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**GRADED READERS IN SECONDARY SCHOOL TO RAISE
STUDENT'S MOTIVATION TO READ EXTENSIVELY
ADAPTĒTIE TEKSTI PAMATSKOLĀ SKOLĒNU MOTIVĒŠANAI
LASĪT SVEŠVALODĀ**

DIPLOMA PAPER

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Declaration of Academic Integrity

I declare that this study is my own and does not contain any unacknowledged work from any source.

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Abstract

Reading is an active mental process; reading develops thinking and personality. Reading and learning are the two things that determine the success of a child during the school years. First child learns to read. Then - reads to learn. Extensive reading develops imagination, thinking, enhances expression and the ability to expand vocabulary. The Diploma Paper “Graded Readers in Forms 6 and 7 to Raise Student's Motivation to Read Extensively” is a research about extensive reading, primary school students' reading habits and how to raise motivation to read extensively.

Unfortunately poor reading skills, and therefore poor learning skills, have become a reality for a huge number of children. People are living in a society that places much emphasis on visual media, but reading skills cannot be substituted with such tools as TV or computer. Motivation is a significant component of reading instruction and there is a connection between motivation and achievement. Many factors affect student's motivation to read: interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. Motivating factor for extensive reading: learning the English language. Acquiring a foreign language at school student has a good opportunity to learn it thorough reading books in the target language.

Graded readers or texts which are created appropriate to reader language knowledge level are considered as a valuable extensive reading tool which can develop knowledge of the English language. Graded readers stories avoid using difficult grammar and vocabulary, are adapted for people learning to read or learning a foreign language. Another useful function of grader readers is helping the students to see how the grammar and vocabulary actually works in communication, how words and sentence structures are used by writers to express ideas, opinion and information.

The chosen research method is a case study to explore how graded readers are useful to raise students' motivation to read and acquire the English language. In order to reach the aim a case study was accomplished in Vecumnieku secondary school among primary school students in forms 6 and 7. The research includes two questionnaires to

primary school students, interviews with students and teachers of the Latvian and English languages and English language lessons with the graded reader.

The research data and the interviews with teachers show that primary school student's motivation to read extensively is low. Most of students read only books which refer to the school program and do not consider reading important.

The research data proves that graded reader raises student's motivation to read extensively if the reading material is selected taking into consideration student's interests and needs

Anotācija

Lasīšana ir aktīvs, mentāls process; lasīšana attīsta domāšanu un personību. Lasīšana un mācīšanās ir divas lietas, kas veicina bērna veiksmi skolas gados. Sākumā bērns iemācās lasīt. Tad – lasa lai mācītos. Patstāvīga lasīšana attīsta iztēli, domāšanu un uzlabo izteiksmes veidu un spēju paplašināt vārdu krājumu. Diplomdarbs “Adaptēto lasīšanas materiālu izmantošana angļu valodas stundās 6. un 7. klases skolēnu motivēšanai lasīt patstāvīgi ” ir pētījums par patstāvīgo lasīšanu, pamatskolas skolēnu lasīšanas paradumiem un kā celt skolēnu motivāciju lasīt patstāvīgi.

Diemžēl vājas lasīšanas iemaņas, un līdz ar to arī vājas mācīšanās spējas ir kļuvušas par realitāti milzīgam skaitam bērnu. Cilvēki dzīvo sabiedrībā kas lielu uzsvāru liek uz vizuālajiem medijiem, bet lasīšana nevar tikt aizstāta ar tādām ierīcēm kā televizors vai dators.

Motivācija lasīt ir svarīga lai lasītu patstāvīgi un šeit ir saikne starp motivāciju un sasniegumiem. Daudzi faktori ietekmē skolēnu motivāciju lasīt: interese par lietas būtību, pārliecība par lasīšanas lietderību, vēlme kaut ko sasniegt, pašpārliecinātība un pašcieņa, kā arī pacietība un neatlaidība. Motivējošs faktors lasīt patstāvīgi – angļu valodas apgūšana. Apgūstot svešvalodu skolā, skolēnam ir laba iespēja mācīties svešvalodu lasot tekstus un grāmatas apgūstamajā valodā.

Adaptētie lasīšanas materiāli tiek uzskatīti par vērtīgu patstāvīgās lasīšanas instrumentu kas var veicināt angļu valodas apgūšanu un zināšanas. Stāstos netiek izmantota sarežģīta gramatika un liels vārdu krājums, tie ir pielāgoti cilvēkiem kas mācās lasīt svešvalodā vai apgūst to. Vēl viena adaptēto tekstu funkcija ir palīdzēt skolēniem saprast kā gramatika un vārdu krājums darbojās komunikācijā, kā rakstnieks ir izmantojis vārdus un teikumu struktūras lai izteiktu domas, viedokļus un informāciju.

Izvēlētā pētījuma metode parāda kā teksti lasīšanai tiek izmantoti lai celtu skolēnu motivāciju lasīt un apgūt angļu valodu. Pētījums tika veikts Bauskas rajona Vecumnieku vidusskolā, 6.un 7. klasē. Pētījums sevī ietver divas anketas pamatskolas skolēniem, intervijas ar skolēniem un latviešu un angļu valodu skolotājiem, un angļu valodas stundas izmantojot adaptēto lasīšanas materiālu.

Pētījuma dati un intervijas ar skolotājām parāda, ka pamatskolas skolēnu motivācija lasīt patstāvīgi ir zema. Vairums skolēnu lasa tikai tās grāmatas, kuras attiecās

uz skolas programmu un neuzskata lasīšanu par svarīgu.

Pētījuma rezultāti pierāda, ka tekstu lasīšanai izmatošana mācību stundās ceļ skolēnu motivāciju lasīt patstāvīgi ja lasāmais materiāls ir izvēlēts ņemot vērā skolēnu intereses un vajadzības.

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Introduction

Reading is an activity with a purpose. Traditionally, the purpose of learning a language and to read in that language is to have access to the particular language and literature written in that language. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is (available: <http://www.nclrc.org/essentials/reading/reindex.htm>).

Reading and learning are the two things that determine the success of a child during the school years. First child learns to read. Then - reads to learn. Reading is significant not only for the acquisition of information and passing the free time. Important and enduring mental processes happen when children read. Extensive reading develops imagination, thinking, enhances expression and the ability to expand vocabulary (Fisher 1990). According to the author's of the Diploma Paper experience, reading develops analytical thinking and trains to focus on long-lasting, productive work, promotes child's natural curiosity and imagination, but curious people always ask questions and search for answers.

Purposeful reading plays a significant role in comprehension and memorizing, requires active thinking involving mind and feelings to understand what the author wishes to say (McNeil et.al.1980). Unfortunately poor reading skills, and therefore poor learning skills, have become a reality for a huge number of children. People are living in a society that places much emphasis on visual media, but reading skills cannot be substituted with such tools as TV or computer. Developing reading comprehension skills is something that should be a priority. That means reading books. Reading broadens knowledge by opening up the world to the reader. Book draws people in the different world, like to visit another country or a different time period, or to travel through space. Reader can find out how people solve problems or generate new ideas, get knowledge about historic people and important events. Reader can even figure out how to build things or do something better. Reading is not only a process of getting knowledge but also an adventure, an opportunity to learn more and more.

The question is - how to motivate students read. The widespread problem is that the majority of students in all levels have no interest in literature and reading, no habit of regular reading. Free time is occupied by the computer, TV, friends, entertainment. Reading books is not an issue. As the author of the Paper found out teachers have serious difficulties to motivate students to read even that minimum which refers to the school program (Appendix 1; Appendix 2).

Child's prior life experience is significant as well as support from parents to grow up as a personality. "Motivation to learn to read starts in home. In some homes, there is excellent motivation by parent's examples and exhortations, but in others, the atmosphere is different" (Fry 1977:8). When young children grow, the vocabulary increases from 200 – 300 words to thousand words, and sentence structure develops from few words to well-stated sentences (Hanson and Richard 1980). The progression of development is regular and visible, so family life can and should play a big role in a child's relationship with language and books. Reading is as essential to children as it is for parents. Teachers in schools and parents at homes recognize the importance of extensive reading in developing reading comprehension, vocabulary, acquiring foreign languages and a lifelong love of books. It is as if the importance of reading is a secret revealed only to those who discover it alone. Parents must read books to the children before the bedtime or encourage older kids to read to younger brothers and sisters, suggest good and useful books or raise interest with retelling summary of the book. Parent's involvement with their children by reading to them is more important than anything else in helping them realize their full potential. Dornyei (2001) points out that for early learners reading may be seen as decoding texts, pronouncing the words correctly and practicing language structure while for more advanced readers a comprehension view remains a dominant model. Therefore, children who read at an early age have an increased vocabulary and are more capable of coping with the demands of educational literary training.

A teacher in turn should be able to convince students that reading is fun and open the whole world. Reading activities increase child's knowledge variety of areas and gives a better background for academic success. Students who read have the opportunity to enter a good school or university, get a good job as adults because of the inner intelligence and broadminded thinking.

In the author's of the Diploma Paper mind, significant motivating factor for extensive reading is learning a foreign language. Acquiring a foreign language at school student has a good opportunity to learn it thorough reading books in the target language. One way of providing reading is by persuading students to read graded readers. Graded readers stories avoid using difficult grammar and vocabulary, are adapted for people learning to read or learning a foreign language.

The author of the Paper agrees with Day and Bamford's (1998) idea that learners can develop their language knowledge through extensive reading is attractive for several reasons. First, reading is essentially an individual activity and therefore learners of different proficiency levels can learn at their own level without being locked into class program. Second, it allows learners to follow their interests in choosing what to read and thus increase their motivation for learning. Third, it provides the opportunity for learning to occur outside the classroom. Teachers need an understanding about the nature of second language reading, the nature of extensive reading and also to know the strategies of developing reading skills and love of reading through extensive reading.

Teacher's role in the extensive reading procedure is to encourage and help students with their reading during or after class time, and by checking and commenting on written summaries that students do of their reading. "The teacher needs to provide structured lessons and create opportunities for reading under less formal conditions"(Fry 1977:8). Oral or written summaries give students an opportunity to demonstrate that they are doing their reading. Teacher's task is to guide students to choose appropriate books by taking into consideration topicality of the reading theme and students' language level. Reading material selected for extensive reading should address students' needs, tastes and interests, so as to energize and motivate them to read the books. Reading purposes are focused on pleasure, information and general understanding.

In the author's of the Paper experience if the habit of reading is formed during an early age, reading soon becomes a person's hobby. Teenage years are the growing and developing years of students' life. This is the period of mental growth as well. Students in all age levels usually are open to new ideas. Their interests are diverse and changing. A significant principle is to attract young people by offering relevant and exciting reading material to motivate them to read extensively. The key for success to attract students as

readers is to offer appropriate reading material through finding out students' interests and needs. Entertainment, relevant topics, reading for fun without tasks: literature which is simultaneously serious and entertaining.

To read means to think. Fisher (1900) points out that reading process involves critical thinking – the decoding of words, phrases, sentences, and creative thinking – the use of imagination, empathy, problem solving. Through reading people can become an expert on any subject - from sports to music or anything in between, see the world without leaving a room, discover new interests, escape into a book by leaving everything behind, get smarter on an issue that matters, and finally - grow up when find outgrowing of the books and magazines written for teens, ask to borrow some of the books and magazines that parents are reading. Any attempt to read begins with motivation. Reading is not a genetic characteristic. There are no diligent or slow readers. Reading is a developing skill exploitable and favorable (Fry 1999).

Based on the fact that the author's of the Diploma Paper great interest in extensive reading the title of the Diploma Paper is Graded Readers in Primary School to Raise Student's Motivation to Read Extensively. **The Aim of the Paper** is to explore how graded readers can raise primary school student's motivation to read extensively.

To attain the aim the following enabling **objectives** are set:

1) to gather and analyze literature about students' reading habits in primary school and to describe how graded readers can help to raise primary school students motivation to read extensively;

2) to design and to circulate the 1st questionnaire to primary school students;

3) to analyze the data of the 1st questionnaire about primary school students' interest and attitude towards extensive reading;

4) to make an interview with the teacher of the Latvian language and literature in order to find out information about students reading habits, interests and motivation to read extensively;

5) to choose graded reader based on students' answers, appropriate to the students' English language level and interests;

6) to use graded reader in the reading in 8 lessons in forms 6 and 7;

7) to analyze the data of the second questionnaire to find out students' opinion

about graded readers, whether graded readers raise motivation to read extensively;

8) to make an interview with the teacher of the English language in order to find out if graded readers can raise student's motivation to read extensively and help to acquire the English language;

9) to make an interview with two primary school students to find out opinion about lessons with the graded reader and extensive reading.

To reach the aim of the Diploma Paper the author has put forward the following **research questions:**

1) what is the role of reading in personality development, and in particular in primary school students' personality development;

2) what is the teacher's and appropriate reading materials role in students' motivation to read;

3) which are the benefits of graded readers to motivate primary school students to read extensively;

4) how graded readers can rise students motivation to read extensively.

The Hypothesis: if the reading material is appropriate for the primary school student's language knowledge level, if student's interests and needs are taken into consideration, students are motivated to read extensively.

The chosen **research method** for the Diploma Paper is a case study. The research process involves 38 primary school students in form 6 and 7, the English language and Latvian language teachers. The research was accomplished in Vecumnieku secondary school and lasted 5 weeks.

The methods of data collection are two questionnaires before and after lessons in form 6 and 7, the interviews with the teacher of the English language, the interview with the teacher of the Latvian language and literature and the interview with primary school students.

The Diploma Paper consists of **3 chapters**. The first chapter deals with extensive reading and students and motivation to read extensively. In the second chapter the author describes the role of reading in language learning, graded readers and usefulness of graded readers in language learning. The third chapter shows the data of the case study on graded readers to raise primary school students' motivation to read extensively.

1. Reading for Personality Development

Reading is an active mental process. Unlike sitting in front of the TV or computer, reading develops thinking and personality, reading means language acquisition for communication, and for sharing information and ideas. Usually people read books because they enjoy reading. Or people read books because they want to learn more about something they are interested in. Reading the book or published virtual text is a significant way for the society to access information and make opinion about events.

Wallace (2003) points out that reading is a complex cognitive process of decoding symbols for the intention of deriving meaning and/or constructing meaning and develops concentration and focus. It requires a reader to focus on a particular theme for a long period of time. Unlike magazines, Internet sites or e – mails that might contain small chunks of information, books tell the whole story that requires attention and concentration. Consequently, reading explicates memory and creativity by requiring remembering details, facts and figures, and in literature plot lines, themes and characters. Ideas and information helps to develop the creative side of the brain and foster a thinking process, widens the horizon of information.

21st century events and discoveries make remarkable changes in science, society, environment and every person. As a result of development of the modern technologies, sources of information are highly increased that substantially affects student's interest to read books. Interest to read is declined by other sources of information. Though reading skills cannot be substituted with such tools as TV or computer games or entertainment on the Internet pages. According to the author's of the Paper strong conviction, developing reading comprehension skills is something that should be a priority for every person. That means reading books.

