results considering L1 (Czech) are drawn in blue colour, but the data for L2 (English) are presented in orange. Every graph shows both L1 and L2 because the questionnaire was designed that way. More specifically, it asked about the one specific reading strategy and its use in L1 and L2. That means that questions 1 and 2 asked about the same reading strategy, questions 3 and 4 were designed similarly, questions 5 and 6 as well, etc. On the vertical side of the graphs, there is the percentage with a limit of 100 % as the maximum of what students assume they would achieve in actual tasks examining the outlined issue. On the horizontal axis, there are Czech words "absolutely agree, rather agree, rather disagree and absolutely disagree" expressing the level of agreement or disagreement with the written statements in the self-evaluation questionnaire. The first term represents 100 %, the second one 75 %, the third 25 % and the last one 0 %. The middle scale of 50 % was removed from the research before it was completed to prevent the tendency of choosing the option in the case the respondents do not know what to circle or if they do not want to think about
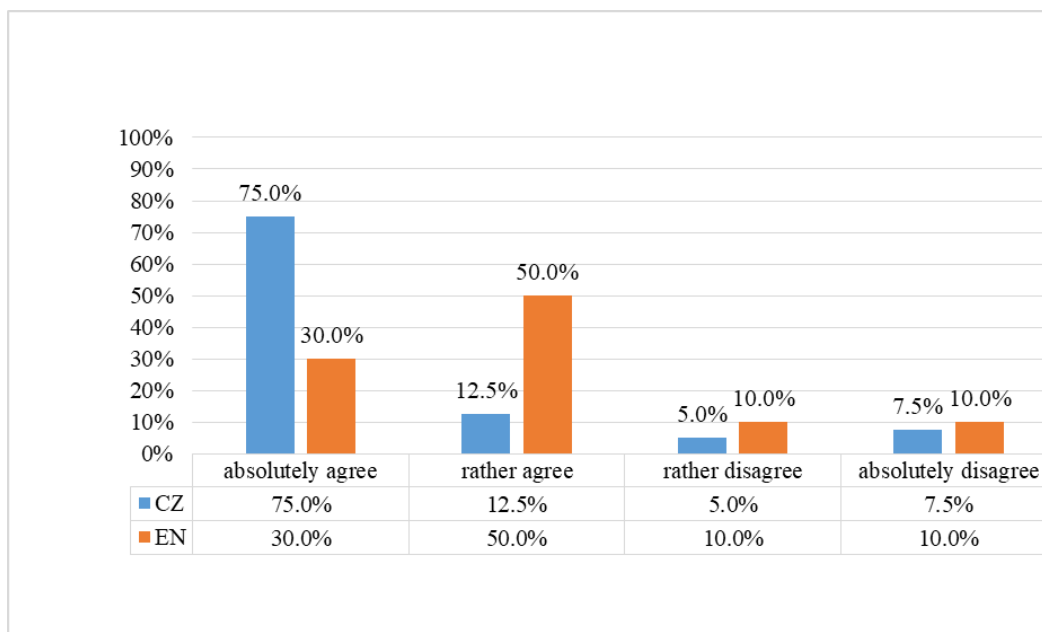
other choices. A chart showing the actual outcomes attained as shown in the columns is located at the bottom of the graphs.

The second part of the student needs analysis is located in the upcoming chapter, Results of Worksheets, since it is desired to provide the data in comparison to contribute more detailed and objective results. Nevertheless, a brief commentary on the results of worksheets done in L1 is enclosed as well to show some modifications that needed to be made to make the worksheets in L2 more comprehensible so the students can achieve the goal.

	absolutely agree	rather agree	rather disagree	absolutely disagree
■ CZ	72.5%	27.5%	0.0%	0.0%
■ EN	52.5%	32.5%	15.0%	0.0%

Graph 1. Self-evaluation of Scanning in L1 and L2

The first graph represents questions 1 and 2 which examines to what degree the students believe they will be able to find precise information in the Czech and English text to be able to answer the selected questions below the text. In other words, to use scanning – reading for details. In L1 (in the graph referred to as CZ) the majority of the students (72.5 %) believed they could do such a task. This represents 29 students out of 40. On the contrary, in L2 fewer students (52.5 %) shared the same belief. That is 21 students. Then, in L1 27.5 % (11 students) and 32.5 % (13 students) stated that they agreed to some extent that they could fulfil the goal. Only 15 % (6 students) wrote they could not meet the goal in L2.

	absolutely agree	rather agree	rather disagree	absolutely disagree
CZ	75.0%	12.5%	5.0%	7.5%
EN	30.0%	50.0%	10.0%	10.0%

Graph 2. Self-evaluation of Skimming in L1 and L2

The second graph portrays the results of the estimation of what degree students are able to use skimming – reading for gist. In the survey, they had to agree or disagree with the statement if they can/could find the key information in L1 and L2 without any obstacles. As can be seen, the majority of the students (75 % -30 students) agreed they could do this in L1, but less than half (30 % - 12 students) believed /it could be done in L2. Possibly, this could be explained by the fact that they did not know what type and topic of text was chosen to examine skimming in L2. Nevertheless, more students had positive expectations for finding the key information, precisely another 12.5 % (5) in L1 and 50 % (20) in L2. However, some students expected to fail the task, either partially 5 % (2 students) in L1 and 10 % (4) in L2, or completely 7.5 % (3) in L1 and 10 % (4) in L2.

Generally, the larger part of the study group had positive expectations both in L1 and L2, reaching approximately 80 %. On the other hand, in comparison with scanning, more students were afraid they would not meet the goal. The number of these students was higher in L2 as it was in the case with scanning. The potential reasons for this are described in the section with commentaries.
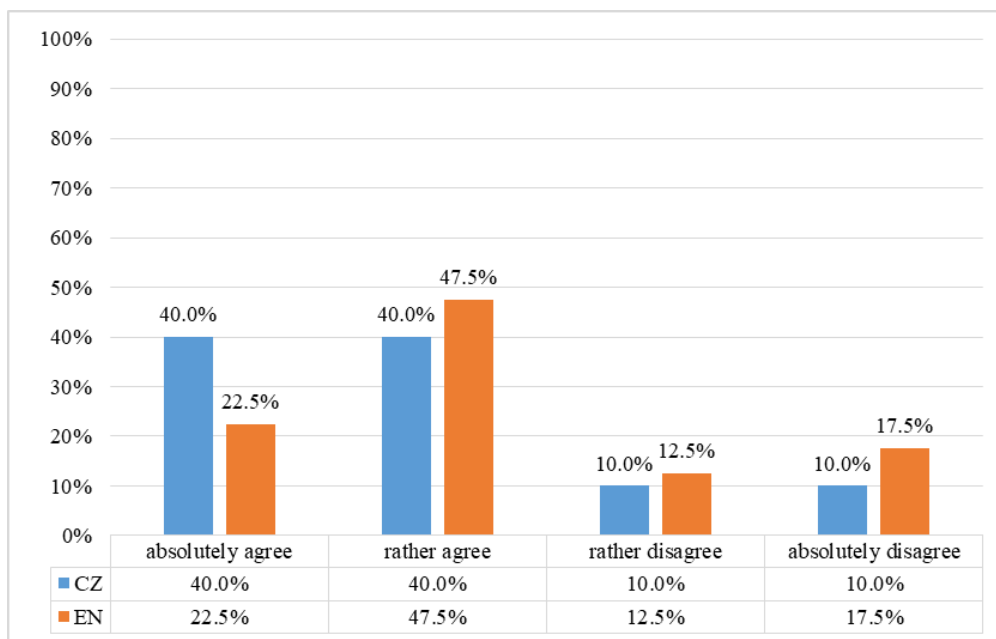
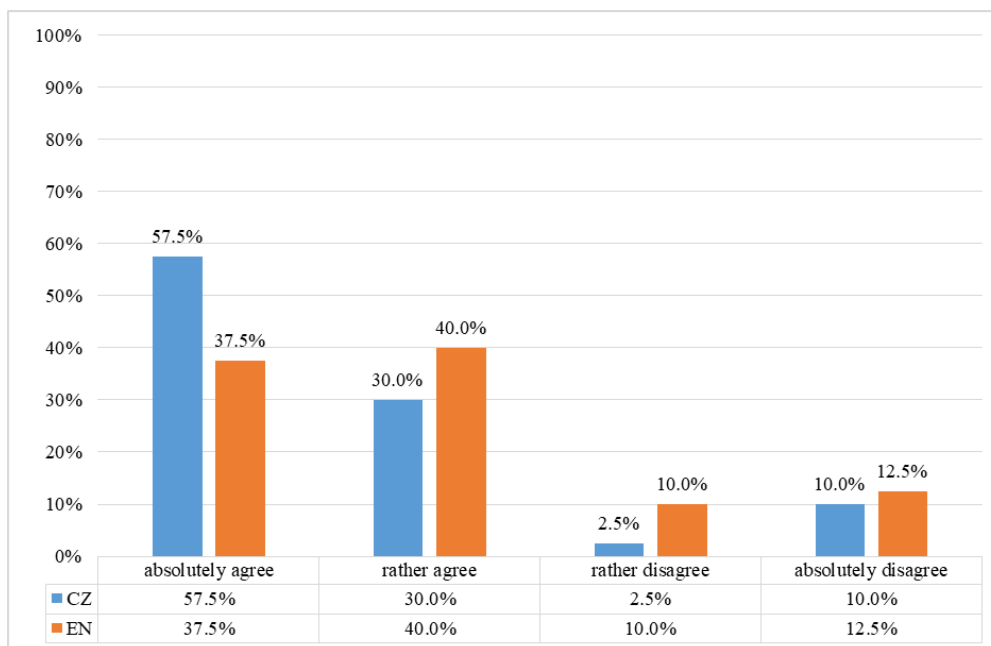*Graph 3.* Self-evaluation of Predicting in L1 and L2

Questions 5 and 6 explored the use of predicting – whether the students can predict what comes next in the story after reading a piece of that text. In this graph, it is observable that the majority of the students had positive beliefs as in the previous graphs, but the number of students who agreed absolutely was not so high. Specifically, in L1, 40 % (16 students), whereas only 22.5 % (9) in L2, chose this option. The majority of the students chose that they agreed to some extent that they were able to predict the story. The number in L1 was the same (40 % - 16 students). However, the number of students who chose this answer in L2 was 47.5 % (19). Next, a rise of negative answers with 10% (4 students) disagreeing to some extent and the same in disagreeing absolutely in L1 and for these options, 12.5 % (5) and 17.5 % in L2 could be observed.

In total, the positive range of answers compared to the negative ones was in L1 80 % to 20 %, while in L2 it was 70 % to 30 %. This shows the positive answers represent the majority, therefore demonstrating that positive results can be expected if the conditions (e.g. clear and brief instructions, logical structure, sufficient support – scaffolding, enough time, etc.) necessary for achieving the goal in the prepared worksheet for predicting are met.
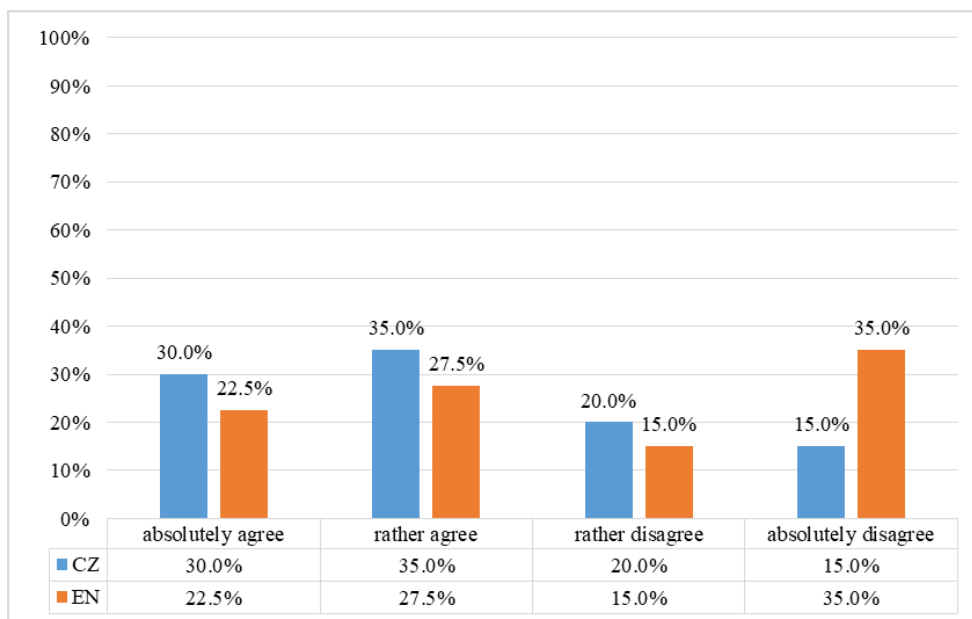
Graph 4. Self-evaluation of Visualization in L1 and L2

