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DIPLOMOVÁ PRÁCE

J. R. R. Tolkien's *The Hobbit* in ELT

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Prohlášení

Prohlašuji, že jsem tuto závěrečnou práci vypracovala samostatně za použití uvedených zdrojů a literatury.

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Annotation

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Název práce:	Kniha <i>The Hobbit</i> od J. R. R. Tolkiena ve výuce anglického jazyka
Název v angličtině:	J. R. R. Tolkien's <i>The Hobbit</i> in ELT
Zvolený typ práce:	Aplikační práce
Anotace práce:	Tato diplomová práce se zabývá použitím díla <i>The Hobbit</i> ve výuce anglického jazyka, a to v oblasti rozvoje klíčových kompetencí a očekávaných výstupů. V teoretické části se práce věnuje jak dětské literatuře, použití dětské literatury ve výuce anglického jazyka, potenciálu literatury v oblasti rozvoje a naplňování klíčových kompetencí a očekávaných výstupů, tak i autorovi knihy <i>The Hobbit</i> a samotnému dílu. Praktická část popisuje výzkum provedený na druhém stupni základní školy a představuje vytvořené plány vyučovacích hodin a jejich analýzu. Metodami použitými pro tuto analýzu bylo pozorování a dotazníkové šetření.
Klíčová slova:	Literatura, dětská literatura, výuka anglického jazyka, literatura ve výuce anglického jazyka, klíčové kompetence, očekávané výstupy, <i>The Hobbit</i> , J. R. R. Tolkien
Anotace v angličtině:	This diploma thesis deals with the use of <i>The Hobbit</i> in ELT in the area of the development of key competencies and expected outcomes. The theoretical part focuses on children's literature, the use of children's literature in ELT, the potential of literature in the development and fulfilment of key competencies and expected outcomes, as well as the author of <i>The Hobbit</i> and the work itself. The practical part describes the research carried out in a lower secondary school and presents the lesson plans and their analysis. The methods used for this analysis were observation and questionnaire survey.
Klíčová slova v angličtině:	Literature, children's literature, ELT, literature in ELT, key competencies, expected outcomes, <i>The Hobbit</i> , J. R. R. Tolkien
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Abstract

This diploma project focuses on the use of J. R. R. Tolkien's *The Hobbit* in ELT. In the theoretical part of the thesis, information concerning children's literature, the use of children's literature in ELT and the potential of literature as a possible means of developing key competencies and expected outcomes are elaborated. Finally, it discusses the author of the book and the book *The Hobbit* itself. The practical part of the thesis focuses on the analysis of the seven lessons in terms of development of key competencies and expected outcomes, as well as on the analysis of a questionnaire survey examining learners' evaluation of these lessons. The research found that *The Hobbit* used in ELT develops the key competencies and expected outcomes described in the FEP BE, and that the use of the book in ELT is positively evaluated by learners.

Introduction

This diploma thesis explores the use of J. R. R. Tolkien's *The Hobbit* in English language teaching (ELT). The choice of this topic is motivated by the fact that nowadays the use of literary texts in ELT in schools is unjustly given minimal attention. However, for illustration, Krashen states the general validity of the idea that people who read have a wider range of knowledge and their ability to better understand the content of a text also improves (2013, p. 15-17). Therefore, we decided to focus our attention on the potential of using this particular literary work in the classroom. The choice of *The Hobbit* has both rational and pragmatic reasons. The work is useful from the point of view of linguistics, didactics and has motivational potential as a text belonging to children's and young adults' literature.

In general, the topic of the use of literary texts in foreign language teaching is discussed, for example, by Hříbková (2000), Kylvoušková (2007), Lazar (1993) or Stoodt (1996). However, the issue of the development of key competencies and expected outcomes in connection with the use of literary texts in ELT is currently not given much attention, only briefly is this topic covered, for example, by Vraštilová (2007).

Based on the above stated information, the aim of this thesis was also determined. The aim of this thesis is to find out what are the potential benefits of using *The Hobbit* by J. R. R. Tolkien for learners at lower secondary school, specifically in the area of key competencies and expected outcomes as described in Framework Education Programme for Basic Education (FEP BE).

The thesis is divided into theoretical and practical parts. The theoretical part consists of five chapters; the first chapter is devoted to children's literature, its target group and different types of texts typical for this literature, it also mentions selected children's works. The second chapter focuses on the use of literature in ELT and describes the methodology for selecting appropriate literary texts, the possibilities for incorporating them into the classroom and also notes the positives and negatives of using these texts in the classroom. The third chapter explores the possibilities of using literary texts in ELT in order to develop key competencies and fulfil the expected outcomes, taking into account the specificity of these texts. The fourth chapter focuses on Tolkien and the circumstances of the creation of *The Hobbit*. The fifth chapter discusses *The Hobbit* in terms of content and form, thus forming a logical link between the practical and theoretical parts of this thesis.

In the practical part, the following research questions were formulated:

- Is it possible for *The Hobbit* by J. R. R. Tolkien to be used in English language lessons to develop the key competencies described in the Framework Education Programme for Basic Education?
- Is it possible for *The Hobbit* by J. R. R. Tolkien to be used in English language lessons in order to fulfil the expected outcomes described in the Framework Education Programme for Basic Education?
- How is the use of *The Hobbit* by J. R. R. Tolkien in English language lessons evaluated by learners?

The research focuses on the analysis of the lessons taught, based on whether they lead to the development of key competencies and expected outcomes. Another aspect that is examined is how learners evaluate the lessons. The research uses the method of observation and also a questionnaire survey. The results of the presented lesson analysis are then summarised, and conclusions are made.

THEORETICAL PART

1 Children's Literature and its Relation to Foreign Language Teaching and the Learner's Personality

The aim of this chapter is to specify the genre of children's literature, to compare it with literature for adults and to briefly characterize the different types of texts that appear in children's literature. The chapter also aims to mention important literary works that shape the personality of young readers and to identify the influence of children's literature on the personality of the learner. Finally, we will discuss the intentionality of children's literature and the position of *The Hobbit* within it.

Literature for children and young adults is a specific component of literature as a whole. Sometimes it is also referred to as children's literature, but here we would have to take into account a number of criteria - whether the book was primarily intended for children, or whether the text originally intended for adult readers has over time penetrated the consciousness of younger readers (Hrabák, 1977, p. 14). Children's literature differs from literature for adults primarily in that it comprises thematically limited content as it attempts to reflect the limited life experiences of children, and it is also simpler in terms of language (Stoodt, Amspaugh, Hunt, 1996, p. 5). With increasing experience, the reader evolves and moves from a bipolar perception of the world to the recognition that our society, culture and civilisation as a whole are more complex in their plurality and diversity. Kyloušková notes that we can help this development by carefully choosing the appropriate book (2007, p. 39, 40). It is therefore important to choose books that engage children; if they enjoy reading, they are more likely to remember the content and message (Collie, Slater, 1987, p. 6).

Thus, we can assume that the variety of adult literature has a major influence on the development of the reader, and that by selecting appropriate works of children's literature we can help prepare the learner for adulthood. Hunt highlights the fact that each book is good and can be used in a specific way; some are better suited for linguistic purposes, others for the development of the imagination or for amusement. Most books, however, meet more than one of these criteria. (2005, p. 10)

When working with literary texts, we pursue several goals - in addition to introducing learners to the work itself or to the individuality of the author, we develop their intellectual abilities; we have an emotional impact on learners and we also influence their future attitudes (Hrabák, 1977, p. 101, 102; Stoodt, Amspaugh, Hunt, 1996, p. 6-8). Literature also helps children to improve their language skills, children learn to think about the text they read and

thus develop their critical thinking, imagination, and they learn how to process their feelings and thoughts (Stoodt, Amspaugh, Hunt, 1996, p. 6).

However, this understanding of the meaning of literature must be based on the learner's independent and voluntary self-development (Chaloupka, 1989, p. 158, 159). If the learner is motivated and enjoys working with the texts at least to some degree, it is more likely that reading will have a positive effect on the learning process and that the learner will learn something (Collie, Slater, 1987, p. 6). The condition for success is an active cooperation of the learners and their intention or willingness to accept the values presented as their own because they agree with them; not because they have been imposed on them as a universally accepted dogma (Kyloušková, 2007, p. 23).