The idea that personality and reading are inseparable things is not new. When parents and teachers train children to read at an early age it prepares children to be productive adults in the future. For example, very young baby cannot focus well but if mother or father uses bright, bold picture books to help focusing and recognizing, points at the pictures and says the names, while reading baby can enjoy the sound of parent's voice and hear the rhythms of different types of language. The author of the Paper agrees

with the statement that baby responds to meaning even if one do not understand individual words (Harmer 2001). For babies two or three sorts of books are enough. In turn, children who understand what the reading is, need a variety books of different types of language to read, including poetry, traditional stories and mystery as well as everyday stories. Though, also a range of easier books with very few words so that child can begin to “read” independently, by remembering a story which has been heard often. The importance of reading to children is obvious to every parent. Reading to children is one of the best ways to put them on the road to success - academically and personally.

Formal reading instruction begins when a child is introduced to the letters in the alphabet. This typically occurs in kindergarten and the primary grades of elementary school. Children can read books with few, simply constructed sentences which describes colorful pictures. In addition to being read to, children need to be encouraged to read independently. During this early reading stage when child can already read, it is significant to continue to read together with children. It could be tales and informational stories whose content is interesting but language is not complex. It is a good possibility to continue to build vocabulary meanings of unknown words. To become independent readers, children need to know several strategies to help to decode an unknown word. The strategies includes: using a picture, sounding out the word, looking for sound chunks in a word, rereading the sentence, skipping the word, and thinking about the story. The aim is to raise child’s interest to the reading, create an intention to extensive reading practice (available: http://www.managimene.lv/berni/ka_bagatinat_berna_valodu).

In turn adolescents are between book and screen – TV or computer. Serious changes are observed in student’s leisure time activities, in reading habits. Unfortunately students almost do no read classical author’s books, e.g. Dickens, Bronte or from Latvian Poruks, Blaumanis, Ezera. The increasing number of readers reads only books which are in school program and do it with a low motivation (Appendix 2). Nowadays adolescents and young adult literature are just as diverse as adults and adult literature. Whether realistic or fantastic, historical or futuristic, adolescents need a book in which one as a reader can see a bit of personal touch. Today one of popular trends is vampires and dark fantasy, for example “The Twilight” series or “Harry Pother” books which, in fact, are far from reality, but explores attitudes, relationships, emotion between young people

(Appendix 2).

In turn adult reading habits are closely related to the educational attainment: the more education a person attained, the more likely that person reads newspapers, magazines and books. Unlike young children or teenagers adults often have a clear purpose of reading a particular book or magazine and often do it despite possible boredom. Purpose, motivation, thinking and discipline are significant factors to read (Harmer 2001).

The author of the Paper must point out that comments about reading habits and interests in particular age groups can only be a generalization. Much depends on student and reader motivation, educational environment, interests, personality differences and development. One who loves to read books with entertaining or light-minded content likely will never read about science or history and vice versa. Significant is a purpose why people read. As Fry says: “Irrespectively of what you read there must be a purpose of reading and this dictates how to read in each case, because you are reading different texts in different ways.(..) If there is no intention, there are no senses in reading; the usefulness will be very poor” (Fry 1999:89). The author of the Paper agrees that reading is not only a process of getting knowledge but also an adventure, an opportunity to learn more and more. In a reading process critical thinking and creative thinking are participating. While reading, attention is forced to reason out many things which are unfamiliar to reader. Reading develops the vocabulary. In primary school grades student learns how to infer the meaning of one word by reading the context of the other words in the sentence. Readers are active participants in the world around them, and that is the best kind of person to be. According to the author’s of the Diploma Paper opinion, the more people read and the better the comprehension becomes the more people enjoy reading. Extensive reading actually becomes much more than a fundamental need. It becomes an enjoyable free time activity. “Reading is also a great pleasure. It can change a lonely hour into exciting hour. It can provide experiences which are all but unobtainable by other means.”(Fry 1977:3)

In the following sub-chapter the author of the Paper describes differences between intensive and extensive reading and describe advantages of extensive reading in primary school context.

1.1 Advantages of Extensive Reading for Primary School Age Students

The author of the Diploma Paper considers it important to explore a difference between intensive and extensive reading. Intensive reading is related to further progress in language learning under the teacher's guidance. It provides a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading provides materials for developing greater control of the language, speech and writing. “(..) Intensive reading (..) tends to be more concentrated, less relaxed, and often dedicated not so much to pleasure as to the achievement of a study goal” (Harmer 2001:204) Students read stories or novels chosen for an appropriate level and according to the interests. Intensive reading generally requires a higher level of understanding and relates to sentence structure, increases active vocabulary, distinguishes differences among thesis, facts, supportive and non-supportive details, provides social and cultural insights.

In contrast extensive reading develops at the student's own pace according to an individual ability and takes place when students are alone (Harmer 2001). Extensive reading is selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading is to train the students to read directly and fluently in the target language for enjoyment without the aid of the teacher. Where graded texts are used, structures in texts for extensive reading are familiar, and new items of vocabulary are introduced slowly in such a way that the meaning can be deduced from context or quickly ascertained. Students are encouraged to make intelligent guesses at the meaning of unfamiliar items. Reading materials consist of short stories or plays, or informative or controversial articles from newspapers and magazines. The style of writing entails a certain amount of repetition without monotony. Extensive reading means reading in quantity and in order to gain a general understanding of what is read, develops good reading habits and builds up knowledge of vocabulary. Through extensive reading student can gradually build up an understanding of how linking words or connectives are used to develop ideas, give examples, express ideas and causes, add information (Hedge 1991).

For children regular reading habit helps to enrich limited vocabulary and the way to use it in the most precise way. Moreover, reading different books written by different

authors enable children to imitate the way in which these writers put down their thoughts. Books can help to escape psychologically through fairy tales or plays, which is significant at any age (McNeil et.al 1980). When a child is sad, something weights on ones mind, in a book could be a solution of a problem or simply to get positive emotions.

There are no activities that can contribute to support the adolescents in building, improving and maintaining their vocabulary and comprehension skills like reading books. Family life can and should play a big role in a child's relationship with books. Significant advantages of extensive reading are portability and simplicity; it is possible to read almost anywhere with no extra equipment. The wide variety of titles, genres, and language levels are easily available from ELT publishers, e.g. Oxford, Longman, Macmillan, Penguin. Thereby, the author of the Paper describes the importance of the appropriate reading materials for students of the different language knowledge levels for extensive reading.

As it was mentioned before extensive reading is a valuable aid in a language learning process, the next consideration is what type of materials to use to turn students towards reading, whether to use authentic materials written for the general market or simplified (graded) materials produced especially for language learners. Some educators discourage the use of non-authentic texts because of lack of significant language cues, presented in authentic texts (Haverson 1991). The objections may be valid, particularly for very advanced learners, but are probably outweighed for primary school students. No doubt, authentic texts can be a useful tool in language classes, even at lower levels, when text and task type allow readers to be successful. However, for the beginner language knowledge levels the author of the Diploma Paper considers graded reading materials appropriate. The goal, of course, is that learners would be able to read anything, but towards that goal, graded reading materials are used as a reading skills practice, and increased confidence leading to eventual fluent handling of authentic texts. Students must be encouraged to raise the level of the reading material as their developing abilities allow. Students in primary grades age group needs enjoyable, comprehensible texts that provides practice in fluent reading and allow readers the sense of success and accomplishment that comes with understanding and finishing real, foreign language books (Bamford 1984).

Materials selected for extensive reading must also be interesting and enjoyable for primary school students. One reason is motivational; the more students are interested in and enjoy the reading, the less it seems like usual lesson. Narrative texts like novels, short stories, biographies, are inherently motivating in this way. Parents and teachers must take care, however, to include a wide variety of genres to suit the varied interests of particular age group students. According to the interview with the teacher of the Latvian language and literature, it is suitable for teacher to know or to clarify the literature children are interested, but unfortunately it is not easily to achieve in due of large quantity of books and because of set school educational program (Appendix 2).

The author of the Paper point out that parents and schools should give an opportunity to children to access appropriate books, so that children are able to enhance learning and knowledge. The author of the Paper believes that being interested in reading, child avoids the addiction of computer games or violent movies which are unacceptable for child's development. Therefore, parents and teachers are advised to encourage and motivate the children to read extensively. “(..) Teachers will be more successful in teaching reading if they attend to the learners’ own motives for reading as well as to the reading demands imposed by school and society” (McNeil et.al 1980:6). The author of the Paper agrees with the statement and in the next sub – chapter describes the teacher’s role in students’ motivation to read extensively.

1.2. Teacher’s Role in Motivation to Read Extensively

The development of students' reading skills should start at an early age and attention should be given to the early primary years when the students are taught to learn to read and read to learn at the same time. A great part of the day students spend in school, with teachers, so the teacher plays a important role in developing student’s reading habits. This statement refers to the native language and literature teachers as well as to foreign language teachers.

According to Nuttall to teach reading successfully language teachers need to consider the following aspects: the role of teachers, the role of texts and the role of students. When the first aspect is concerned, it is necessary that teachers themselves read a lot for both improving teaching and for setting up a good example to students. For one

thing, the best teachers of reading are language teachers, in the sense that language teachers are teachers who read (Nuttall 2000).

The author of the Paper agree with Nuttall and point out that teacher's creativity during the lessons and personal interest in extensive reading plays a significant role in students motivation to read extensively. Engaged and motivated readers not only do more reading, but also have better comprehension skills. When students really want to know more about what they are reading, they are less likely to simply gloss over the text. Instead students are more likely to ask questions and be critical readers. To raise interest the teacher can use not only books but also provide a sampling of texts across all genres from magazines, newspapers, etc

Motivation is a significant component of reading instruction and there is a connection between motivation and achievement. If a student does not want to do something, no one can make them. The key is to motivate child in such a way that he or she wants to do the task that teacher assigns. This is absolutely critical when it comes to literacy and reading. Students at all levels need to read better – fast and with comprehension. To do this is necessary to read more, and there are two ways to achieve this: requiring students to read and to motivate to read. Motivation is a significant factor in obtaining success. Children need to be motivated to read books to develop into fluent readers. As Fry says: “One of the most important ways of maintaining or increasing motivation is to provide lessons and situations in which student can usually be successful. (..) Good teacher builds success on success” (Fry 1977:8). The author of the Paper agrees and considers that students cannot be simply classified as motivated or unmotivated readers, but rather motivated differently. The challenge, a sense of obligation, interest, future possibilities and numerous other factors motivate students to read.

According to Baluster, there are two broad categories of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation means that the student wants to complete the task because they are interested on their own. Extrinsic motivation comes from compliance, competition with teachers, parents, or peers. As Baltusite says: “Relationship between intrinsic and extrinsic motivation in each case depends on student needs” (Baltusite 2006:35). If a student is intrinsically motivated, the student wishes to read the material because of interest, curious in it. Strategy that is used to promote

intrinsic motivation is to find topics that students are interested in, to manage activities and give tasks related to reading material. This strategy not only provides intrinsic motivation for the time, but helps the students see a point to read.

Extrinsic motivation comes from personal, individual accomplishments where students have individual goals. For example, student is able to tell peers, teacher or family about something that was read. Extrinsic motivation often gets a better response with students with learning disabilities. Students should be recognized and evaluated for the achievements. However, competition between students, even if it is not teacher planned, can further damage intrinsic motivation. The reason is that competition among students means that students are trying to outdo each other. In fact, this is an extrinsic motivation because students are trying to get peer approval. (available:<http://everything2.com/title/reading+motivation>).

Extensive reading is recognized as a necessary part of language learning. Krashen (1982) argues that extensive reading leads to language acquisition, provides that the texts include adequate exposure to the language, interesting material, and a relaxed learning environment, develops comprehension and vocabulary. However, student's motivation to read is low, except for classroom purposes. "The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it." (Nuttall 2000:128) To become motivated learners, students need to understand, and teacher can help them to understand, that learning a language is not the same as learning about a language. It does not need much justification that language is not only a way how to communicate and whose grammar rules and vocabulary is taught the same way as other school subjects. Therefore, learning a language entails learning a second culture (Dornyei 2001). Students need to understand that learning a language means becoming able to use it to comprehend, communicate, and think.

Unfortunately, there is no single magical formula for motivating students. Many factors affect a given student's motivation to read: interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. And, of course, not all students are motivated by the same values, needs, desires, or wants. Some of students are motivated by the approval of

others, some by overcoming challenges. The teacher should be enthusiastic about the reading material or theme. Teacher's enthusiasm is a crucial factor in student motivation. If the teacher is bored or apathetic, students will too. Typically, teacher's enthusiasm comes from confidence, excitement about the content of the book, and genuine pleasure in teaching. Teacher must give students time to prepare and try to promote student's curiosity about the reading by asking questions about a particular book, person or event which is chosen appropriate to the students interests. Good point is when possible, let students have some say in choosing what will be read. After reading teacher ask non-threatening questions about topic. For example, to describe one or two items from the chapter that seems important for the student or what topics students may apply to the personal experience. Students can discuss the key points and share the point of view about books, topics or themes (available:<http://hawaii.edu/intranet/committees/FacDevCom/teachtip/motiv.htm>).

Motivating factor in the learning process for the student is to decide the purpose of reading. Teacher can help by setting clear purposes, for example language learning, and to define what student need to find out and then decide what and how to read. If student reads for pleasure, there is not much point in defining the purpose. However, teacher can help with advice about book to choose (Nuttall 2000).

English books written for native English speakers are too difficult, especially for primary school students, and the learner loses the motivation to read in English. Though, to raise students' motivation to read and to learn the English language by reading teacher can use graded readers, books which are written especially for the 2nd language learners. Graded readers are useful in language learning because student learns English language and gets reading practice. "Graded readers undoubtedly offer wider exposure to English than the more limited material of a general course book."(Hedge 1991:23).

As the author of the Diploma Paper found out, graded readers of various publishers are available in bookstores and in public libraries in Latvia. The best known are Macmillan, Cambridge University Press, Penguin Readers, Oxford University Press. In the next chapter the author of the Diploma Paper will provide insight in how graded readers can help to develop knowledge of the English language and raise student's motivation to read extensively.

2. Graded Readers

The purpose of extensive reading is to give an opportunity to practice reading at appropriate language level which students can cope. Graded readers, because of division for different levels, are considered as a valuable extensive reading tool which can develop knowledge of the English language (Hedge 1991).

As the author of the Paper found out, many students learning the English language do not like to read the course books for practicing reading skills. In fact, there are not much reading materials, mostly short texts and exercises. However, acquiring a foreign language at school or individually, students need to practice reading and to learn language through reading books in the target language. The way of providing reading is by persuading students to read graded readers. These books are written especially for second language learners, the number of words and grammar levels are controlled to match a language level students have reached. Graded readers are written in simplified English and avoid using difficult grammar and vocabulary. Stories are adapted for people learning to read or learning a foreign language.

