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КАФЕДРА АНГЛИЙСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ

ВЫПУСКНАЯ КВАЛИФИКАЦИОННАЯ РАБОТА

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QUALIFICATION PAPER

on the theme: HOW TO ENHANCE LEARNERS' MOTIVATION FOR LEARNING ENGLISH

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The Qualification Paper is admitted to the defence

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Content

Introduction

"Our children must be more clever, stronger, wiser

and of course happier than we are." - I.Karimov

The President of the Republic of the Uzbekistan Islam Karimov in his report at the conference "Consolidation of effort – the pledge of success of reconstruction" [I. Karimov, 1999] told that we should clearly understand simple and obvious truth, that without arming our youth with knowledge, without teaching them to become professionals we cannot expect our country flourish. He told that we should think over the ways of giving them that knowledge, that we should use new ways.

Many works are being carried on the fulfillment of decree № PR 1875 "Measures on improvement of learning foreign languages" by President of the Republic of Uzbekistan on 10th of December, 2012. Teaching process and methods are being reformed, so that teachers are exploring new ways of teaching strategies to make the lessons more effective and interesting for students. A comprehensive foreign languages' teaching that is noted in the framework of the Law "On education" and the National Programme for Training in the country focus at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community.

English maybe not the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people who use English to communicate on a regular basis is 2 billion. Therefore by learning English you will have access to a great wealth of entertainment and will be able to have a greater cultural understanding. The English language can create great opportunities. It is a global language that allows us to unlock the world.

Our interest in investigating motivation in reading was prompted by the following question: How can the learners be motivated to read in English? For many students in an ESL context, where actual contact with the target culture is limited, reading can be the major source of input. As many researchers suggest, students need to read in substantial quantity not only in order to increase the amount of input but also to develop reading skills and knowledge. As motivation can be one of the key predictors of success in foreign language learning, a large quantity of research has been carried out in order to investigate what constitutes motivation and how it works.

Reading is widely accepted as one of the most important second-language skills as it offers language learners the opportunity to acquire a variety of lexical items, grammatical structures, and additional schematic knowledge. Although the ability to read effectively in a foreign language is widely viewed as one of the most important skills that a foreign language learner can possess, the teaching of reading poses a range of challenges, both pedagogical and logistical. From a pedagogical perspective, issues such as what type of reading should be carried out, what skills are necessary, how to teach these skills, and how to strike a balance between explicit instruction and time on task are still being discussed and researched [Carrell, Devine, & Eskey, 1988; Hunt & Beglar, 2005; Macalister, 2008; Nation, 2009; Sehlaoui, 2001].

Many educators such as Carrell, Devine, & Eskey believe reading is the most important foreign language skill. Reading is vital, as it provides the opportunity for the acquisition and review of a variety of lexical items and grammatical structures. Krashen and Terrell stated that "reading may . . . contribute significantly to competence in a second language. There is good reason, in fact, to hypothesize that reading makes a contribution to overall competence, to all four skills" [Krashen, S. D., & Terrell, T. D, 1983].

Motivation is often cited as an important factor in students' becoming proficient readers. How does student motivation affect the development of reading skills? And what can teachers do to tap into students' motivation to read? The researches on reading motivation is not robust enough to fully answer these questions.

We will give all the relevant readings, review with a clear focus on the issue under investigation .We try to present clear reference to the works of other authors who worked in this field, using their relevant quotations where appropriate.

By reviewing and investigating the sources we had some questionnaires among the school children and the students of our department of the English language and literature. We will give the results of the experiment we had, some methods and technologies used and try to choose necessary strategies for motivation.

As our aim is to reach the point where the learners read intrinsically, we will discuss the problems we faced to and the strategies we used during our experiment among students. We will also discuss the results and the best ways to reach our aim.

At the end, to sum up all the opinions from the sources and according to the results of our experiment we want to prove our idea that one of the effective ways to learn English is reading.

Literature Review

"There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation."

-Terrell H. Bell

Before we get into specific methods, it should be useful to analyze some scientific opinions and examine what motivation is, what it does, and how it works.

A. Theories of Motivation.

Motivation has emerged as a multifaceted construct that involves the interaction of multiple personal, social, and achievement outcomes [Linnenbrink & Pintrich, 2000:313-327. Schunk, 1999:219-227],generating diverse profiles of motivation [Pintrich, 2003:667-668]. However, a comprehensive portrait of motivation and an understanding of how motivation constructs work together and conflict remains necessary in order to fully understand motivation and its relationship with academic achievement [Murphy & Alexander, 2000:3-53].

Motivation is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. A motive is what prompts the person to act in a certain way or at least develop an inclination for specific behavior. For example, when someone eats food to satisfy the need of hunger, or when a student does his/her work in school because they want a good grade. Both show a similar connection between what we do and why we do it. [en.wikipedia.org/wiki/Motivation#cite_ref-1].

Motivation is what drives you toward a goal, what keeps you going when things get tough, the reason you get up early to exercise or work late to finish a project. There are all kinds of motivations, of course, from positive to negative.

According to today's top motivational theories, the subject of motivation can be broken up into two main types, which include intrinsic motivation and extrinsic motivation:

In education psychology a distinction is usually made between intrinsic and extrinsic motivation, the former being sometimes thought to relate to long-term success. Intrinsic motivation is usually defined as a motivation guided by an interesting in the task itself in which one is engaged. Intrinsic motivation as one for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivation behaviors are aimed at bringing out certain internally rewarding consequences, namely, feeling of competence and self-determination.

On the other hand, extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. It is said be guided by external stimulus, such as to get the parental approval, a reward, a good grade, etc. Behaviors initiated to avoid punishment are also extrinsically motivated.

The relationship between intrinsic motivation and extrinsic motivation is just like that between internal and external causes. Materialist dialectics holds that external causes become operative through internal causes. Traditionally, schools were fraught with extrinsically motivation behavior, influenced by behaviorism. Teaching material, parents and teachers' wishes are all forced onto students, whether they like them or not. From extrinsic to intrinsic motivation in education institutions depicts what can happen in an institution and turns the extrinsic pressure into an intrinsically oriented direction.

A comprehensive definition of motivation implies pre-decisional, self-directed movement towards a particular learning goal [Pintrich,2003:667-686]. Pintrich stated that research on how motivation changes and develops over time is a necessary direction for this field. Within Rheinberg, Vollmeyer, and Rollet's

framework [Rheinberg, F., Vollmeyer, R., & Rollet, W.,2000:503-529], motivation affects the strength and quality of commitment towards learning goals. Pintrich specified five motivational generalizations regarding the cognitive constructs that motivate students towards academic goals: *adaptive self-efficacy and competence beliefs; adaptive attributions and control beliefs; higher levels of interest and intrinsic motivation; higher levels of value; and goals.*

Rheinberg and colleagues discussed motivational states as the characteristics of motivation during a learning phase, which are more likely to change than general motivational orientations.

Motivation consists of the biological, physiological, social, and cognitive forces that direct behaviour. Despite efforts of various approaches and methodologies to encapsulate the construct of motivation, a single approach is unable to capture its complexities. Resulting from this narrow focus and the absence of appropriate measures, the study of motivation remains theoretically fragmented and in the beginning stages of development.

Theories of achievement motivation, such as expectancy-value theory and self determination theory, have illustrated that children's task-values and interest in school are related to intrinsic motivation and academic achievement, having an extensive impact on learning over time [Alexander & Jetton, 1996:89-121]. Beginning readers often have high interest in reading [Baker & Scher, 2002:239-269], and while some research has found that task values and interest in reading remain fairly stable and may increase, research confirming a linear decline in interest in reading and increasingly negative attitudes towards reading in the elementary years is more common [Chapman & Tunrner, 1995:164-167]. Chapman and Tunrner proposed that this decline may occur due to children's increasing ability to distinguish between feelings of competence and actual interest and enjoyment in reading.

Motivation is responsible for persistence and expended effort with a

task [Dornyei, 2000:519-538]. Due to the importance that teachers and parents place on effort, young children believe effort to be one of the key indicators of academic competence, and that exerting effort will lead to increased ability. Young children do not understand the inverse relationship between effort and ability, perceiving themselves as less competent when required to work harder.

Declines in motivation are subject-specific and domain-specific measures tend to be more predictive of academic outcomes. The present study employs a reading specific measure of motivation to track the development of motivation across the elementary and middle school grades. There has been a lack of acknowledgement of the multifaceted nature of motivation, especially for reading, in current research [Baker & Scher, 2002:245]. Thus, the developmental course of several components of motivation for reading are analyzed, including perceived competence, interest, and perceived effort. These variables, in addition to attributions, were selected because they have been considered as significant influences in theories of achievement motivation.