That is why the importance of children's literature cannot be underestimated; it also contributes to the field of language development (Wallace, 2003, p. 4). In the case of foreign language acquisition, the primary focus is on the ability to master vocabulary, grammatical rules or everyday conversation (RVP ZV, 2023, p. 26-29). Even Komenský points to the necessity of explaining the meaning of unfamiliar words to learners and demands that their explanation and comprehension should become a precursor to memory fixation, thus expediting and improving the quality of the learning process (1948, p. 226). McKay suggests that literary texts can stimulate a user's language skills so that they broaden their lexical and general linguistic horizons (1982, p. 529). In this way, they can connect their knowledge of the content of the work with the particular foreign language reality.

Literary texts were introduced into language teaching additionally, following the finding that the level of literacy in the Czech Republic lags behind the European context. Nowadays, there is no longer any doubt about the legitimacy of using literary texts in foreign language teaching (Vraštilová, 2014, p. 6, 7). Through contextual understanding of the text, learners learn to know and use not only individual words but also phrases in their linguistic practice and to use established phraseological expressions to create meaningful sentences (Collie, Slater, 1987, p. 5). The learners will improve their language skills if they become familiar with the literature of the target language area, if they understand more complex vocabulary, specific phrases or more frequent phrases, and if they use this in subsequent communication with other users of that language (McKay, 1982, p. 529). With the above mentioned findings, the learner will also be able to distinguish between relevant and irrelevant phenomena in the text and will be directed towards exploring other children's books or other literary texts.

The language of a literary work is not meant to act only as a means of artistic expression used by the author to reach their readers and win them over to their understanding of the world

(Vašák, 1984, p. 35, 36). This literary language extends into the non-literary realm as well, since the need to understand the meaning of any text is a primary goal and task for the effectiveness of quality communication. Learners can therefore develop their vocabulary without the risk of acquiring vocabulary that is not useful in practical life. Simpson confirms this by arguing that there is no such thing as a language that is suitable and used only by literature (1997, p. 7).

The development of reading skills and the active usage of language also affects critical thinking skills. If children are able to receive a text in their mother tongue from an early age and then understand a text written in a foreign language, they can also objectively assess and evaluate its meaning, thus improving their language and reading skills (Wallace, 2003, p. 3, 4).

The importance of literature and books in the teaching of foreign languages is already mentioned by Komenský in *The Great Didactic*. He stresses the role of the teacher, who transmits knowledge from books to his audience, and says that foreign languages should be based on listening practice, repeated reading and the learner's ability to speak and write in the target language. (1948, p. 172, 241)

1.1 Target Group of Children's Literature and Overview of Traditional Texts

Understanding of literature for children and young adults includes the age group of 3 to 15 years and emphasizes the functions of this literature in the linguistic, social, moral and aesthetic fields (Peterka, 1984, p. 208). However, we should also consider the unequal reading ability of learners of the same age. Different levels of reading ability reflect the influence of a range of social, mental and developmental factors - the influence of the environment, the atmosphere of the family environment and the impact of external influences; therefore, we should approach each learner with knowledge of their current abilities, knowledge and skills (Vágnerová, Lisá, 2021, p. 11-17).

Before children start school, they prefer picture books that develop their imagination and visualize the story, plot or environment. Children learn basic concepts and simple life situations through stories, often dominated by animals with personifying characteristics, to enable an understanding of society through comparison with nature (Katzner, 1881, p. 512; Vraštilová, 2014, p. 26). The combination of image and word was also used by Comenius in *Orbis Pictus*, which is seen as an example of an appropriate form of learning and acquiring both encyclopaedic knowledge and linguistic phenomena (Karlík, Černý, 1883, p. XXII; Whalley,

1996, p. 220). We therefore consider that illustrated books are particularly beneficial for younger children when learning foreign languages.

During the middle childhood years, the importance of the text expressed in words increases. Learners acquire the ability to respond to its written, read and printed form. They can therefore perceive the text individually outside the collective and create their own original dream world full of imagination (Vraštilová, 2014, p. 27). This need is best fulfilled by fairy tales or shorter prose pieces depicting the world through children's eyes or shorter poems introducing young readers to poetry (Besedová, 2014, p. 26). The experience of a learner influenced by this literature affects their further development and shapes their future relationship to literature, as they remember their first books well and will later confront other texts with them.

The learner will use the acquired reading habits in middle childhood age, when emphasis is placed on adventure literature that builds on fairy tales, poetry of a rhythmic nature and knowledge of tales, songs and other oral literature (Besedová, 2014, p. 27-29; Peterka, 1984, p. 208). The above mentioned texts may be longer and without the simplistic adaptations typical for the previous period (Kyloušková, 2007, p. 39, 40).

The reader of children's literature is gradually introduced to works primarily written for adult readers. Children can be introduced to literature through both intentional and non-intentional texts (Blahynka, Pávek, 1984, p. 155). A number of works originally intended for adult readers - meaning non-intentional texts for children - later gained popularity with children thanks to their simplification (Hrabák, 1977, p. 13, 14). Hunt agrees with Hrabák when he states that such literature "is enjoyed passionately by adults as well as by children" (1994, p. 1). As works perceived in this way with a link to in English written literature we can mention the following - *Robinson Crusoe*, *Gulliver's Travels* or *Animal Farm*. From other international literature, *Don Quixote* or *The Little Prince* have a similar effect. In essence, each literary type has its own literary form that is acceptable to children - it is just more unambiguous, and often the characteristics and complex multifaceted nature of a literary archetype are reduced to a single specific characteristic that allows such a character to be clearly identified by the young reader.

In the case of *The Hobbit*, it is, of course, an intentional literary work; the author conceived it from the beginning as a story for his children (Carpenter, 2016, p. 209-211, 225). In its original form and content, it ideally meets the requirements of texts intended for readers aged 15 and under, who can thus become acquainted with myth, legend, adventure story and understand the basic features of a fairy tale (Saxby, 1996, p. 169). Works comparable in content

to *The Hobbit* are mostly of an adventurous nature with a central fantasy theme - a theme of fantastical journeys and mythological tales - we could also mention C. S. Lewis and *The Chronicles of Narnia*. In research on books read in childhood, Tolkien is ranked as popular as L. F. Baum with *The Wonderful Wizard of Oz*, A. A. Milne with *Winnie the Pooh*, and J. K. Rowling writing *Harry Potter*; interest in his work is ongoing (Vraštilová, 2014, p. 23, 24, 99).

The Hobbit has a number of ideological antecedents within children's literature and fulfils the basic characteristics of a good quality story, providing themes suitable for the development of language and literary activities linked to the improvement of English. The book has similar themes to traditional literary works that appear as early as in the ancient period (Krause, 2013, p. 43). He is surely inspired by Homer's portrayal of Odysseus' return to his native Ithaca, as well as the emphasis on a strong protagonist whose actions confront a seemingly hopeless situation. The protagonist of these stories may be close to the learners and the perseverance of these heroes will be inspiring for those interested in the English language, because they must show a similar quality in their language studies and not give up in case of initial failure in their studies.

Children's literature is beneficial because it provides children with many inspiring stimuli and shapes their value spectrum to become personalities. This literature also contains timeless and universally applicable themes that help young readers address the extra linguistic component of fiction. As this reader learns about themselves while reading, they find their place in society; they navigate interpersonal relationships and can distinguish between crisis and cathartic states. As a distinctive individual, he or she is able to delineate himself or herself against the evil and negative aspects of our times, and also understands the formative influence of literature on the cultural development of our society.

2 Using Literature in ELT

The aim of this chapter is to discuss the possibilities of using a literary text in ELT. Therefore, we will focus on the work with the text in the educational process, distinguishing the different types of texts used in teaching, while considering the specifics of ELT. Furthermore, we will try to assess what the positives and negatives of using literary texts are and how to integrate a particular literary text in the classroom in terms of content and form. We will focus also on the criteria for selecting the text, because a properly selected and appropriately used text can help the teacher to develop the personality of the learner as an active participant in the educational process.