In graded readers only simple plots are used. There are many well-known and favorite fiction books available but the stories in these books are simplified for easy reading. Graded readers are fun, interesting and entertaining. There are also factual books available: histories and biographies and information about different cultures and countries. Learners can read books in English without using a dictionary every two minutes. Graded readers are useful in language learning because student learns English language and gets reading practice. Moreover, learners are not just reading a book but they also gets practice with the structure of sentences and paragraphs and practices to recognize English language tenses and use of grammar. As Nuttall (2000) explains, the enjoyment students get out of reading is more powerful than any other motivation. Graded readers, thus, aim to provide an appropriate level of language, length of story, and theme. Satisfying these requirements is essential in the case of elementary to intermediate level learners.

Graded readers can be an excellent teaching resource for reading lessons. How students read the book depends on such factors as age, motivation levels and class time

available. Some classes prefer to read silently, others like to read aloud in small groups, or enjoy reading by the teacher. However, if teacher decides such reading activities, it is essential to ask students' opinion. Reading should be seen as a pleasurable part of the course and not something to be endured. Nutgall (2000) describes the attraction of extensive reading as follows: "The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it" (Nuttall 1982:168). Graded readers are extensive reading materials specially written for language learners at various levels of proficiency. Studies regarding extensive reading, stress that reading material should be enjoyable and easy-to-understand. Obviously, it is crucial for students to feel that they want to read. As Nuttall (2000) says, the simplification is good, but something is always lost. The author of the Paper partly agrees, because such factors as metaphors, similes, elaborate description, colloquialisms and other things of which native speakers appreciate while reading, are almost excluded in graded readers. As a result, the opportunity to enjoy reading for the sake of reading might be lost because graded readers are specially modified for language learning purposes. To the author's mind, graded readers are essential in the case of elementary to intermediate level students, for higher level students it is not always enough to maintain interest and motivation. There are many graded readers now published dealing with specialists and various specific topics are available as medicine or sociology, not only entertaining stories. Motivating projects can be devised around topics. Teachers can train students to look things up , locate useful information and use it for a realistic purpose (Hedge 1991). The author of the paper agrees that in this way readers contribute to general objectives and activities within the school and develop the kind of study skills in English that some students will need in a future.

Another useful function of grader readers is helping students to see how the grammar and vocabulary actually works in communication, how words and sentence structures are used by writers to express ideas, opinion and information. "A story or a factual account is not just a set of sentences which demonstrate the rules of grammar and a range of vocabulary. It shows how language is used to communicate facts and feelings" (Hedge 1991:27).

The author of the Diploma Paper found that graded readers of various publishers

are available. The best known are Macmillan, Cambridge University Press, Penguin Readers, Oxford University Press.

Penguin graded readers are a carefully graded collection of Readers that enable English language learners to enjoy reading in any language level. Penguin Readers are graded at seven levels of difficulty from Easy starts to the Level 6 which is for advanced readers. By moving up the levels, more and more words and more complex grammar and language structures are gradually introduced. For teachers to help with lesson planning, every title has its own activity worksheet - extra background information, teacher's notes, answer keys and progress tests for every title (available:<http://www.penguinreaders.com/pr/teachers/what-are-they.html>).

In comparison, Macmillan readers are one of the most popular series of simplified readers for English learners. Macmillan reader's features are from starter to upper intermediate so students get the appropriate reading material for each particular level. Macmillan readers offers such supportive materials as worksheets, answer keys, extra exercises, audios and answers to the points for understanding comprehension questions. Macmillan readers are mainly narratives with some dialogues or simple letters or notes because these are "learner-friendly" text types. Amount of the new vocabulary are controlled and new items are recycled. The amount of new information in each paragraph is limited and paragraphs, chapters and illustrations are organized in manageable chunks and are easy to follow (available:<http://www.macmillanenglish.com/readers/teachersite/UGRIC-2008.htm>).

Books for reading offered to the reading lessons must be enjoyable because this is a major condition for students to develop their reading habits (Nuttall 2000). Teachers need to assess the course - book very carefully because the way the course - book organizes its materials and the kind of activities it promotes can have influence on what happens in the classroom. The following criteria should be taken into consideration when selecting reading material and also a graded reader:

1) Suitability of content. This means that teachers should consider students needs and interests because people generally learn languages best when the experience, knowledge, interests and feelings are involved and exciting content makes the learner's reading task much more rewarding (Nuttall 2000).

2) Exploitability. This means using a text to develop students' competence as readers. A text can not be exploited is of no use for teaching even though students enjoy it because the focus in the reading lesson is both the meaning and purpose of the text, that is, how language is used for conveying content for a purpose (Nuttall 2000).

3) Readability. According to Nuttall this means that the linguistic level of the selected text suits that of the students' because readability refers to the combination of structural and lexical difficulty while students are reading. Therefore when teachers are choosing the reading materials whether teachers should choose the authentic or adapted reading materials should depend on our students' linguistic level (Nuttall 2000). The author of the Paper agrees with Nuttall and to the author's of the Paper opinion, teachers should use textbooks that contain authentic texts which are realistic in terms of the students' reading needs and abilities.

For reading lessons in primary school forms 6 and 7 the author of the Paper considers appropriate Oxford University Press graded reader "The Adventures of Tom Sawyer" by Mark Twain. Selecting a book the author of the Paper takes into consideration students' answers in the research questionnaire (Appendix 1). Oxford graded readers provides an opportunity for extending students' contact with English. An extra advantage is that much of this contact can take place without reducing valuable classroom teaching time. The content of each Oxford Graded Readers series is carefully designed to promote gradual consolidation of the key elements of English. The Oxford list has something for everyone: crime, science fiction, adventure, horror, romance, classic titles, true stories and factual information, by authors from a variety of English-speaking backgrounds. Oxford materials are graded by vocabulary and book length, which means that the vocabulary is restricted, so that students are not overwhelmed by unknown words and headwords are chosen because they represent the vocabulary learnt by students at a particular level. Students who read slowly, or who are less motivated, may prefer shorter books (available:[http://www.oup.com/elt/catalogue/guidance articles/usinggradedreaders?cc=g](http://www.oup.com/elt/catalogue/guidance_articles/usinggradedreaders?cc=g) b).

The author of the Paper considers it important that Mark Twain is one of the famous classics and most of the adventures recorded in this book really occurred. "The

Adventures of Tom Sawyer” is written with positive and humorous touch and is exciting for all ages. Huck Finn is drawn from the author’s real life; Tom Sawyer is a combination of the characteristics of three boys from Twain’s childhood. The book is intended mainly for the entertainment and excites the reader from the first page. The text is expressive, clear and easy for understanding. The dialogues consist of practicing sentences of conversational everyday language. Pictures are black-and-white, yet are expressive and with explanations below. The book contains an introduction of the story, a glossary with the explanations of probably unknown words from the text and short biography of the author of the book.

For the teacher there is variety of the pre - reading, while and post- reading activities and good possibilities to improve existing or create one’s own activities according to the text. Graded readers are clearly a means of developing and expanding vocabulary, and can be exploited for creating variety activities and exercises (Hedge 1991). To the author’s of the Diploma Paper mind, graded readers are useful to raise student’s motivation to read because of simple and entertaining plots and easy for reading. In the next chapter the author of the Diploma Paper describes the data of the research, represents English reading lessons and proves the hypothesis of the Diploma Paper.

3. A Case Study on Graded Readers to Raise Primary School Students' Motivation to Read Extensively

“Reading is the process of learning of getting meaning from written language” (Fry 1977:4). The serious responsibility is placed in the hands of the teaching profession – to teach children how to read, how to enjoy reading. Though, not without support from families, reading habits at home. Reading is a significant activity for child’s development and is an activity that involves great level of concentration and adds to the conversational skills of the reader. Reading opens the doors to the amazing world of books. Through reading child explores the world, relives significant historical events and many other wonderful adventures. Drawing on the wisdom of the ages, books cover every subject people can imagine. One more significant motivating factor for extensive reading: learning a foreign language. Acquiring a foreign language at school student has a good opportunity to learn it thoroughly reading books in the target language.

Unfortunately nowadays reading is not popular anymore, especially among child and young people. The TV, Internet, computer games gains an advantage over books and reading.

The author of the Diploma Paper agrees with the statement that personality and reading are inseparable events. According to the author’s great interest to the reading the title of the Diploma Paper is “Graded Readers in Primary School to Raise Students' Motivation to Read Extensively”. The Aim of the Paper is to explore how graded readers can raise primary school students to read and develop extensive reading. By providing case study the author of the Paper wish to verify that if the reading material is appropriate to the primary student's language level, interests and needs are adjusted according to the age groups, students are motivated to read extensively.

The chosen research method is a case study to explore how graded readers are useful to raise student’s motivation to read and acquire the English language. The research process involves 38 primary schools’ students in form 6 and 7, the English language and Latvian language teachers. The research was accomplished in Vecumnieku secondary school which is located on country of Bauska and lasted 4 weeks. During October 2009 eight English reading lessons were provided in forms 6 and 7. The methods of data collection were two questionnaires before and after lessons in form 6 and 7, the

interviews with the teacher of the English language, the interview with the teacher of the Latvian language and literature and the interview with primary school students. Students and teachers had to answer variety of questions connected with reading, teacher expressed opinions in interviews. Students in forms 6 and 7 were chosen because at this age group students still are childlike and natural curiosity is still visible. However, students already have a point of view and are able to express the opinion according to the interests and needs. As one of the methods of data collection the author of the Paper chose interview Vecumnieku secondary school teachers and students to find out and explore personal opinion about secondary school student's reading habits. In the following sub-chapter the author of the Paper reports the interview with the teacher of the Latvian language and literature. The main aims of the research are to find out students attitude towards extensive reading English lessons with the graded reader.

3.1 The Interview with the Teacher of the Latvian language

The aim of the interview with the teacher of the Latvian language is to find out information about students reading habits, interests and motivation to read extensively.

The teacher's professional point of view is that student's motivation to read is low, students do not want to read. Teacher admits that the situation is better among primary school students till form 6 or 7 because at this particular age children are still open and naturally curios. However, in higher forms friends, entertainment gains an advantage.

The teacher of the Latvian language also points out imperfections of the stated school program which mostly consists of classical authors' works. Evidentiary these are works with a high value but unfortunately are not interesting for nowadays youth. Of course students read books or shortcuts of the books which refers to the school program, but the motivation in this case is a positive mark. The teacher admit that students in secondary school have low interest about reading, however, part of the students in last grades are looking for literature which relates on chosen future education aims, for example psychology. In primary school students like to discover things and using imagination. Majority likes to read tales, simple adventure stories or plays which are entertaining and written in non – complicated language. Sometimes also classics are

appropriate. Girls like to read stories and romances about boys and girls friendship and relationships between a man and a woman.

The teacher of the Latvian language considers that teacher must be competent in literature which children and youth are reading and wish to read, but admits that unfortunately that is very difficult to do in practice and changes in the school program are negligible.

The teacher also admit that students reading habits comes and depends from families. If parents do not read, children do not read. The computer take time which could be spend for reading a book. Books are expensive and people simply can not by them.

The teacher tells acceptable that the teacher chooses the most interesting works from the school program. At the end of the school year all students gets the list of books for the next school year where is marked which books must be read fully and which only some parts are acceptable. During the year various workshops are organized. The teacher points out that she is always tries to be creative, organizes projects, role plays, presentations, literary evenings with the authors – poets and writers. It is nice to see children's enthusiasm and interest when they are involved. Though, knowing and using these methods it is not easy to motivate students to read.

The teacher of the Latvian language thinks that the literature teacher plays a significant role in student's motivation to read, however, nowadays when people have access to the Internet and variety of entertainment, if the reading is not usual in family, there is not enough only with the teacher's work.

In the following sub-chapter the author of the Paper describes the data of the first questionnaire to the secondary school students to find out the particular age group students opinion and interests about extensive reading. The author of the Paper did not divide the data of forms 6 and 7 as answers to the questions are almost similar in both forms.

3.2 Data Analysis of the 1st Questionnaire

According to the first two questionnaire questions the majority of respondents of Vecumnieku secondary school students of forms 6 and 7, 23 out of 38 are girls and 15 out of 38 students are boys; 20 students out of 38 are in form 6 and 18 students are in form 7.

Students gave the following answers to the question: “To your mind, why it is important to read books?” (See Figure 1).

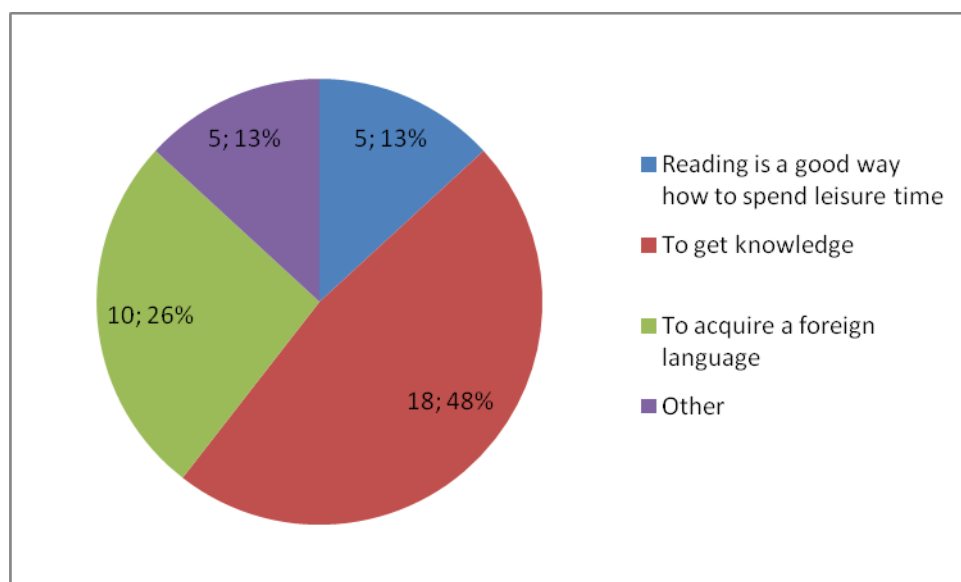


Figure 1. Students express opinion about reading books.

As Figure 1 shows, the majority of students of Vecumnieku secondary school form 6 and 7, 18 out of 38 answered that reading is important for getting knowledge. According to the interviews with the primary school students and teacher of the Latvian language and literature, the author of the Paper have to admit that reading for getting knowledge for the primary school students often means to read only books which refer to the school program (Appendix 2; Appendix 6).

10 students out of 38 answered that reading is important to acquire a foreign language. This means that students understand that if they will read books in English (or in other foreign language) it will be easier to acquire a new vocabulary, expressions and also grammar. However, the equal number of respondents – 5 out of 38 replied that reading is a good way how to spend leisure time and “Other variant”. Following answers were received: I do not read at all; because I need it for the school; because I can find useful information; because teacher say; I do not have an opinion about this question. Answers shows that reading is not a usual habit for primary school students and the majority prefers other activities for leisure time and for getting information. The author of

the Paper must admit that reading is significant for getting knowledge and books are full of knowledge.