B. Reading motivation.

A large number of foreign language teachers have focused on extensive and intensive reading. Both approaches, widely researched and written about, offer distinct benefits in the development of foreign language reading skills.

Extensive reading. With extensive reading, learners read a large quantity of material within their linguistic level. For extensive reading to be possible and for it to have the desired results, texts must be well within the learners' reading competence in the foreign language [Day and Bamford, 2002:139]. Another important principle of extensive reading noted by many authors, Renandya and Jacobs is that large amounts of level-appropriate material must be read regularly [Renandya, W. A., & Jacobs, G. M., 2002:95-302]. A third key principle is that learners should have a wide variety of materials to choose from and have complete autonomy in the choice of readings. Autonomy and choice are often

credited for increasing motivation levels and developing autonomous learners. Grabe referred to these and other benefits: "Longer concentrated periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation" [Grabe, 1991:396].

Intensive reading. Intensive reading material includes many vocabulary items and possibly grammatical forms that are difficult or new to the student. The intent is for students to explicitly study new words and employ reading skills (e.g., skimming, scanning, and guessing meaning from context). Bruton described intensive reading as "having comprehension and language-focused tasks completed communally by the whole class" [Bruton,2002:23-25]. Brown similarly stated that intensive reading is usually "a classroom-oriented activity in which students focus on the linguistic or semantic details . . . grammatical forms, discourse markers, and other surface structure details for the purpose of understanding" [Brown,2007:373]. Intensive reading is essential when learning a foreign language, but presents many challenges, especially in a group context.

Researchers have identified a number of important factors to reading motivation:

"Students' self-concepts and the value they place on reading are critical to their success" [Gambrell, Palmer, Coddling, and Mazzoni, 1996]. And in a recent study of self- concept about reading and value of reading, gender differences were identified as early as third grade. Marinak and Gambrell found that though third grade boys are equally as self- confident as girls about their reading, they self- report valuing reading less than girls [Marinak, B. & Gambrell, L.,2008:9-26].

Choice is widely acknowledged as a method for enhancing motivation. Allowing young children to make even a minimal task choice increased learning from the task and enhanced subsequent interest in the activity

[Cordova & Lepper, 1996:715-730. Iyengar & Lepper, 1999:349-366]. Worthy and McKool found that allowing students to make choices about their reading material increased the likelihood that they would engage more in reading [Worthy, J. & McKool, S.,1996:245-256]. In addition, Guthrie and Wigfield suggest that providing genuine student choices increases effort and commitment to reading [Guthrie, J., & Wigfield, A.,2000:518-533].

Read-aloud and discussion are effective ways to engage in mastery modeling. Read-aloud allows teachers to model important reading strategies and behaviors. According to McGee & Richgels, teacher read alouds can be used to promote deeper understanding and interpretation of text; allow children to take an active role in understanding text; and prompt children to begin using mental activities that will become automatic as they begin reading independently [McGee, L., & Richgels, D.,2003]. And, according to Gambrell, small group discussions invite children into active learning. When students engage in small group discussions, they have more opportunities to speak, interact, and exchange points of view than are afforded in other talk structures [Gambrell, L.,1996:4-25].

Providing balanced book collections at all grade levels is vital to engagement during both reading instruction and self-selection. This work suggests that a balanced collection includes lots of informational titles and a variety of print materials. Pappas found that children as young as kindergarten showed a preference for informational text [Pappas, C.,1993:97-129] and Mohr noted that nonfiction books were the overwhelming choice of first grade students [Mohr, K.,2006:81-104].

Many schools, teachers and parent organizations use rewards in their reading programs. And though the use of such rewards continues to be debated, a recent study indicates that carefully selected rewards can support and not undermine reading motivation. Marinak and Gambrell (2008) found support for

the reward proximity hypothesis. Specifically, students who were given a book (proximal reward) were more motivated to engage in subsequent reading than the students that received a token (less proximal reward) [Marinak, B. & Gambrell, L.,2008:9-26].

Regrettably, motivation for reading decreases as children go through school. One explanation focuses on the capacity of children to understand their own performance. Children become much more sophisticated at processing the evaluative feedback they receive, and for some this leads to a growing realization that they are not as capable as others. "A second explanation focuses on how instructional practices may contribute to a decline in some children's motivation" [Guthrie & Wigfield,2000:408]. Practices that focus on social comparison between children, too much competition, and little attempt to spark children's interests in different topics can lead to declines in competence beliefs, mastery goals, and intrinsic motivation, and increases in extrinsic motivation and performance goals.

"*Many students find the reading material in their subject matter classes difficult to understand*" [Ryder and Graves, 1994:13]. Their ability to understand the text is limited by their lack of prior knowledge about the subject. It is left to the teacher then, to understand their level of prior knowledge and to build upon it, or to build a bridge from what the students already know, to the unknown in the text. Once that is accomplished, then the level o f proficiency for each reader can be improved and deepened.

Proficient readers understand why they are reading and they have a full supply of strategies to apply to various texts for comprehension. They will apply these strategies before, during and after the reading to help themselves understand what was read and to learn from it. Teachers can help promote this high level o f proficiency in several ways. At first, the instructor may need to provide direct, explicit instructions on what to look for in the text. As Students

become more adept at reading the information, the teacher may relinquish some o f that control and just offer *"supportive instruction"* [Ryder & Graves, 1994:28] which would give help when it is needed. The eventual goal obviously is for the students to actively become proficient and independent readers. This is a type of reading instruction most appropriate for the secondary level.

Since reading comprehension is so critical in terms of academic success, it can be argued that that motivating a student to read is equally crucial. In order to understand the significance o f what is read one must be a critical reader. Critical readers have the ability to "*move forward or backward through the text... " and can "relate different parts of the text to each other to get a better grip on understanding"* [Chapman, 1993:5]. If that is the sign o f a critical reader, why does this study focus upon the high school student in general and the tenth grader in particular? In part, it is because this study is concerned not so much with the mechanics of reading (nor with the ability to read itself) but rather with the process behind comprehension. Additionally, certain "elements of critical reading in various subject areas are more easily learned at the high school level than earlier" [Chapman, 1993; 5]. O f course, a large part of what a high school student brings to the text, prior experience with the topic, familiarity with the vocabulary, knowledge o f syntax, etc. all combine to increase that reader's knowledge about the subject. In fact, "*the greater the volume o f information known about any particular subject, the deeper the potential understanding o f that subject*" [Chapman, 1993:6].

That "deeper understanding may be one o f the obstacles faced by classroom teachers who are trying, among many other tasks, to determine what their students have gleaned from the reading. Since many of the traditional strategies for improving reading comprehension have been found "*to promote recall rather than comprehension,*" [Chapman, 1993:6] secondary teachers are understandably reluctant to apply those strategies.

Strategies that focus on a deeper understanding though, should be a different story. If there is a connection for the reader with the text, then there is a greater chance at recall and understanding.

An increase in reading comprehension may also come about as a result o f a similar strategy known as CR or "*Collaborative Strategic Reading*" [Klinger *&* Vaughn, 1999:24]. Utilizing this approach, students, with the help o f the teacher and peers, "*increasingly become more proficient at applying comprehension strategies and constructing knowledge while reading from the context area texts*" [Klinger *&* Vaughn, 1999:24]. Students are taught to first get a grasp o f what the main idea is, and then explore the unknowns in the text such as unfamiliar vocabulary or concepts. On the surface, this may seem to be a more elemental approach, but it may also be one that works better with certain students.

After careful analyzing of the elements of reading as well as the aspects of academic motivation, it would seem that the two may very well be linked. Despite the variety of approaches taken towards improving reading and understanding, little attention has been paid to the connection with motivation. Many teaching methods focus upon motivation as a sort of general objective.

Research methodology

A majority of published studies related to reading motivation programs are heavily dependent on quantitative data analysis, mostly comparing pre-and post-test results. As a result, critical information that entails the processes of reading motivation and perceptions of participants of the reading motivation is rarely described. In order to address this gap, the current study adopts a qualitative approach.

To identify appropriate ways of motivating learners for reading we tried to do experiences and find answers for the questions on base of qualitative approach.