2.1 Types of Texts and Their Use in Educational Process

During the study of any language learning begins with the recognition of elementary linguistic phenomena (Vraštilová, 2014, p. 10, 11). Learners first acquire a passive knowledge of the language, for example by listening, and then actively develop it in conversation, the quality of which should improve in content and form throughout the learning process (Vraštilová, 2014, p. 45). In foreign language teaching, emphasis is placed on the primary ability to communicate in a foreign language environment and to respond to simple real life situations.

In addition, literary texts should also be used. The texts can be distinguished into non-fiction and fiction texts. Non-fiction is fluid because it responds to everyday communicative practice, and fiction is more stable because we see it as a permanent artistic message that has lasting aesthetic and formal value (Kyloušková, 2007, p. 32).

The first type - that is the non-fictional text - can be perceived as a dialogical medium based on direct contact between the participants and interpreted clearly in an objective context; the fictional text tends more towards being received and understood in the form of a monologue or listening, and its interpretation is varied and subjectively tuned (Besedová, 2014, p. 42, 43).

The specific characteristics of a fictional text lead us to remind learners of the formal aspect in addition to the content and linguistic meaning. Knowledge of literary types will help learners to analyse the structure of a literary text and whether it is prose, poetry or drama. The learner will also understand why a text is lyrical or epic in tone and be able to place it more closely in the genre domain and can thus become a more active participant in the perception of a literary text. (Hrabák, 1977, p. 15)

Teachers should work with literary theory terms only to the extent that is necessary; more terms and detailed theorizing would demotivate learners. The learner should first of all be familiar with the foreign language environment, should communicate actively and should also get to know the customs, social norms including culture and traditions of the language region (Kyloušková, 2007, p. 7). And this is what the use of literary texts helps and aims at.

2.2 Incorporating Work with Literary Text into Teaching

A condition for the successful integration of literature into English language classes is that the teacher brings system and order to the material discussed, teaches learners to work independently with the text, which will gradually manifest itself in improved reading literacy, learners will be able to interpret even more content and linguistically demanding texts (Vraštilová, 2014, p. 41). Another benefit will be, among other things, that the learners will work faster and will therefore be able to process more text in a given period of time.

This is certainly aided by respecting the principle of reading comprehension and by teaching learners to actively perceive the text as a complex whole, which is clearly defined and specified, including accompanying instructions on logical thinking processes and required partial steps, so that the learner processes the text independently, understands the text, becomes familiar with new vocabulary and practises new grammatical phenomena (Kyloušková, 2007, p. 14, 15, 41, 42).

The fundamental question is how much time it is effective but also realistic to devote in English language classes to the literary field and to the analysis of these texts during the school year. The advantage is that this activity does not have to be at the expense of other curriculum material, which will not need to be reduced. The phenomena discussed, such as grammar, vocabulary or life and institution, will be mastered by the learners in the context of working with a specific literary text (Vraštilová, 2014, p. 37). Similarly, it is very possible to incorporate activities other than reading into the lesson; it is not difficult to use speaking, writing and listening exercises in the worksheets.

We are of the opinion that the ideal would be to set aside an hour a week to work with a literary text. In this way, it would be possible to create a ten-hour thematic unit responding to a single book, so that three to four titles could be discussed during the school year. The choice of titles might reflect both the life and institution and the grammar appropriate to the particular grade, thus fulfilling the requirements of the curriculum.

2.3 The Positives and Negatives of Using Literary Texts

First of all, we will list the advantages of working with literary texts, which by their more challenging form should stimulate learners to be more active. Above all, the text must be appropriately chosen in terms of the space-time of the work, its difficulty and its appeal to the reader (Chaloupka, Nezkusil, 1973, p. 82; Vraštilová, 2014, p. 61). By reading comprehension, learners will enrich their passive and active vocabulary, reinforce their grammatical and phonetic knowledge through a text that shows the diversity of the foreign language they are learning and offers an example and model of the expression of ideas and their refined stylisation in spoken and subsequently written form (Kyloušková, 2007, p. 35). The benefit of authentic literary texts perceived in the original is further manifested in the fact that they make it possible to overcome the distance between the mother tongue and the foreign language, the learner is obliged to analyse the text even if he/she is not a native speaker, and thus to improve and develop in speech (Vraštilová, 2014, p. 52). As Černá and Vášová state, thanks to reading, the learner also develops in the intellectual, emotional and creative spheres (1986, p. 12).

If we focus on the problems arising from the use of literary works in language teaching, we can mention the following possible negatives. The preparation of a specific lesson is more time-consuming for the teacher, in addition to the material and technical support, it is necessary to find consistency with the topics discussed in the English language curriculum. We cannot create just one isolated lesson, the effect will only come if the series of lessons has a clearly defined content, structure and thematic sequence, it is therefore necessary to plan the lesson thoroughly (Vraštilová, 2014, p. 63). Teachers also find it more comfortable and less demanding to work mechanically with existing textbooks and working materials. This idea is also confirmed by Hříbková's comment that ordinary teachers are reluctant to use fiction texts in a creative way due to time pressure and the impossibility of objectively evaluating the effectiveness of the pedagogical effort (2000, p. 80, 81). As far as it is known, there is currently no English language textbook on the book market that has a direct link to a specific book in the field of fiction. This is also the reason why the practical part of this thesis includes some sample worksheets, which try to compensate for this lack at least to some extent.

Efficacy of the lesson depends on the activity of the learners and their willingness to accept the use of literary texts. Learners' interest in reading is individual, in terms of the range and type of books, and the motivation for self-development is not sufficient for some learners, also because of current trends, it is therefore necessary to motivate the reader (Černá, Vášová, 1986, p. 46, 47). Another problem is the limited language skills of learners (Kyloušková, 2007,

p. 11). This problem most often results in a misunderstanding of the text, an inability to interpret the text correctly and then share it within the class, which can lead to demotivation and learning passivity. This makes it all the more necessary to motivate students and awaken their interest, as positive, visible results will not appear immediately. (Vraštilová, 2014, p. 31)

2.4 Selection of Appropriate Titles

Choosing a suitable book for use in English language classes is not easy; we have to consider many criteria and often conflicting aspects. Subjective factors such as mood or the current atmosphere in the group also play a big role (Vraštilová, 2014, p. 64). It is essential to respect the curriculum, the age of the learners and their personal preferences, the composition of the group, the nature of the particular school and interpersonal relationships.

The teacher's and learners' own interest in a particular literary work is crucial to the choice, this may be influenced by how popular or well-known the book is. A relatively popularised bestseller published in large print run in multiple languages and made into a film or comic book is more likely to attract learners than a work favoured by a teacher simply because he or she encountered it in their childhood, and it was only accepted at the time because nothing else was realistically available. The ideal solution would be to reconcile the generational differences in terms of learner and teacher interest in the particular literary work chosen. (Kyloušková, 2007, p. 39) Thus, the teacher should respond as a knowledgeable and mature reader in order to understand but also to shape the needs of his/her students and develop their literary interests (Vraštilová, 2014, p. 41; Kyloušková, 2007, p. 23, 63). The selected text can function as a means of providing an introduction to the fiction of a particular language area, but we should not submit to chronological or literary-historical considerations.

The teacher should also choose an adequate range when selecting an appropriate literary text. Whether to use the literary work as a whole or to present it in the form of individual excerpts is influenced by the form of the work chosen in class; the actual text used must provide enough information and stimulating facts so that the learner is not dependent on the teacher's commentary alone and can work independently. (Kyloušková, 2007, p. 39, 40) A longer text could demotivate learners. Therefore, it is better to give learners just a fragment than to bore them with the whole book page by page, because they will hate such a monotonous activity. (Collie, Slater, 1987, p. 11)

The length of the text corresponds to the literary character of the subject - shorter texts can be quoted in full, while longer prose pieces will be used in a reduced or simplified form.

The teacher must be familiar with the literary work, read it carefully and, above all, understand its meaning; after all, he acts as a mediator of the work (Bučková, 2012, p. 12). It also stated that a literary work can be considered as a complete whole containing thematically separate fragments, so we can use both the whole text and its fragment, because both express the character of the work (Bučková, 2012, p. 12).