Students gave the following answers to the question “What kind of book/genre do you prefer to read?” (See Figure 2).

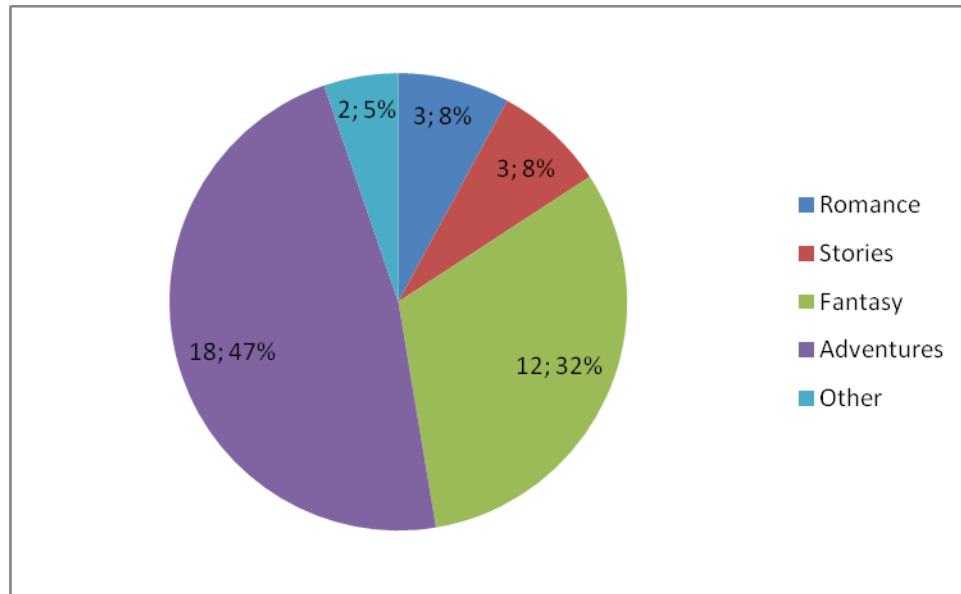


Figure 2. Students answer about the favorite book/genre.

The majority of primary school students of form 6 and 7, 18 (47%) out of 38 answered that students prefer to read stories and books about adventures, which is not extraordinary in particular age group.

According to the student’s answers in the first questionnaire about what kind of books or stories students like to read for the reading lessons the author of the Paper chose Oxford University Press graded reader, the exciting adventure story “The Adventures of Tom Sawyer” by Mark Twain. The particular graded reader is provided for Stage 1 (from 6), which is the next level after Starter, consists of 6 chapters with 400 headwords. The author of the Paper considers the level and content of the book appropriate for students in form 6 and 7.

12 students out of 38 answered that it is interesting to read books with the fantastic content. The author of the Paper observed that often adventures and fantasy goes together, so these two genres are popular among particular age group students.

The equal number of students - 3 students out of 38 answered that it is interesting to read stories and romances. Referring to the interview with the teacher of the Latvian

language and literature, adolescent girls like to read stories and romances about boys and girls friendship and relationships between a men and a woman (Appendix 2).

2 students out of 38 answered “Other variant”. Following answers were received: I do not read at all; I like to read about discoveries.

Students gave the following answers to the question: “What kind of the reading material do you prefer to read?” (See Figure 3).

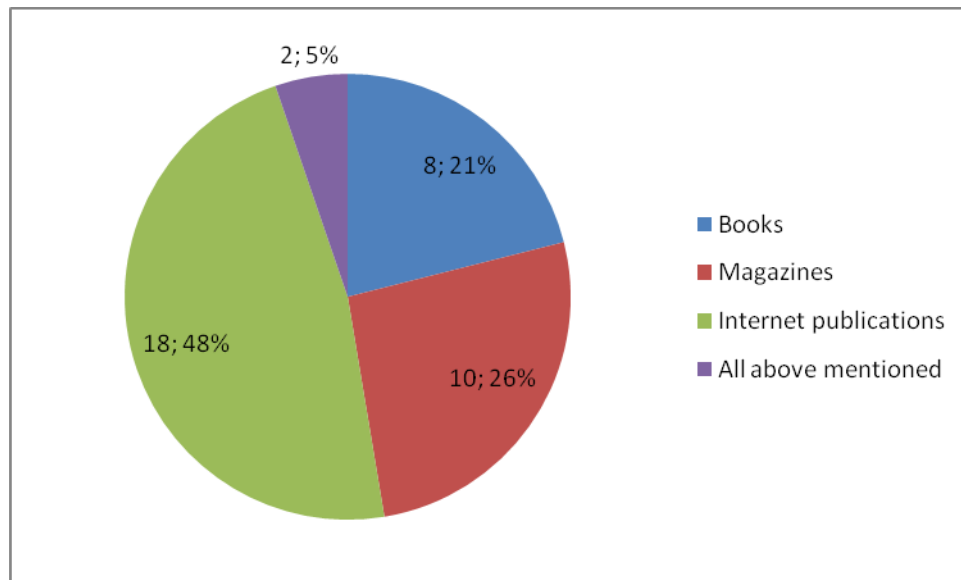


Figure 3. Students answers to the question in which way students prefer to read.

The majority of students of Vecumnieku secondary school form 6 and 7, 18 answered “Internet publications” which means that the most of the free time students prefer to spend by computer. The author of the Paper believes that students not only plays computer games, chats or watches films, but also find and read a useful and knowledge – based information. During the teaching practice in spring 2009 the author of the Paper observed that students use the Internet to prepare projects and presentations during the project week.

However, 10 respondents out of 38 replied that magazines also are popular reading material. According to the interview with primary school girls, girls like to read teenager’s magazines because of publications, stories and advice about boys, cosmetics and relationships between equals in age and teenagers and adults. 8 students out of 38 answered that they prefer to read books which totally differs with the answers about the Internet publications. Nevertheless, students still read books and the author of the Paper

believes that the number of the readers will increase together with students growing-up.

2 students out of 38 circled the answer “All above mentioned” which means that students like to read books, other magazines and Internet publications.

Students gave the following answers to the question: “If you prefer to read on the Internet, what kind of the reading material do you choose?” - 25 students out of 38 replied that they choose entertaining reading material.

6 students out of 38 answered that are searching for chose knowledge-based information, which means that students are looking for the materials for home tasks which includes presentations or researches, or reads book shorted versions. However, 7 students out of 38 circled the answer “All above mentioned” which means that students prefer to read other entertaining and knowledge based Internet publications. By the way of illustration about the involvement with the Internet, it is generally known that people can find any information needed, including latest news, newspaper publications, author sites, book summaries and other on-line tools which students in all levels often use to avoid reading the whole book which takes time and patience.

To find out how much time students spend for reading, the following question was asked: “How much time do you spend for reading during the week?”

The majority of Vecumnieku secondary school students of form 6 and 7, 16 out of 38 answered that extensively they read only that literature which refers to the school program. According to the interview with the teacher of the Latvian language, the author of the Paper must admit that the educational program includes a lot of compulsory classic literature works which are not exciting for the particular age group readers and often are the reason why students have low motivation to read extensively (Appendix 2).

9 students out of 38 answered that they have other interests and were asked to specify what exactly. The following answers were received: I do not read at all; I like to listen music, no to read; I prefer sports; I prefer to play computer games or to watch TV; I like to play computer games; I like to sleep; I do not have much time for reading because I must help to my parents in housekeeping; I do not have any interests but I also do not like to read; I like painting, not reading.

5 students out of 38 answered that they read extensively once in a week or seldom; the equal number of respondents - 2 students out of 38 replied that they read

every day or read 2 – 3 times in a week. Answers show that students still have interest about reading. There are various factors that influence children's attitudes towards reading: reading habits at home, child's personal reading experience in reading, also teacher's methods of teaching. If parents do not read books, it is unlikely that children will do. In turn language teachers can help with advice about book to choose and with setting the reading purposes.

Students gave the following answers for the question: “To your mind, reading in a foreign language (Russian, English or German) can help to acquire the language?” (See Figure 4).

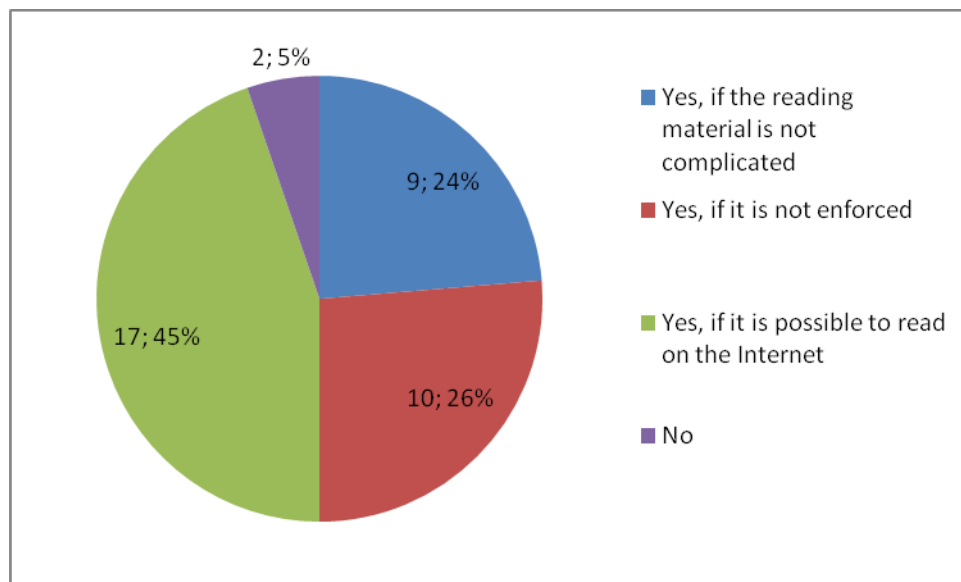


Figure 4. Students’ opinion if reading in a foreign language can help to acquire the language.

17 out of 38 agreed that reading in a foreign language can help to acquire the language if it is possible to read on the Internet. The author of the Paper agrees that the Internet has many useful aspects in English and other foreign language learning through reading. It is the best resource for students and also for teachers who are involved with technologies. Properly used, the Internet definitely can help to acquire English or other a foreign language faster.

10 students out of 38 answered yes, if the reading material is not complicated. For most of any language learners to start reading books in the target language could be a challenge. The author of the Paper considers that graded readers are useful to acquire the

English language because texts are enjoyable and written in simplified language. The language is graded for vocabulary, grammatical structures and also by the amount of words. Graded readers are a good way to motivate students do not afraid from reading in a foreign language and should be enjoyable part of the language learning process.

9 students out of 38 replied that reading in a foreign language can help to acquire the language if reading is not enforced. Only 2 out of 38 consider that reading in a foreign language can not help to acquire the language.

After acquiring the basic vocabulary and grammar of a target language, the next step is learning how to read in it. Of course, at the beginning reading in a foreign language takes time and patience, but with time reading fluency and accuracy become better and better. However, to achieve this reading should be as a regular habit. Fluent readers identify words in text quickly with minimal amount of attention and without translation, readers can read text silently or aloud with good comprehension and pronunciation. The benefits of extensive reading and reading to acquire the second language is proved by various researches as Day and Bamford, Karshen (available: <http://www.erfoundation.org/erf/node/32>). The author of the Paper agrees with the statement that extensive reading fosters language learning and vocabulary acquisition in foreign language as well as in native language..

Students gave the following answer to the question: “What could raise your interest to read extensively?”

12 students out of 38 answered that exciting plot could raise the interest to read extensively. Answers relates with the interview with the teacher of the Latvian language and literature that students willingly read more if the school program offers more new editions, more books which corresponds to students interests. Unfortunately each year changes in the school program are negligible and students gradually lose interest about reading. However, 18 students out of 38 points that necessity to get better foreign language skills could be a motivation to read extensively. This answer means that students are ready to read books in English to improve the English language skills.

6 students out of 38 replied that interest to read could raise wish to learn something. As it was mentioned before, books are full of knowledge. If students need to find information about something significant for them, to prepare projects or

presentations or to be ready for exams, they need to read books.

2 students out of 38 ticked the option “other” and following answers were received: “I do not read at all” and “I do not like reading”.

In order to find out in what languages Vecumnieku secondary school primary school students in form 6 and 7 can read, students gave the answers to the following question: “In what languages do you read?”

As it was expected majority of the students – 28 out of 38 answered that they can read only in the Latvian language. 4 students out of 38 can read in the Latvian and Russian languages. However, 4 students out of 38 can read in the Latvian and in the English languages and 2 students out of 38 pointed “other” and mentioned the Lithuanian language.

Students gave the following answers to the question:”How do you prefer to spend your leisure time?” The majority of respondents – 16 out of 38 answered that they prefer to spend leisure time at a computer. No doubt, nowadays computers are an important part of every person's life and education. The author of the Paper must admit that children and computer are almost inseparable. Many students of all ages spend hours in front of computer. No doubt, computer and the Internet may improve children's reading skills and academic achievement. The problem is that often children uses computer not for getting knowledge, but only for entertainment – games, movies, chat.

10 out of 38 answered that they spend their leisure time with friends. The equal number of respondents – 5 replied that they prefer reading books and watching TV.

2 out of 38 ticked the option “other” and following answers were received:” I like fishing” and “Depending on weather”.

Answers on the 1st questionnaire questions shows that instead of reading a book most of respondents chose other possibilities how to spend leisure time. Students understand that they can not participate in the learning process without book, but only a small part of them prefer to read more than school's stated minimum. In the author's of the Paper opinion, in the primary school age parents have an influence and should plan children's leisure time with leaving place to decide them how to spend it. Everything must be in balance, only in that way the result is positive.

In the following sub-chapters the author of the Paper describes the English language lessons with the graded reader.

3.3 Graded Reader in Practice in English Language Lessons

To use graded reader in practice, 4 English language lessons were provided in form 6 and 7. Lesson plans for both classes are similar and lessons were almost similar except few details which mostly refer to student's behavior during the lessons.

The main aims of the first lesson are to introduce students with the graded reader book and method and to show how graded reader works. During the first lesson in forms 6 and 7 the author of the Paper greets students and introduces with future plans and talks about reading and the importance of reading. Teacher and students asks and answers questions about what is expected and what should be done during 4 reading lessons. The teacher asks some questions about student's possible attempts to read in English within the classroom thus to raise informal discussion. After the introduction teacher introduces students with the graded reader method as such and prepares students for extensive reading lessons. Teacher psychologically encourages students to think about approaches to reading in a foreign language and explains to students what the graded reader is, how and why graded reader books are useful in learning English language.

In order to turn to the book "The Adventures of Tom Sawyer" and the author Mark Twain, the teacher asks warming - up questions about the plot and tell a bit about Mark Twain. The teacher shows the book to the class and describe that Tom Sawyer is a little boy approximately in present students age who do not like school and work and never wants to get out of bed in the morning. Instead of all mentioned Tom likes swimming and fishing, and most of all – having adventures with friends. Teacher introduces the 1st chapter and asks prediction questions to raise student's interest, explains vocabulary. Students have to fill the first exercise about Tom Sawyer.