Qualitative research is a type of investigating that seeks answers to a question; is systematically conducted and involves the collection of evidence. However, the uniqueness of qualitative research is that you may produce findings that were not determined in advance and also the findings may be applicable beyond the immediate boundaries of the study. It is especially effective if you want to obtain culturally specific information about the subjects involved; i.e. the values, behaviours, and opinions of a particular population. However, the term *qualitative research* is a general definition that includes many different methods used in understanding and explaining social phenomena.

State teaching practice of 2014-2015 academic year was held in the school N3 belonging to the department of organizing and maintaining with methodical aids the educational establishments of Nukus city. During the practice we conducted a survey among school pupils and students of higher educational institutions to ascertain their reading motivation. It was a kind of experiment where the participants were given texts and questionnaires.

Participants

	Number	Age	Gender	Level
Pupils	34	15-16	M=17 F=17	A1
Students	23	18-22	M=3 F=20	B1

34 9th grade pupils (10 from 9th B Karakalpak class, 14 from 9th D Uzbek class, 10 from 9th A Russian class) of the school N3 and 23 students (1st G) of Nukus State Pedagogical Institute named after Ajiniyaz, faculty of philology, the department of the English language and literature.

The level of knowledge of the participants is different. The pupils were between the ages of 15 and 16. The students were, with few exceptions, between the ages of 18 and 22.

Each student in the sample agreed to participate. All students are EFL learners and speak karakalpak as their first language.

Procedure

Questionnaires were taken in January. Before distributing the questionnaires to the participants we gave them texts to read. After, as suggested, the students were told that the researcher was interested in finding out what they think and feel about reading as an activity. The students were told that there were no right or wrong answers to the questions. The students were encouraged to answer the questions honestly. The students were asked if they preferred the questionnaire was read aloud. They said they preferred to complete it on their own. The researcher was available to answer any questions the students had about the wording of the items.

Before distributing the text for the students they were divided into 3 groups(A,B,C).

The length of an experiment for school was 40 minutes (an hour) and for institute 80 minutes (two hours).

Texts

For the 9th grade pupils we used their English book Fly High to select the reading passage. According to the schedule we chose the right and suitable one. [Jurayev L. va boshqalar,2010:54]. We, ourselves, named the title to the passage. The texts were given in three different ways: A. The text itself, B. The text with some activities, C. The text with pictures (colourful).

A.

The Windsors

Since 1066 there have been forty monarchs in England, thirty-five kings, five queens and seven dynasties. Only fourteen monarchs have stayed on the throne for more than twenty-five years, one of them is Queen Elizabeth II.

Every royal house or 'dynasty' has a surname. In Britain's case that name is Windsor. Queen Elizabeth II is the fourth Windsor monarch. She is also the head of a very large family. She has three sons, one daughter, and many grandsons and granddaughters. The most famous British royal home is Buckingham Palace. But it is not the only one. The Queen and her family have several other castles, official residences and country houses too. Today Buckingham Palace is the best known palace in the world. It stands at the end of a long boulevard called The Mall and it has 600 rooms on three floors, 400 staff, and 300 clocks.

After Queen Elizabeth II, Britain's next monarch will probably be Prince Charles, the Prince of Wales. He will be King Charles III. Even further in the future his son, Prince William, will become king too. His title will be King William V. The National Anthem is called 'God save the Queen'. But if Prince Charles becomes King, it will be 'God save the King'.

Answer the questions.

1 Where does the Queen of England live?

2 What is the name of the British National Anthem?

3 How many dynasties have there been in the British monarchy up to present?

4 Where is the official residence of the Queen?

5 Who will be the next monarch?

B.

The Windsors

A. Answer the questions.

1 Where does the Queen of England live?
2 What is the name of the British National Anthem?
3 How many dynasties have there been in the British monarchy up to present?
4 Where is the official residence of the Queen?
5 Who will be the next monarch?

B. Read and check.

Since 1066 there have been forty monarchs in England, thirty-five kings, five queens and seven dynasties. Only fourteen monarchs have stayed on the throne for more than twenty-five years, one of them is Queen Elizabeth II.
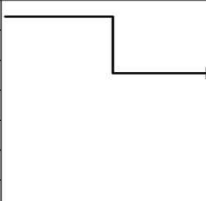
Every royal house or 'dynasty' has a surname. In Britain's case that name is Windsor. Queen Elizabeth II is the fourth Windsor monarch. She is also the head of a very large family. She has three sons, one daughter, and many grandsons and granddaughters. The most famous British royal home is Buckingham Palace. But it is not the only one. The Queen and her family have several other castles, official residences and country houses too. Today Buckingham Palace is the best known palace in the world. It stands at the end of a long boulevard called The Mall and it has 600 rooms on three floors, 400 staff, and 300 clocks.

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C. Count the words.

1. How many proper nouns are there in the text?
2. How many adjectives are there in the text?
3. How many numerals are there in the text?

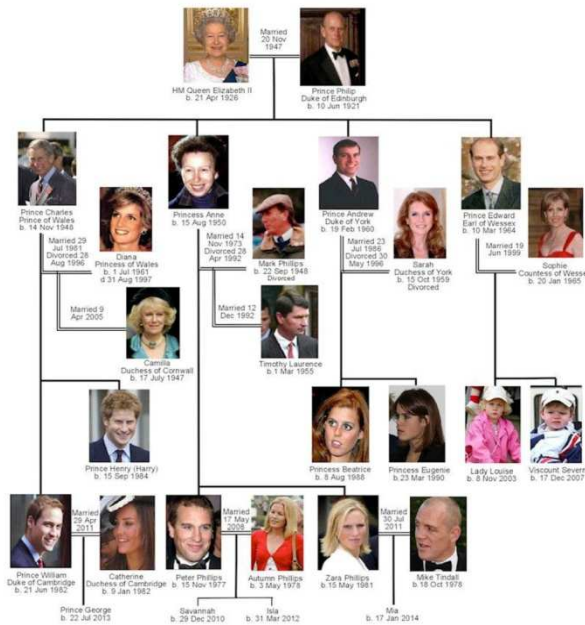**D. Match the words.**

1. Queen	A. dynasty
2. royal family	B. God save the Queen
3. royal house	C. Elizabeth II
4. the national anthem	D. Buckingham Palace
5. royal residence	E. Prince Charles
6. boulevard	F. The Mall
7. the next monarch	G. The Windsors

E. Choose the best title.

1 The life of the monarchy.
2 The Royal Family.
3 Buckingham Palace.

C.

The Windsors

Since 1066 there have been forty monarchs in England, thirty-five kings, five queens and seven dynasties. Only fourteen monarchs have stayed on the throne for more than twenty-five years, one of them is Queen Elizabeth II.

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Before choosing the text for institute students, we consulted with the reading teacher about schedule, topics, tasks they were having those days. The topics were about "Healthy lifestyle". So we tried to find the necessary text from internet.

The title of the text we found was "Mobile phones".[www.englishclub.com/reading/health/cell-phone-reading.htm] It was also given in three ways: A. The text itself, B. The text with some activities, C. The text with pictures (colourful).

A.

Mobile phones

Is talking on a mobile phone hazardous to your health? It is difficult to know for sure. Some research suggests that heavy users of mobile phones are at a greater risk of developing brain tumours. However, many other studies suggest there are no links between cancer and mobile phone use.

The main problem with the current research is that mobile phones have only been popular since the 1990s. As a result, it is impossible to study the long term exposure of mobile phone use. This concerns many health professionals who point out that many cancers take at least 10 years to develop. Another concern about these studies is that many have been funded by those who benefit financially from the mobile phone industry.

Many cancers take ten years to develop.

Over three billion people use mobile phones on a daily basis, and many talk for more than an hour a day. Mobile phone antennas are similar to microwave ovens. While both rely on electromagnetic radiation, the radio waves in mobile phones are lower in radio frequency (RF). Microwave ovens have enough RF to cook food and are therefore known to be dangerous to human tissues. However, the concern is that the lower frequency radio waves that mobile phones rely on may also be dangerous. It seems logical that holding a heat source near your brain for a long period of time is a potential health hazard.

Mobile phones get hot when they are used for a long period of time.

Some researchers believe that other types of wireless technology may also be dangerous to human health, including laptops, cordless phones, and gaming consoles. Organizations that are concerned about the effects of Electromagnetic Radiation suggest replacing all cordless devices with wired ones. They say that many cordless phones emit dangerous levels of EMR even when they are not in use. They even suggest keeping electronic devices, such as computers and alarm clocks out of bedrooms, or at least six feet from your pillow.

Other wireless technology may also be hazardous to our health.