In this chapter we have discussed the use of text in the educational process. It is appropriate to use both fictional and non-fictional texts for the English language because fictional texts develop the learner in the aesthetic and creative fields, and non-fictional texts aim at the understanding of facts. The synthesis of these differences results in a complex full-fledged information about linguistic reality. When working with a text, we must respect the possible advantages and disadvantages arising from the nature of the text and integrate the chosen text organically into teaching in order to use its full potential, which is why the choice of a particular form of text makes sense. Choosing the right book title is also important, we need students and teachers to have a positive relationship with it. The potential of a literary text is based on its ability to help develop a learner's linguistic and cognitive abilities. The text has an irreplaceable position in the ELT because it shapes the learner's knowledge, culture, aesthetics and initiates his/her creative activities.

3 Literature as a Tool for Fulfilling Key Competencies and Expected Outcomes

This chapter aims to describe the key competencies and expected outcomes defined in the FEP BE with regard to the use of literature in ELT. In analysing the individual competencies, we have based the analysis on the way the FEP BE understands and defines them. Therefore, the chapter compares this conception with the possibility to include literary texts in the teaching in such a way that the individual key competencies and expected outcomes are fulfilled through reading.

3.1 Learning Competencies

Through working with literary texts, learners gain factual knowledge about literature and acquire the ability to navigate through a text to get to the core of its meaning. Through the process of reading, learners will deepen their skills in vocabulary, spelling and phraseology; through continuous effort, they will better retain the knowledge gained (Purm, 1994, p. 164). By practising the analysis of individual texts over a longer period of time, learners will become better at this activity and will not find it difficult to find and sort out the main data and the required information in order to capture the main meaning of the text. Their creativity and imagination will also be enhanced; it is likely that they will then be able to use these skills in real-life activities. (RVP ZV, 2023, p. 10)

Literary texts contain a variety of terms and important features, and the need to understand all the essential connections in the text is also crucial for learners. Because literature absorbs social reality, including facts and terminology, and uses commonly known symbols, learners can retrieve these phenomena from literature and actively find connections between literature and their own social reality. Through reading, learners will strengthen their general overview and broaden their horizons by reading valuable excerpts from literary works. The sub-knowledge forms a system of knowledge and is essential for understanding society, as is the newly acquired ability to think in context and relation. (RVP ZV, 2023, p. 10).

If the learners work with literary texts on a larger scale, they will have a better chance of discovering what interests them and leads them to seek further independent research and discovery, because the more they learn about the topics they are studying, the more they are interested in continuing this activity independently. This will strengthen their active approach to learning, and they will be able to take a self-critical view of their work and results. (RVP ZV, 2023, p. 10)

3.2 Problem-solving Competencies

Literature responds to our society, records our actions and shows the complexity of interpersonal relationships through literary characters (Hrabák, 1977, p. 63). Learners can recognise and react to model situations in literary texts - this creates their hierarchy of values and their hierarchy of needs and demands. By recognising typical model situations, learners will also arrive at ways of experiencing and dealing with them. Rational, pragmatic or emotional perspectives may prevail, empirical and logical reasoning, systematic thinking or intuitive improvisation may be used. The learner's own character and worldview also shows which solution option he or she prefers. The learner's awareness that there are several options when making a decision strengthens their adaptability and flexibility. (RVP ZV, 2023, p. 11) The learner can identify with the actions of the literary character when reading the text (Vraštilová, 2014, p. 15; Černá, Vášová, 1986, p. 93). However, the learner can also dissociate themselves from this behaviour - they can therefore make a choice and be able to rationally justify this particular choice, here the teacher can also help with their experience and the application of generally valid moral postulates. (RVP ZV, 2023, p. 11)

The literature therefore prepares the reader for the possible problems they will face in real life and will have to deal with in adulthood (RVP ZV, 2023, p. 11; Chaloupka, Nezkusil, 1973, p. 158, 159). If learners are at least a little prepared for crisis situations, their actions will lead to a successful resolution of the problem, whether it is at school or in their personal lives. The learners' critical thinking skills and the knowledge gained from literary texts will help them to do this. (RVP ZV, 2023, p. 11)

3.3 Communication Competencies

The ability of authors of literary works to articulate and share their ideas provides learners with a role model and inspiration to improve in all forms of communication. The teacher should find space for learners to be able to speak and listen to others, to be able to support their positions with valid arguments. (RVP ZV, 2023, p. 11) It is also important for learners to learn to accept the attitudes of others if they are different; resulting in much-needed tolerance (Vraštilová, 2014, p. 43, 49, 50; RVP ZV, 2023, p. 11). The literature shows the importance of communication when the protagonist and antagonist collide, and also shows that the absence of meaningful communication leads to conflict and crisis.

The variety of literary texts allows the teacher to respond to specific life situations and to practice different forms of communication. The variety of literary texts allows the teacher to

respond to specific life situations and to practice different forms of communication. The knowledge acquired through reading and discussion of this reading will help the learner to integrate into a specific interest or social group, which is essential for their social development and ability to interact. (RVP ZV, 2023, p. 11)

3.4 Social and Personal Competencies

The use of a literary text strengthens the social and personal qualities of the group, especially when the work in the class is appropriately structured from an organisational point of view and other forms are chosen in addition to individual work, including the cooperation of learners (RVP ZV, 2023, p. 12). By recognizing specific interpersonal connections in the literary world, learners are able to assess and possibly apply this exemplary behaviour in the real life (Chaloupka, Nezkusil, 1973, p. 42, 43). The actions of literary characters can positively inspire the classroom atmosphere (RVP ZV, 2023, p. 12).

Adventure literature and fantasy literature in particular is based on the need to respect the rules for the community, the need for equal opportunity, and the need to respect all members of the group. (RVP ZV, 2023, p. 12). Friendship and mutual support have been recognized in literature from the beginning as a basic behavioural model (Campbell, 2000, p. 74, 75).

Literary texts that acknowledge the role of the exemplary individual who is the hero, and the model authority should be confronted by the teacher with texts where the cooperation of the protagonists involved leads to success. If learners learn to work together in the English language lesson, they will understand that the whole group benefits from the improvement of an individual's abilities (RVP ZV, 2023, p. 11). Oktavec confirms the importance of working with a literary text as a condition for creating a harmoniously functioning group (1994, p. 12).

3.5 Civil Competencies

One of the aims of literature is to influence the reader ideologically; by reading and interpreting texts, learners can gradually understand the value spectrum of our society and distinguish positives from negatives. The acquired knowledge of values will give them an overview and explain what happens if they or a literary character crosses the boundary of norms or breaks existing social rules. This can be found often in literature, negative characters end up badly and in isolation due to betrayal and anti-social behaviour, while the hero helping others is recognized and evaluated positively. Even in everyday life, learners may encounter this reality. (RVP ZV, 2023, p. 12)

Mainly through historically oriented literature or texts related to social issues, learners can develop a positive relationship with the traditions and history of our civilisation. (RVP ZV, 2023, p. 12). Through language and literature, we can also understand our multicultural society (Kyloušková, 2007, p. 18). Knowledge of historical development and the ability to compare literary representations of past times with the present and visions of the future expressed in the form of science fiction or utopias and anti-utopias will also strengthen civil competencies. Learners will learn to evaluate the specifics of the different periods of our society's development and gain an overall overview. (RVP ZV, 2023, p. 12)

3.6 Working Competencies

Habits acquired by working with a literary text are necessary for the fulfilment of working competencies - the teacher guides the learner to plan the work, the learner can schedule the reading into individual stages; the acquisition of the text and its comprehension is based on an optimally structured procedure (Oktavec, 1994, p. 12). The texts should have a coherent structure and the time allocation for the learner's use of the texts must be proportional to their difficulty. The learner should also make use of working procedures used in other subjects (RVP ZV, 2023, p. 13).

Reading books can also influence a learner's later professional development, but it is necessary to state that literature will be more of a hobby or a leisure activity for most of them. Reading requires systematicity in one's own work, a record of the steps involved in perceiving a text and efficiency in analysing it (Kyloušková, 2007, p. 41).