In the graph above that focused on the visualization (using graphic organizers), a similar phenomenon, as in the previous graph for predicting, of shifting from the number of positive answers can be seen. The percentage of students who absolutely agreed with statements in questions 7 and 8 that they could classify the chosen words into specific categories is 30 % (12) in L1 and 22.5 % (9) in L2. The analogous difference of approximately 8 % occurs in the number of students who agreed to some extent, being 35 % (14) in L1 and 27.5 % (11) in L2 and shows a better confidence of students in meeting the goal in L1. On the other side of the graph, the visible number of participants claimed they could not use the visualization to some extent (20 % - 8) in L1 and (15 % - 6) in L2 or they could not use it at all, which is displayed by 15 % (6) in Czech and 35 % (14) in English.

	absolutely agree	rather agree	rather disagree	absolutely disagree
CZ	57.5%	30.0%	2.5%	10.0%
EN	37.5%	40.0%	10.0%	12.5%

Graph 5. Self-evaluation of Self-questioning in L1 and L2

Graph number five considers questions 9 and 10, which deal with the strategy of self-questioning. In L1, the majority of students (57.5 % - 23) said that they could write a couple of text-related questions after reading it. In the case of L2, the score was quite high too, as 37.5 % (15) of the whole study group of 40 students revealed they absolutely agreed with the statement from question number 10. Decent results can be observed in the following category where 30 % (12) students in L1 and 40 % (16) in L2 rather agreed. The part of the graph showing negatively oriented answers illustrates that in L1 only 2.5 % (1) did not agree to some extent, while the same answer in L2 was chosen by 10 % (4). In L1, 10 % of students (4) thought they could not use the self-questioning strategy, whereas 12.5 % of students (5) thought the same in L2. The overall score (87.5 % of positive answers in L1 and 77.5 % in L2) is more positive not only in the case of this graph but also in contrast to the use of visualization across the scale of answers in both Czech and English. The reason this could have happened is discussed in the commentaries.
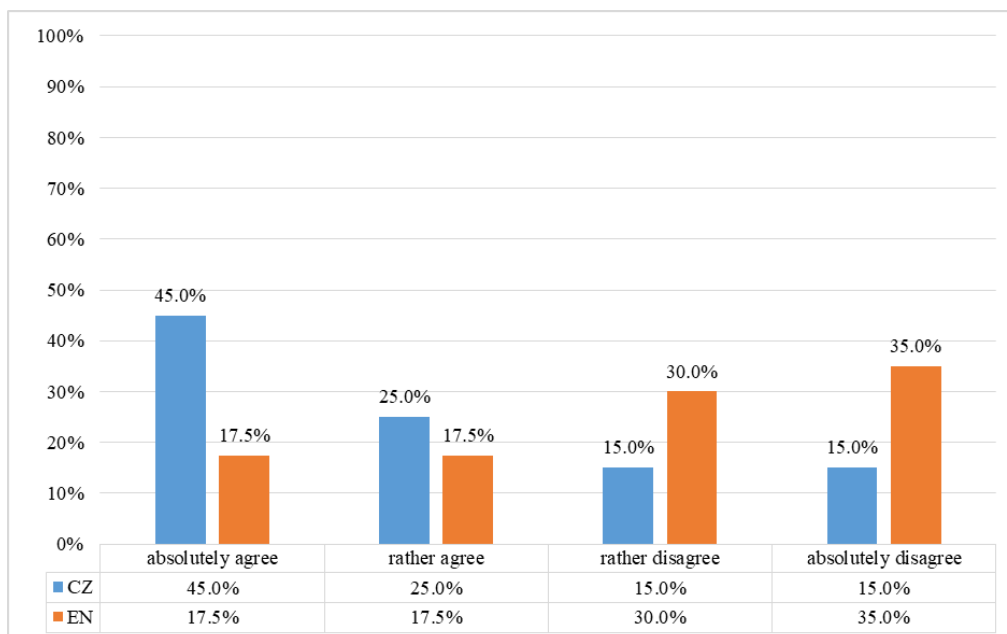
*Graph 6.* Self-evaluation of Summarizing in L1 and L2

The last graph from the self-evaluation part of student needs resembles the outcomes of questions 11 and 12 that focus on summarizing in both Czech and English. Precisely, the students had to agree or disagree with the statement regarding whether they could or could not write a brief summary after reading a specific text. Here, the collected data showed that 45 % (18) of the students believed they could write a brief summary in L1, but only 17. 5 % (7) could do it in L2. 25 % (10) in L1 and 17.5 % (7) in L2 decided for the option "rather agree". In terms of summarizing, 15 % (6) of L1 respondents chose they could not write it to any extent. The number of these answers in L2 was doubled, meaning that 30 % (12) chose this option. Students who absolutely disagreed that they could summarize a piece of text in L1 is 15 % (6) but in L2 with 35 % (14 students) it is even higher and resembles the pattern of using visualization (using graphic organizers).

This time, the total score is more positive only in L1 with 65 % of positive answers. The opposite result was shown in L2, where 65 % stands for negative answers. The very opposite results can be rooted in the reality that students are more frequently asked to produce a summary in L1, not only in Czech lessons but across other school subjects as well. Therefore, they have more practice and some elements of writing a summary can already be automatic. Similarly, the vocabulary acquired in L1 is larger than in L2 which could result in a larger source of words available. Next, they could assume that they will understand the text in Czech automatically, or at least they will get the most important information. In other words, they will understand the gist that is the key to writing the summary, which

in English does not have to happen since it represents the L2 for these students. More frequently, in English, they could experience the mentioned issues. Lastly, summarizing is regularly taught during Czech writing lessons explicitly. Hence, 65 % of the negative answers for L2 seem to be reasonable from students' point of view.

Results of Worksheets

For effective comprehension, the results of the worksheets are arranged in the same pattern as was done in the Results of Student Needs Analysis in L1. The percentage on the vertical axe represents the number of students (40) and the horizontal expresses the level of success in percentage. Not only does it represent the results but it also shows the differences in the level of success in implying the reading strategies in L1 and L2, showing the potential degree of achievement in the sphere of positive transfer from L1 to L2. In the section below each graph, the score of the whole study group is presented in the form of an arithmetic average to show whether it is possible to transfer the selected reading strategy from L1 to L2 based on the obtained data.

	100%	80%	60%	40%
CZ	95.0%	5.0%	0.0%	0.0%
EN	92.5%	5.0%	2.5%	0.0%
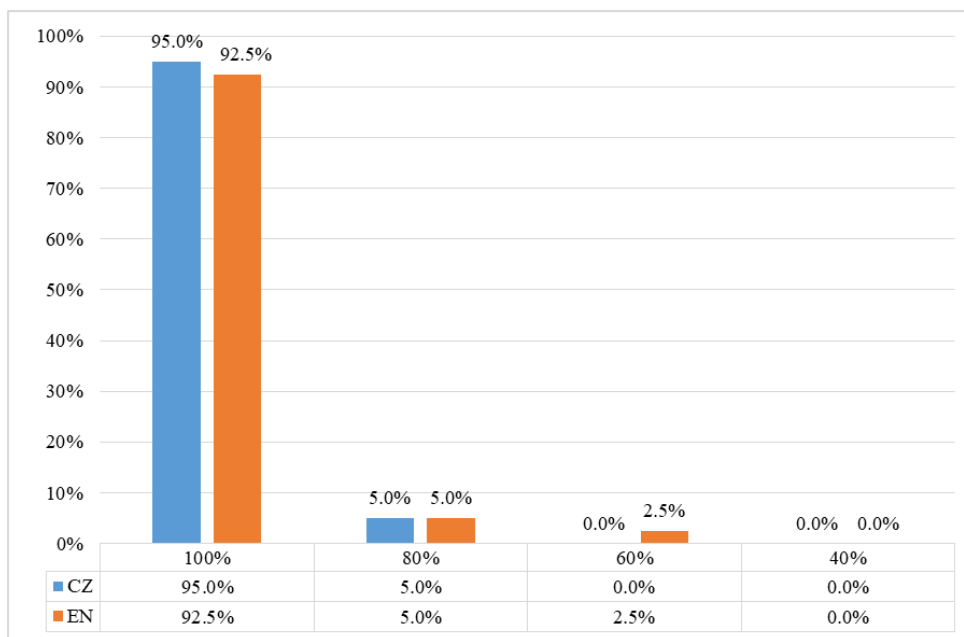
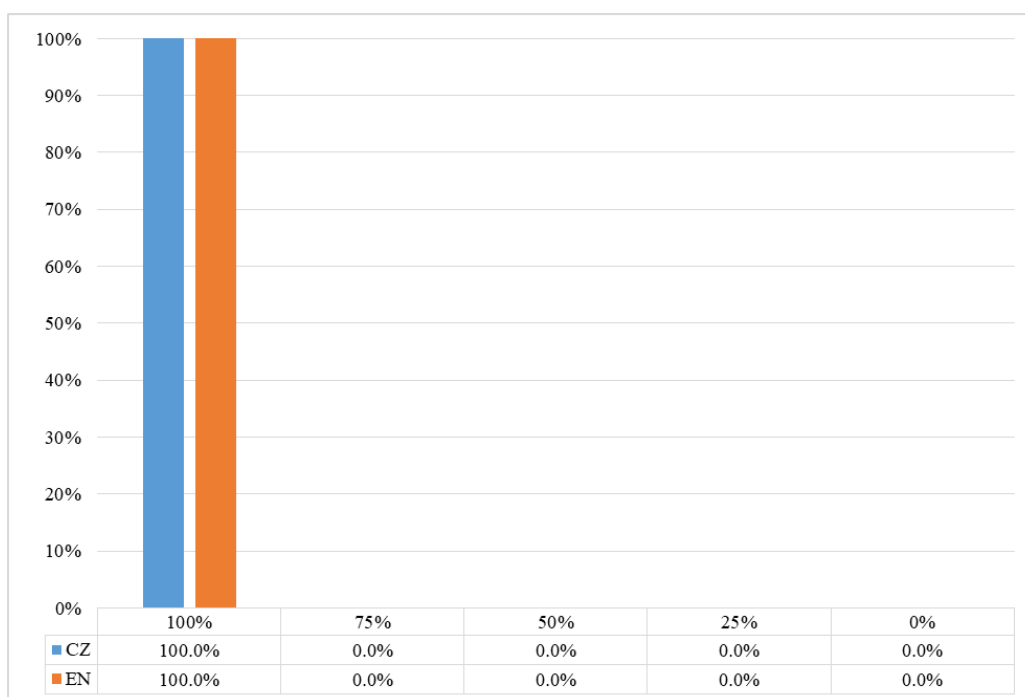*Graph 7*. Results of Using Scanning Strategy in L1 and L2

The first graph combines the results of the reading strategy called scanning in both Czech (CZ) and English (EN). From the results, it is obvious that this strategy was already acquired by the students in L1 at a high level. Specifically, 95 % (38) achieved 100 %. The outcome in L2 is very similar and shows that 92.5 % (37) students reached 100 %.

The results in the category of 80 % are the same for L1 and L2. It demonstrates that 5 % (2) achieved 80 % which is still on the positive side of the graph. Among them one student in L2 reached the level of 60 %. The categories with a percentage of 40, 20, and 0 % were not completed by any students. Therefore, the last two categories were removed from the graph.

From the graph, it was calculated that the overall success of the study group in scanning was 99 % in L1 and 98 % in L2. This resemblance indicates the possibility of positive transferring in the case of this particular strategy from L1 to L2 with just a -1 % difference. The results also exceeded the expectations of the students' self-evaluation.