A growing number of health professionals worldwide are recommending that mobile phone users err on the side of caution until more definitive studies can be conducted. They recommend that adults use head sets or speaker phones and that children and teens, whose brain tissue are still developing, use mobile phones only for emergencies. Concerned medical experts use the example of tobacco to illustrate the potential risks. Many years ago, people smoked freely and were not concerned about the effects of cigarettes on their health. Today, people know that cigarettes cause lung cancer, though it is still unknown exactly how or why. Some doctors fear that the same thing will happen with devices such as mobile phones.

B.

Mobile phones

Word	Meaning
conducted *verb*	carried out with control
definitive *adj*	complete; well understood
device *noun*	a thing that people use for a specific purpose
err on the side of caution *idiom*	take the necessary precaution due to a possible risk
funded *verb*	paid or partially paid for
gaming consoles *noun*	electronic devices that allow people to play video games
hazardous *adjective*	dangerous; could cause injury or health problems
illustrate *verb*	show
logical *adj*	makes sense
long term exposure *noun*	the use or close proximity to something over a long period of time
mobile phone *noun*	a wireless phone that can be carried with you out of the home and office
potential *noun*	good possibility
radiation *noun*	a type of energy that is transmitted as waves or rays
tissue *verb*	group of cells in the body that work together
tobacco *noun*	dried leaves found in cigarettes

Is talking on a mobile phone hazardous to your health? It is difficult to know for sure. Some research suggests that heavy users of mobile phones are at a greater risk of developing brain tumours. However, many other studies suggest there are no links between cancer and mobile phone use.

The main problem with the current research is that mobile phones have only been popular since the 1990s. As a result, it is impossible to study the long term exposure of mobile phone use. This concerns many health professionals who point out that many cancers take at least 10 years to develop. Another concern about these studies is that many have been funded by those who benefit financially from the mobile phone industry.

Many cancers take ten years to develop.

Over three billion people use mobile phones on a daily basis, and many talk for more than an hour a day. Mobile phone antennas are similar to microwave ovens. While both rely on electromagnetic radiation, the radio waves in mobile phones are lower in radio frequency (RF). Microwave ovens have enough RF to cook food and are therefore known to be dangerous to human tissues. However, the concern is that the lower frequency radio waves that mobile phones rely on

may also be dangerous. It seems logical that holding a heat source near your brain for a long period of time is a potential health hazard.

Mobile phones get hot when they are used for a long period of time.

Some researchers believe that other types of wireless technology may also be dangerous to human health, including laptops, cordless phones, and gaming consoles. Organizations that are concerned about the effects of Electromagnetic Radiation suggest replacing all cordless devices with wired ones. They say that many cordless phones emit dangerous levels of EMR even when they are not in use. They even suggest keeping electronic devices, such as computers and alarm clocks out of bedrooms, or at least six feet from your pillow.

Other wireless technology may also be hazardous to our health.

A growing number of health professionals worldwide are recommending that mobile phone users err on the side of caution until more definitive studies can be conducted. They recommend that adults use head sets or speaker phones and that children and teens, whose brain tissue are still developing, use mobile phones only for emergencies. Concerned medical experts use the example of tobacco to illustrate the potential risks. Many years ago, people smoked freely and were not concerned about the effects of cigarettes on their health. Today, people know that cigarettes cause lung cancer, though it is still unknown exactly how or why. Some doctors fear that the same thing will happen with devices such as mobile phones.

1. Another word for dangerous is

a) logical   b) hazardous c) potential d) definitive

2. The device used for playing video games is a gaming

a) mobile b) radiator c) console d)exposure

3. The term "funded" means

a) helped pay for b) underpaid c) on sale d) expensive

4. Microwaves are a type of

a) tissue b) radiation c) mobile d) mobile phone

5. A synonym for "to show" is

a) to conduct b) to illustrate c) to devise d) to fund

1. According to the text, do mobile phones lead to brain tumours?

a) Yes, definitively b) there is no link c) too early to say

2. The text mentions the 1990s because this was when

a) the mobile was invented b) cancer was linked to mobiles c) mobile phones became popular

3. Why does the article mention microwave ovens?

a) They also use EMR b) They cause brain tomours   c) They will soon be wireless

4. Which of the following is NOT mentioned in the article?

a) video game consoles b) televisions c) wireless phones d) laptops

5. How is mobile phone use compared to tobacco use in this article?

a) Both cause brain tomours b) Both need long term studies c) They are equally hazardous

1. Do you use a mobile phone? If yes, how much time do you spend on it? Do you think your health is at risk?

2. Besides a mobile phone, what type of wireless technology do you use? Do you feel safe using it?

3. Are you the type of person who errs on the side of caution, or do you take risks?

4. If your doctor told you not to use your mobile phone for long periods of time would you agree?

5. Do you think children should have their own mobile phones? Why or why not?

C.

Mobile Phones

Is talking on a mobile phone hazardous to your health? It is difficult to know for sure. Some research suggests that heavy users of mobile phones are at a greater risk of developing brain tumours. However, many other studies suggest there are no links between cancer and mobile phone use.

The main problem with the current research is that mobile phones have only been popular since the 1990s. As a result, it is impossible to study the long term exposure of mobile phone use. This concerns many health professionals who point out that many cancers take at least 10 years to develop. Another concern about these studies is that many have been funded by those who benefit financially from the mobile phone industry.

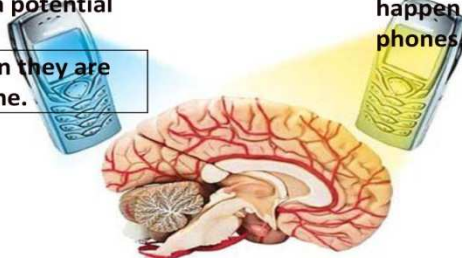Many cancers take ten years to develop.

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Many researchers have made qualitative researches on reading motivation. Literacy researchers have looked at what engages children and adults in reading, but often only consider some of the constructs defined by motivation theorists in their discussions of reading engagement.

Guthrie J & Wigfield A designed the Motivation Reading Questionnaire (MRQ) which helps to asses different aspects of motivation to read. We can see there the aspects where learners will be tested from both extrinsic and intrinsic point of views.

According to Wigfield and Guthrie's have proposed that intrinsic motivation greatly facilitates readers' engagement in reading. In addition, various researchers have found that the influence of home and family on children's reading motivation is another important factor in the development of skilled L1 reading.

Mori was possibly the first researcher to investigate empirically Japanese university students' motivation to read in English using Science Research Associates (SRA) reading materials [Mori,1999:51-68]. She administered to 52 students a questionnaire that asked about their motivation to read English and study English in general and about their task-specific (SRA reading material) motivation and investigated differences among them. She found intrinsic and extrinsic values in all three areas, whereas an attainment value emerged only in reading motivation and general English learning motivation. She also found that intrinsic, extrinsic, and attainment values had both positive and negative aspects in each case. She found that three types of students read a relatively large amount: those who were grade-oriented and who liked reading, those who do not find it troublesome to go to the library to read, and those who liked the materials.

Taking into account all the research results before and analyzing the datas we try to find the aspects which will help the learners to be intrinsically motivated.

Data analysis

Data analysis was done with the help of questionnaires. It was designed two different questionnaires to identify extrinsic and intrinsic reading motivation.

Questionnaire 1

This questionnaire, special for pupils, was created having in mind the ages, levels and interests of children. Statements are simple and easy to understand. The pupils had to choose between two answers.

Please, read attentively and choose YES/NO.

1. I like reading.	*YES/NO*
2. I like reading texts with pictures.	*YES/NO*
3. I like reading texts with exercises (vocabulary, searching, translating).	*YES/NO*
4. I like to find an answer for the question of the text.	*YES/NO*
5. I like to guess the meaning of the text before reading and check it after reading.	*YES/NO*
6. I don't like reading aloud.	*YES/NO*
7. I don't understand the meaning of the text when someone interrupts me.	*YES/NO*
8. I don't understand the text if the new vocabulary isn't given.	*YES/NO*
9. I read the text if teacher asks me to read.	*YES/NO*
10. I like to listen to the teacher's reading.	*YES/NO*

Analysis of the questionnaire 1

1. I like reading.

In this statement there is not mentioned any types and formats of text, it is about reading in general. We paid attention on one of the permanent actions of a reader.

A group   B group   C group

Yes=14	Yes=10	Yes=10
No=0	No=0	No=0

We expected the taken result because every pupil likes reading if they are supported available materials and resources.

2. I like reading texts with pictures.

With the help of this statement we wanted to analyse pupil's interest to the design of the text. So during the practice we found that most pupils like looking at, talking about and discussing the pictures.