Students open the book copies and teacher read first two pages of the story loudly to introduce students with the text, writing style and language. The rest part students read individually silently. Teacher encourages students if they do not understand something to try to understand the meaning from the context and explains all misunderstandings after

individual reading. After reading the chapter follows matching task – true/false sentences to check student’s comprehension. At the end of the lesson teacher explains home task.

During the second lesson students read aloud quite a lot. The main aims of this lesson are to check student’s English language fluency and pronunciation through speaking and reading.

At the beginning of the lesson teacher asks warming – up questions about students week – end. To check home task and students speaking skills and acquired vocabulary students in turns in their own words have to retell the chapter 2 and 3 (pre - reading task). After the teacher asks about unfamiliar words or phrases and explain.

In order to check students English language fluency and pronunciation students next task is to read a familiar text in chapters 2 and 3. While reading teacher listens and corrects mistakes and gives handouts with tasks. As a post reading task students in groups of 4 have to complete the exercises in the given handouts. In the 1st exercise students task is to read 7 sentences from the dialogue from the text and to determine who said to whom a particular sentence. In the 2nd sentence students task is to chose appropriate question word from why/what/where for the given questions and answer to the questions. Students have a time 3 limit – 3 minutes to complete both exercises. When the time is over groups in turn compare answers, teacher asks questions, corrects mistakes and explains vocabulary when needed.

After comparing exercises students open their book copies at the page 25, chapter 4 “Treasure”. Teacher asks about translation for the word “treasure” and reads few sentences from the beginning, the rest part of the chapter students read independently and have 5 – 6 minutes. Teacher gives the handouts with the home tasks. When students finish reading teacher asks if students have any questions about text. At the end of the lesson teacher give and explain home task - to read chapter 5 “In the Cave” and complete the exercise in the handout.

The main aim of the 3rd lesson is to practice reading, speaking skills and to develop active vocabulary. At the beginning of the lesson the teacher greets students and asks warming - up questions and asks student to tell what has happen in the chapter 5 “In the Cave” to raise discussion. During the discussion teacher give the handouts with exercises. In pairs student’s task is to find 10 spelling and factual mistakes in the

newspaper review about events in the story and correct them. When the time is over each pair in turns read the sentence, explain the mistake and correction.

Again in pairs students look at the next exercise in the handout about chapter 5, 12 sentences. The task is to put these sentences into correct order according to events in the chapter 5 which students had to read at home. Students have 5 – 7 minutes to complete the exercise, after all together compare the answers and discuss them.

In order to check the home task teacher asks students one by one to read the dialogue and check and notice whether everyone has to complete the home task and give to students new handouts. Student's task is to look at the picture, describe it, think about the best place where to put this picture in the story and answer to the questions below. Teacher asks questions, students answer in full sentences.

In order to improve reading skills and comprehension at the end of the lesson students open the book copies and look at the last chapter – chapter 6. Students read one sentence each and translate it into Latvian language. The teacher checks and corrects pronunciation and translation mistakes. At the end of the lesson teacher gives and explains home task.

The main aim of the 4th lesson is to practice speaking skills and vocabulary according to the reading text. As this is the last lesson with the graded reader the plan is to go through and to discuss all 6 chapters of Mark Twain's "The Adventures of Tom Sawyer".

At the beginning of the lesson teacher greets students and, introduces with the lesson plan and asks warm-up questions. Students' home task was to prepare 10 – 12 questions about the book to the teacher and classmates. During the first 10 - 15 minutes of the lessons students one by one chooses one person from the class and asks one question, then the same with the other person. Other students listen and corrects, discuss and helps with the answers. Teacher participates, helps with the vocabulary and pronunciation, give the handouts. During the next activity students task is to do the exercise from the handout – matching task. Students have to match new chapter titles with the chapter numbers. The Teacher asks questions and discusses them with students.

As this is the last lesson teacher tells to students about assessment – everybody receive a mark in the register according to work during the lessons. Also asks students

opinion about graded reader and lessons with the graded reader and gives the 2nd questionnaire to fill till the end of the lesson. At the end teacher thanks students and suggests continuing to read books and acquire languages for their successful future.

After 8 lessons in forms 6 and 7 - 4 in each form - the author of the Paper makes a conclusion that students are open and active. There were no problems with home tasks and classroom activities, or attention during the lessons. The motivation plays a major role to participate in classroom activities and in this case the author of the Paper as a teacher did the best to encourage students to develop their reading and speaking skills and the English language knowledge. . It seems that students came to the lessons with pleasure and reading the graded reader offers no significant difficulties to them if speaking about comprehension of the text. However, the author of the Paper must admit that pronunciation and speaking skills could be better.

The author of the Paper as a teacher is satisfied with the work and with student's feedback and hopes that students are satisfied with the positive emotions, new experiences and knowledge they get during the lessons. In order to find out student's opinion about graded readers and English lessons with the graded reader students had to fill the 2nd questionnaire.

3.3 Data Analysis of the 2nd Questionnaire

The second questionnaire contains of 9 questions about graded readers, English language lessons and students attitude towards reading.

In order to find out students' opinion about graded readers method and about English lessons with the graded reader students had to answer to 9 questions. According to the first two questionnaire questions the majority of respondents, 23 out of 38 are girls and 15 out of 38 students are boys; 20 students out of 38 are in form 6 and 18 students are in form 7.

Student gave the following answers to the question:” What do you think about English lessons with graded reader?” See Figure 5.

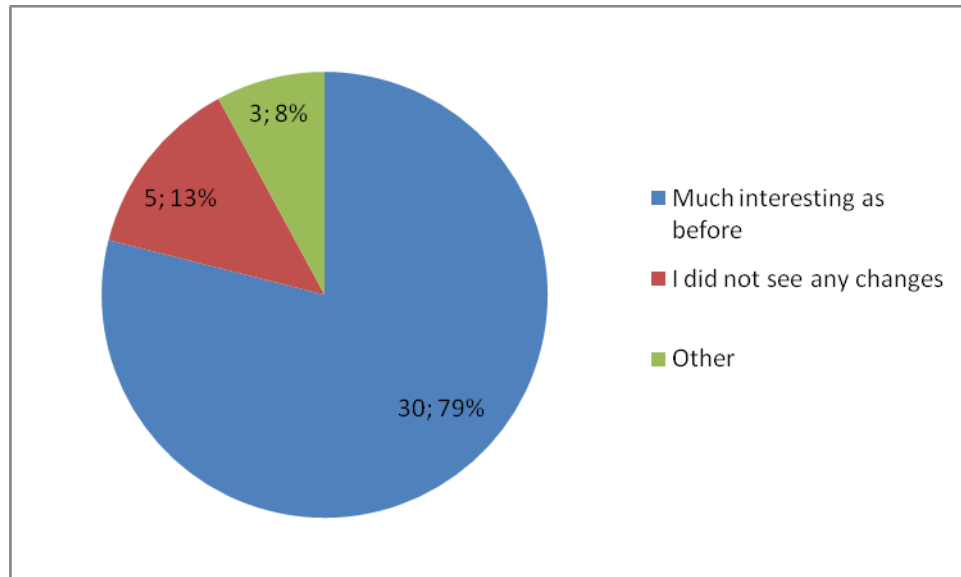


Figure 5. Students express the opinion about English lessons with graded reader. The absolute majority – 30 students out of 38 answered that English lessons with graded reader were interesting than before. This means that students appreciated graded reader book and were involved in all activities during the lessons.

5 students out of 38 answered that they did not see any changes in the English lessons. 3 students out of 38 answered “other” and following answers were received: “I do not like reading”, “Reading is boring no matter where” and “I liked lessons but I did not like chosen book”. Choosing the Mark Twain's “The Adventures of Tom Sawyer” the author of the Paper takes into consideration student's answers in the 1st questionnaire about book/genre students like to read. Of course, it can not be expected that everybody will agree with the topic and methods.

Students gave the following answers to the question:” Does the text in English in graded reader book was easily understandable and receivable?”

25 respondents out of 38 answered yes which means that the text in graded reader book was easy understandable and receivable. Grader readers are easy for reading because they represent vocabulary and grammar patterns mostly learnt by students at a particular language knowledge level. The particular graded reader - “The Adventures of Tom Sawyer” - is provided for Stage 1 from 6 and consists of 6 chapters and 400

headwords and the author of the Paper considers the level appropriate for students in form 6 and 7. 10 students out of 26 replied that teacher explained if they did not understand something. However, 3 out of 38 answered that graded reader text was even too simply for them. Almost always some students in each class may have better language knowledge level and reading skills than their classmates, for them a higher level graded reader may be appropriate. However, the student's answers shows that only some students consider the reading text too simply.

Students gave the following answers to the question:” Did you like the activities according to the reading material during the lessons?” 28

students out of 38 answered “yes” which means that students liked the activities provided during the English language lessons. Yet, 6 ticked the answer “no” which means that these students did not like the activities according to the reading material during the lessons. 4 students out of 38 answered “other” and following answers were received: “I do no like reading”; “I like reading but not tasks, especially home tasks”; “I did not like that book”; “Nothing special”.

In order to find out students’ opinion about grader reader students had to answer to the question:” Does the use of graded readers may help to acquire English language better?” See Figure 6.

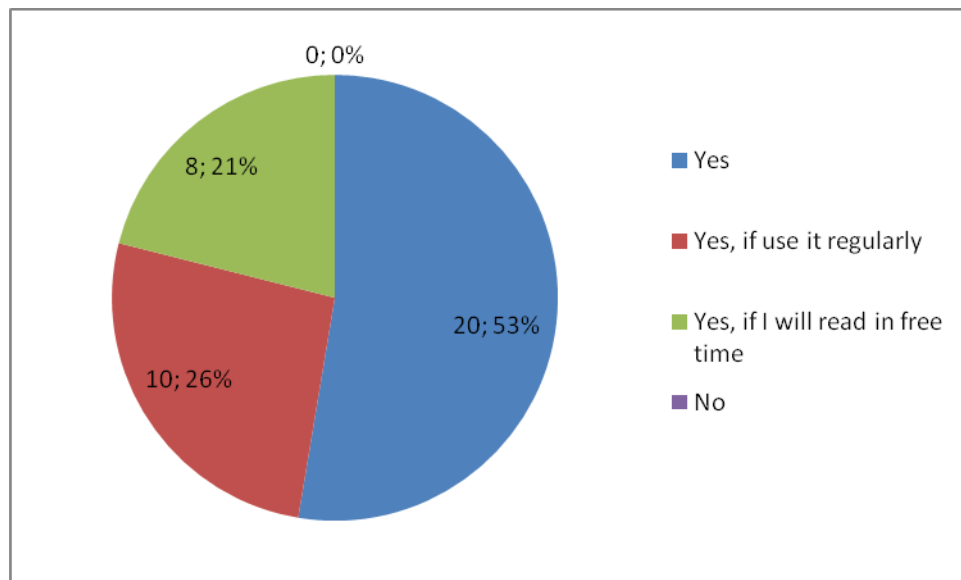


Figure 6. Students’ answers to the question about graded readers and acquiring the English language.

20 respondents out of 38 answered “yes” which means that graded reader really can help to acquire English language better. Reading process involves the use of previous language knowledge which helps to understand and remember the meaning of the word or phrase even if the reader do not know exact translation of a particular word.

10 students out of 38 considers that graded readers may help to acquire English language if use it regularly. The author of the Paper agreed with students because regular reading means regular learning and fosters acquiring the language. In fact, graded reader method seems new not only for students but also for the English language teachers. According to the interview with the English language teacher, in Vecumnieku secondary school reading lessons with the graded reader in practice is novelty.

8 students out of 38 agreed that graded readers may help to acquire English language better if they will read these books in free time. The author of the Paper also agreed with this opinion because reading should be everyday habit for every student especially if the aim is to acquire or improve a foreign language. No one out of 38 respondents did not choose the answer “no”, so the author of the Paper considers that graded readers is useful and can help to acquire English language better.

Students had to answer to the significant question: ”Does reading lessons help you to understand why it is important to read extensively?” See Figure 7.

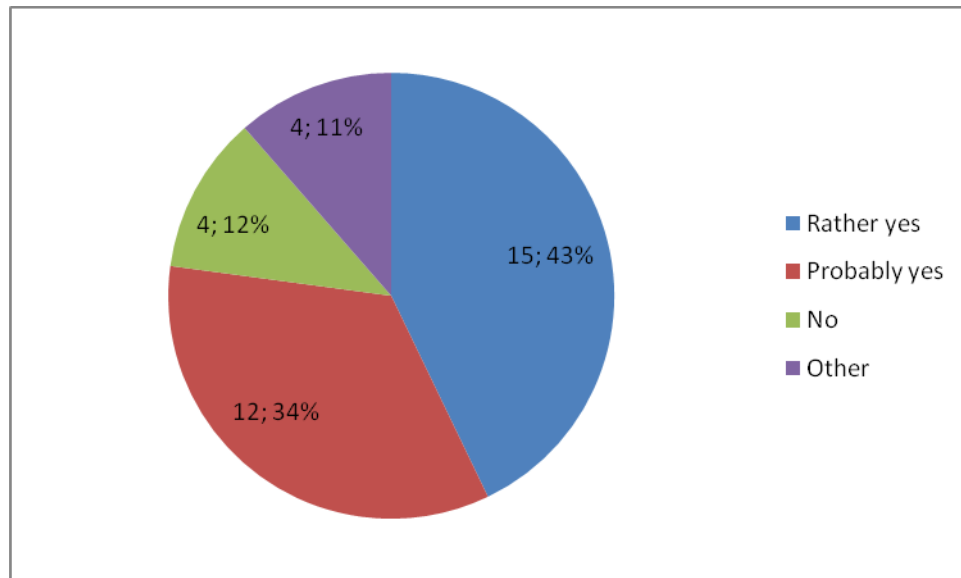


Figure 7. Students express the opinion about importance of extensive reading. 15 students out of 38 answered “rather yes” which means that they agreed that

reading lessons helped to understand why it is important to read extensively. In contrast 12 students out of 38 answered “probably yes” which means that they are not sure but in general agrees that reading lessons helped them to understand why it is important to read extensively. Extensive reading enhances reader's language knowledge and ability to express opinion in the foreign language as well as native language. Reading also allows readers to clarify and to follow their interests in choosing books or web - sites and thus increase a motivation to read.

The equal number of respondents - 4 out of 38 answered “no” which means that they do not agreed that reading lessons help them to understand why extensive reading is important, and “other”. Following answers were received:” I will not to read anyway”; “I knew that without any lessons”; “I do not know”; “I have other interests”. The aim of the reading lessons was to show that reading is not boring activity and encourage students to read more. To become a fluent readers and strong personalities, students need to read as much as possible.

Students had to answer to the question: ”Does the work with the graded reader prove you that reading is an interesting activity for leisure time?” See Figure 8.