	100%	75%	50%	25%	0%
CZ	100.0%	0.0%	0.0%	0.0%	0.0%
EN	100.0%	0.0%	0.0%	0.0%	0.0%

Graph 8. Results of Using Skimming Strategy in L1 and L2

The results of examining skimming (reading for gist) are the same for L1 and in L2. In both languages, every student achieved the maximum (100 %) and exceeded the students' self-expectations. The tasks were the same in L1 and L2 but the support available was different in L2 was more complex, which could have influenced the final results. In L1 all the students not only chose the correct option but all of them wrote the words that convinced them to choose this option. The most repeated words were "a Math teacher" (written by 100 % of the students), "3 and 8" (written by all), and "assignment" (written by 50 %). All students assessed this task with 1 (being very simple) by using the scale on their fingers. Here, the results show that the students were able to use skimming in L1 to the maximum and could therefore achieve great results in L2.
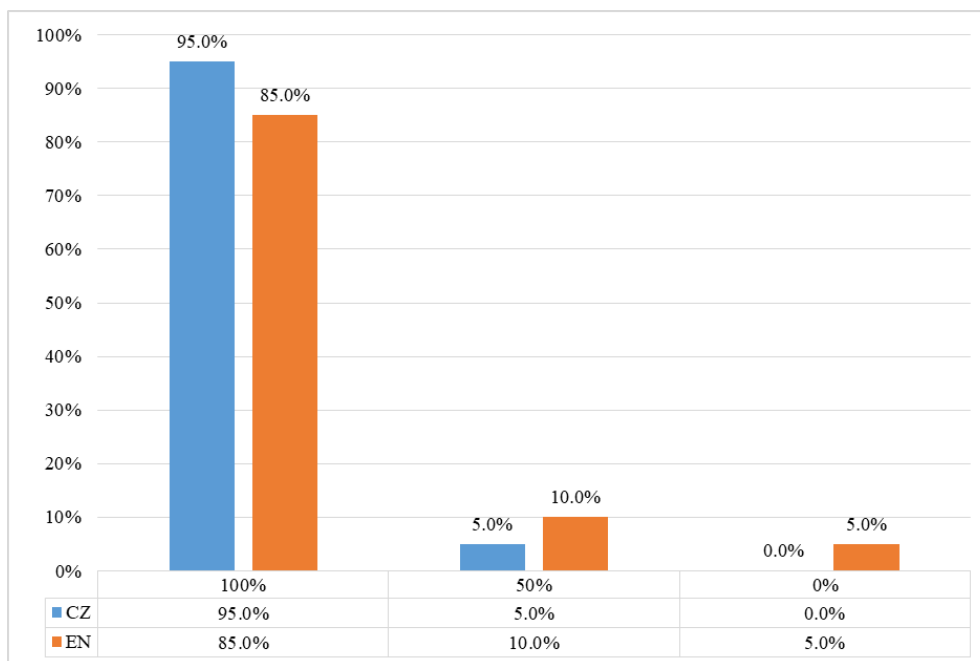
Graph 9. Results of Using Predicting Strategy in L1 and L2

Exploring the use of predicting in L1 and L2 showed that this strategy was developed by the students to an immense extent. 95 % (38) scored 100 % in L1 in comparison to L2 where this percentage was reached by 85 % (34). The 10% difference can be observed in the category of 50 % success in L2 achieved by 4 students, which was also the result of 5 % (2) in L1.Altouhg, 5 % (2) students failed to meet the goal.

The results of the whole study group for predicting derived from the graph shows that the score in L1 is 97.5 % and in L2 90 %. The difference is -7.5 %. Even though the score in L2 is lower than in L1, the rate of using predicting in English is still large and the students' beliefs were exceeded. One interesting thing is that the topic was the same for L1 and L2. In total, 90 %, is a positive result. The majority of students assessed this task with 1 and some of them with 3. Based on the data obtained, transferring predicting from L1 to L2 to quite a high level can be expected when the support and conditions are sufficient enough.

	100%	75%	50%	25%	0%
■CZ	85.0%	2.5%	2.5%	2.5%	7.5%
■EN	62.5%	5.0%	20.0%	5.0%	7.5%
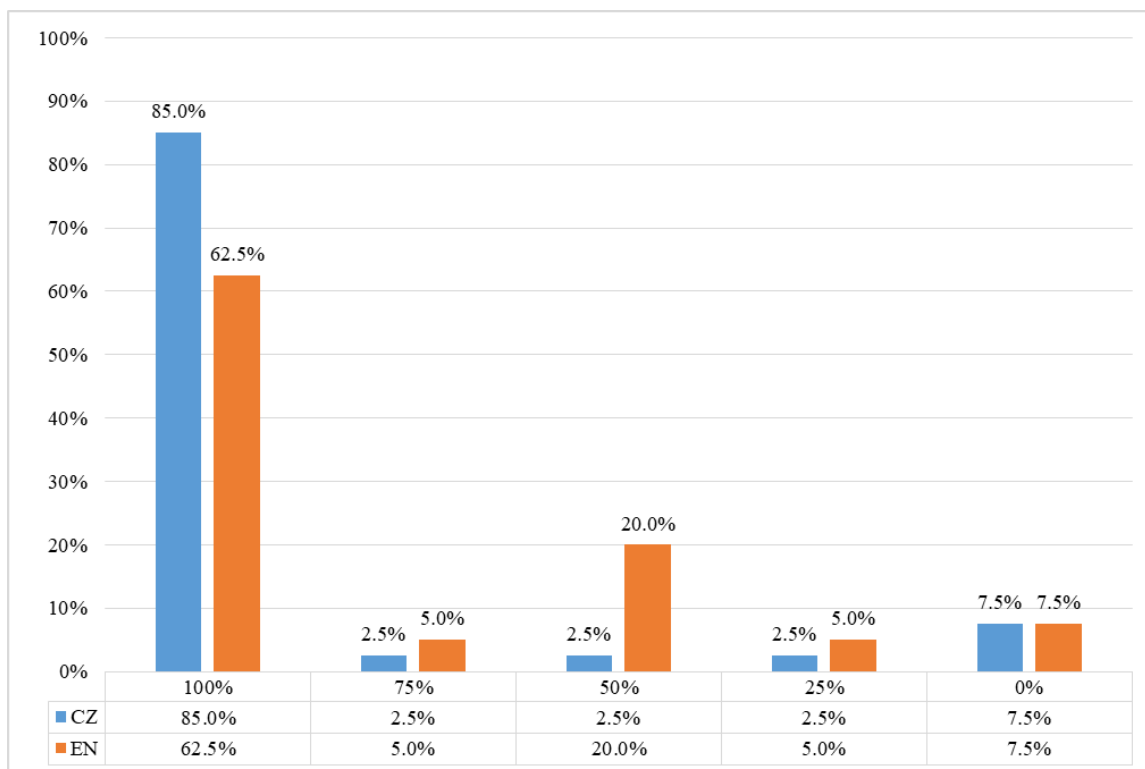
Graph 10. Results of Self-questioning Strategy in L1 and L2

The graph for the self-questioning examination shows that the majority of students scored the highest results (100 %). It was 85 % (34) in L1 and 62.5 % (25) in L2. The number of students that reached 75 % success was apparently lower, with 2.5 % (1 student) for L1 and 5 % (2) for L2. The limit of 50 % was reached by 2.5 % (1) student in Czech but the results were much higher in English – 2 0% (8). The negative results in the category of 25 % absolutely resemble the outcomes of 75 % success. 7.5 % (3) students got 0 % in both L1 and L2. The majority of students chose 2 for the level of difficulty in L2 in this task.

Considering the numbers above, the average score of the whole study group is approximately 89 % in L1 and 77.5 % in L2. The difference is -11.5 %.

58

	100%	75%	50%	25%	0%
CZ	25.0%	32.5%	25.0%	10.0%	7.5%
EN	35.0%	25.0%	17.5%	20.0%	2.5%
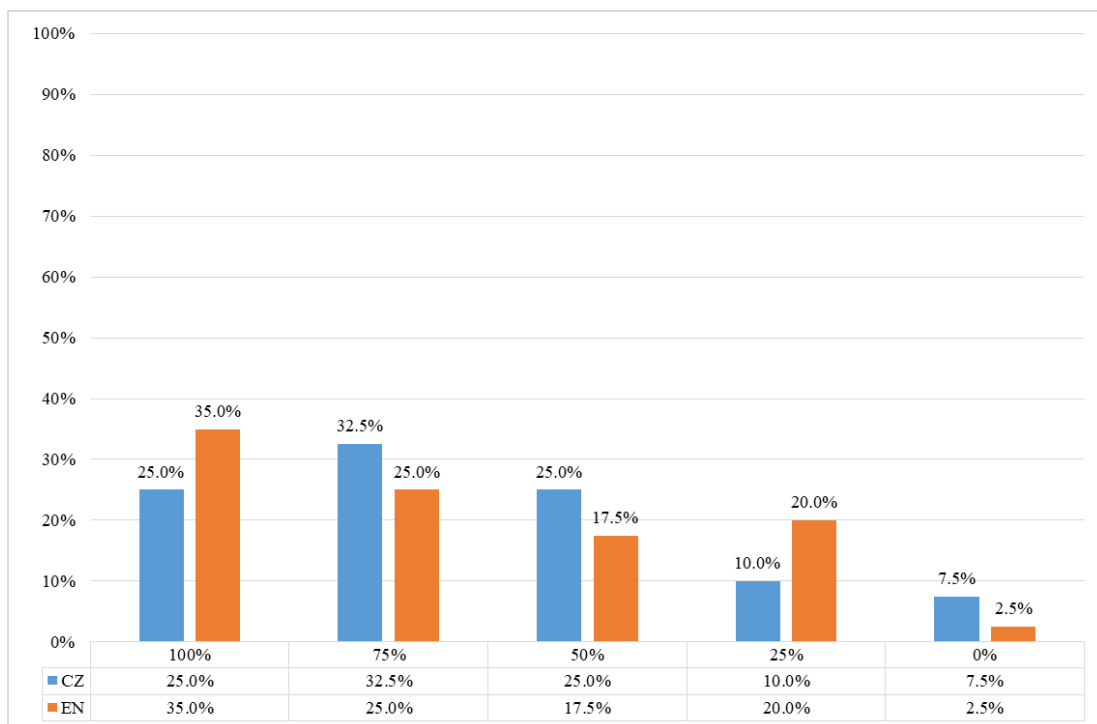
Graph 11. Results of Visualizing Strategy in L1 and L2

The graph above represents the results of visualizing (using graphic organizers). The maximum of 100 % was obtained by 25 % (10) in L1 as opposed to 35 % (14) representing the majority across the categories in L2. The potential reasons for this are discussed further in the text. In L1, the majority of students, 32.5 % (13), gained 75 % while this was reached by 25 % (10) students. The middle, 50 %, was achieved by 25 % (4) participants in L1 and 17.5 % (7) in L2. As for the negative results, it can be observed that 10 % (4) in L1 and 20 % (8) of the students in L2 met the 25 % limit, whereas the lowest score of 0 % occurred in 7.5 % (3) of the students in Czech and only 2.5 % (1) in English.

The results seem to be the lowest of the strategies that were described previously. Most of the students showed numbers 3 and 4 on their fingers to assess this task. In comparison to students' expectations in the self-evaluating questionnaire, the majority of categories resemble these beliefs, with one significant exception in the category with 0 % success in L2. Besides this the category of 100% correctness was higher in L2 than in L1. The arithmetic average proved that the overall result of the study group was 64.375 % correctness in L1; however, in L2 the score was 67.5 % suggesting better results in English. The difference in this case of visualizing is 3.125 %.

	100%	75%	50%	25%	0%
■ CZ	35.0%	22.5%	7.5%	2.5%	32.5%
■ EN	25.0%	30.0%	22.5%	5.0%	17.5%
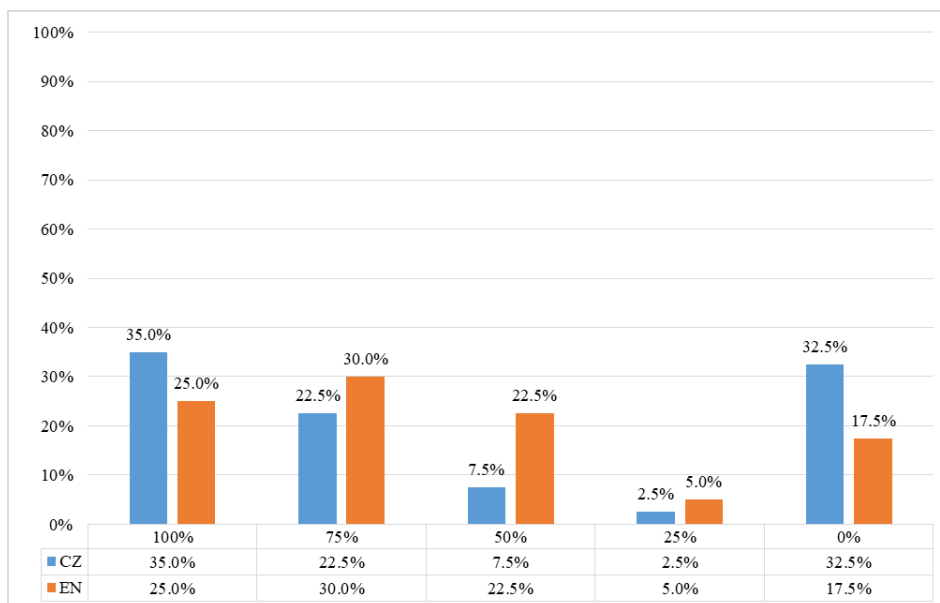
Graph 12. Results of Summarizing Strategy in L1 and L2

The last graph portrays the results of summarizing. The majority of the participants, 35 % (14), received a 100% score in L1, which was achieved by 25 % (10) of the students in L2. Next, 22.5 % (9) in L1 and 30 % (12) in L2 got 75 %. 50 % was obtained by 7.5 % (3) in Czech and by 22.5 % (9) in English. The category with a 25 % limit was met by only 2.5 % (1) in L1 and by 5 % (2) in L2. Conversely, a large increase in the 0 % border could be seen in the graph with 32.5 % (13) in L1 (almost the same number of students that got 100 %) and 17.5 % (7) in L2. The reason for the high percentage in the case of summarizing in L1 in the category of 0 % was the fact that most of these students did not write a summary but only copied the text with every single detail. Generally, the average score of the group was 56.25 % in L1 and 60 % in L2. The difference is 3.75 %. The majority of the students assessed this task with numbers 3 and 5. The reasons for these results are discussed in the subchapter Commentaries on Results of Worksheets.