A group	B group	C group
Yes=13	Yes=10	Yes=9
No=1	No=0	No=1

It is clear from the answers that nearly all pupils like reading texts designed with pictures. Visual images, colourful papers and interesting design can gather all learners in one boat.

3. I like reading texts with exercises (vocabulary, searching, translating).

Usually pupils do a lot of exercises at the lessons. We were interested in finding out pupil's interest towards the exercises given in reading activities.

A group	B group	C group
Yes=12	Yes=9	Yes=6
No=2	No=1	No=4

The results show that most of the pupils like doing exercises with texts. Also we can see from the C group's results, not every pupil likes texts with exercises. Comprehensive exercises or task should be relevant to the proficiency level, in this case learner tries to do and be involved into the reading process.

4. I like to find an answer for the question of the text.

Some pupils are keen on searching and finding answers from the text.

A group	B group	C group
Yes=11	Yes=2	Yes=9

No=3	No=8	No=1

The results of this statement tell us more than half of the participants like answering to the questions of texts. But the results of the B group show its vice versa. Partially this case conducted with learner learning still and preference.

5. I like to guess the meaning of the text before reading and check it after reading.

This statement will help us to analyse pupil's guessing about the text. On the face of it, some will easily guess what the text is about or what we will face while reading. But there are some moments when we find that it is not so.

A group	B group	C group
Yes=8	Yes=8	Yes=6
No=6	No=2	No=4

If we count the results, it is clear that about 1/3 of the participants don't like guessing. Teacher should develop learners' critical thinking ability, and then they will be ready to guess, share ideas about the text.

6. I don't like reading aloud.

We wanted to know pupil's preference between silent reading and loud reading. Everyone has his own strategy, ways or tastes on reading. Some people find voice one of the most important factors of understanding. So some prefer silent reading while the others believe that the louder they read, the better they understand.

A group	B group	C group
Yes=5	Yes=0	Yes=5
No=9	No=10	No=5

From the results we can see that most of the pupils prefer loud reading. Loud reading can be one of the principles which enhance learners' intrinsic motivation to read.

7. I don't understand the meaning of the text when someone interrupts me.

One of the main factors of understanding is concentration. In this statement we wanted to find out the effect of interruption on readers.

A group	B group	C group
Yes=13	Yes=9	Yes=8
No=1	No=1	No=2

As expected the results are YES and we can understand that almost all of them don't like being interrupted. Nearly in all approaches researches defined negative results from error correction or interrupting learning process with different reasons.

8. I don't understand the text if the new vocabulary isn't given.

We found out that for every topic there is given new vocabulary. Despite this fact, it was interesting for us to know, will the pupils understand the text if the vocabulary isn't given.

A group	B group	C group
Yes=10	Yes=8	Yes=6
No=4	No=2	No=4

The results of answers show us that most of the pupils prefer reading the text if there is given new vocabulary.

9. I read the text if teacher asks me to read.

We wanted to know the pupil's attitude towards reading. Is it extrinsic or intrinsic? There are different kinds of pupils. Not all of them like reading. We call them extrinsically motivated students.

A group	B group	C group
Yes=1	Yes=6	Yes=3
No=13	No=4	No=7

This data gives us facts that learners prefer to read intrinsically rather than extrinsically.

10. I like to listen to the teacher's reading.

We know that sometimes teachers have to read while having lessons.

Would it be interesting or pleasant for pupils to listen to them?

A group	B group	C group
Yes=2	Yes=10	Yes=9
No=12	No=0	No=1

From the results of A group pupils we see responses "don't like listening to the teachers' reading" while the B and C groups "like listening to". Here surely we can say that it would be better to use reading aloud strategy in and outside of the classroom by teacher and learner.

Questionnaire 2

This questionnaire was designed using the Motivation for Reading Questionnaire (MRQ) by Wigfield & Guthrie and due to our investigation we tried to reconstruct more valid questionnaire, it was added suitable questions for our students taking into account the age, gender, cultural background etc. Reconstructing process based on main two types of motivation and background knowledge about reading. Our main target aim was to explore different aspects of student's intrinsic reading motivation. In the MRQ we can also see the aspects which can help us to check the reader's extrinsic motivations.

Extrinsic motivation and performance goals aspects include *competition in reading,* the desire to outperform others in reading; *recognition for reading,* the gratification in receiving a tangible form of recognition for success in reading; and *reading for grades,* the desire to be evaluated favorably by the teacher. Because children often read in school where they are evaluated and compared with others, competition, recognition, and grades may figure prominently in their motivation for reading.

The intrinsic motivation and learning goals aspects include *reading curiosity,* the desire to learn about a particular topic of interest to the child, and *reading involvement,* the enjoyment of experiencing different kinds of literary or

informational texts. The notion of involvement in reading refers to the pleasure gained from reading which a reader finds interesting.

Curiosity

Curiosity is an important trait of a good reader. Curious readers always ask questions and search for answers in their minds. They like challenges. The life of curious readers is far from boring. There are always new things that attract their attention.

The end of the questionnaire should be finished with learners' ideas for open-ended questions about reading.

Open-ended statements

There are more open-ended questions, providing the opportunity for longer and more thoughtful answers. Wallace notes that open questions are useful where you have "difficulty in anticipating the range of responses", and that they can yield "unexpected (and therefore, perhaps, more interesting) data" [Wallace,1998: 135].

Please rate for each item below a scale between 1 to 5. Circle your choice.

1= never or almost never true of me   *4= usually true of me*

2= usually not true of me   *5= always or almost always true of me*

3= somewhat true of me

1. Social

I sometimes read to my relatives (parents, sisters,
brothers etc.)   1 2 3 4 5

I talk to my friends about what I am reading   1 2 3 4 5

I like to tell my family about what I am reading   1 2 3 4 5

2. Grades–Compliance

I read to improve my grades   1 2 3 4 5

Grades are a good way to see how you are doing   1 2 3 4 5

Finishing every reading assignment is very important   1 2 3 4 5

I like to get compliments for my reading   1 2 3 4 5

I look forward to finding out my reading grade   1 2 3 4 5

In comparison, it is very important to be a good reader   1 2 3 4 5

I always try to finish my reading on time   1 2 3 4 5

3. Curiosity

I read to learn new information about topics of interest   1 2 3 4 5

I read about my hobbies to learn more about them   1 2 3 4 5

If my teacher discusses something interesting, I might

read it   1 2 3 4 5

I like to read about new things   1 2 3 4 5

I like it when the questions in books make me think   1 2 3 4 5

4. Competition

I like to finish my reading before other students   1 2 3 4 5

I try to get more answers right than my friends   1 2 3 4 5

I am willing to work hard to read better than my friends   1 2 3 4 5

I like being the only one who knows an answer   1 2 3 4 5

5. Involvement

I enjoy a long, involved story or fiction book   1 2 3 4 5

I like mysteries   1 2 3 4 5

If a book is interesting, I don't care how hard it is to

read   1 2 3 4 5

6. Reading Work Avoidance

I don't like vocabulary questions   1 2 3 4 5

Complicated stories are no fun to read   1 2 3 4 5

I don't like reading something with difficult words   1 2 3 4 5

7. Efficacy

I am a good reader   1 2 3 4 5

I learn more from reading than most students   1 2 3 4 5

My friends sometimes tell me I am a good reader   1 2 3 4 5

I know I will do well in reading next year   1 2 3 4 5

I always do my reading work exactly as teacher wants   1 2 3 4 5

8. Recognition

I am happy when someone recognizes my reading   1 2 3 4 5

I like hearing the teacher say I read well   1 2 3 4 5

I like being the best at reading.   1 2 3 4 5

9. Reading grids

I can understand familiar words and very basic phrases
concerning myself, my family in the text.   1 2 3 4 5

I can understand familiar names, words and very
sentences on notes, posters and catalogues.   1 2 3 4 5

I can read very short, simple texts.   1 2 3 4 5

I can find specific predictable information in simple
everyday materials such as advertisement, menus,
timetables etc.   1 2 3 4 5

I can understand short personal letters.   1 2 3 4 5

I can understand texts that consist mainly of high
frequency everyday or job related language.   1 2 3 4 5

I can the description of events, feelings and
 wishes in personal letters.   1 2 3 4 5

I can read articles and reports concerned with
contemporary problems in which writers adopt
particular attitudes or viewpoints.   1 2 3 4 5

I can understand contemporary literary prose.   1 2 3 4 5

I can understand long and complex factual and literary
texts, appreciating distinction of style.   1 2 3 4 5

I can understand specialized articles and longer
technical   1 2 3 4 5
 instructions even when they don't relate to my field.