The learner can also assess how their language and knowledge skills are developing during the acquisition of the literary text and correct any deficiencies in cooperation with the teacher and their classmates. In this way, the learner develops the necessary work habits and acquires knowledge of methodological procedures, which can be used in other work activities. The knowledge of literature and the ability to process and use the text will help the learner to apply this in other disciplines where the emphasis is on working with the text. (RVP ZV, 2023, p. 13)

3.7 Digital Competencies

In many schools, iPads or laptops are now available to learners in foreign language classes; it is therefore not a problem for them to use them in English language classes focused on working with literary texts. This brings many advantages that would be difficult to achieve

with traditional printed texts. For example, digital technologies help learners with special educational needs to enlarge the text as needed or to use the audio form of the text. Working with an electronic form of the text will make it easier for learners to search for unfamiliar words online and also to find a specific expression in a larger text. This form of independent work is often more acceptable and enjoyable for learners, and therefore the teacher can expect a higher level of motivation and activity from learners in class. (RVP ZV, 2023, p. 13)

Working with digital technologies not only enables the transformation of literary text into various visual or audio forms; the teacher has the opportunity to introduce learners to various apps and tools that they may not be familiar with and that have the potential to facilitate their work with the text. As part of additional exercises related to the text being read, learners can use digital technologies to create posters or mind maps to help them navigate the text and find key passages or key moments. (RVP ZV, 2023, p. 13)

3.8 Expected Outcomes Based on the Use of Literature as a Means of Fulfilling the FEP BE

Closely related to the competencies discussed above are the expected outcomes in the areas of listening, speaking, reading and writing. In the following lines, we analyse each of the expected outcomes as defined in the FEP BE and try to consider the applicability of literary texts in this context.

3.8.1 Listening comprehension

The teacher has the option of selecting a simple literary text in audio form; the combination of listening and silent reading is very effective. However, we need to continuously monitor whether the learner understands the text and check this through simple review questions that guide the learner to understand the topic being discussed. (RVP ZV, 2023, p. 28)

3.8.2 Speaking

A literary text that relates to themes close to the learner's interests allows them to discuss how they themselves experience these phenomena and how they would react individually to the situation described in the text. The selected text is thus both a starting point and an inspiration for the learner's own speech activity in the form of a story telling or description, which will most often concern topics familiar to the learner. (RVP ZV, 2023, p. 28)

3.8.3 Reading comprehension

Through the use of literature, learners will learn to extract important information from the text and be able to understand the structure, plot development and characters of the work. The teacher can help the learner through well-designed exercises that focus on finding information in a literary text, which will strengthen the learners' literacy skills. (RVP ZV, 2023, p. 28)

3.8.4 Writing

Literature can also deepen a learner's writing skills. Writing fixes ideas and attitudes and allows the learner to present them in an individual way. If the teacher chooses an optimal text and asks inspiring questions accompanied by well-designed tasks, the learner can describe, for example, a literary character and their actions, the setting or the development of the story. The learner will then be able to formulate their own opinion on all aspects of the literary text under examination; they may use these skills when writing about themselves or for their own personal use later in their life. (RVP ZV, 2023, p. 28)

In conclusion, a quality literary text is irreplaceable, as it allows to deepen the learner's knowledge. The advantage of literature is the possibility of individual learner's perception of the acquired information, which also leads to critical thinking and more effective learning. Through constant practice and regular reading, learners can easily grasp the meaning of even more complicated texts and the time spent working with the text is reduced. Learners will also learn to lead a discussion on a given literary topic, sharing the information they have learned together and comparing it with their prior knowledge. Another benefit will be the learner's ability to spot relevant facts, which will contribute to the development and improvement of literacy skills. But in order to make the work in the classroom effective, we see it as essential to choose interesting topics that will appeal to and interest the learners. For most learners, if they acquire a positive attitude towards reading and processing information, their lifelong interest in learning will be strengthened.

4 Tolkien and Literary-Historical Context of the Work

The aim of this chapter is to show which moments in Tolkien's life were fundamental in shaping *The Hobbit* as a literary work. It is therefore necessary to list everything that may have influenced Tolkien's writing, and we therefore consider it important to mention Tolkien's biographical data, with an emphasis on the time period from 1892 to 1937, meaning the period from the author's birth to the year in which *The Hobbit* was published (Carpenter, 2016, p. 348, 358). We will focus on Tolkien's childhood, his time as a student, the war period, his university teaching era, and his scientific and especially his literary activities. We shall also briefly mention the circumstances surrounding the writing of *The Hobbit*.

J. R. R. Tolkien was born on January 3, 1892, in South Africa, as the son of a bank clerk, however his memories of this environment and of his father were very limited (Carpenter, 2016, p. 22, 32). Tolkien's own perception of the landscape and its inhabitants did not begin to take shape until he travelled to England with his mother and brother Hilary in 1895 (Carpenter, 2016, p. 348). His new home became Worcester County, and it was here that he learned the local dialect, which intrigued him (Carpenter, 2016, p. 35). Already in these early years we see Tolkien's fascination with language and its variants.

His father Arthur remains in Africa and dies suddenly of rheumatic fever in 1896; a letter dictated by Tolkien to his nanny dates from just before this event and shows the stylistic skills and aptitude for his later literary work (Carpenter, 2016, p. 30, 31). At the same time, we see a strong bond between father and son, which is reflected in later periods of Tolkien's life. Tolkien has a close relationship with his own children, telling them stories from their early childhood and creating tales for them, one of which is *The Hobbit*, which he did not even intend to publish at first (Carpenter, 2016, p. 235-240). Little was needed, and world literature would never have discovered the world of hobbits. *The Hobbit* is influenced by the absence of a father-son relationship; the author emphasizes courage and adventure, and pays attention to relationships with relatives, friends, and authority figures, but the father-son relationship is absent.

The lack of financial resources after the death of Tolkien's father necessitated home tuition, which was provided for both sons by their mother Mabel, who was proficient in Latin, French and German; this is also when Tolkien's interest in foreign languages first begins to emerge (Carpenter, 2016, p. 32). Another of Tolkien's interests is in lexicology, learning new words and actively developing his vocabulary; his ability to create neologisms and his feeling for languages is typical of Tolkien (Carpenter, 2016, p. 36-38). He also takes up music, drawing

and adopts many of the other artistic interests of his ancestors, which he then makes full use of in writing *The Hobbit* (Carpenter, 2016, p. 34-38). Tolkien's maps and illustrations of landscapes form the unique character of this book (Tolkien, 2020, p. 284, 285).

Tolkien's childhood was profoundly influenced by his mother not only educationally but also religiously; in 1900 the family converted to the Catholic faith (Carpenter, 2016, p. 40, 41). In *The Hobbit*, we can find a number of Christian principles implemented (Pearce, 2022, p. 64). Although Tolkien does not directly mention Catholic principles in *The Hobbit*, the Christian principle of the contest of good versus evil is to be found here, including the final battle of these opposing forces (Tolkien, 2020, p. 262). Tolkien also reflects on the principle of forgiveness during Bilbo's final encounter with the dying Thorin (Tolkien, 2020, p. 268). Pearce also emphasizes the difference between the proud Smaug and the humble Hobbit (2022, p. 89). The motif of falling and rising is also found in the Bible, specifically the verse "For everyone who exalts himself shall be humbled, and whoever humbles himself shall be exalted." (Luke 14.11) This demonstrates how important Tolkien thought faith and Christian principles were to early 20th century society.

In addition to his strong emotional attachment to his mother, Tolkien is influenced by his reading of books, many of which become inspirations for his literary endeavours (Carpenter, 2016, p. 39). It cannot be said that he mechanically adopts the motifs; he is always able to transform them creatively. Books that are now valued and loved by children's readers, such as *Alice's Adventures in Wonderland*, *Treasure Island*, Andersen's fairy tales, and *The Pied Piper of Hamelin*, have not captivated Tolkien (Carpenter, 2016, p. 39). The world of fairy tales, adventures, and legends is further enriched for Tolkien by the work of J.M. Barrie, specifically the story of Peter Pan, the dramatization of which Tolkien rated as an unforgettable experience (Carpenter, 2016, p. 71, 72). This proves that every reader, whether Tolkien or modern man, is greatly influenced and shaped by the literature he or she read as a child. Appropriate selection of children's literature is therefore absolutely essential for the development of more than just language skills.