Results of Scaffolding Assessment

For the scaffolding assessment, a brief survey of six questions written in Czech was used. Therefore, five graphs and one chart were created to interpret the collected data most appropriately. The 5 graphs use yes/no questions. Based on this, two colours were chosen; green to represent yes answers and red for no answers. However, the rest of the graph's layout is the same as in the above subchapters of Results and Commentaries. The overall number of students who participated in the scaffolding assessment was 40.
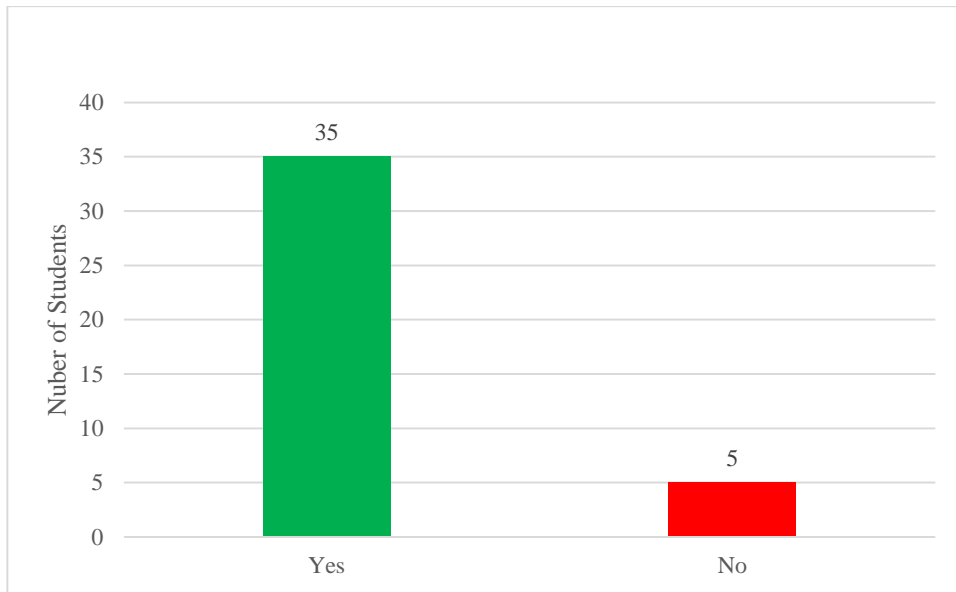
Graph 13. Did scaffolding help you complete the task of all the worksheets?

The first graph for the assessment of scaffolding presents the result of question 1. It shows that 35 students (87.5 %) answered that the scaffolding helped them in all the worksheets prepared for the research. On the contrary, the rest of the students – 5 (12.5 %) chose the option "no", which means that in some worksheets they did not see scaffolding as very beneficial for completing the task.
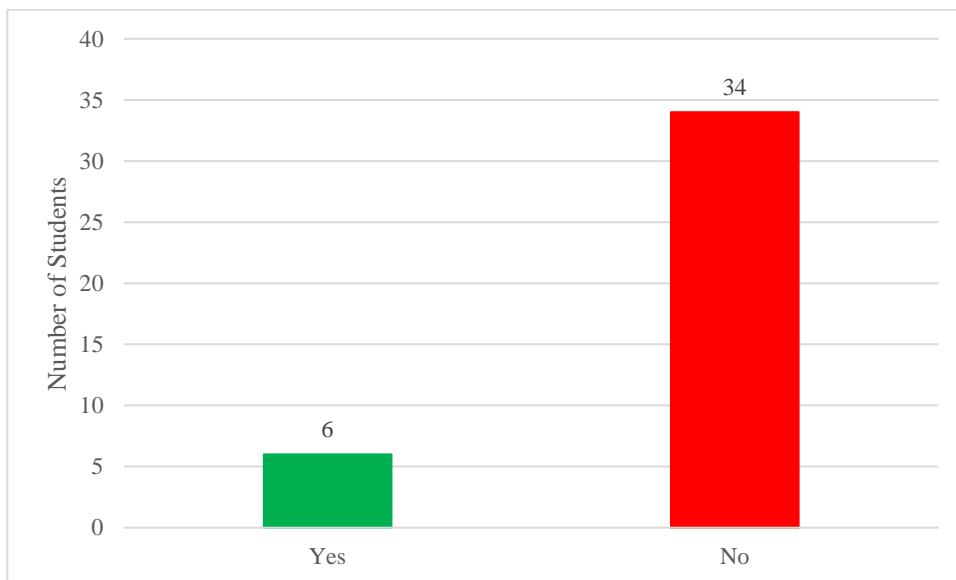
Graph 14. Did scaffolding help you complete the task of some of the worksheets?

In graph 14, the results show that only 6 students (15 %) indicated that the scaffolding was helpful only in some worksheets. To make the results more objective and detailed, the students who chose the answer "yes" had to write the worksheet in which the scaffolding

61

was helpful. The most repeated answers were worksheets 3, 4, 5 and 6 which represent for predicting, self-questioning, visualizing and summarizing. In contrast, 34 students (85 %) claimed the scaffolding was useful in all worksheets.
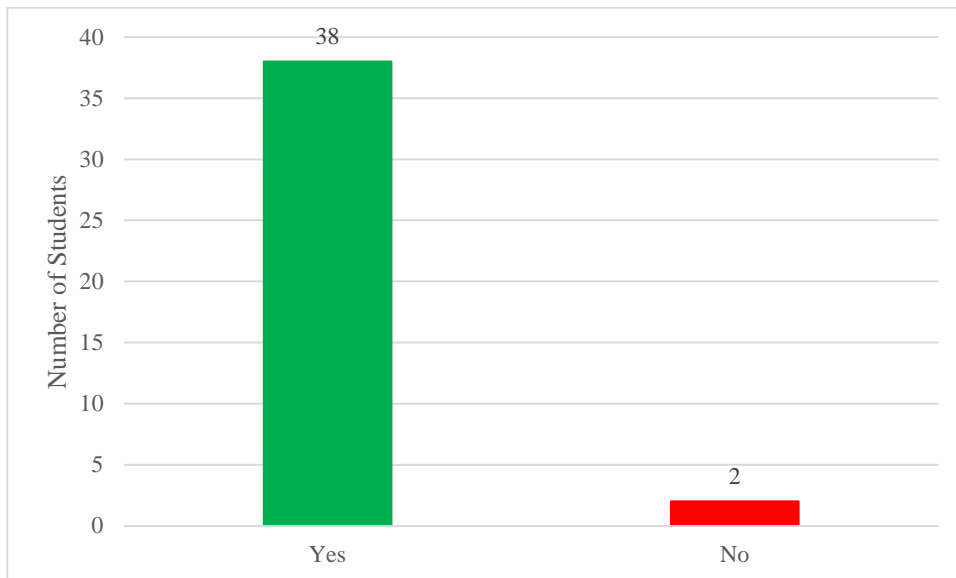
Graph 15. Was it easier to complete the tasks thanks to scaffolding?

The graph above shows that most of the students (38 corresponding to 95 %) thought that it was easier to complete the selected tasks thanks to the scaffolding. On the other hand, 2 students (5 %) wrote the opposite, which means they did not think it was easier to finish the tasks because of the scaffolding.
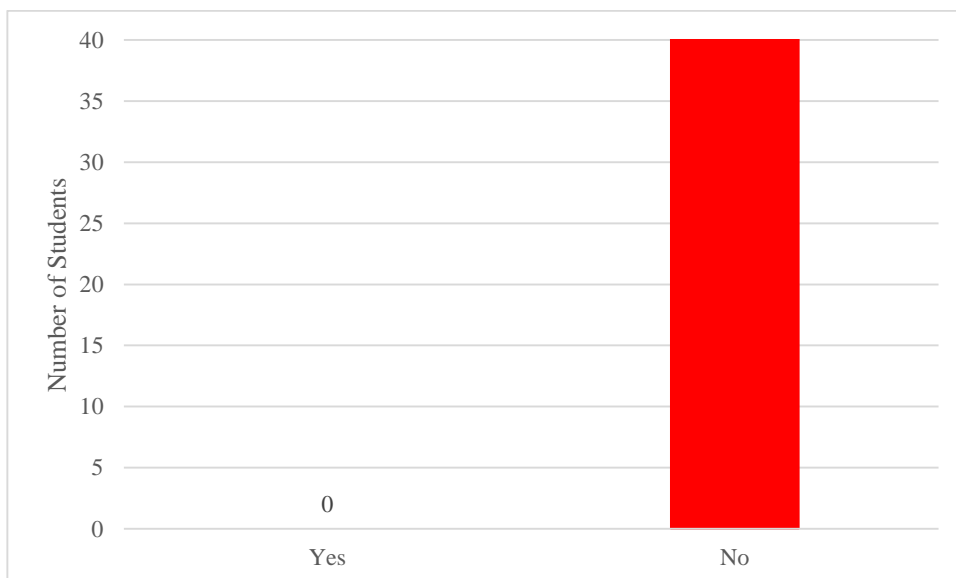
Graph 16. Would you manage to complete the task as well without using scaffolding?

From graph 16, it can be observed that all students (40 = 100 %) selected the option "no" to answer the question of whether they would have achieved the same results without the help of scaffolding. In comparison with the previous graph that deals with the belief whether it was easier to complete the tasks thanks to the scaffolding or not, the results are more one-sided in favour of scaffolding.
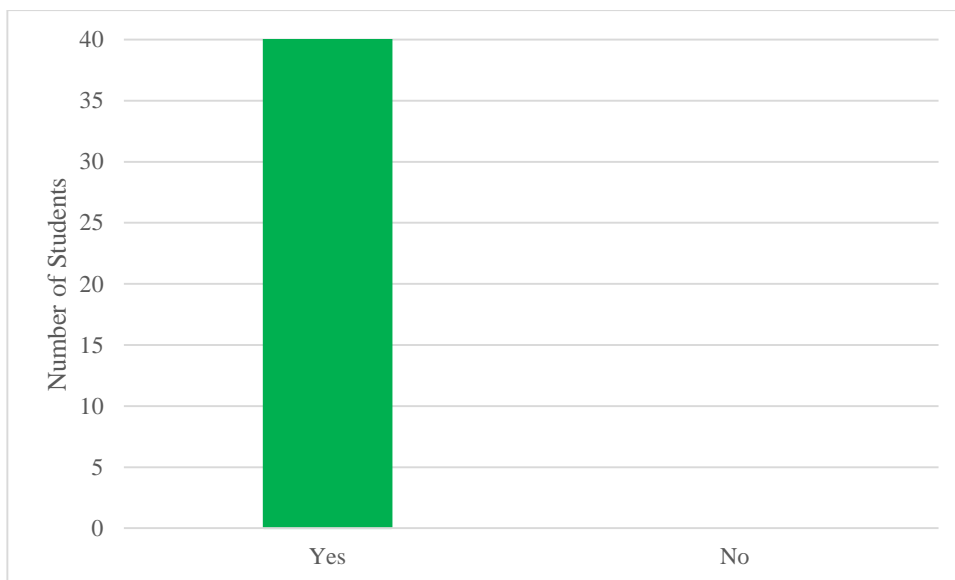
Graph 17. Did the fact that most of scaffolding was written in Czech help you?

The last graph shows that all students (40) considered that another advantageous factor was the use of L1 (Czech) in scaffolding, which was higher than the use of L2 (English), which was used as well but in the lower portion. The opposite answer was not chosen by anyone.

The subsequent table was created for the last question from the survey which dealt with the assessment of scaffolding used in all worksheets. It represents the most frequent answers of students who were asked to write specific examples of how the scaffolding helped them. The data is presented in L2 for better comprehension.