I can read with easy virtually or all forms of the written

language, including abstract, structurally or
linguistically
complex texts such as manuals, specialized articles and   1 2 3 4 5
literary works.

10. Understanding the structure of the text

I can understand the meaning of the structure at first   1 2 3 4 5
sight.

I can understand the text if I see the structure of the text.   1 2 3 4 5

I cannot understand the idea of the text if it is built up
from

sentence to paragraph to whole text.   1 2 3 4 5

I can understand the argument of the text if it is

developed by way of amplification (ie. When a

preposition in some kind of preliminary form and then

expanded upon).   1 2 3 4 5

I can understand the text, if ideas developed by

comparison with a similar situation or illustration.   1 2 3 4 5

11. Strategy

I can look for something quite specific in the text.   1 2 3 4 5

I can read the text thoroughly and recall the main point.   1 2 3 4 5

I can read the opening paragraph and the conclusion

carefully.   1 2 3 4 5

I can read the first and last sentence of each remaining

paragraph to gain some idea of the main point.   1 2 3 4 5

I can look for words and phrases that act as signpost to

main ideas or messages in the text.   1 2 3 4 5

I can understand the text if I use a highlighter to mark

out any items that you want to reread or refer to later.   1 2 3 4 5

12. Open-ended statements

1. Reading is……

2. I can easily be motivated in reading if …

3. I don't like reading if …

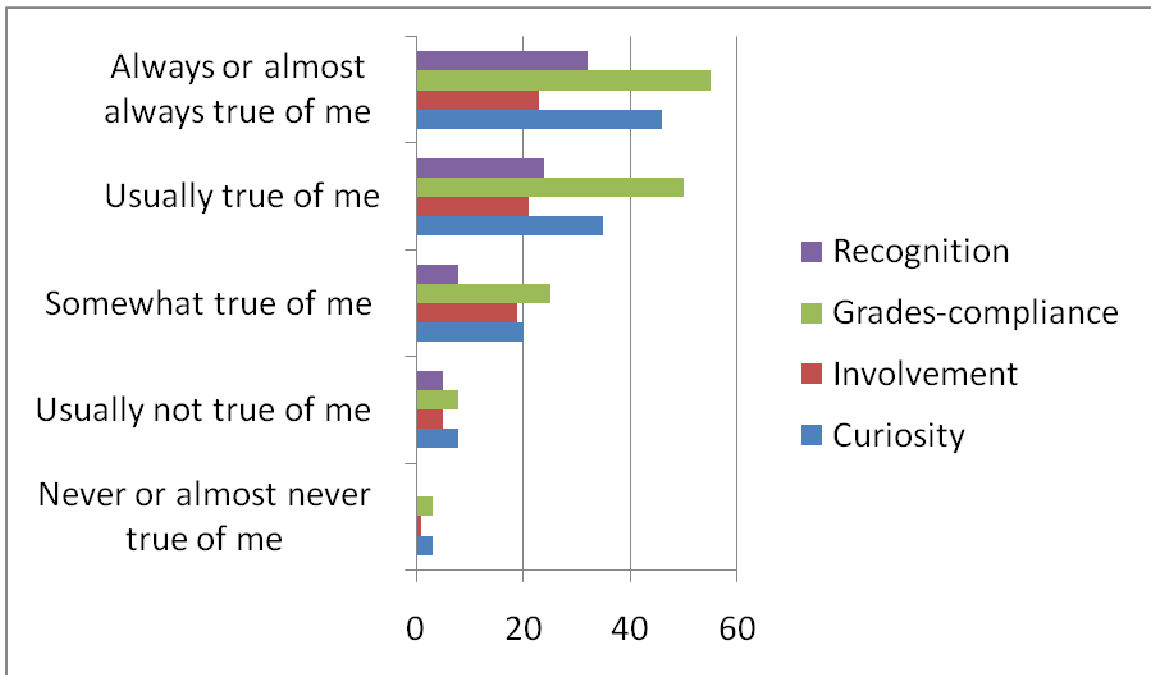**Analysis of the questionnaire 2**

Figure 1. Ratings of Extrinsic and Intrinsic Motivation to Read after varied questionnaires

The diagram shows us that learners are still not interested in reading; it is difficult to motivate them to read for pleasure. Our learners read just to improve their grades, quickly to finish every reading assignment.

One part of questionnaire which designed for students was open-ended statement. Here our purpose was to identify student attitude to reading process and gather additional data.

Open-ended statements

1. Reading is fun and interesting, the main part of our life, useful for us and improves our mind, helps our understanding, a subject where we learn about reading materials, improve our idea and helps to know character's people, taking a lot of information, my favourite hobby, and useful to develop our memory, useful for everybody, one of the main learning skills, my future, is complex

subject, admirable, not tiring, able to make you happy, ability to understand what we've read, helps me to think deeply, helps to improve my speech, helps to improve my brain.

2. I can easily be motivated in reading if I can find the necessary information, it gives me interesting information, I want to improve my mind and knowledge, the article worth of reading, it is interesting, it is real and new, it is easy to read, the atmosphere around me is much calm, it is with short and funny, it has familiar and understandable words, I know, it is about crime and horrible, I want to understand deeply, I read more attentively, It is not boring.

3. I don't like reading if it's difficult and when I can't find the meaning, I don't have interest to read, it is too long and boring, it isn't funny ad interesting, if there used too much terms, it is scientific article, if the atmosphere around me is noisy, it is about politics and economy, it has literary old words, the text or lecture is hard but when I'm in a bad mood I also don't like reading, the article is so formal, it takes a long period of time, someone interrupts me,

According to the ideas of learners we may generalize "What is it reading?" "How to be easily be motivated?":

Reading is an interesting hobby to get information which helps to develop other language skills, critical thinking.

I can easily be motivated in reading if I read interesting, easy, authentic, short texts in cosy atmosphere.

Both of questionnaires provided us with the interesting and unexpected data, which can be useful for further studies of this question.

Discussion

This given research proves that even more works needs to be done to find effective ways to motivate students to read. As we've already mentioned students' and pupils', which participated in this experiment, motivation took that they are still very far from enjoying reading but that there is hope. The separate surveys that the students answered after each action gave us a view that these situation can possibly be very effective under the right circumstances. We feel that with more time (perhaps a year) and resources these students might have responded even more positively. We do not feel that a month is sufficient time to implement an intervention. We feel that each intervention should have been conducted over the course of the school year. If that had occurred, students would have had the opportunity to perhaps read a book that we mentioned even though many were checking it out from the library. Or perhaps students would have had more time to achieve the goals they set. Three months teaching practice was just not adequate time to see the full effects of intrinsic reading motivation of learners.

This study drew upon the motivational theories derived from empirical research done by Wigfield and Guthrie (1995, 1997), and Gardner (1985). However, most of the questionnaire items included in the present study different from those used by Wigfield and Guthrie due to the differences in setting and the participants of the studies. To be specific, the participants in this study were university students learning to read in a foreign language while the theory proposed by Wigfield and Guthrie is based on their data obtained from grade school students learning to read in L1; the theory proposed by Gardner is based on his data gathered in ESL settings. But we decided to run another questionnaire to school pupils to identify motivation to read in English and its structure much more simple also we took into consideration motivation techniques in Wigfield

and Guthrie's questionnaire. Nevertheless, the structural components of English reading motivation found in this study can be compared with those identified by those researchers.

The majority of the items were expected to cluster into factors that corresponded to six of the 12 aspects of L1 reading motivation identified by Wigfield and Guthrie (1995). Those aspects include Curiosity, Involvement, Importance of Reading, Grades-Compliance, and Reading Work Avoidance. However, among those six aspects, only Curiosity, Involvement clustered into one factor, defined as Intrinsic Reading. It is not surprising, however, that Curiosity and Involvement loaded on this factor because they were claimed to be closely related to Intrinsic Motivation to Read.

We were most surprised that goal setting came in last as far as creating the motivation in pupils to read. From the students' questionnaire responses, it is clear that being able to read texts rather than books motivated students to read on their own a bit more. From the research we analysed main items to implementing our interventions, we thought students would respond most positively to Intrinsic Motivation to Read. Perhaps Intrinsic Motivation to Read may require students to be more self-regulated, autonomous in their behavior and study, and most eighth graders may not have developed this ability fully yet. There was not a vast difference in the percentages of effectiveness for the three motivational techniques, so with more time, we may have seen that each technique was just as effective as the others.