In 1903, Tolkien became a learner at King Edward's School, and although there was minimal space devoted to English literature, he nevertheless became acquainted with Shakespeare's work for the first time; this acclaimed author, however, disappointed him in his conception and use of mythological elements in his work - he reproached him, for example, for his superficial adaptation of the well-known Macbeth motif of the marching forest (Carpenter, 2016, p. 46, 348).

Tolkien's literary development was significantly influenced by his class teacher Brewerton as an enthusiastic medievalist, who aroused Tolkien's interest in the Middle Ages and led him to study, for example, *The Canterbury Tales* in Middle English; this work with the original text brought further expansion of Tolkien's abilities (Carpenter, 2016, p. 46).

During his time at the school, Tolkien improves his skills in painting, Greek, and German, takes up chess, and becomes familiar with a number of classical works (Carpenter, 2016, p. 47). The resulting interest in language study leads Tolkien to the field of classical linguistics, with an emphasis on knowledge of Greek, Latin, French, and German, and from these languages Tolkien moves on to Anglo-Saxon and Old English literature or the Norse sagas (Carpenter, 2016, p. 54-55, 70). He acquaints himself with the Gothic language and solves the limited number of extant words of that language by creating and adding to them in new ways, using his knowledge of the Gothic language system, which he has perfectly grasped (Carpenter, 2016, p. 58). He also uses his creative imagination to construct artificial languages, which he uses, among other things, to communicate with his friends (Carpenter, 2016, p. 56). Here we see the necessity of understanding the system of language, active acquisition of the lexical minimum to master communication in a foreign language and understanding of foreign language texts, including the ability to interpret and share them. The sharing of literary texts is also based on active speech in the form of recitation or reading. With the help of rhetoric, the listener can achieve a deeper understanding and experience of the linguistic, aesthetic and content components of the shared text and the ability to debate the topic. Tolkien was certainly well aware of this. While Tolkien is credited with some debating talent, we can find some of Tolkien's shortcomings in the area of performance, of which he is aware, and which he therefore wishes to gradually remedy (Carpenter, 2016, p. 62). Tolkien was known for speaking too fast and for faulty pronunciation, but this did not apply to the recitation of poetry, which he took great care to do (Carpenter, 2016, p. 72).

In 1911 he becomes a librarian and with his friends forms a club, where Germanic languages and linguistics are discussed; members study, read and debate texts of Nordic literature (Carpenter, 2016, p. 68-70). This is also why Tolkien focuses on Finnish literature in order to learn about and translate the *Kalevala* (Carpenter, 2016, p. 73, 74). Later, Finnish serves him as a template for the noble Elvish languages (Colbert, 2002, p. 82). From his school environment, Tolkien's journey takes him to the Alpine lands in 1911, where he encounters the local myth of the mountain spirit, which serves as a model for a future character in *The Hobbit*, Gandalf (Carpenter, 2016, p. 74-76).

After the holidays, Tolkien heads to Oxford, where he continues to discuss literature with friends over numerous dinners (Carpenter, 2016, p. 76-79). It is also during this time that Tolkien's predilection for tobacco and, in particular, for male companionship with a minimum number of women is established (Carpenter, 2016, p. 79). Both motifs are later mirrored in *The Hobbit* (Tolkien, 2020, p. 14, 15).

Even during his university studies, he continues to build on his previous interests and is therefore studying Finnish grammar in order to get to know the epic of the *Kalevala* in its own language (Carpenter, 2016, p. 86). He is also interested in sagas, various prophecies, myths and *Edda* (Carpenter, 2016, p. 93). From this he also draws the names of some characters in *The Hobbit*, such as Gandalf and the dwarves (Edda, 2019, p. 22). In addition to names, Tolkien seems to be inspired by the Nordic landscape, whose forests and mountains are very powerful in the stylization of the adventurous journey of Tolkien's characters.

The peaceful Edwardian era is definitively ended by the First World War. Tolkien does not succumb to the enthusiasm of his peers, and instead of volunteering to fight, he tries to continue his studies at Oxford (Carpenter, 2016, p. 103). Nevertheless, from 1916 onwards he takes up flag signalling and Morse code as part of his officer training, which he chooses because of his predilection for communication and text analysis (Carpenter, 2016, p. 111). Tolkien's stay in the trenches is ended by trench fever, and he returns to England, but the memory of his fallen comrades follows him throughout his life and pervades his work (Carpenter, 2016, p. 118-121).

After the First World War, Tolkien's work as a teacher also begins to develop, and from 1920 he becomes a lecturer in English at Leeds, teaching Anglo-Saxon and reading excerpts from his work to selected students; these are generally well received (Carpenter, 2016, p. 141, 142). Here we see that the sincere interest of the audience can greatly motivate the teacher or the creator of the text to continue his work.

Tolkien's goal at the university was to create an optimal curriculum designed to encourage students to be active, as Tolkien was keenly aware of the need to modernize language teaching methods in order to awaken students' interest in literary texts (Carpenter, 2016, p. 144). In addition to the teaching itself, he encouraged interest in learning in the extra-curricular sphere - as evidenced by the Viking Club, where, in addition to reading sagas, songs and rhymes, he also devoted himself to Old Norse or Anglo-Saxon; in this way he gained popularity among students, which also led to an increase in the number of those interested in studying English (Carpenter, 2016, p. 146).

From 1925 to 1959 Tolkien is professor of English at Oxford (Carpenter, 2016, p. 149, 351). His stay at this distinguished university allows him to develop not only his scholarly but also his literary skills. He is very diligent, during the day he is fully engaged with his students, preparing and delivering lectures; in his free time, mostly at night, he is engaged in his own literary work - this also applies to the story of Bilbo Baggins (Carpenter, 2016, p. 158-165). The lack of time to complete all his work and Tolkien's obsession with perfection are reflected in his inability to definitively finish the texts he had already produced and to publish them promptly (Carpenter, 2016, p. 185, 186). *The Hobbit* is not published until 1937 by the London publisher George Allen & Unwin, many years after Tolkien began writing the story (Bador, Potot, Stocker, Vigot, 2023, p. 9).

In this chapter we have shown the key moments in Tolkien's life that contributed to the writing of *The Hobbit*. From the insights presented, it is clear that the author's life and work are directly linked and often influence each other. Indeed, one cannot fully understand *The Hobbit* without an outline of what influenced Tolkien most in his writing. Tolkien was influenced in the creation of *The Hobbit* by the early loss of his parents, which caused him to focus his energies on the study of literature and languages, and he later used this knowledge in the stylization of the book. His mother's home schooling and school environment, not only during his studies but also during his teaching career, fundamentally shaped his personality development, allowing him to pursue his interests and thus find inspiration for *The Hobbit*. It was only because Tolkien put so much effort into his work that *The Hobbit* was able to become known around the world and gain many admirers.

5 The Hobbit

The aim of this chapter is to analyse *The Hobbit* as a literary work in the context of children's literature, to characterise its structure, the literary and linguistic devices used and to describe the setting and individual characters of the book with an emphasis on the main character of the book. Knowledge of these facts will allow to use the text of *The Hobbit* in the preparation of worksheets and their use in ELT which will be the focus of the practical part of this thesis.

5.1 The Hobbit as Part of Children's Literature

Tolkien's *The Hobbit, or There and Back Again* is an epic adventure story with a dramatic storyline (Saxby, 1996, p. 169). This book is mentioned alongside *Robinson Crusoe* and *Gulliver's Travels* as children's literature (Hannabuss, 1996, p. 422). The content connection between these books is evident through their epic nature - the main character wanders through unfamiliar lands, faces a series of dangerous challenges, and evolves morally and in terms of character to understand social bonds and learn about themselves. The adventurous plot has its appeal, therefore, not only for the adult reader, but also for children, who will be attracted by the clearly defined literary type presented by the protagonist, with whom they can easily identify. (Königsmark, 1984, p. 286) *Gulliver's Travels* also shows a fictional world of creatures great and small, a motif that originates in fairy tales and appears in an alternative form in *The Hobbit*. Robinson Crusoe in turn shows courage and a value shift, the need to develop one's personality, which is also given to Bilbo as a basic character trait. The protagonist struggles primarily with his weaknesses (Pearce, 2022, p. 53). *The Hobbit* could therefore be a literary synthesis of all the previously existing protagonists of adventure literature. The actual book about the halfling belongs to children's adventure fantasy, and in addition contains features of a fairy tale (Řeřichová, Sladová, Váňová, Homolová, 2008, p. 461). *The Hobbit* also has the characteristics of a heroic epic, with which it is linked by a narrative of battle and heroism.