Describe the way scaffolding helped you
underline, highlight, circle, use specific colours, make notes, eliminate, find the important information and keywords, tell me what to do, it was also in Czech which helped me to understand, pictures

Table 12. Answers to Question 6 from the Scaffolding Assessment Survey in L1

Commentaries on Results of Student Need Analysis

Based on the obtained data, the students were more convinced that they would be successful in using scanning in L1 than in L2. This can happen because they use L1 in their everyday lives and at a higher frequency. Moreover, they learn Czech from the first year of elementary school, while English presently starts in the third grade. In addition, they may also think they will not understand the instructions, some vocabulary, or grammar in the task.

A similar situation was experienced in the case of skimming, where the larger part of the study group had positive expectations both in L1 and L2 but more students were afraid they would not meet the goal. Several reasons could potentially affect this. Among the ones already mentioned above in the first graph, they could also be afraid of not being able to distinguish the key or most important information from the text, whether in Czech or English. Although the type of task in L1 was clearly stated, highlighted during the instructions, and referred to in the self-evaluation questionnaire, some students could have forgotten this information which could have possibly led to their negative assumption because they could have focused their attention on something else, something they considered more important in the students' need analysis. Despite this, positive belief prevails.

Regarding the answers for predicting in L1 and L2 collectively, this slight shift to partial agreement could be influenced by the increasing factor of learner's autonomy that is needed in this type of task where students have to create/produce a short piece of writing which includes generating their own ideas, choosing vocabulary related to the topic, using particular grammar (although they knew grammar would not be assessed) and creativity. This phenomenon appeared in the case of visualization as well. These results show the potential growth of the difficulty level of the tasks related to individual reading strategies that in the beginning required only to find and copy the same information in the same or similar form, to circle the best option, or to write ideas with the only limitation of being topic-related. Whereas in the use of visualization in L1 and L2, students needed to apply the previous strategies of scanning and skimming to find particular information in the text and connect it to the right category, along with the fact that they were limited in the sphere of choice element because the words and categories were stated by the researcher. Besides, the classification requires the use of imagination and critical thinking. Therefore, the presumptions of students seem natural.

According to the positive results from graph 5 considering the self-questioning strategy the potential reasons for students' presumption to score higher in self-questioning than in visualization can be related to the fact that students are more used to using and creating questions about texts across the whole range of school subjects than using graphing organizers or classifying words and objects into categories. Furthermore, this classification is typically done either by the teacher who dictates some notes or by the educational materials from which the students learn. This teaching style is more passive, but in most of the school subjects, it creates a remarkable part of the lessons. Of course, students are often asked to write some notes but the question is to what extent these notes are beneficial for learning and in how many cases they receive some feedback or even better, some tips on how to improve. Based on the reasons stated above, the self-questioning could seem easier and more natural for the students.

In graph 6, the results showed the very opposite results - positive in L1 but negative in L2. This can be rooted in the reality that students are more frequently asked to produce a summary in L1, not only in Czech lessons but across other school subjects as well. Therefore, they have more practice and some elements of writing a summary can already be automatic. Similarly, the vocabulary acquired in L1 is larger than in L2 which could result in a larger source of words available. Next, they could assume that they will understand the text in Czech automatically, or at least they will get the most important information. In other words, they will understand the gist that is the key to writing the summary, which in English does not have to happen. More frequently, in English, they could experience the mentioned issues. Lastly, summarizing is regularly taught during Czech writing lessons explicitly. Hence, 65 % of the negative answers for L2 seem to be reasonable from students' point of view.

In conclusion, in most of the graphs students' belief that they can score higher in L1 seems natural because they have been using the mother tongue from a young age in their everyday lives and more frequently. Thus, they have built up their vocabulary and have developed a higher confidence in using it alongside the strategies. Besides, the results observable from the graphs that start with extremely positive belief in the first graph and which gradually decline to more negative results in both L1 and L2 could be generally explained by the increasing difficulty of the examined strategies and assigned tasks.

Commentaries on Results of Worksheets

The results in graph 7 for scanning show an enormously high score in L1. Some potential reasons for getting such a great score in L1 could be the selected type of text in the sphere of the topic (Harry Potter), which was chosen because it is well known among the children and usually very engaging for them, and its type – a short story. Moreover, the questions below the text followed the order of information as it was presented in the text. That could help students to orientate themselves throughout the text easily. In addition, they only rewrote the information they found in the text without any need to produce their own ideas or use their knowledge. For the results in L2, all the reasons mentioned previously in this paragraph could be considered. The topic of animals is familiar to the students since it is presented across the first couple of units in their English student books. Besides, this text illustrated brief characteristics of animals that are shared among animals over the world and are taught from an early age and in biology class too. Apart from this, the scaffolding, with its practical and useful tips on how to fulfil the task more effectively, could help the students. From evaluating the worksheets, it was found that around 90 % of the participants highlighted or underlined the keywords in the English text and around 80 % did it the same with the questions, as was suggested in the scaffolding. Moreover, approximately 80 % of students wrote the letters of questions to the key information in the text as well. These techniques probably influenced the score that was reached in L2. On the contrary, the frame My Notes was used only by 5 % (2) students. The explanation could be connected to the task being more familiar to them based on their previous experiences from English lessons and so they did not feel the need to use it.

Similarly, in examining the strategy of skimming, the positive results in L1 and L2 with 100% achievement were shown. This could have happened because the support in L2 provided students with scaffolding and merged these two separate tasks (choosing the answer and then writing why they chose it) into one because the tips in scaffolding suggested underlining the keywords within the reading, which helped the students decide what option to choose. Some of the frequent words were "a pet, tortoise, terrarium, and in my room." Although the results are exactly the same in both Czech and English, it would be possible to think about the positive transfer of skimming even with a lower score in L2, which was visibly developed previously in L1.

In the case of predicting, the reasons why the score was lower in L2 in spite of the support provided could be the increasing complexity of the task with the need to guess

the topic, using one's own ideas, topic-related vocabulary, etc. During the assessment of this worksheet, it was observed that one of the problems was the length, meaning that the texts written by the students were shorter than required which influenced the results. On the other hand, 90 %, in general, is a positive score. This could have been influenced by tips suggested in the scaffolding including using My Vocabulary (space for writing the vocabulary the students would like to use which was done by about 60 % of the students) and My Notes (space where they could write anything they need). This was used by some students for pre-writing the short story in Czech and by others to write some extra information – longer texts than required.

Considering the results of the self-questioning strategy, some imaginable reasons for the higher difference in the results of L1 and L2 could be the issues discussed previously in the theoretical part of this thesis, such as unknown vocabulary, grammar used in the selected text, a higher need for students' autonomy and planning that is connected to critical thinking, the frequency of language use, previous knowledge, etc. In connection to the previous knowledge, this task could also be influenced by the fact that the participants of this research were practising the topic of Ancient Egypt in history lessons during the same period, which was also the topic of the text in L1. Moreover, I have learned that they were also asked to formulate a set of questions and then search for the answers. Nevertheless, with 77.5 % of success in L2 it can be stated that the students were doing quite well. Taking into consideration all the obstacles the students have to overcome in L2 it can be assumed that the results were positively influenced by the provided support, which in this worksheet was not only scaffolding but also the "5 Whs" (interrogative pronouns - what, who, when, where, why, how), and a brief overview of how to make questions in present simple related to grammar. The 0 % occurred because some students did not meet the stated criteria sufficiently. In general, it was proved that self-questioning can be transferred from L1 to L2 at some level as well but this strategy seems to be the most complicated of the previous ones so far for students to apply.

To comment on the results of using the strategy of visualization, there are several conceivable reasons why this happened that need to be mentioned. First of all, the role of scaffolding could play a big part in the success because, in L1, the students did not have the tool of support. Some examples of the scaffolding elements chosen to help students to score higher results were: colours used in the graphic organizer (green for a positive meaning, suggesting choosing healthy food and red for a negative meaning, suggesting choosing unhealthy foods), arrows, helping to imagine the relationships

across the categories, and most importantly, the suggested layout of the graphic organizers for a better visual image. This was not done in L1 since the goal of the survey was to reveal whether the students could apply this strategy or not – precisely the level at which they could use visualizing. In addition, the use of highlighting and underlining important words could affect the positive result in L2 as well, because in English, around 90 % of students highlighted or underlined some words in the text, whereas only 25 % used this tip in L1. One aspect that is worthwhile to mention is that lots of students used the suggested colours (green and red) for highlighting or underlining which could also assist with navigation throughout the text and graphic organizer. Overall, the score of the whole group shows that this strategy can be effectively used in L2 if the students had developed the strategy in L1 previously, at least to some extent.

Lastly, for summarizing, results which were the lowest from all the strategies examined, it is inevitable to consider the level of difficulty of writing a summary, where the students have to be the most autonomous, have to plan, choose the key information, use synonyms, etc.; in other words, produce a piece of writing on their own which represents the productive skills. This time, the better result in L2 have been influenced not only by the scaffolding itself but also by the lead-in activity in the form of brainstorming that was described in the research design. Basically, they prepared what key information should appear in the summary. The data shows that the summarizing strategy, like the strategies discussed previously, can be transferred to some extent from L1 to L2 as well, and thus help the learner with reading comprehension in L2.

In conclusion, in this chapter, the potential reasons and factors that could have influenced the results obtained from the research were discussed and reasoned.

Commentaries on Results of Scaffolding Assessment

To comment on the results of the scaffolding assessment, it can be stated that from all the graphs which present the collected data, the majority of the students found the scaffolding as a beneficial tool, as something that helped them in most worksheets to achieve the goal and fulfil the selected tasks more easily. Some reasons for that can be the combination of L1 and L2 used in scaffolding (with a higher percentage of L1 to increase the comprehension of how to proceed in the task to achieve the goal), the repeated layout of scaffolding and tips included in the scaffolding. As a result, scaffolding can be said to have helped students achieve the goal in selected reading tasks to a greater extent.

The Overall Results

For a better comparison of the contained results, the following table showing the overall score of the use of strategies in L1 and L2 along with the difference in the individual strategies was created. The overall score is represented by the arithmetic average and the difference was counted by subtracting the L2 results from the L1 average score.

Arithmetic average L1	Arithmetic average L2	Difference
Scanning – 99 %	Scanning – 98 %	-1 %
Skimming – 100 %	Skimming – 100 %	0 %
Predicting – 97. 5 %	Predicting – 90 %	-7. 5 %
Self-questioning – 89 %	Self-questioning – 77. 5 %	-11. 5 %
Visualization – 64. 375 %	Visualization – 67. 5 %	+ 3. 125 %
Summarizing – 56. 25 %	Summarizing – 60 %	+ 3. 75 %

Table 13. Overview of the Overall Results of the Strategies' Use

From the table provided above the answers to the selected research questions can be stated. The first research question was stated as follows:

Are the reading strategies that have been acquired to a sufficient level in L1 transferable to reading in L2?

In Table 13, it can be observed that reading strategies that have been acquired to a sufficient level in L1 can be transferred to reading in L2 to a large extent if the conditions mentioned in the theoretical part of this thesis are met. In other words, if the reading materials correspond with the needs of the students, the transfer of reading strategies from L1 to L2 is possible. Whether this goal can be achieved more easily by the use of scaffolding was the topic for the second research question, which was formulated as follows:

Does the scaffolding help to achieve the goal of reading tasks?

Based on the collected data the scaffolding increases the chance of achieving the goal of reading tasks. For example, in Table 13, it can be seen that in some cases, such as visualization or summarizing, the results of reading tasks in L2 were better than in L1, presumably thanks to the higher support that was provided by the scaffolding.

To conclude the overall results, it can be said that both selected research questions can be answered with positive answers, which supports the theory used for the research in this thesis. Nevertheless, the conditions must be maintained and the factors that influence research and that may change over time should be taken into consideration.

V. IMPLICATIONS

In this chapter, the practical use of this thesis and its results are discussed. Initially, some of the pedagogical implications are suggested based on the research results, considering the obtained data and theory as well. Subsequently, the limitations of the research are presented with a brief comment on the COVID pandemic situation and distance learning in the Czech Republic. Lastly, the suggestions for further research on this topic are indicated.