Each of the items gives us clear evidence to building reading motivation. Students in their responses mentioned when they have difficulties in new words they don't want to continue reading, in this case for example, if we ask students to work in groups while learning to use dictionaries, we develop students' sense of relatedness as well as competence. If we allow students to choose a portion of

a text for dictionary practice, we can support students' need for autonomy as well.

Based on their work developing principles for creating a classroom conducive to increasing motivation and implementing those principles in classrooms (using five experimental classrooms and five control classrooms), Guthrie and Alao (1997), also after our experiment at school and institute we agreed with this suggests to teachers on enhancing motivation by

- using conceptual themes,
- providing real-world experiences and personal connections, and
- encouraging collaboration and discussion among students
- colourful and comprehensive text design.

Teachers can also provide students with a diverse selection of texts from which to choose. Texts should be culturally relevant and should target students' different interests and reading levels. This is especially important for struggling adolescent readers, who might need low-level, high-interest books.

The given principles in methodological part can be applied to everyday reading instruction to promote intrinsic motivation as well as more self-determined forms of extrinsic motivation. The techniques introduced in this study do not require teachers to alter their overall instructional methods, existing reading curriculum or syllabus. The practices of finding ways to give students choices and offering appropriate feedback, for example, can be easily integrated into reading activities already in place. It should be noted that EFL students' motivation to write, listen, and speak in English can also be successfully enhanced through given principles.

Conclusion

Two basic forms of motivation, *extrinsic* and *intrinsic* motivation, were taken as a key concept of our investigation. So, extrinsic motivation is typically driven by factors outside of the learner; extrinsically motivated students read to receive good grades, please the teacher, and outperform their groupmates, but not because they find reading interesting or enjoyable. Intrinsic motivation, on the other hand, is free from the influence of external factors such as reward or punishment. Intrinsically motivated students read because they find it interesting or enjoyable; therefore, motivation comes from inside and is self-determined. So that it is the problematic issue for our teachers to motivate learners intrinsically read.

Ultimately, what motivates students to spend a lot of time reading are the same things that motivate people everywhere to engage in certain behaviors: They see a real-world value in the behavior, it provides pleasure, it is a means to a worthy end, or all three. Extrinsic controls may give the illusion of increased reading motivation, but it is fleeting at best. To be successful readers, students must develop a desire to spend their own time outside of school reading an hour or two a day. That kind of desire cannot be cultivated through any one simple program or approach. Instead, teachers need to constantly, subtly, creatively invite children into the world of literacy.

Taking into consideration questionnaire data we would like to suggest some principles which will be useful in teaching reading and motivating learners to intrinsic reading in and outside of the classroom:

- Provide lots of time for autonomous reading;
- Help readers sort out what types of books they like and label them;
- Variety: old/new, different formats;
- Chances to share with their peers;
- More read-aloud;

- Show enthusiasm;
- Plan for activities that go along with books.

With each and every year, EFL students experience a greater need for improving English reading abilities. To respond to these needs, we need to reconsider our reading pedagogy and move beyond traditional approaches that focus on vocabulary, grammar, and text structure. Strengthening and maintaining learners' motivation are crucial to reading instruction because reading in an L2 requires a lot time, effort, and perseverance. As novice teachers, we need to be aware of the links between motivational approaches and reading development; we need to nurture student motivational orientations that are most likely to yield positive results.

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The Windsors

Since 1066 there have been forty monarchs in England, thirty-five kings, five queens and seven dynasties. Only fourteen monarchs have stayed on the throne for more than twenty-five years, one of them is Queen Elizabeth II.

Every royal house or 'dynasty' has a surname. In Britain's case that name is Windsor. Queen Elizabeth II is the fourth Windsor monarch. She is also the head of a very large family. She has three sons, one daughter, and many grandsons and granddaughters. The most famous British royal home is Buckingham Palace. But it is not the only one. The Queen and her family have several other castles, official residences and country houses too. Today Buckingham Palace is the best known palace in the world. It stands at the end of a long boulevard called The Mall and it has 600 rooms on three floors, 400 staff, and 300 clocks.

After Queen Elizabeth II, Britain's next monarch will probably be Prince Charles, the Prince of Wales. He will be King Charles III. Even further in the future his son, Prince William, will become king too. His title will be King William V. The National Anthem is called 'God save the Queen'. But if Prince Charles becomes King, it will be 'God save the King'.

Answer the questions.

1 Where does the Queen of England live?

2 What is the name of the British National Anthem?

3 How many dynasties have there been in the British monarchy up to present?

4 Where is the official residence of the Queen?

5 Who will be the next monarch?

The Windsors

A. Answer the questions.

1 Where does the Queen of England live?
2 What is the name of the British National Anthem?
3 How many dynasties have there been in the British monarchy up to present?
4 Where is the official residence of the Queen?
5 Who will be the next monarch?

B. Read and check.

Since 1066 there have been forty monarchs in England, thirty-five kings, five queens and seven dynasties. Only fourteen monarchs have stayed on the throne for more than twenty-five years, one of them is Queen Elizabeth II.
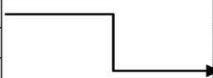
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C. Count the words.

1. How many proper nouns are there in the text?
2. How many adjectives are there in the text?
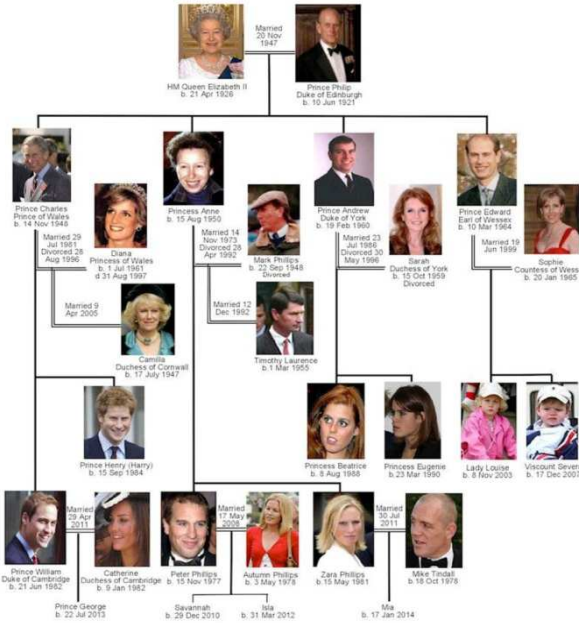3. How many numerals are there in the text?

D. **Match the words**.

1. Queen		A. dynasty
2. royal family		B. God save the Queen
3. royal house		C. Elizabeth II
4. the national anthem		D. Buckingham Palace
5. royal residence		E. Prince Charles
6. boulevard		F. The Mall
7. the next monarch		G. The Windsors

E. Choose the best title.

1 The life of the monarchy.
2 The Royal Family.
3 Buckingham Palace.

The Windsors

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Mobile phones

Is talking on a mobile phone hazardous to your health? It is difficult to know for sure. Some research suggests that heavy users of mobile phones are at a greater risk of developing brain tumours. However, many other studies suggest there are no links between cancer and mobile phone use.

The main problem with the current research is that mobile phones have only been popular since the 1990s. As a result, it is impossible to study the long term exposure of mobile phone use. This concerns many health professionals who point out that many cancers take at least 10 years to develop. Another concern about these studies is that many have been funded by those who benefit financially from the mobile phone industry.

Many cancers take ten years to develop.

Over three billion people use mobile phones on a daily basis, and many talk for more than an hour a day. Mobile phone antennas are similar to microwave ovens. While both rely on electromagnetic radiation, the radio waves in mobile phones are lower in radio frequency (RF). Microwave ovens have enough RF to cook food and are therefore known to be dangerous to human tissues. However, the concern is that the lower frequency radio waves that mobile phones rely on may also be dangerous. It seems logical that holding a heat source near your brain for a long period of time is a potential health hazard.

Mobile phones get hot when they are used for a long period of time.

Some researchers believe that other types of wireless technology may also be dangerous to human health, including laptops, cordless phones, and gaming consoles. Organizations that are concerned about the effects of Electromagnetic Radiation suggest replacing all cordless devices with wired ones. They say that many cordless phones emit dangerous levels of EMR even when they are not in use. They even suggest keeping electronic devices, such as computers and alarm clocks out of bedrooms, or at least six feet from your pillow.

Other wireless technology may also be hazardous to our health.