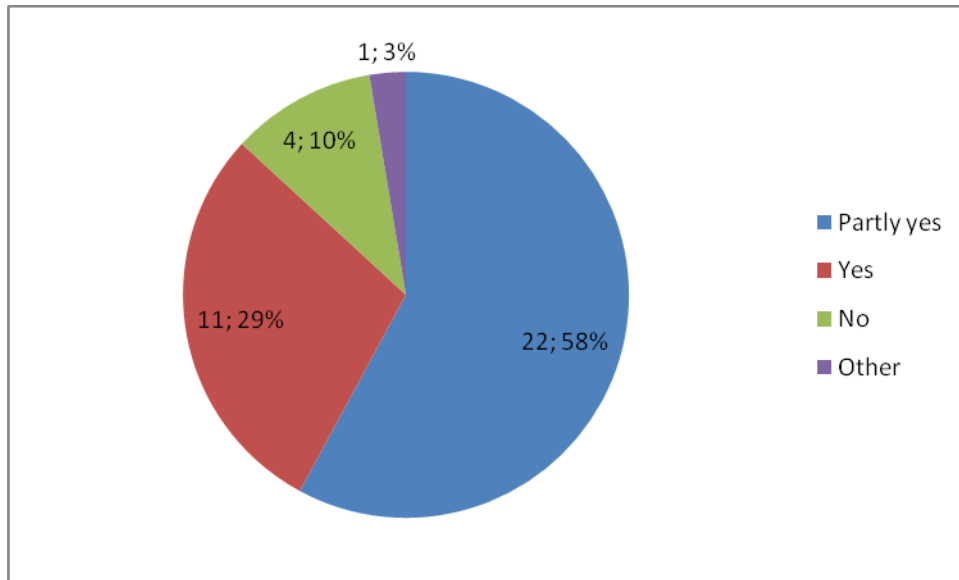


Figure 8. Students answers about usefulness of graded readers in leisure time.

Majority of the Vecumnieku secondary school students of forms 6 and 7 – 22 marked the answer partly yes which means that these students although partly, however agreed that the work with the graded reader proved that reading is an interesting activity

for leisure time. 11 students out of 38 answered definite “yes” which means that they completely agree that the graded reader proves that reading is an interesting activity for leisure time. 4 out of 38 answered “no” which means that they do not agree with the question, and only 1 student answered “other” and the answer was: “I do not read at all”.

At the end of questionnaire students were asked if the experience with the graded reader motivate them to read extensively. The answer “yes” was marked 19 times which means that the majority – 19 students out of 38 agreed that experience with the graded reader motivate them to read extensively forward. 9 students out of 38 marked the option “I do not know”, 2 out of 38 marked “other”. Following answers were received: “I will not read books anyway” and “Reading is only for school”.

3.4 The Interview with the Teacher of the English Language

The aim of the interview with the teacher of the English language is to find out if graded readers can raise student’s motivation to read extensively and help to acquire the English language.

The English language teacher denote children's ability rapidly perceiving and remembering a new information and also points out that it is very exciting to experience a spontaneous expression of the gained language knowledge when student spontaneous expresses ones thoughts in English. When speaking about children as learners - every age has its advantages. The childhood and school years are appropriate and suitable age and time for vocabulary learning because children’s natural ability to remember a lot of words while the understanding of more complex language constructions appears at the age when people is able to analyze and find connections between events and things.

The teacher of the English language likes the English language lessons with the graded reader and with the strong focus on student’s activities and involvement. The teacher admits that she knows about graded readers, however, in Vecumnieku secondary school a graded reader method is new. The teacher also considers that it is not possible to teach grammar rules in this way, but it is good opportunity to learn the correct use of the English language in the context of different situations.

The teacher of the English language consider that nowadays children reading

habits are poor – they do not read enough or even do not read at all. When speaking about English language, graded readers really are a good way hoe to show to the students that reading and at the same time learning a language is not so boring. Usual course – books does not offer enough reading practice because of the content. Extra motivating factor to read is a possibility to acquire the English language because students understand that this language is necessary now and will be also in the future. Even the significant Internet without the English language loses a part of its attraction. The teacher also admits that the problem is that in certain age students lose a motivation to read, to get knowledge and to learn and the teacher is glad that new teachers are coming with the ideas how to enrich, improve a learning process for the students.

Taking into consideration students' involvement and responsiveness during the English language lessons, teacher of the English language considers the graded reader method effective and useful for the primary as well as for the secondary school students.

In order to find out students opinion about extensive reading and graded reader method, the interview with two girls from form 6 and 7.

3.5 The Interview with students of forms 6 and 7

The aim of the interview with the primary school students are to find out more detailed opinion about extensive reading and graded reader method. The respondents are two girls of form 6 and 7. These two girls are chosen because of their involvement and attractiveness during the English lessons with the graded reader.

Asked about attitude to the reading, both girls answered that the have normal attitude. A girl from for 6 answered that sometimes she read books but in general she has not enough free time for reading because of music school and involvement with the Internet. In turn a girl from form 7 replied that reading is boring and she reads only that books which refers to the school program or summarize of the books on the Internet. Both girls admit that they have read all “Twilight” series books. Girl from form 7 also replied that reading is not popular between adolescents and in the school program are only few interesting books, classical stories are about old times and poetry is not exciting at all. However, a girl from form 6 tells that she read books and she has a lot of books at

home.

To the question about English lessons with the graded reader girls answered that they and all class likes the lessons. They did not read the book “The Adventures of Tom Sawyer” in English before. Girls appreciated that text in the book is not complicated and is easy to understand without dictionary. Girl from form 7 remarks that she would like to read other books in English if they would be just easily to read as the graded reader and sometimes reading is not boring activity. Both girls admit that the graded reader book change an attitude towards reading, reading is not boring if the plot is interesting. They also admit that they learn a lot of new words and phrases in English. Girl from form 6 remarks that while reading the graded reader at home she even thinks in English. Students consider that graded readers can help to acquire the English language and raise motivation to read extensively.

Conclusion

When the author of the Diploma Paper was a child, reading was important in almost all homes. Books were popular and almost only way how to get information about other countries, knowledge and also intellectual enjoyment. Books were not expensive and people had a lot of books at home, even like a personal libraries. To get a book which is just published was a significant event, people stood in queues. The author of the Diploma Paper must admit that nowadays everything has changed. The problem that young people do not like to read books become significant and is openly discussed in variety of the state teacher's congresses and meetings, as well as on the various Internet web – pages. It does not matter how good or bad the book is. The fact is that people do not read anymore. Many people do not read because of several reasons: social and cultural, lack of education or because of impairment of the economics. A lot of children do not read because parents do not read. People do not have books at home. Books are expensive, libraries are not popular. The problem that young people do not like to read books become significant and is openly discussed in variety of the state teacher's congresses and meetings, as well as on the various Internet web - pages.

The author of the Diploma Paper wish to point out that reading is an essential part in language learning because it supports learning in multiple ways. Student who are motivated to read in the target language, extensively learn grammatical structures and obviously simply vocabulary. All these things allow develop speaking skills and attaining greater fluency in communication. Children do not learn to read just from being exposed to books. Reading must be taught. For many children reading must be taught explicitly and systematically. Consequently, if a language teacher is familiar with a variety of ways how to teach language including reading, offers a variety of materials and texts for children to read, uses appropriate pre – reading and post - reading activities, understands reading development and assesses students' individual progress, motivation to read grows up and results are visible.

After the research the author of the Paper concludes that the book makes practical suggestions for the classroom, but it also reflects the view that the significant point is that both the teacher and the student should understand the reading process. It certainly seems

that some of the things that happen in classrooms during the lessons may interfere with reading rather than promote it. Therefore, the author the Diploma Paper emphasizes the role of the native language and foreign language teachers in motivating students to read extensively.

To achieve the aim of the Diploma Paper, the following steps were taken: literature on reading and extensive reading was studied, two questionnaires were designed and given to the students in Vecumnieku secondary school to primary school forms 6 and 7, teachers of the Latvian and English languages and with two students of forms 6 and 7 were interviewed, 8 lessons with the graded reader were provided.

Of course, the results of such a small research cannot be taken as conclusive evidence. Though, according to student's work during the English lessons, the interview with the English language teacher and student's answers to the questionnaires' questions, the author of the Paper considers that the aim of the Diploma Paper - to explore that graded readers can raise primary school student's motivation to read extensively - is reached. Consequently the stated hypothesis of the Diploma Paper is verified - if the reading material is appropriate for the primary school student's language knowledge level, if student's interests and needs are taken into consideration, students are motivated to read extensively.

The author of the Diploma Paper believes that the more they read, the more enjoyment they will get, attitudes will improve, and learning will increase.

Theses

1. Reading explicates memory and creativity by requiring remembering details, facts and figures, and in literature plot lines, themes and characters. Ideas and information helps to develop the creative side of the brain and foster a thinking process, widens the horizon of information.

2. Regular reading habit not only helps children to enrich limited vocabulary and the way to use it in the most precise way; books can help to escape psychologically through fairy tales or plays, which is significant at any age.

3. Teacher's enthusiasm is a crucial factor in student motivation to learn, to be involved during the lessons, to read.

4. The best way to improve knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it.

5. Reading opens the doors to the amazing world of books. Through reading child explores the world, relives significant historical events, participate in wonderful adventures - books cover every subject people can imagine.

6. Primary school students like to discover things and using imagination and likes to read tales, simple adventure stories or plays which are entertaining and written in non – complicated language, while part of the students in last grades are looking for literature which relates on chosen future education aims.

7. Extensive reading enhances reader's language knowledge and ability to express opinion in the foreign language as well as native language.

8. When start to read in a foreign language it takes time and patience, but with time reading fluency and accuracy become better and better.

9. The childhood and school years are appropriate and suitable age and time for vocabulary learning because children's natural ability to remember a lot of words while the understanding of more complex language constructions appears at the age when people is able to analyze and find connections between events and things.

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THE QUESTIONNAIRE

This questionnaire has been designed by 5th year student of the University of Latvia. Data of this questionnaire will be collected and used for the Diploma Paper writing about form 6 and 7 student’s extensive reading habits and methods which may help to raise primary school student’s motivation to read extensively. Please circle your answer or write your opinion.

The questionnaire is anonymous. Please leave filled questionnaires with the teacher of the English language.

1. Gender

- Girl
- Boy

2. You are in form:

- 6
- 7

3. To your mind, why it is important to read books?

- Reading is a good way how to spend leisure time
- To get knowledge
- To acquire a foreign language
- Other.....

4. What kind of book/genre do you prefer to read?

- Romance
- Stories
- Fantasy
- Adventures
- Other.....

5. What kind of reading material do you prefer to read?

- Books
- Magazines
- Internet publications
- All above mentioned
- Other.....

6. If you read on the Internet, what kind of the reading material do you choose?

- Entertaining
- Knowledge-based
- Other.....

7. How much time do you spend for reading during the week?
- I read every day
 - I read 2 – 3 times in the week
 - I read once in the week or seldom
 - I read only materials according to the school program
 - I have another interests (please indicate what exactly?).....
8. To your mind, reading in foreign languages (Russian, English, German) can help to acquire the language?
- Yes, if the reading material is interesting and not complicated
 - Yes, if it is not enforced
 - Yes, if it is possible to read on the Internet
 - No
9. What could raise your interest to read extensively?
- Exciting plot
 - Wish to learn
 - Necessity to the better knowledge for a foreign language
 - Other.....
10. In what languages do you read?
- Only Latvian
 - Latvian and Russian
 - Latvian and English
 - Other.....
11. How do you prefer to spend your leisure time:
- With friends
 - With book
 - At a computer
 - Watching TV
 - Other.....

THANK YOU FOR YOUR ATTENTION AND GOOD LUCK!

ANKETA

Šīs anketas veidotāja ir Latvijas Universitātes Skolotāju izglītības nodaļas 5.kursa studente. Anketas dati tiks apstrādāti un izmantoti diplomdarba rakstīšanai par 6. un 7.klašu skolēnu patstāvīgo lasīšanu un metodēm kuras varētu vecināt pamatskolēnu motivāciju lasīt patstāvīgi. Lūdzu, atzīmējiet kādu no dotajiem variantiem vai ierakstiet savu viedokli.

Anketa ir anonīma. Aizpildītās anketas lūdzu nodot angļu valodas skolotājam.

1. Dzimums

- meitene
- zēns

2. Tu mācies:

- 6.klasē
- 7.klasē

3. Kāpēc, tavuprāt, vajag lasīt grāmatas?

- Lasīšana ir labs brīvā laika pavadīšanas veids
- Lai iegūtu zināšanas
- Lai apgūtu svešvalodu
- Cits variants.....

4. Kurš lasāmvielas virziens tev ir tuvāks?

- Romāns
- Stāsts
- Fantastika
- Piedzīvojumi
- Cits variants.....

5. Ko tu labprātāk lasi?

- grāmatas
- žurnālus
- publikācijas Internetā
- visu iepriekšminēto
- cits variants.....

6. Ja lasi Internetā, kāda veida lasāmvielu izvēlies?

- Izklaidējošu
- Izzinošu
- Visu iepriekš minēto

7. Cik daudz laika nedēļā tu velti lasīšanai?

- Lasu katru dienu
- Lasu 2 – 3 reizes nedēļā
- Lasu 1x nedēļā vai retāk
- Lasu tikai to kas nepieciešams skolai
- Man ir citas intereses (lūdzu norādi kādas?).....
-

8. Vai, tavuprāt, patstāvīga lasīšana svešvalodā (krievu, angļu, vācu) palīdz apgūt svešvalodu?

- Jā, ja lasāmviela nav sarežģīta un ir interesanta
- Jā, ja tas netiek uzspiests
- Jā, ja lasīt var Internetā
- Nē

9. Kas varētu veicināt tavu interesi lasīt patstāvīgi?

- Saistošs sižets
- Vēlme mācīties
- Vajadzība labāk apgūt kādu svešvalodu
- Cits variants

10. Kādās valodās tu lasi?

- Tikai latviešu
- Latviešu un krievu
- Latviešu un angļu
- Cits variants.....

11. Savu brīvo laiku tu labprātāk pavadi:

- kopā ar draugiem
- lasot grāmatas
- pie datora
- skatoties TV
- Cits variants.....

PALDIES PAR ATSAUCĪBU UN VEIKSMI MĀCĪBĀS!

Intervija ar Vecumnieku vidusskolas latviešu valodas un literatūras skolotāju.

Ievads:

Labdien! Mans vārds ir Inga Burve, esmu Latvijas Universitātes studente.

Labdien! Esmu jūsu rīcībā.

Mērķis:

Es rakstu diplomdarbu par patstāvīgo lasīšanu, par skolotāja lomu skolēnu lasīšanas veicināšanā, par līdzekļiem un metodēm kas varētu tikt pielietotas lai motivētu skolēnus lasīt. Darbs ir saistīts ar angļu valodas mācīšanu, tomēr vēlos gūt ieskatu par skolēnu lasīšanas paradumiem vispārējā kontekstā.

Jā, lūdzu jautājiet.

Saruna tiks ierakstīta. Konfidencialitāte ir garantēta.