Pedagogical Implications

Based both on the theory and collected data, the reading strategies that have been already developed in L1 to some level can be transferred to L2, which helps students with reading comprehension in both languages, which the students need not only across all school subjects but more importantly in everyday lives to process information more effectively. Therefore, the first suggestion for pedagogical implications is to teach the students from the very beginning of elementary education how to use the reading strategies more explicitly, which can be done by using scaffolding in a way that teachers give students a set of useful tips, as was done in this thesis. Or similarly, to use an inductive approach to give students space to explore the reading strategy on their own through the instructions, texts, and given tasks, ideally in groups to help other peers, and then to produce a list of tips they would share with the class. The list with tips for reading strategies could be used as teaching material in the form of a poster that could hang in the classroom to assist students with reading tasks in various school subjects. The posters could be created during Czech and English lessons or during ICT and Art lessons to create visually appealing learning materials. In ICT lessons, an online version of the tips for using the reading strategies could be developed by using various digital tools, for example the graphic designed platform Canva (https://www.canva.com/), LearningApps (https://learningapps.org/) or Wordwall (https://wordwall.net/). The tips and ideas for reading and using reading strategies could be collected, for example, on the online notice board called Padlet, which can be accessed at https://padlet.com/. Some advantages of using such online tools are that all ideas shared by the teacher and students can be found in the same place, the information is easily accessed, editable and renewed, and it can be used during distance learning. Some useful tips for inspiration considering the examined reading strategies can be found in the L2 worksheets prepared for the research in this thesis,

specifically in scaffolding. The posters can be designed both in L1 and L2 simultaneously to draw the parallels.

The next idea is to use graphic organizers more frequently as a tool for increasing reading comprehension and to collect the information in an effective way that is time-saving when students need to go back to the text after some time has passed to revive the information. Besides, graphic organizers can also be used for creating an overview of the text related vocabulary. This could increase the comprehension of relationships among the words and categories, which is beneficial for understanding the issue, more specifically to choosing the most important key information and orientating among the information more efficiently. If desired, these graphic organizers that consist of vocabulary from the reading could be further used for assembling new vocabulary that was not in the text but is related to the categories or topics used by changing them into mind-maps that allow students to think more freely but while maintaining relationships among the selected vocabulary. The inspiration for using graphic organizers can be found in the worksheet "Visualization" or the teachers can visit the websites with online tools for creating graphic organizers with some prepared templates for free use, as suggested in the theoretical part of this thesis. Working with these digital tools in English lessons or in other school subjects could also support the upcoming changes in the digitalization of education at primary schools in the Czech Republic. Specifically, schools can use it for digitalizing education materials, students can use it as a digital tool appropriate for data interpretation, which represents one of the crucial outcomes of ICT, as stated in the new RVP for primary schools, specifically in the area of working with data and information. To outline some concrete examples, the following table, according to the updated RVP, was created with some modifications. In other words, only specific outcomes relevant for using graphic organizers and mind-maps in digital version were selected. The information is written in Czech, as the RVP is.

Category	Outcomes
Data, informace, modelování	• získá z dat informace, interpretuje data • vymezí problém a určí, jaké informace bude potřebovat k jeho řešení; situaci modeluje pomocí grafů, případně obdobných schémat • zhodnotí, zda jsou v modelu všechna data potřebná k řešení problému • používá schémata, myšlenkové mapy

Table 14. ICT - Renewed Outcomes from RVP 2021 for Primary Schools in the Czech Republic

Besides, the suggested reading strategies and teaching how to use them alongside scaffolding help the students get information from various sources effectively, sort and compare the information, and see the common characteristics, differences and relationships among the assembled information. The resources used in ICT lessons can be both in L1 and L2 if the students can apply these reading strategies in Czech and transfer them to English. In the case of using these reading strategies to support the digitalization of education, specifically in English lessons, both scanning and skimming should be demonstrated. These strategies are valuable not only when students read a text but also when they work with online dictionaries where they need to find some specific information quickly.

In conclusion, the topic of this thesis and research shows the importance of the ability to apply the reading strategies in L1 which the students can transfer to L2 in order to increase their reading comprehension and thus gain the desired information in the most appropriate and effective way, which could be highly useful in developing students' vocabulary and working with various online tools and sources to support the digitalization of education.

Limitations of the Research

The research was limited in some areas that need to be mentioned. First of all, the number of students that took part in the research was 40, which can be seen as a low number. Nevertheless, for obtaining reasonable results in the case of this research, the number was sufficient. Besides, the majority of the participants attended the same school from the first grade which means they are used to some patterns of learning, have similar experience with learning, share comparable previous knowledge to some extent, etc. These reasons could influence the level of using reading strategies in L1, which could be different if they were from a wider range of primary schools.

Next, the COVID restrictions limited the research in its early stages because the students could not attend school for a long period, and after that, lots of students had to be quarantined or were ill. This caused the ever-changing number of students. However, for the research, it was necessary to work with the same number of students in each part of the research in order to obtain the most relevant results. Moreover, the distance learning form for the research was not the most effective one because it would not be able to control the conditions that the students had during the research, the communication would be more difficult, the technical issues could appear, and students could use other means of support than just the ones indicated in the scaffolding. All of this would hypothetically make the results less objective. Thus, the actual research has had to be postponed several times. Nevertheless, considering the unpredictable COVID situation the scaffolding was prepared in written form if there would not be the possibility to implement the research face-to-face.

Suggestions for Further Research

This research focused on the transfer of reading strategies from L1 (Czech) to L2 (English). From my point of view, the first suggestion for further research is to broaden the number of languages; for example German is usually the second foreign language that students can study in Czech schools. This would be beneficial for reading resources in German (or other languages that are taught at primary schools) because in the Czech Republic's primary education system, students have to study at least two foreign languages but the second foreign language usually starts in the 7th grade when the students are 12-13 years old and have been studying Czech (L1) for seven years and English (L2) for usually four years, and therefore could benefit from the strategies developed in Czech and English. If this was done, students could see the parallels in reading and working with text,

some similarities in the area of vocabulary, and thus have the feeling that they are not starting at the very beginning, which could increase the number of students who experience successful learning, which plays a great role in motivation, or similarly, it increases the motivation of students to study another foreign language and thus experience successful learning. This relationship between successful learning and motivation has been discussed by Ellis (1989), who has claimed that "we do not know whether it is motivation that produces successful learning or successful learning that enhances motivation" (p. 119). On the other hand, the topic of learning at least two foreign languages at primary schools in the Czech Republic has been discussed recently and it could bring some changes in the area of learning foreign languages. The question that the Ministry of Education is concerned with is the reduction from two to one compulsory foreign language which is mostly English, at Czech primary schools. A second foreign language would be optional. Hypothetically, if this happens, the suggestion for further research could be shifted from the multilingual orientation back to reading strategies used for reading in Czech and English, but this time not only in learning materials that students use at schools, but in extensive reading, which is usually used during literature lessons or in some projects that deal with literacy at primary schools.

Subsequently, if further research examines texts with more cross curricular topics that are highly presented in English learning materials for students, it could be done by using various online and digital tools as was presented in the subchapter Pedagogical Implications to support Digital Competence, which was added to the RVP in February 2021. To present some of these topics that could be used in ICT lessons, the table below was created. These topics can be found in the learning materials used as sources for the research of this thesis, specifically for the worksheets in L2. The resources are namely the Project 4th Edition (Hutchinson, 2014) and Bloggers 2 (Hrabětová, P., Mikulková, M., & Cryer, K., 2019).

Topics in English Student Book	School subject and other information
Daily routine	• Health Education (VKZ)
Animals	• Biology (animals classification) • Geography (animals around the world)
Holidays, the world, travelling	• Geography (countries of the world) • History (types of transport)
Food	• Biology (nutrients) • Health Education (balanced diet) • Geography (food around the world)
Telling the time	• Geography (time zones) • Math (what time is it)

Table 15. Cross-curricular Topics from English Learning resources for ICT lessons

To conclude the suggestions for further research, several ideas were presented. Firstly, the use of reading strategies with multilingual orientation to transfer the reading strategies from Czech to English and German, or to examine the transfer of reading strategies in extensive reading to support the literacy of primary students, and to use reading strategies in the texts with cross-curricular topics that are greatly presented in English learning resources with the help of various online tools to support digital competence.

VI. CONLCUSIONS

This diploma thesis deals with the positive transfer of reading strategies from learners' mother tongue (Czech) to their second language (English). Firstly, the theoretical background for considering the most important issues relevant to this topic was presented. Some of these issues included the commonalities as well as differences in the acquisition of L1 (FLA) and L2 (SLA), the problem of negative transfer, which was contrasted to the positive transfer, the overlapping of definitions in the case of language skills in comparison to learning strategies, literacy and reading in connection to reading strategies, alongside with positive transfer and the (is this word necessary) scaffolding.

Afterwards, the research dealing with two research questions was done at ZŠ Josefa Hlávky Přeštice. The objective of this thesis was to state whether the reading strategies that had already been developed by students at a sufficient level in L1 (Czech) could be transferred to L2 (English). Besides, the research was intended to find out if the scaffolding helps to achieve the goal of reading tasks. The collected data from the research in which 40 students participated has shown that the reading strategies that have already been developed to an adequate level in L1 can be transferred to L2, proving that the positive transfer of reading strategies is possible if the conditions necessary for the successful completing of the task are met. To draw some concrete examples of these conditions, the following examples, such as respecting student needs, including texts with familiar topics and vocabulary relevant to the language proficiency stated in the CEFR, as well as the requirements in RVP for education at primary schools, can be listed. Furthermore, the data shows that in the case of visualization and summarizing, the results in L2 were higher than in L1, which could be potentially influenced by the scaffolding that was described by the majority of students as a tool that helped them to achieve the goal of the selected tasks. It is necessary to mention that the scaffolding was only presented in the worksheets in L2, in contrast to the survey done in L1. Moreover, the students claimed that without the scaffolding, they would not be able to complete the tasks as well as with the assistance of scaffolding. The individual scores can be found in the chapter Results and Commentaries.

To conclude the overall results based on the conducted research, it can be stated that both research questions can be answered positively. Nevertheless, the limitations of the research that were discussed in the previous chapter "Implications", together with the conditions of the research and factors that can influence the research either

positively or negatively, should always be considered to acquire more objective results that could serve as a basis for further research. Finally, based on the positive results of the research, it is essential for teachers to encourage their students to use reading strategies across the various languages to increase the effectiveness of working with texts that build a large source of information in their everyday lives. Besides, teachers should provide their students with a wide range of reading strategies so they can choose the ones that are not only most appropriate for the text they are working with but those that also support their learning style.

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APPENDICES

Appendix 1

ZJIŠTĚNÍ ČTENÁŘSKÝCH STRATEGIÍ

__Zadání:__

Vypracuj úkoly 1 až 8 dle zadání. V textech si můžeš **podtrhávat/kroužkovat** jakékoliv informace.

1. Přečti si následující text. Na základě textu odpověz na otázky pod ním. Někdy stačí i jednoslovná odpověď.

   MANDRAGORY
   Joanne Kathleen Rowlingová
   Harry Potter

   Harry, Ron a Hermiona vyšli z hradu společně, prošli zelinářskou zahradou a zamířili ke sklenikům, kde se pěstovaly kouzelné rostliny.
   Když se přiblížili ke sklenikům, uviděli ostatní spolužáky. Stáli venku a čekali na profesorku Prýtovou. Harry, Ron a Hermiona k nim došli právě ve chvíli, kdy se objevila také; rázně kráčela přes trávník.
   Profesorka Prýtová byla malá podsaditá čarodějka s rozcuchanými vlasy a kloboukem samá záplata; oblečení měla obvykle celé od hlíny a nad jejími nehty by teta Petunie nejspíš omdlela.
   „Dneska to bude skleník číslo tři, mládeži!" oznámila profesorka Prýtová.

   a) Jak se jmenují tři hlavní postavy, které vyšli z hradu společně?
   _____

   b) Co se pěstuje ve sklenících, o kterých se píše v textu?
   _____

   c) Co dělali ostatní spolužáci, když se Harry, Ron a Hermiona blížili ke sklenikům?
   _____

   d) Jaké povolání má paní Prýtová?
   _____

   e) Jaké číslo má skleník, který pro dnešek vybrala paní Prýtová?
   _____

2. Přečti si text a zakroužkuj, který nadpis by se nejvíce hodil pro následující text. Pokud chceš, můžeš si v textu zvýraznit některá slova.

   Matikářka rozdává zadání. Jsou to dva listy a mně stačí na ně jenom mrknout, abych věděl, že bez pomoci to nezvládnu. Takže se naprosto nenápadně posunu ke Karolin, abych měl všechno z první ruky. A Karolin se taky hned horlivě pouští do psaní. Je tohle 3, nebo 8?

   a) Ukol z češtiny
   b) Test z matematiky
   c) Hodina angličtiny

83

3. **Proč si u otázky č. 2 vybral svoji odpověď? Která slova ti pomohla vybrat správný nadpis textu? Napiš je, i pokud si je v textu již vyznačil.**

....

....

....

....

4. **Přečti si začátek textu. Dopiš minimálně 3 věty, kterými by podle tebe mohl text pokračovat.**

A zase je tu pondělí! Je půl šesté ráno. Budík zvoní. Vstávám a jdu do koupelny …

....