A growing number of health professionals worldwide are recommending that mobile phone users err on the side of caution until more definitive studies can be conducted. They recommend that adults use head sets or speaker phones and that children and teens, whose brain tissue are still developing, use mobile phones only for emergencies. Concerned medical experts use the example of tobacco to illustrate the potential risks. Many years ago, people smoked freely and were not concerned about the effects of cigarettes on their health. Today, people know that cigarettes cause lung cancer, though it is still unknown exactly how or why. Some doctors fear that the same thing will happen with devices such as mobile phones.

Mobile phones

Word	Meaning
conducted *verb*	carried out with control
definitive *adj*	complete; well understood
device *noun*	a thing that people use for a specific purpose
err on the side of caution *idiom*	take the necessary precaution due to a possible risk
funded *verb*	paid or partially paid for
gaming consoles *noun*	electronic devices that allow people to play video games
hazardous *adjective*	dangerous; could cause injury or health problems
illustrate *verb*	show
logical *adj*	makes sense
long term exposure *noun*	the use or close proximity to something over a long period of time
mobile phone *noun*	a wireless phone that can be carried with you out of the home and office
potential *noun*	good possibility
radiation *noun*	a type of energy that is transmitted as waves or rays
tissue *verb*	group of cells in the body that work together
tobacco *noun*	dried leaves found in cigarettes

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1. Another word for dangerous is

a) logical   b) hazardous c) potential d) definitive

2. The device used for playing video games is a gaming

a) mobile b) radiator c) console d)exposure

3. The term "funded" means

a) helped pay for b) underpaid c) on sale d) expensive

4. Microwaves are a type of

a) tissue b) radiation c) mobile d) mobile phone

5. A synonym for "to show" is

a) to conduct b) to illustrate c) to devise d) to fund

1. According to the text, do mobile phones lead to brain tumours?

a) Yes, definitively b) there is no link c) too early to say

2. The text mentions the 1990s because this was when

a) the mobile was invented b) cancer was linked to mobiles c) mobile phones became popular

3. Why does the article mention microwave ovens?

a) They also use EMR b) They cause brain tomours   c) They will soon be wireless

4. Which of the following is NOT mentioned in the article?

a) video game consoles b) televisions c) wireless phones d) laptops

5. How is mobile phone use compared to tobacco use in this article?

a) Both cause brain tomours b) Both need long term studies c) They are equally hazardous

1. Do you use a mobile phone? If yes, how much time do you spend on it? Do you think your health is at risk?

2. Besides a mobile phone, what type of wireless technology do you use? Do you feel safe using it?

3. Are you the type of person who errs on the side of caution, or do you take risks?

4. If your doctor told you not to use your mobile phone for long periods of time would you agree?

5. Do you think children should have their own mobile phones? Why or why not?

Mobile Phones

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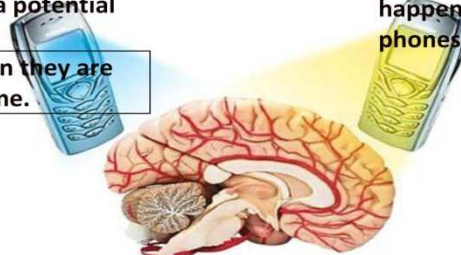Many cancers take ten years to develop.

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Please, read attentively and choose YES/NO.

1. I like reading.	*YES/NO*
2. I like reading texts with pictures.	*YES/NO*
3. I like reading texts with exercises (vocabulary, searching, translating).	*YES/NO*
4. I like to find an answer for the question of the text.	*YES/NO*
5. I like to guess the meaning of the text before reading and check it after reading.	*YES/NO*
6. I don't like reading aloud.	*YES/NO*
7. I don't understand the meaning of the text when someone interrupts me.	*YES/NO*
8. I don't understand the text if the new vocabulary isn't given.	*YES/NO*
9. I read the text if teacher asks me to read.	*YES/NO*
10. I like to listen to the teacher's reading.	*YES/NO*

Please rate for each item below a scale between 1 to 5. Circle your choice.

1= never or almost never true of me   *4= usually true of me*

2= usually not true of me   *5= always or almost always true of me*

3= somewhat true of me

1. Social

I sometimes read to my relatives (parents, sisters,

brothers etc.)   1 2 3 4 5

I talk to my friends about what I am reading   1 2 3 4 5

I like to tell my family about what I am reading   1 2 3 4 5

2. Grades–Compliance

I read to improve my grades   1 2 3 4 5

Grades are a good way to see how you are doing   1 2 3 4 5

Finishing every reading assignment is very important 1 2 3 4 5

I like to get compliments for my reading   1 2 3 4 5

I look forward to finding out my reading grade   1 2 3 4 5

In comparison, it is very important to be a good reader 1 2 3 4 5

I always try to finish my reading on time   1 2 3 4 5

3. Curiosity

I read to learn new information about topics of interest 1 2 3 4 5

I read about my hobbies to learn more about them   1 2 3 4 5

If my teacher discusses something interesting, I might

read it   1 2 3 4 5

I like to read about new things   1 2 3 4 5

I like it when the questions in books make me think   1 2 3 4 5

4. Competition

I like to finish my reading before other students   1 2 3 4 5

I try to get more answers right than my friends   1 2 3 4 5

I am willing to work hard to read better than my friends 1 2 3 4 5

I like being the only one who knows an answer 1 2 3 4 5

5. Involvement

I enjoy a long, involved story or fiction book 1 2 3 4 5

I like mysteries 1 2 3 4 5

If a book is interesting, I don't care how hard it is to
read 1 2 3 4 5

6. Reading Work Avoidance

I don't like vocabulary questions 1 2 3 4 5

Complicated stories are no fun to read 1 2 3 4 5

I don't like reading something with difficult words 1 2 3 4 5

7. Efficacy

I am a good reader 1 2 3 4 5

I learn more from reading than most students 1 2 3 4 5

My friends sometimes tell me I am a good reader 1 2 3 4 5

I know I will do well in reading next year 1 2 3 4 5

I always do my reading work exactly as teacher wants 1 2 3 4 5

8. Recognition

I am happy when someone recognizes my reading 1 2 3 4 5

I like hearing the teacher say I read well 1 2 3 4 5

I like being the best at reading. 1 2 3 4 5

9. Reading grids

I can understand familiar words and very basic phrases
concerning myself, my family in the text. 1 2 3 4 5

I can understand familiar names, words and very
sentences on notes, posters and catalogues. 1 2 3 4 5

I can read very short, simple texts. 1 2 3 4 5

I can find specific predictable information in simple
everyday materials such as advertisement, menus,
timetables etc. 1 2 3 4 5

I can understand short personal letters. 1 2 3 4 5

I can understand texts that consist mainly of high
frequency everyday or job related language.   1 2 3 4 5

I can the description of events, feelings and
 wishes in personal letters.   1 2 3 4 5

I can read articles and reports concerned with
contemporary problems in which writers adopt
particular attitudes or viewpoints.   1 2 3 4 5

I can understand contemporary literary prose.   1 2 3 4 5

I can understand long and complex factual and literary
texts, appreciating distinction of style.   1 2 3 4 5

I can understand specialized articles and longer
technical   1 2 3 4 5
 instructions even when they don't relate to my field.

I can read with easy virtually or all forms of the written
 language, including abstract, structurally or
linguistically
complex texts such as manuals, specialized articles and   1 2 3 4 5
literary works.

10. Understanding the structure of the text

I can understand the meaning of the structure at first   1 2 3 4 5
sight.

I can understand the text if I see the structure of the text. 1 2 3 4 5

I cannot understand the idea of the text if it is built up
from
sentence to paragraph to whole text.   1 2 3 4 5

I can understand the argument of the text if it is
developed by way of amplification (ie. When a
preposition in some kind of preliminary form and then
expanded upon).   1 2 3 4 5

I can understand the text, if ideas developed by
comparison with a similar situation or illustration.　　1 2 3 4 5

11. Strategy

I can look for something quite specific in the text.　　1 2 3 4 5

I can read the text thoroughly and recall the main point.　1 2 3 4 5

I can read the opening paragraph and the conclusion
carefully.　　1 2 3 4 5

I can read the first and last sentence of each remaining
paragraph to gain some idea of the main point.　　1 2 3 4 5

I can look for words and phrases that act as signpost to
main ideas or messages in the text.　　1 2 3 4 5

I can understand the text if I use a highlighter to mark
out any items that you want to reread or refer to later.　1 2 3 4 5

12. Open-ended statements

1. Reading is……

2. I can easily be motivated in reading if …

3. I don't like reading if …