1. Kā Jums šobrīd šķiet, vai bērni un jaunieši lasa grāmatas?

(Nopūšas) Nu negrib viņi lasīt, negrib... Ir gan tādi, kas lasa zem sola, bet, kad apskatos – tikai kārtējā “Krēslas” sērija. Bet tas arī apsveicami. Nedaudz labāka situācija ir pamatskolā, līdz kādai 6., 7.klasei, kad bērns vēl ir ļoti atvērts un dabiski ziņkārīgs. Tomēr vēlākās klasēs draugi, izklaide, „zīmēšanās” ņem virsroku. Lasīt nav „stilīgi”.

2. Kas, jūsuprāt, varētu motivēt bērnus lasīt patstāvīgi, brīvajā laikā? Ko viņi labprātāk lasa?

Diemžēl pašreizējā skolas programma uz lasīšanu nemudina. Programmā ir galvenokārt klasiku darbi, kuri, protams, ir augstvērtīga literatūra, bet mūsdienu jauniešus tā neinteresē. Īpaši tas sakāms par latviešu klasiku darbiem - tos viņi negrib nemaz... Pārāk tālu esam aizgājuši reālajā dzīvē no tā visa. Ja liek, nepretojas, vismaz daļēji izlasa. Galvenā motivācija šajā gadījumā, protams, ir atzīme.

Piemēram vecākajās pamatskolas klasēs un vidusskolēnus vairāk saista mūsdienu pasaules literatūra, mazāk - latviešu. Tādu tendenci esmu novērojusi. Tie vidusskolēni kuri zina ka un ko mācīsies tālāk, ir motivēti meklēt literatūru specifiskos novirzienos, psiholoģijā, piemēram. Pamatskolas klasēs labprāt lasa piedzīvojumu literatūru, pasakas, stāstus kas ir uzrakstīti viegli uztveramā valodā. Dažreiz šeit der arī klasiķi. Meitenēm aktuāli ir dažādi stāsti un romāni par puisi un meiteņu draudzību, attiecībām starp vīrieti un sievieti.

Protams, skolotājam būtu jāorientējas tajā literatūrā, kuru lasa un grib lasīt bērni un

jaunieši un kura viņiem patīk, nevis tikai programmu malt, bet diemžēl... Tas nav viegli izdarāms, ja nu vienīgi tiek veikti kādi pētījumi. Arī skolu programmā šajā sakarā izmaiņas ir tik minimālas, ka var teikt ka to nav bijis gadiem ilgi.

3. Kuri ir tie faktori kas ietekmē skolēnu vēlmi, vai gluži pretēji, nevēlēšanos lasīt grāmatas?

Daudz kas atkarīgs no audzināšanas. Bērni nelasa, jo vecāki nelasa, vecāki "lasa" TV programmu. Tehnoloģijas nenoliedzami ietekmē, bet galvenokārt ne kā informācijas aizstājējs. Dators paņem to laiku, ko varētu atvēlēt lasīšanai. Esmu novērojusi, ka no Interneta iegūtā informācija ir virspusēja, bet lasīt un meklēt dziļāk neviens negrib - tas ir laikietilpīgi.

Grāmatu šobrīd ir nenormāli daudz un ir grūti tajās orientēties. Tāpat grāmatas ir arī dārgas, ģimenēs tās vienkārši nepērk. Un vēl - sabiedrība ļoti materializējusies, bet grāmatā tomēr skaitās garīga vērtība - ar to „nepazīmēsies”.

4. Ko jūs kā priekšmeta skolotāja darāt lai mudinātu, motivētu, ieinteresētu skolēnus lasīt?

Izpētu standartu, skolas programmu, izvēlos, manuprāt, interesantākos darbus standarta realizēšanai, jo skolotājs to drīkst. Skolēni jau pavasarī saņem literāro darbu sarakstu ar kuriem strādāsim mācību gada laikā. Sarakstā norādu, kuri darbi jāizlasa pilnībā, kuriem tikai fragmenti, norādu arī, par kuriem darbiem organizēsim lasītāju seminārus. Ir neliela, bet tomēr zināma izvēles brīvība.

Mācību gada laikā tad arī tiek organizēti semināri kuru laikā tiek apspriests izlasītais. Lai kaut nedaudz ieinteresētu skolēnus, cenšos pieiet šīm lietām radoši, piemēram, veicam dažādus projektu darbus grupās, kur katrs atsevišķi kaut ko izlasa un saliek kopā, pēc tam prezentē. Metožu ir daudz, bet diemžēl pat zinot un izmantojot tās visas, motivēt nav viegli.

5. Zinu ka Jūs skolā organizējat dažādus lasīšanas vakarus un tikšanos ar autoriem. Pastāstiet nedaudz sīkāk!

Tikko 12. klasē apskatījām "Straumēnus" kā darbu ar simbolisma iezīmēm, runājām pie lielā saimes galda, iztēlojāmies tos laikus, cilvēku attiecības. Tas nedaudz palīdz ieinteresēt. Pamatskolas klasēs tēlojam rakstniekus, darbojamies rakstnieka darbnīcās. Jā, arī rīkojam literāros vakarus ar rakstnieku un dzejnieku līdzdalību, cik nu skolas finanses atļauj. Spēlējam lomu spēles. Tiek rīkoti dzejas lasīšanas pasākumi. Un ir patīkami redzēt bērnu entuziasmu, interesi, kaut skaļi retais to ir gatavs atzīt.

6. Tātad situācija ar lasīšanu nav optimistiska?

Domāju, ka no literatūras skolotāja daudz atkarīgs skolēna, kā es saku, "ielasināšanā",

tomēr ja lasīšana nav tradīcija ģimenē, tad ar skolotāja darbu vien nepietiek. Un mūsdienās, kad ir pieejams Internets un dažādas izklaides, grāmatas lasīšana nūdien ir pēdējais ko vidējais skolēns min kā savu brīvā laika pavadīšanas veidu.

Paldies par izsmeļošajām atbildēm! Jauku dienu Jums un veiksmi darbā!

Paldies, lai Jums arī veicās ar diplomdarba rakstīšanu!

Appendix 3

Aspect		Modelling
1	Theme	MARK TWAIN “THE ADVENTURES OF TOM SAWYER” 1ST LESSON
2	Form	6,7
3	<p style="text-align: center;">Aims</p> <ul style="list-style-type: none"> • Practical • Intellectual development • Personality enrichment • General education • Aims for the teacher 	<p>To practice reading skills /scanning/ and speaking /discussion/ To develop comprehension – vocabulary, reading</p> <p>To answer questions, discussion</p> <p>Students get information about topic, theme, reading</p> <p>To introduce students with plans, topic; to ask questions, give instructions; to create positive atmosphere in the classroom</p>
4.	Anticipated outcomes	
Timing		
5 MIN	<p>Hallo, students! My name is Inga Burve, I am a student of the University of Latvia, future English teacher! We will spend together 4 lessons during 4 weeks, one lesson in a week. These will be reading lessons and I would like to prove you that reading is not an old-fashioned activity for grannies. Moreover, reading is entertaining and developing activity for every person! Do you agree? Do you read books in English? (Open questions to raise discussion)</p>	<p>Greeting students</p> <p style="text-align: right;">Discussion about importance and necessity of reading</p>
3 MIN	<p>Have you ever heard about graded readers? Graded readers are books written especially for the second language learners, for everyone who wants to learn English. In these books is no difficult grammar or vocabulary. A variety of stories are adapted for people who learn to read or learn foreign language. Graded readers are leveled, so everyone can find a book appropriate to the level. Various publishers graded readers are available in the bookstores and libraries. For our lessons I choose Mcmillan graded reader (parādīt). This is Mark Twain’s “The Adventures of Tom Sawyer”.</p>	<p>Introducing graded readers</p>
2 MIN	<p>First of all, I would like to tell you about the author of the story – Mark Twain. (Parādīt foto). His real name was Samuel Clemens, and he was born in Florida, USA in 1835. When he was 12 he went out to work – he began to write for newspapers. In 1867 he started to write books and stories and soon become popular because for making make laugh. “The Adventures of T.S.” in 1876 and “Hacklberry Finn” (pārādīt foto) in 1884 are Twain’s most popular books. Many of the people, places and events are from author’s childhood. M.T. traveled a lot to many countries talking about his works. Sadly,</p>	<p><u>Warm – up</u> Introducing the author</p>

	<p>but because of family tragedies – his wife and two of three daughters died – his life was difficult and unhappy when he became old. M.T. died in 1910.</p>	
<p>5 MIN 3 MIN</p>	<p>Now please look at the book cover! (parādīt grāmatu) You can see little boy, Tom Sawyer. Do you know the plot or have you read the book or saw the film? T.S. was a little boy who does not like school, he does not like work and he never wants to get out of bed in the morning. (Izdalīt pirmās kopijas) But he likes swimming and fishing. And having adventures together with his friends. And believe me he has a lot of adventures! For example, one night he and his friend Huck go to the graveyard to look for ghosts! Do you know the meaning of these words? (pask. Ja nepieciešams).</p> <p>Now please look at the copies I gave you. Look at the 1st exercise. If you listened carefully what I told you about T.S., this exercise will be easy for you. You have to answer to the questions what does Tom like? Tick one box each time.</p> <p>When finish, look at the 2nd exercise and try to predict – what is going happen in the story? Can you guess?</p> <p>Complete the exercise in the same way as 1st.</p> <p>Let's check your answers! Student A, please read the 1st two questions and your answers! Thank you! Next two student B, please.... (kamēr pārbaudām, izdalīt grāmatas kopijas). Thank you, well done!</p>	<p><u>Pre – reading</u></p> <p>Matching task; Prediction; Vocabulary comprehension</p>
<p>7 MIN</p>	<p>Now please open your copies of the book at the 1 st page, chapter 1. First 2 pages I will read to you loudly to introduce you with the text, please follow silently in your books.(Nolasīt pirmās rindkopas) Is it easy to understand? (lasīt tālāk)</p> <p>Now read the text silently. The text is easy, but don't worry if you do not understand something, you can guess the meaning from the context and ask me after reading. If you want to ask now, please raise your hand. Read carefully because I will ask questions afterwards. You have 5 – 7 minutes</p>	<p><u>While – reading</u></p> <p>Reading comprehension; Scanning – reading for specific information.</p>
<p>5 MIN</p>	<p>The time is over, stop where you are! So, how it was? Was the story exciting, funny, entertaining? What do you think about Tom? Was the ending as you expected to be?</p> <p>Any questions about text, vocabulary?</p> <p>Now please look at your handouts again. There are 6 sentences. Look through and think – are these sentences true or false? If the statement is false, rewrite with the correct information! You have 3 minutes!</p> <p>Let's compare answers! From this side in turn read one sentence each!</p> <p>Thank you, well done!</p>	<p><u>Post – reading</u></p> <p>Discussion; Comprehension check.</p>
<p>3 MIN</p>	<p>Well, students, our 1st reading lesson is coming to the end. I hope you enjoy it! About the home task. You have your book copies. Your home task is to read next two chapters – “In the Graveyard” and “On Jackson's Island”. Of course, you can read all chapters, it's up to you. Please match all words or phrases you do not understand, we'll discuss them during the next lesson, but also do not hesitate to use dictionary.</p> <p>Thank you, see you next week and have a nice afternoon! Goodbye!</p>	<p><u>To end the lesson</u></p> <p>Home task explanation; To say goodbye.</p>

Aspect		Modelling
1	Theme	MARK TWAIN “THE ADVENTURES OF TOM SAWYER” CHAPTERS 4, 5, 6. THE 3RD LESSON.
2	Form	6,7
3	Aims <ul style="list-style-type: none"> • Practical • Intellectual development • Personality enrichment • General education • Aims for the teacher 	<p>To practice reading, speaking skills</p> <p>To develop vocabulary, comprehension</p> <p>To develop social skills – pair work, discussion, giving information</p> <p>Students get information about theme</p> <p>Monitoring, giving instructions, correcting pronunciation and translation mistakes.</p>
4.	Anticipated outcomes	
Timing		
4MIN	Hallo, my dear students! How are you today?/izdalit kopijas/ Any questions about the story? I have some questions! Tell me, please, why did Tom and Huck go to the old tree? And where did they do after that? How could they see into the rooms downstairs? Approximately how much money was in the bag? And the last question – who was the Spaniard? Thank you! Today we have a lot of things to do, so let’s begin the lesson!	<p>A To start the lesson, greeting students</p> <p>A Warm-up questions about topic</p>
3 MIN + 5 MIN	Please tell me what has happened in chapter 5 “In the Cave”? This is the longest chapter and a lot of things happened! /Discussion/ Now look at the handouts, there is a newspaper report about the treasure. Your task is to find 10 mistakes and correct them. There are spelling mistakes as well as factual! You can work in pairs and you have 2 – 3 minutes to complete the exercise! The time is over. In turns each pair one by one – read the sentence, tell a mistake and correction! Thank you!	<p>Discussion – speaking skills</p> <p>Comprehension check</p> <p>Pair work</p>
9MIN	Now again in pairs look at the next exercise! This is about chapter 5, that was your home task to read the chapter 5 “In the Cave”. There are 12 sentences and your task is to put them into correct order according to events in the story. You have 5 – 7 minutes to complete the task! Let’s check! From this side, please... everybody	<p>Comprehension check</p> <p>Pair work</p>

agree?/Discussion/

4 MIN	Now let's check your home task – Tom's and aunt Polly's dialogue! I hope that you were creative! Who wants to be a volunteer and to start? St.A please. Good! St,B please your dialogue /pārbaudīt vai visiem ir darbi, atzīmēt kam nav – uz nākamo stundu/. St.C, please.../izdalīt kopijas ar ilustrāciju/ Thank you!	Home task checking Creativity Speaking skills Vocabulary
	Please look at the exercise with the picture! Seems familiar, yes? But this picture is a new illustration of the story and your task is to find the best place where to put the picture and answer to the questions below! Think a minute!	
	So, the picture goes on page .../24/ Who's telling his story and truth to the judge? Who is jumping through the window and why? Thank you!	
		Comprehension check
8 MIN	Ok students, open your book copies and look at the chapter 6, the last chapter! Please one by one read one sentence and translate it into Latvian! From this side please.../Checking pronunciation, translation mistakes/Cik paspēsīm/ Any questions about text? /Answering to the questions/	<u>Pre - reading</u> <u>While - reading</u> pronunciation, translation <u>Post - reading</u>
2 MIN	Any questions about text? Your home task is to read chapter 6 once again and prepare 10 open questions to your classmates according to the all 6 chapters for discussion! In English, of course! Any questions about home task? Thank you for your work and see you next week!	To give home task To end the lesson

Aspect		Modelling
1	Theme	MARK TWAIN “THE ADVENTURES OF TOM SAWYER” CHAPTERS 1,2,3,4,5,6. 4TH LESSON.
2	Form	6,7
3	Aims <ul style="list-style-type: none"> • Practical • Intellectual development • Personality enrichment • General education • Aims for the teacher 	<p>To practice vocabulary according to the reading text</p> <p>To develop comprehension, vocabulary through discussion</p> <p>Social skills – asking/answering questions, discussion</p> <p>Revision of all graded reader chapters</p> <p>To help with the active vocabulary, explanation, giving support, correcting mistakes</p>
Timing		
2 MIN	Hallo students! This is our last lesson together and today we’ll discuss all chapters because your home task was to prepare 10 questions to me and to your classmates to discuss! As you are 20 (18) we’ll have a lot of different questions to answer today!	Greeting students Warming-up
15 MIN	Let’s do like this – student A chose one person from the class, name him/her and ask his/her 1 st question! Then choose the next person and ask the next question! For example: Dace, what is so exciting about Jackson’s island? Mareks, what boys are looking for in the old house? Who wants to start? /Questions-answers, discussion./Checking mistakes, helping with the vocabulary/izdalīt kopijas ar uzdevumu/ Thank you, you’ve done a great job!	Asking/answering questions Discussion
2 MIN	Now please look at the exercise in the handout, there are some new chapter titles. Match them with the chapter numbers. Do you like all of them? Which are strange and which are useful? Why or why not?	Comprehension check!
TILL THE END OF THE LESSON	<p>As this is our last lesson I would like to tell you that your work had been assessed and everybody received a mark for the job during these 4 lessons. The mark your teacher already put in the register, so after the lesson you can come and see it.</p> <p>Now I wish to hear from you your opinion about graded reader, reading and these 4 lessons! Better in English, but of course it is also</p>	

important in Latvian? Do you enjoy the book? Was it difficult to read? If yes, what exactly? /izdalīt anketas/

Thank you. There is one more questionnaire, please fill it till the end of the lesson and hand in!