....

....

....

5. **Přečti si následující text. Podtrhaná slova roztřiď do kategorií, které jsou napsány pod textem.**

Třídění organismů podle způsobu výživy

Živočichy, můžeme podle potravy, kterou konzumují, dělit do několika skupin:

- **Býložravci:** živočichové konzumující výhradně rostlinnou stravu, např. kůň, králík, slon, žirafa.
- **Masožravci:** živí se výhradně živočišnou stravou. Jedná se buď o predátory, kteří si kořist uloví, např. orel, vlk, štika, nebo o mrchožrouty, žijící se již mrtvými těly živočichů, např. sup, hyena, hrobařík. Mezi masožravci jsou také kanibalové, kteří příležitostně požírají i příslušníky svého druhu, např. kudlanka.
- **Všežravci:** konzumují jak rostlinnou, tak živočišnou stravu, např. člověk, šváb, kur domácí.

➔ **Roztřiď slova do následujících kategorií:**

a) **Živočichové:**

....

....

b) **Býložravci:** ....

c) **Masožravci:** ....

d) **Predátoři:** ....

e) **Mrchožrouti:** ....

f) **Kanibalové:** ....

g) **Všežravci:** ....

6. Do rámečku nakresli, jak bys kategorie a slova z otázky číslo 5. rozdělil tak, aby bylo vidět, jaké jsou mezi nimi vztahy. Které pojmy jsou <u>nadřazené</u> a které <u>podřazené</u>.

➔ *Příklad: Slovo <u>nadřazené</u> je Sport. Slova <u>podřazená</u> jsou fotbal, basketbal, tenis, hokej, atd.*

- **Kategorie:** živočichové, býložravci, masožravci, predátoři, mrchožrouti, kanibalové, všežravci (**7 kategorií**)

- **Slova:** kůň, králík, slon, orel, vlk, hyena, hrobařík, kudlanka, člověk, kur domácí (**10 slov**)

7. Přečti si text. Po jeho přečtení napiš 3 otázky, na které by ses zeptal kamaráda, aby si zjistil, že text také četl.

<u>Starověký Egypt</u>

Společnost: Na vrcholu egyptské společnosti stál **faraon**, vládce, který ztělesňoval boha na zemi. Vlastnil veškerou půdu v zemi a byl velitelem armády. Se správou země mu pomáhal **vezír**, který řídil chod státu, a další **správci** a **písaři**. Mezi vyšší společenské vrstvy patřili i vojenští velitelé a **kněží**, kteří se starali o náboženské obřady…

1) _____

2) _____

3) _____

8. **Přečti si text. Po přečtení napiš vlastními slovy krátké shrnutí textu (30 - 40 slov).**

<u>Kultura Egypta</u>

Náboženství: Egypťané věřili v mnoho bohů, šlo tedy o náboženství **polyteistické**. Někteří bohové byli uctíváni po celém Egyptě, jiní jen na některých místech či jen v některé době. Bohům byly stavěny **chrámy**. Do části chrámu, kde stála socha boha, měl přístup jen faraon a kněží, kteří se o chrám starali. Ti bohům přinášeli oběti a modlili se k nim. Většina panovníků měla svého **boha**, kterého považovala za nejdůležitějšího. Každý bůh měl taky svoji oblast vlivu, ve které mohl věřícím pomoci. Bohové byli zobrazováni jako lidé, či byli uctíváni ve své zvířecí podobě. Často byli vyobrazováni s lidským tělem a hlavou zvířete...

Shrnutí by mělo obsahovat nejdůležitější informace z textu. Slouží někomu, kdo text nečetl, aby si vytvořil představu, o čem text je.

Délka: 30 – 40 slov

Appendix 2

ČTENÁŘSKÉ STRATEGIE – SEBEHODNOCENÍ

➜ Na škále od 1 do 4 **zakroužkuj**, jak moc s danou větou souhlasíš.

Vysvětlení škály hodnocení:

1 = zcela souhlasím
2 = spíše souhlasím
3 = spíše <u>ne</u>souhlasím
4 = zcela <u>ne</u>souhlasím

1. **V českém textu vyhledám vždy konkrétní informace, které mi umožní odpovědět na otázky pod textem.** (viz úkol č. 1)

   zcela souhlasím   1   2   3   4   zcela <u>ne</u>souhlasím

2. **V anglickém textu vyhledám vždy konkrétní informace, které mi umožní odpovědět na otázky pod textem.**

   zcela souhlasím   1   2   3   4   zcela <u>ne</u>souhlasím

3. **V českém textu umím bez problémů vyhledat podstatné informace.** (viz úkol č. 2)

   zcela souhlasím   1   2   3   4   zcela <u>ne</u>souhlasím

4. **V anglickém textu umím bez problémů vyhledat podstatné informace.**

   zcela souhlasím   1   2   3   4   zcela <u>ne</u>souhlasím

5. **V českém jazyce umím po přečtení části textu předvídat, co se v příběhu stane dál.** (viz úkol č. 4)

   zcela souhlasím   1   2   3   4   zcela <u>ne</u>souhlasím

6. **V anglickém jazyce umím po přečtení části textu předvídat, co se v příběhu stane dál.**

   zcela souhlasím   1   2   3   4   zcela <u>ne</u>souhlasím

7. **Po přečtení českého textu umím vybraná slova roztřídit do kategorií a graficky znázornit vztahy mezi nimi.** (viz úkol č. 5 a 6)

   zcela souhlasím   1   2   3   4   zcela <u>ne</u>souhlasím

8. **Po přečtení anglického textu umím vybraná slova roztřídit do kategorií a graficky znázornit vztahy mezi nimi.**

   zcela souhlasím   1   2   3   4   zcela <u>ne</u>souhlasím

9. **Po přečtení českého textu bez potíží napíši otázky, které se ptají na nejdůležitější věci v textu.**

   (př. kdo je hlavní postava, kde/kdy se příběh odehrává, co se v něm odehrává - viz úkol č. 7)

   zcela souhlasím   1   2   3   4   zcela <u>ne</u>souhlasím

10. **Po přečtení anglického textu bez potíží napíši otázky, které se ptají na nejdůležitější věci v textu.**

    zcela souhlasím   1   2   3   4   zcela <u>ne</u>souhlasím

11. **Po přečtení českého textu sám bez potíží napíši shrnutí daného textu.** (viz úkol č. 8)

    zcela souhlasím   1   2   3   4   zcela <u>ne</u>souhlasím

12. **Po přečtení anglického textu sám bez potíží napíši shrnutí daného textu.**

    zcela souhlasím   1   2   3   4   zcela <u>ne</u>souhlasím

Appendix 3

Name and class:_____

SCANNING = READING FOR DETAILS

SCAFFOLDING – LEŠENÍ

Jak postupovat, když v textu hledám detailní informace.

1. Při čtení textu si podtrhni **klíčová slova** (KEY-WORDS). To jsou ta nejdůležitější.
2. V každé otázce si podtrhni **klíčová slova.**
3. **Vrať se** do textu a **hledej** správnou odpověď.
4. Když **odpovíš** na nějakou otázku, tak si hned **napiš** její písmenko (**a, b, c, d, e**) ke slovu/větě v textu, kde jsi odpověď na otázku našel.

✓ Pokud si chceš napsat nějaké poznámky, využij rámeček **MY NOTES.**
✓ *What is/are ..... like?* = Jaký je/jací jsou …?

➔ **Prepare (připrav si):**
  • Pen/highlighter (zvýrazňovač)

FARM ANIMALS

1. Read the text. Answer the questions. Use SCANNING = READING FOR DETAILS.

<u>On our farm</u>

On our farm we have got a lot of animals. We have got horses. A horse is **big** and **strong.** We have got hens. They lay eggs. Sometimes we have chicks. They are **small** and **cute.** My dog is **fast** and always **hungry.** He loves playing with me. We also have two **pigs.** They are **dirty** and **fat.** Our rabbits are **furry** and **friendly.**

a) What is a horse like? …………………………………………

b) What are the chicks like? …………………………………

c) What is the dog like? …………………………………........

d) What are the pigs like? ………………………………….......

e) What are the rabbits like? …………………………………

<div style="border:1px solid">

MY NOTES

</div>

SKIMMING = READING RAPIDLY FOR GENERAL OVERVIEW

SCAFFOLDING – LEŠENÍ

Jak postupovat, když si potřebuji text rychle pročíst, abych zjistil, o čem je, ale nehledám detaily.

1. Po přečtení zadání si přečti možné odpovědi (a, b, c, d).
2. Při čtení textu se soustřeď na **úvod a závěr** textu.
3. Nemusíš rozumět všem slovíčkům.
4. Čti pouze to, co potřebuješ ke splnění úkolu. Šetři čas.
5. V textu si podtrhni slova, která ti pomohla vybrat odpověď.

✓ Pokud si chceš napsat nějaké poznámky, využij rámeček **MY NOTES**.
   ✓ **rapidly = rychle**
   ✓ **general overview = obecný přehled**

➜ **Prepare (připrav si):**
- Pen/highlighter (zvýrazňovač)

1. **Read the text. Circle the best title. Use SKIMMING = READING RAPIDLY FOR GENERAL OVERVIEW.**

Hi, I'm Jane and I have an unusual pet – a tortoise! Her name is Tina and she lives in a big terrarium in my room. Of course she is slow – she is a tortoise after all! Tina is small with a beautiful brown shell. Her head and legs are green and scaly and she has small black eyes. She is lazy and she sleeps a lot! In fact, Tina is really easy to look after. All she eats is lettuce and carrots. She likes it when I stroke her shell. When she meets new people she gets scared and hides in her shell, it's so cute! The one thing I don't like is cleaning her terrarium. I have to do it once a month and it can be quite dirty. Apart from that, Tina is the perfect pet!

a) **At the ZOO**
b) **My pet**
c) **Travelling**
d) **My favourite food**

MY NOTES

PREDICTING = FORETELLING WHAT COMES NEXT

SCAFFOLDING – LEŠENÍ

Jak postupovat, když mám jen začátek textu, a potřebuji ho sám/sama dokončit.

1. Při čtení textu si podtrhni **klíčová slova** (**KEY-WORDS**). To jsou ta nejdůležitější.
2. Pomocí klíčových slov si napiš, o čem text je. Jaké je jeho **téma**. S tím ti pomůže i **název textu**.
3. Vypiš si **slovíčka**, které tě k tématu napadnou. Použij **MY VOCABULARY**.
4. Vybav si, co je pro takové téma typické, co se v podobném příběhu, který si někdy četl odehrává.
5. Sepiš si **body**, o kterých budeš psát. Použij **MY NOTES**.
6. Piš. Hlídej si **limit slov**.

✓ Pokud si chceš napsat nějaké poznámky, využij rámeček **MY NOTES**.
✓ **Pamatuj, že pokračování příběhu musí navazovat na výchozí text a být ve stejném čase!**
➜ **Prepare (připrav si):**
- Pen and highlighter (zvýrazňovač)
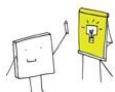
1. **Read the text.**
   Predict what happens next. Use PREDICTING = FORETELLING WHAT COMES NEXT.
   Finish the story.
   Write 30 – 40 words.

MY DAILY ROUTINE

I get up at 6 o'clock. I go to the bathroom. I brush my teeth and go to the kitchen. I eat my breakfast at half past six. I usually eat a sandwich and a cup of tea. Then I …

…………………………………………………………
…………………………………………………………
…………………………………………………………
…………………………………………………………
…………………………………………………………
…………………………………………………………
…………………………………………………………

MY VOCABULARY

MY NOTES

SELF-QUESTIONING = ASKING QUESTIONS

SCAFFOLDING – LEŠENÍ

Jak postupovat, když tvořím otázky k textu, který jsem zrovna přečetl, abych si lépe zapamatoval klíčové informace.

1. Při čtení textu si podtrhni klíčová slova (KEY-WORDS). To jsou ta nejdůležitější.
2. Klíčová slova najdeš pomocí otázek, které začínají na tázací zájmena (what, who, when, where, why, how). Př. *What is the boy's name? How old is he? Where is he? ...*
3. Pro tvorbu otázek použij 5 Whs metodu. Tu najdeš pod napisem "5 WHs" v podobě HVĚZD.
4. Počet otázek závisí na délce a druhu textu.
5. K otázkám si vždy ihned napiš i **odpověď**. Tu najdeš pomocí klíčových slov, které sis podtrhl.

✓ Pokud si chceš napsat nějaké poznámky, využij rámeček **MY NOTES**.
✓ Odpovědi na otázky ti pomůžou např. při psaní shrnutí textu. Také ti usnadní lépe si zapamatovat, o čem text je, aniž by si ho musel znovu číst.