5.2 Structure of the Book

The formal division of the story is relatively simple, its plot can be divided into parts that have a logical continuity from the point of view of literary theory. Thanks to the fact that the structure of the story respects the prevailing epic form of the work, we can divide the text about the adventures of Bilbo Baggins in a traditional way.

The beginning of the text consists of the Preface, which serves to explain the meaning of the ancient runes and the secret of Thorin's map. The reader is given an overview of the space-time of Tolkien's story at the beginning and is shown important toponyms. The preface is followed by nineteen chapters that tell the story of the hobbit and his friends in a predominantly third-person narrative. The final nineteenth chapter contains an afterword which explains what happened after Bilbo's return home and thus has the character of an epilogue. Here we learn about how the hobbit writes his memoirs and is happy that everything turned out well.

The plot of the book begins with the well-known incipit of the hobbit and his hole, Tolkien introduces his readers to this setting in the exposition, then introduces Bilbo Baggins and the mostly harmonious life of the hobbits. This static motif is transformed into a dynamic one by the arrival of Gandalf, a visit from the dwarves, who, after a hearty feast, offer the hobbit participation in a treasure hunt. We therefore get to know the place, the time, the main characters and the theme of the story.

The rising action occurs when the first problems begin - the travelling fellowship is captured by ogres, threatened by storms and orcs, Bilbo acquires the Ring, and after further problems the travellers find themselves in the safety of Beorn's house. Of interest in this part of the work is the episodic role of Gollum, who only becomes one of the main protagonists of the plot in *The Lord of the Rings*. Although the heroes are threatened with death, it is not a critical situation, as such events are expected in adventure literature.

The climax part of the story arises when the expedition threatens to fail. Gandalf ceases to be the protagonist of the plot and Bilbo accepts his role as mentor, helper and saviour in times of danger. Without his help, everything would have ended in failure. This is confirmed by the critical moments during the journey through Mirkwood, the stay in the elven prison and the complicated journey to the Mountain.

The goal of the journey is almost accomplished, the only thing left is to enter the Mountain, somehow deal with the dragon and get the treasure. This is made possible by Bilbo's entry into the Mountain, his encounter with Smaug, who then attacks the Lake-town. The dissension between the previous allies - Men, Elves and Dwarves is caused by the dispute over Arkenstone and Thorin's greed. It turns out that even positive heroes can succumb to negative emotions. During this part of the book, the reader can contemplate a number of options for how the story might end and is left in suspense.

The impending catastrophe is averted by the combined forces of good. Men, Elves, Dwarves and eagles triumph in a fateful battle against Orcs and Wargs. One can speak here of a eucatastrophic conception of the plot (Tolkien, 2006, p. 171). After the final battle, the pace

of the action slows down, and Tolkien's attention turns to less dramatic phenomena. Bilbo's encounter with the dying Thorin adds an element of forgiveness and reconciliation to the story. The return to Hobbiton via Rivendell returns the plot to where the story began, and Bilbo's life too returns to normal. Bilbo's encounter with Gandalf and the dwarf Balin concludes a story that gained momentum with one encounter in the opening of the book and came to its conclusion with the final encounter. We saw a hero who returned to his way of life different - changed and more experienced.

In its conception, *The Hobbit* resembles a balanced dramatic composition. The plot of *The Hobbit* does not, of course, fulfil the dramatic classical unity of place, time, and action, but this is due to the need to fulfil the motif of the hero's journey, the exploration of different places and peoples, and the need to show the development of the character of the protagonist, Bilbo Baggins.

5.3 The Hobbit in Terms of Literary Theory

In writing *The Hobbit*, Tolkien drew on his understanding of what he considered fundamental to the creation of literature. To write is to respect the phenomenon of eucatastrophe and subcreation. He enriched literary theory with these terms, and both are typical of the way he wrote. The eucatastrophe is a specific variant of the plot finale - at the worst possible moment, the hero is helped by his faith in good, he pulls himself up and, without the help of a higher power, prevails, and so the turning point occurs. (Bador, Potot, Stocker, Vigot, 2023, p. 279, 300-303; Tolkien, 2006, p. 171) It is debatable to what extent the traditional principle of deus ex machina is denied or modified by this eucatastrophe. Tolkien speaks here of the joy at the end of a period of dyscatastrophe, when despair and hopelessness dominated, and seeks an analogy in the Christian gospel. (Tolkien, 2006, p. 171, 172) In *The Hobbit*, we find a reflection of the motif of the transformation of a dyscatastrophe into a eucatastrophe, specifically in the rescue of the wandering heroes by the eagles or in the defeat of the orcs and goblins at the battle of Erebor.

Subcreation, in turn, responds to the questions that every writer asks when creating a literary work, including Tolkien when he wrote *The Hobbit*. Is the writer a self-contained original creator or merely an instrument of a higher idea in the form of a demiurge who draws inspiration from other texts and literary models? The work that is created can gradually take on a life of its own, and the fiction can have its reflection in the real world. Therefore, subcreation in Tolkien's terms refers to the relationship between fantasy and reality in the act of creation,

including writing; it is a kind of secondary creation, since primary creation is vested only in the Creator. (Tolkien, 2006, p. 163)

The Hobbit applies the basic thesis of subcreation in that Tolkien adopts many motifs from other literary sources and creates a fantasy world with distinctly realistic elements. As a “subcreator” Tolkien creates a plausible world whose details engage the reader; this includes his own original mythology, the dating of events, and all the details. (Bador, Potot, Stocker, Vigot, 2023, p. 300 - 303) In *The Hobbit*, we can recognize the character of the heroes by their deeds, which is exactly in line with the biblical concept. The metaphorical perception of trees makes it possible to transfer the parallel of the tree and its fruit to the creator and his work. (Matt. 12.33) For illustration, the creations of orcs are bad since they only cause suffering.

Other literary devices used in *The Hobbit* are kennings originating in the Norse Edda, as well as alliterative elements and assonance. (Bador, Potot, Stocker, Vigot, 2023, p. 275) Bilbo’s conversation with the dragon is based on periphrasis, as he does not want to offend him by remaining silent, but must conceal his identity, and therefore expresses it with evaluative apposition and periphrasis. Kennings can be found in *The Hobbit* when Thorin introduces himself to the guardians of the Lake-town as “Thorin son of Thrain son of Thrór King under the Mountain” (Tolkien, 2020, p. 185). We can find this reference again when the town’s mayor acknowledges his claim to rule.

In addition to the aforementioned epic component, *The Hobbit* also has a poetic component consisting of texts that appropriately complement the story and aesthetically enrich it. *The Hobbit* is thus not only prose but also poetry; it has its own storyline as well as a frame plot tied to the individual stories and songs that were clearly and firmly part of *The Hobbit* world and everyday life.

Tolkien attributed an important role to music, and each of the peoples of Middle-earth and every one of the peoples of Middle-earth is engaged in it (Bador, Potot, Stocker, Vigot, 2023, p. 307).

5.4 The Setting and Characters of the Book

The story of *The Hobbit* is set in the era of Middle-earth during the Third Age, when Sauron loses the Ring and through complicated paths it becomes the property of Gollum. He is hiding in a lake cave, and it is only by chance that Bilbo encounters him.

The beginning and end of the story takes place in Bilbo’s home, a hobbit-hole known as the Bag End, and everything seems to end where it began. The motif of wandering and safe return can be seen here as a literary archetype.