To end

the lesson

So students, it was pleasure for me to cooperate with you! To end the lesson
Please read books and don't forget that reading is essential and To say good-bye
significant for your future!
Good-bye and good luck!

THE 2nd QUESTIONNAIRE

This questionnaire has been designed by 5th year student of the University of Latvia. Data of this questionnaire will be collected and used for the Diploma Paper writing about form 6 and 7 student's extensive reading habits and methods which may help to raise primary school student's motivation to read extensively. Please circle your answer or write your opinion.

The questionnaire is anonymous. Please leave filled questionnaires with the teacher of the English language.

1. Gender

- Girl
- Boy

2. You are in form:

- 6
- 7

3. What do you think about English lessons using the Graded Reader?

- Much interesting as before
- I did not see any changes
- Other.....

4. Does the text in English in Graded reader book was easily understandable and receivable?

- Yes
- Yes, but if I did no understand something, teacher explained
- Yes, it was even too simply
- No
- Other.....

5. Did you liked the activities according to the reading material during the lessons?

- Yes
- No
- Other.....

6. Does the use of Graded reader may help you to acquire English language better?

- Yes
- Yes, if use it regularly
- Yes, if I will read in English in free time
- No

7. Does the reading lessons help you to understand why it is important to read?

- Rather yes
- Probably yes
- No
- Other.....

8. Does the work with the Graded reader prove you that reading is an interesting activity for leisure time?

- Partly yes
- Yes
- No
- Other.....

9. Does the experience with the Graded reader motivate you to read extensively?

- Yes
- No
- I do not know
- Other.....

THANK YOU FOR YOUR ATTENTION AND GOOD LUCK IN READING!

ANKETA

Šīs anketas veidotāja ir Latvijas Universitātes 5. kursa studente. Anketas dati tiks apstrādāti un izmantoti diplomdarba rakstīšanai par 6 un 7 klases skolēnu patstāvīgas lasīšanas paradumiem un metodēm, kuras varētu celt pamatskolēnu m motivāciju lasīt patstāvīgi. Lūdzu, atzīmējiet kādu no dotajiem variantiem vai ierakstiet savu viedokli.

Anketa ir anonīma. Aizpildītās anketas lūdzu nodot angļu valodas skolotājam.

1. Dzimums

- Meitene
- Zēns

2. Tu mācies:

- 6. klasē
- 7. klasē

3. Kādas Tev likās angļu valodas stundas izmantojot Graded reader?

- Interesantākas kā iepriekš
- Neredzēju nekādas izmaiņas
- Cits variants.....

4. Vai teksts angļu valodā Graded reader grāmatā Tev bija viegli saprotams un uztverams?

- Jā
- Jā, bet ja ko nesapratu, skolotāja paskaidroja
- Jā, tas bija pat pārāk vienkāršs
- Nē
- Cits variants.....

5. Vai Tev patika darbs stundu laikā saistībā ar izlasīto materiālu?

- Jā
- Nē
- Cits variants.....

6. Vai Graded reader izmantošana palīdzētu Tev apgūt angļu valodu labāk?

- Jā
- Jā, ja to pielieto regulāri
- Jā, ja es lasīšu angliski arī brīvajā laikā
- Nē

7. Vai šīs lasīšanas stundas palīdzēja Tev saprast kāpēc lasīt ir svarīgi?

- Drīzāk jā
- Iespējams
- Nē
- Cits variants.....

8. Vai darbs ar Graded readers pierādīja Tev, ka lasīt ir interesanta nodarbe brīvā laika pavadīšanai?

- Daļēji jā
- Jā
- Nē
- Cits variants

9. Vai pieredze ar Graded reader motivē Tevi turpmāk lasīt patstāvīgi?

- Jā
- Nē
- Nezinu
- Cits variants.....

PALDIES PAR UZMANĪBU UN VEIKSMI LASĪŠANĀ!

Intervija ar Vecumnieku vidusskolas angļu valodas skolotāju.

Ievads:

Labdien! Mans vārds ir Inga Burve, esmu Latvijas Universitātes studente.

Labdien! Esmu jūsu rīcībā.

Mērķis:

Es rakstu diplomdarbu par patstāvīgo lasīšanu, par skolotāja lomu skolēnu lasīšanas veicināšanā. Pētījuma veikšanai angļu valodas stundās tika izmatos graded reader lai motivētu skolēnus lasīt patstāvīgi, papildus arī mācīties angļu valodu. Vēlos uzdot jums dažus jautājumus par šo metodi, par tās lietderību un rezultātiem.

Jā lūdzu jautājiet.

Saruna tiks ierakstīta. Konfidencialitāte ir garantēta.

1. Kas Jums šķiet pats interesantākais, mācot angļu valodu pamatskolas skolēniem? Vai bērni ir labāki skolnieki svešvalodu mācībās nekā pieaugušie?

Bērnu spēja ātri uztvert jaunu informāciju un to atcerēties arī turpmāk noteikti ir apbrīnojama, līdz ar to, ir ļoti aizraujoši piedzīvot iegūto zināšanu spontānu izpausmi, kad bērns prot izteikties angļiski.

Runājot par bērniem kā valodas apguvējiem - katram vecumam ir savas priekšrocības. Tā kā ikdienā bērniem nav jāuztver tik daudz informācijas kā pieaugušajiem, tad bērnība un pamatskolas gadi ir vispiemērotākais vecums vārdu krājuma apgūšanai, jo bērni spēj daudz vairāk atcerēties. Savukārt izpratne par sarežģītākām valodas konstrukcijām rodas tajā vecumā, kad cilvēks spēj analizēt un atrast kopsakarības.

2. Kādas ir Jūsu domas par graded reader metodi un efektivitāti? Vai agrāk bijāt to izmatojusi?

Visnotaļ pozitīvas, man patika Jūsu stundas ar graded reader grāmatas izmatošanu. Stundas notika ar izteiktu orientāciju uz skolēnu darbību. Bērniem arī patika un tas ir daudz, jo skolēnus šajā vecumā nav viegli ieinteresēt, kur nu vēl atrast ar ko viņus pārsteigt.

Par graded reader esmu lasījusi, arī skolotāju konferencēs par to ir dzirdēts un esmu arī redzējusi šos izdevumus. Tomēr praksē graded reader tiešām ir kas jauns, vismaz mūsu skolā noteikti. Gramatikas likumus šādā veidā iemācīt gan nevarēs, bet apgūt pareizu valodas pielietošanu kontekstā, dažādās situācijās un veidos – to gan.

3. Mūsdienās problēma ir tāda, ka skolēni nevēlās lasīt grāmatas. Vai, pēc Jūsu domām, šis graded reader grāmatas varētu celt skolēnu motivāciju lasīt patstāvīgi papildus arī apgūstot angļu valodu?

Es uzskatu, ka bērni tiešām lasa maz vai pat nelasa nemaz. Man ir grūti komentēt kas šajā sakarā būtu jādara dzimtās valodas skolotājiem, domāju un ceru, ka viņi dara daudz, vismaz viena no mūsu skolas skolotājām ir ļoti aktīva un radoša. Bet runājot par angļu valodu - šīs grāmatas tiešām ir labs veids kā parādīt, ka lasīt, un vienlaicīgi kaut ko arī iemācīties, nav nemaz tik garlaicīgi. Ikdienas mācību grāmatas šādu iespēju diemžēl nepiedāvā sava satura dēļ. Papildus motivācija lasīt ir tā, ka angļu valodu prast vēlās gandrīz visi skolēni visās klasēs. Viņi taču saprot, ka tā ir un būs nepieciešama un arī tik svarīgais Internets bez angļu valodas zaudē daudz no savas pievilcības. Problēma ir tajā, ka zināmos attīstības posmos zūd motivācija lasīt, mācīties, strādāt. Tādēļ priecē tas, ka nāk jauni skolotāji ar idejām kā mācību procesu padarīt interesantāku un bērniem saistošāku ar efektīgām metodēm.

4. Vai Jūs arī turpmāk savā darbā izmantosiet graded reader metodi?

Ņemot vērā skolēnu lielo interesi, atsaucību stundas darba laikā un arī prognozējamās pozitīvos rezultātus, domāju, ka metode ir efektīva un mēs varētu to izmatot arī turpmāk un ne tikai pamatskolā, bet arī vidusskolas klasēs atbilstoši valstī noteiktajai izglītības programmai un tās mērķiem.

Paldies par izsmeļošajām atbildēm! Jauku dienu Jums un veiksmi darbā!

Paldies arī Jums par ieguldīto darbu, vēl u veiksmi diplomdarba rakstīšanā un gala pārbaudījumos!

Intervija ar 6 un 7 klases skolniecēm

Labdien, meitenes! Es rakstu diplomdarbu par patstāvīgo lasīšanu, par skolotāja lomu skolēnu lasīšanas veicināšanā, par līdzekļiem un metodēm kas varētu tikt pielietotas lai motivētu skolēnus lasīt. Vēlos uzdot jums dažus jautājumus par lasīšanu un notikušajām angļu valodas stundām izmantojot graded reader metodi. Saruna ir konfidenciāla!

Labdien!

1. Kāda ir jūsu attieksme pret grāmatu lasīšanu, vai jums patīk lasīt brīvajā laikā?

6.klases skolniece: *Normāla attieksme. Es dažreiz lasu grāmatas, dažreiz mamma liek kad kāds uzdāvina. Bet vispār tam nav daudz laika jo ir daudz jāmācās, jāiet uz mūzikas skolu un gribās arī Internetā pasēdēt...Brīvdienās dažreiz kaut ko palasu.*

7.klases skolniece: *Arī normāla attieksme, bet grāmatas lasīt ir garlaicīgi. Es nelasu daudz, tikai ko skolā vajag un tās grāmatas jau var atrast saīsinātas Internetā, aprakstus vai arī kāds savus sacerējumus ir ielicis. "Krēslu" gan visu izlasīju, bet to jau visi lasīja.vēl man patīk meiteņu žurnālus lasīt, tur ir visādi reāli stāsti, rakstīts arī par kosmētiku un zēniem...Draudzenes arī lasa.*

6.klases skolniece: *Jā, žurnālus es dažreiz lasu un es arī visu "Krēslu" izlasīju!*

2. Kāpēc jums patīka lasīt "Krēslu" bet nepatīk lasīt citas grāmatas?

7. klases skolniece: *Nezinu, lasīt nav stilīgi un tās grāmatas, kas jālasa priekš skolas pavisam nav interesantas. Tikai daži interesanti darbi, pārējie par veciem laikiem un vēl visādi dzejoļi. Nē, man tas nepatīk. Ja varētu izvēlēties ko lasīt, tad varbūt patiktu.*

6.klases skolniece: *Es jau lasu arī citas grāmatas, mums mājās ir daudz grāmatu.*

3. Kā jums patīka angļu valodas stundas ar graded reader?

7.klases skolniece: *Man ļoti patīka, beidzot kaut kas savādāks, citādi visu laiku tikai uzdevumi un gramatika. Tādas stundas vajag vairāk, lai arī mūsu skolotāja tādas izdomā!*

6.klases skolniece: *Mums visai klasei patīka, zēniem arī, varbūt viņi tikai ākstās un neizrāda.*

4. Vai jums bija interesanti angļu valodā lasīt Marka Tvena grāmatu “Toma Soijera piedzīvojumi”? Vai jau agrāk bijāt to lasījušas?

6.klases skolniece: Nē, grāmatu lasījusi nebiju, bet tagad gribētu latviski izlasīt. Bija interesanti, sevišķi nodaļā par kapiem, reāli bailīgi bija lasīt. Man patika, ka nodaļas bija īsas, bet katrā notika kāds piedzīvojums. Un angļiski visu varēja saprast, gandrīz nekas nebija jātulko.

7.klases skolniece: Es biju redzējusi filmu, tikai krieviski. Grāmatu lasīt bija interesanti, visu varēja saprast. Man patika arī uzdevumi stundās, nebija grūti, bet bija interesanti.

5. Vai graded reader un šīs angļu valodas stundas kaut nedaudz mainīja jūsu attieksmi pret lasīšanu? Vai iemācījāties arī kaut ko jaunu?

7.klases skolniece: Laikam jā, jo es sapratu ka lasīt nemaz nav tik garlaicīgi un grūti, sevišķi ja ir interesanta grāmata. Vēl man patika ka grāmata bija angļiski, es iemācījos daudz jaunus vārdiņus! Es lasītu arī citas grāmatas angļu valodā ja tās būtu tik pat viegli lasīt kā šo. Dažreiz laikam lasīt nav garlaicīgi.

6.klases skolniece: Jā, man arī patika lasīt šo grāmatu angļiski. Forši ka mums palika kopijas, varēs citreiz atkal pārlasīt un izmantot tos vārdiņus un frāzes kas bija tekstā.

6.Tad jau gandrīz esat atbildējušas uz manu pēdējo jautājumu – vai jūs uzskatāt ka šādas graded reader grāmatas palīdz apgūt angļu valodu?

7.klases skolniece: Jā, noteikti palīdz. Vienreiz, kad vakarā lasīju vienu nodaļu, piecēlos lai aizietu uz virtuvi padzerties un sapratu ka domāju angļiski! Droši vien nepareizi, bet vienalga angļiski.

6.klases skolniece: Domāju ka jā, palīdz. Man patika ka es lasīju un visu varēju saprast, nevajadzēja meklēt tulkojumus vārdnīcā.

Paldies par sarunu un lai jums veicās lasīšanā un mācībās!

Paldies, uz redzēšanos!