➔ **Prepare (priprav si):**
  • Pen/highlighter (zvýrazňovač)

1. **Read the text. Underline the KEY-WORDS in the text. Write 4-6 questions in present simple about Henry Mills you would ask your friend to find out if he/she read the text. Answer the questions.**

My daily life

My name's Henry Mills. I'm twelve years old and I live in London. We live in a flat. It's on the third floor. I go to Central High School. I'm in class 8A. My favourite subjects are Maths, History and PE. I don't like English or Physics. I walk to school with my friend, Nadim. We leave home at half past eight. School starts at twenty to nine with registration and assembly, and our first lesson starts at nine o'clock. School finishes at half past three. After school we go home and I do my homework before dinner.

YOUR QUESTIONS:	YOUR ANSWERS:
1._____	_____
2._____	_____
3._____	_____
4._____	_____
5._____	_____
6._____	_____

---

5 WHs

How to make QUESTIONS in present simple:

Verb to BE		Other verbs	
You are a student.	Are you a student?	You live in Prague.	Where do you live?
He is a teacher.	Is he a teacher?	He/she lives in Prague.	Where does he/she live?
		he, she it,= does	
		I, you, we, they = do	

MY NOTES

VISUALIZATION= USING GRAPHIC ORGANIZERS

SCAFFOLDING – LEŠENÍ

Jak postupovat, když potřebuji roztřídit informace do kategorií, a zaznamenat je do předpřipravených grafických organizátorů.

- Pokud máš předpřipravený grafický organizátor, do kterého máš roztřídit informace, postup je následující:

1. Přeti si, do jakých **kategorií** budeš vybraná slova třídit.
2. Při čtení textu si tyto **kategorie** zvýrazni. Následně si zvýrazni i **slova**, která máš do kategorií rozdělit.
3. Grafické organizátory jsou skvělá pomůcka! **Počet políček** odpovídá **počtu kategorií**, do kterých budeš slova třídit. Proto si **kategorie** do políček zapíš.
4. **Vztahy** mezi kategoriemi jsou naznačeny **šipkami**. Kategorie, která je nejvýše, odpovídá slovu NADŘAZENEMU (jako bys měl nadpis v sešitě). Kategorie na druhé úrovni jsou jako PODKAPITOLY. Kategorie na třetí úrovni jsou jednotlivé ČASTI PODKAPITOL, do kterých zapíšeš vybraná slova.

✓ **Barvy** mají svůj význam. GREEN = POSIITVE MEANING / RED = NEGATIVE MEANING
✓ **Symboly** mají svůj význam. ✓ = POSIITVE MEANING ✗ = NEGATIVE MEANING

✓ Pokud si chceš napsat nějaké poznámky, využij rámeček **MY NOTES**.

➔ **Prepare (priprav si):**
  • Pen/highlighter (zvýrazňovač)

MY NOTES

---

1. **Read the text. Divide the selected words into categories. Use the prepared GRAPHIC ORGANIZER.**

I love food!

Hello! My name's Jenny and I'm from the UK. I live in Glasgow, in Scotland. I love food! I really like to try new things and eat food from other countries. But typical UK food is really tasty too. I try to eat healthily most of the time, but I don't think you have to every day.

So, I'm going to take you on a food journey, from breakfast, to lunch, then dinner. What is typical in the UK? What are the healthy or unhealthy options? Let's find out...

Of course, we start with breakfast – I think this is the most important meal of the day.

A typical healthy breakfast is porridge or yoghurt with fruit on top. I sometimes have toast with honey or jam. The less healthy option is definitely a "fry-up". This is bacon, eggs, baked beans, sausages, tomatoes, bread and mushrooms all fried. It's a very heavy breakfast but it's delicious! With breakfast, we have tea. I like it with a little milk and no sugar.

For lunch, it's normal to have a sandwich, salad or soup. There are lots of lunch places that only serve this food. Lunch isn't usually big or heavy in the UK. For something more filling, I go to a bakery called "Greggs". It has lots of sweet and savoury pastries. I love the chicken pastry, it's so buttery! At lunchtime, there is often a line out the door in Greggs, it is so popular (but not so healthy!).

➔ **CATEGORIES: 1. Food 2. Healthy food 3. Unhealthy food 4. Breakfast 5. Lunch**
➔ **WORDS:(14)** porridge, yoghurt, fruit, bacon, eggs, baked beans, sausages, tomatoes, bread, mushrooms, sandwich, salad, soup, bakery Greggs

GRAPHIC ORGANIZER
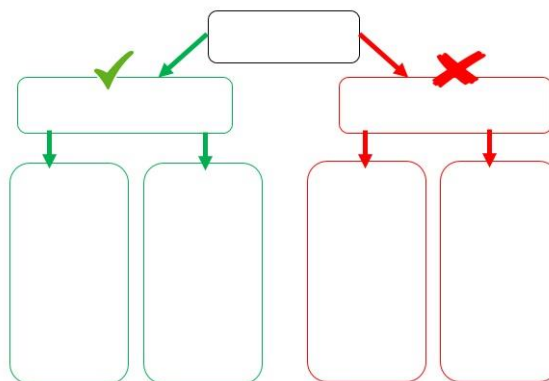
SUMMARIZING = WRITING SHORT PARAGRAPH

SCAFFOLDING – LEŠENÍ

Jak postupovat, když píši krátké shrnutí textu.

1. Při čtení textu si podtrhni klíčová slova (KEY-WORDS). To jsou ta nejdůležitější.
2. Klíčová slova najdeš pomocí otázek, které začínají na tázací zájmena (<u>what</u>, <u>who</u>, <u>when</u>, <u>where</u>, <u>why</u>, <u>how</u>). Př. *What is the boy's name? How old is he? Where is he? …*
3. Napiš si heslovitě **body** do **MY NOTES**, o kterých ve shrnutí text napíšeš. K tomu ti pomůžou **KEY-WORDS**.
4. Piš ve stejném čase, který je použitý v textu (present simple).
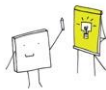
✓ Pokud si chceš napsat nějaké poznámky, využij rámeček **MY NOTES**.
✓ Shrnutí textu pomáhá nejen tobě, ale i tomu, kdo text nečetl, aby si rychle představil, o čem text je.

➔ **Prepare (připrav si):**
   • Pen/highlighter (zvýrazňovač)

1. **Read the text. Underline the KEY-WORDS. Write a short summary (35-45 words) in present simple.**
   ✓ **Use the 5 WHs to help you** — Meerkats

Meerkats are brown with grey stripes and black ears. They're quite small – about the same size as rabbit. They've got a long body and a long tail, but short legs. They can stand on two legs. They live in groups. There are between five and thirty meerkats in a group. They sleep in holes in the ground. Early in the morning, they leave their holes and look for food. They eat insects, plants, lizards, eggs and mice. They can even eat poisonous animals like scorpions and spiders …

MY SUMMARY (35-45 words):

_____
_____
_____
_____
_____
_____

5 WHs

WHY   What   WHERE   ?   HOW   WHO   WHEN

MY NOTES

Appendix 4

Appendix 5

Handwritten mind map

- SCROLL ON IG
- eat breakfast
- run
- no game
- eat dinner
- go by bus
- **MY DAILY ROUTINE**
- make furry-mask
- Get up
- Sleep
- don't read books
- training
- box
- brush my teeth

My daily life - personal information

name	town/city	age	get up
animals			hobbies
brother/ sister	**My daily life - personal information**		sports
PC games	food	go to bed	eat

93
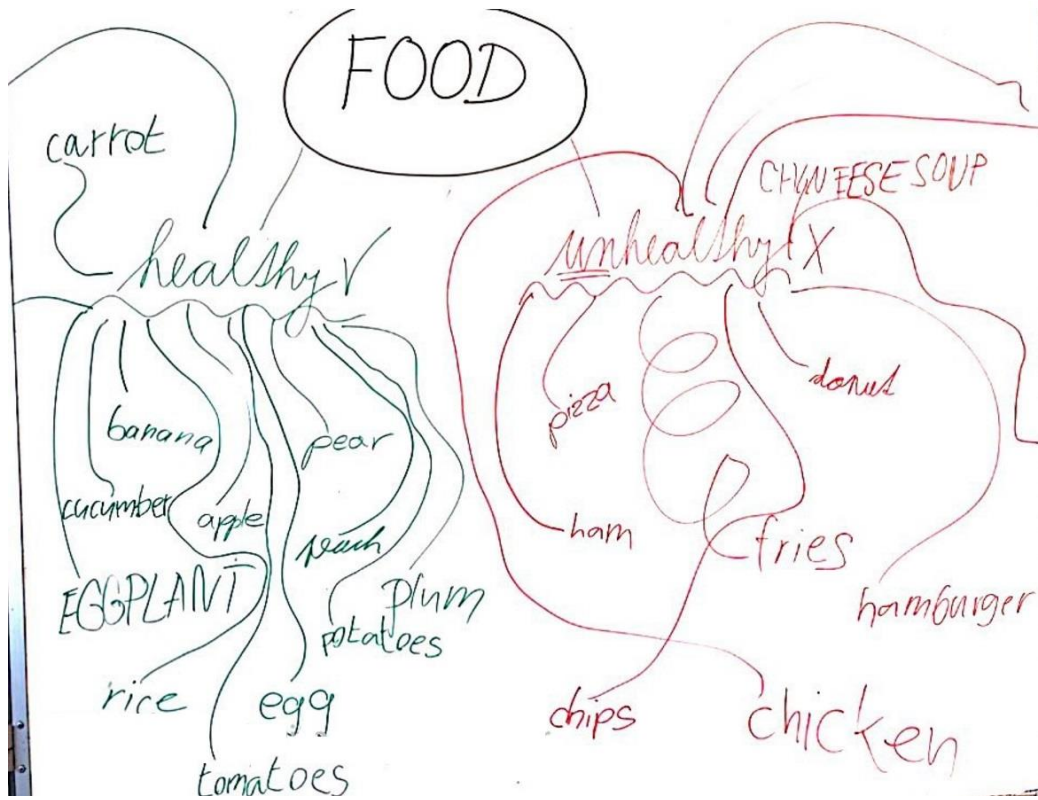
Appendix 6

SCAFFOLDING – LEŠENÍ – ASSESSMENT (HODNOCENÍ)

Zadání: Odpověz na následující otázky. Někdy budeš kroužkovat (ano/ne). Někdy napíšeš celou odpověď (česky).

1. Pomohl ti scaffolding splnit úkol u všech pracovních listů?

   ANO   NE

2. Pomohl ti scaffolding jen u některých pracovních listů? Pokud ano, napiš u kterých.

   ANO   NE

   Scaffolding mi pomohl u pracovních listů číslo: _____

3. Plnily se ti úkoly lépe / zdály se jednodušší díky scaffoldingu?

   *To znamená, že jsi ve scaffoldingu našel nějaký nápad/radu, která ti pomohla úkol dokončit.

   ANO   NE

4. Zvládl bys úkoly stejně dobře i bez pomoci scaffoldingu?

   ANO   NE

5. Pomohlo ti, že větší část scaffoldingu byla napsaná česky?

   ANO   NE

6. Napiš, jak ti scaffolding konkrétně pomohl (minimálně 2 věci):

   *Odpověď můžeš psát celou větou, ale klidně napiš jen jednoslovné poznámky.

   *Příklady: Připomněl mi, že je důležité si podtrhávat.; Upozornil mě, abych se soustředil/a na klíčová slova (ta nejdůležitější).; Připomněl mi, jakou gramatiku mám použít.; Připomněl mi, jakou čtenářskou strategii je dobré použít.

   _____

   _____

   _____

   _____

SUMMARY IN CZECH

Tato diplomová práce nejprve v teoretické části představuje roli mateřského jazyka (češtiny) při osvojování druhého jazyka (angličtiny) a to společně s problematikou spadající do této oblasti. Konkrétně představuje roli mateřského jazyka v rámci učebních strategií se zvláštním zaměřením na přenos čtenářských strategií z mateřského jazyka (češtiny) do jazyka druhého (angličtiny). V praktické části následně pomocí výzkumu provedeného na základné škole v České republice zjišťuje, zdali je možné přenést do angličtiny vybrané čtenářské strategie, které již byly na určité úrovni v češtině osvojeny. Součástí výzkumu je i druhá výzkumná otázka zabývající se oporou učení, tzv. scaffoldingem jako formy podpory používané ke splnění zadaných čtenářských úkolů. Na závěr práce odůvodňuje výsledky provedeného výzkumu a opírá je nejen o teoretickou část této práce, ale zároveň i o potřeby žáků, které byly zkoumány v rámci analýzy potřeb.