

Oponentský posudek na diplomovou práci **Bc. Helena Skalova**

Název: **Using Literature in English Language Teaching in the Basic School**

Vedoucí práce: **Mgr. Naděžda Vojtková**

Oponentka: **Rita Collins, Ed.D.**

Helena Skalova examined the need for extensive reading in EFL classes and how to introduce this to young learners who had not experienced it before in foreign language learning. Her thesis clearly expresses her enthusiasm for the value of reading in teaching English and the research followed the methods and activities that she used with a class of 7th grade students. The results of her research indicated that these students were more willing to read and found more pleasure in reading in English after the various activities done with the book “The Secret Diary of Adrian Mole.”

It is puzzling that while the topic of this thesis is reading that Helena Skalova provided such a short explanation of what reading actually is as reading is a very complex process. She only offered a few sentences from Harmer (p.11) although she then does a thorough job of examining other aspects of reading such as styles, approaches and the differences between intensive and extensive reading. She does seem to understand what aspects of reading need to be addressed in order to help young language learners make the effort to read an extended text. The activities included in the appendices show her creativity and the students’ enthusiastic responses. The results of the questionnaires also add significant weight to her research.

Having completed this first study into using extensive reading in the primary school, one needs to ask what the next step is. Helena Skalova mentioned student autonomy. How would she foster this in her class? How might these students be encouraged to read a variety of books in English outside of class? Does she consider the activities that she used with this class similar to what she would use with younger learners?

Another question which does not address the specific methods and activities of introducing extensive reading concerns the reading text themselves. Helena Skalova mentioned (p.26) the choice of authentic vs. simplified materials. It would seem that she supports the use of simplified texts with younger learners. Do these texts which have been rewritten from the

original meet the same criteria in terms of language use and cultural exposure? What value does she see the simplified versions containing that make them beneficial over texts that are age and language appropriate?

It was a pleasure to read this thesis and to see the effort Helena Skalova put into not only her research but the classes themselves. I hope that she continue to explore this topic both in her teaching and in professional reading.

Suggested mark: B

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