In addition to Bilbo's native Shire, the village of Hobbiton, we explore the ogre's den, the elven Rivendel, the orc dungeon, Gollum's hideaway, Beorn's mansion, the nearly impassable Mirkwood, the halls and prison of Thranduil, the Lake-own of Men, and finally the Lonely Mountain, where the story culminates. Here the reader of *The Hobbit* gradually meets all the peoples of Middle-earth and can follow the development of the main character Bilbo Baggins. This outwardly comfortable and lazy halfling gets into dangerous and risky situations. He has the innate hobbit ability to survive anything, which helps him and later also his friends. This hobbit is not a strong individual at first, but a being who appreciates friendship and discovers the importance of moral values. The hobbit's wit, agility and promptness triumph over brute strength. Of all the characters, he changes the most and overcomes all sorts of obstacles together with his friends. In addition to his own courage and wit, he often needs help, because the hero would never succeed alone, he always needs the help of others, but he must also earn it (Campbell, 2000, p. 74). Bilbo himself is the clear protagonist of the plot, and the group of dwarves resembles a classical chorus that observes and evaluates the actions of the main protagonist. Bilbo has no particular and dominating antagonist in the story - this is rather an abstract evil, which has many different forms - Smaug, ogres, wargs or goblins are individual non-dominant threats.

Bilbo is supported by magical powers - the wizard Gandalf and magical artifacts - a ring of invisibility, a sword that glows whenever orcs are near. The character of Gandalf fulfils the principle of *deus ex machina* - he intervenes when the situation is seemingly or realistically hopeless. He also has the support of animals. These personified beings communicate with him, protecting him from the wargs and orcs. Only ponies and horses helping with the transport of pilgrims and their belongings and not otherwise appearing in any significant way. Furthermore, the hobbit is aided by friendly beings; the expedition would not have gone well without the help of the elves in Rivendell, where Elrond helped with reading the Moon-letters on the map; Beorn, who fought off the orcs and obtained supplies; the help of the people of Lake-town and the Bard slaying the dragon were also important. Even Gandalf provides valuable advice, though he leaves the expedition for a while to pursue other tasks. Bilbo and his companions must contend not only with the forces of evil, but also with nature - the dangers of crossing rivers, staying in the mountains and underground. Even the climatic phenomena of Middle-earth complicate the quest for the treasure.

The Hobbit draws on and develops the traditional practices of literary works. The structure of the book has a balanced character in terms of composition and content. It has elements of both the prose and the poetry and contains different literary devices. We believe

that Tolkien has succeeded in creating a new literary type in the character of Bilbo Baggins and placing him in the context of world literature. With its universality and timelessness, *The Hobbit* can appeal to contemporary readers and thus popularise the children's adventure literature.

PRACTICAL PART

6 Introduction to Practical Part

The practical part of the thesis is devoted to the practical use of the book *The Hobbit* in ELT. To realize our efforts to use Tolkien's *The Hobbit* in ELT, 7 lessons were utilised. The literary texts we worked with had to be integrated into the lessons in a way that would correspond with the content and also the topics discussed in the particular grade and the language level of the learners. The texts therefore had to respond to many often conflicting demands - the most important was to gain the learners' interest and support for a non-traditional form of work, while considering their individual abilities. Based on the aim of this diploma project, the following research questions were defined for the practical part:

- Is it possible for *The Hobbit* by J. R. R. Tolkien to be used in English language lessons to develop the key competencies described in the Framework Education Programme for Basic Education?
- Is it possible for *The Hobbit* by J. R. R. Tolkien to be used in English language lessons in order to fulfil the expected outcomes described in the Framework Education Programme for Basic Education?
- How is the use of *The Hobbit* by J. R. R. Tolkien in English language lessons evaluated by learners?

6.1 Methodology

In the practical part of the work, a total of 7 worksheets were first created. Each worksheet contains a short excerpt from *The Hobbit*, pre-reading, reading comprehension and post-reading activities, as well as the time allocation for each activity, the number of learners, the classroom English and lesson procedure used. These worksheets have subsequently been used in a 9th grade lower secondary school. All worksheets can be found in Appendix 1-7. The main method used in this thesis is observation. During each lesson, the learners were observed at work and based on this observation, notes were taken about the lesson and the learners' work. This observation was then compiled into a reflection of each lesson. Based on the worksheets and observations, an analysis of each lesson was then carried out with regard to the fulfilment of key competencies and expected outcomes. At the end of each lesson, a short questionnaire was also distributed to the learners, focusing on the learners' perception of the lesson. The questionnaires contained the same set of questions each time: *Did you enjoy the lesson?*, *Did you find the lesson demanding?*, *Did you enjoy reading the text?*, *Was the text challenging?*

Due to the language level of the learners, the questions were asked in English. The learners were also given a final questionnaire that summarised their opinion on the entire series of lessons devoted to the book. The questionnaires were again presented to the learners in English and included the following questions: *Did you enjoy the lessons?*, *Did you find the lessons demanding?*, *Did you enjoy reading the texts?*, *Did you find reading the texts challenging?*, *Would you like to work like this more often with other books?* Questionnaires can be found in Appendix 9 and 10. These questionnaires were then analysed.

6.2 Lesson plans

Each worksheet has been designed to fit the theme of the lesson and is based on a certain text from *The Hobbit*. The selection of texts reflects the themes presented in the FEP BE. The excerpt is chosen to introduce learners to a crucial point in the story or to a situation that is interesting or typical of the book. After completing the worksheets, learners will gain, among other things, an overview of *The Hobbit*, which will enable them to become familiar with the book.

The texts used have not been edited in terms of language to suit the needs of the lesson; however, some worksheets include excerpts where parts of the text have been omitted in order to fit into a single lesson and not to demotivate learners to read. At the beginning of each lesson, an activity was used to give learners the opportunity to guess the topic of the lesson and to think about what the next excerpt was likely to be about. We tried to choose different forms of this activity, for example a discussion, a picture description or a crossword puzzle. The learners then read the text and then paraphrased its content in their own words. The next activity consisted of questions related to the text read, which aimed to increase learners' ability to read with comprehension and to find information in the written text. The end of the lesson then focused on activities related to the content of the text and its theme.

6.3 Learners

Lesson plans were used with a group of learners from the 9th grade of lower secondary school. This school has no special focus on sports or languages, therefore standard attention is given to language teaching. The learners in the 9th grade have unequal learning outcomes and their learning motivation is also diverse. Therefore, they are divided into three groups on the basis of their knowledge and skills demonstrated in a written test. The group we worked with consisted of learners from several classes across the 9th grade. This group is the best in the year

and their level of English is very good and could be argued to be above average compared to other 9th graders. These learners are good in English as well as in other subjects, participate in various competitions and have no problems with their studies. The vast majority of these learners engage with the English language also in their free time. The learners are generally communicative, ambitious, hardworking, they try to assert themselves in a team and influence their peers, show initiative, they are able to respond to the teacher's requests and it can be argued that they have good study habits. No disciplinary problems have been observed in their behaviour. This group of learners was chosen because we thought that the higher level of text difficulty would not be a problem for them and that these learners had the potential to develop their English beyond the content of the textbook they were using.

7 Lesson Plans

7.1 Lesson Plan 1

Class: 9th grade

Theme: Family and home

Time: 45 minutes

Number of learners: 16

Activity	Time	Task
1	5 min.	<p>Procedure: Teacher (T) displays a QR code on the white board, learners (Ls) scan it and answer the question Where and with whom do you feel safe? T reads out some of the answers and announces the topic of the lesson to the Ls.</p> <p>CE: For the first activity of today's lesson, you will need your phones. Now you see a QR code on the board, please scan it with your phone and answer the question that will appear. Your answers will be anonymous. (...) Did you all answer? Does anyone need more time?</p>
2	10 min.	<p>Procedure: T hands out a sheet of paper with an excerpt from <i>The Hobbit</i>, Ls read the excerpt. T is ready to answer any questions Ls may have during the reading. T asks Ls questions related to the text they have read, Ls answer these questions.</p> <p>CE: Now you see a short excerpt from <i>The Hobbit</i> in front of you, your task will be to read it carefully. If you have any questions as you read and need help, please raise your hand, I will be more than happy to help. (...) Is everyone done reading? Can anyone summarize what the text is about? What else did you find out from the text? What character does the text describe?</p>
3	5 min.	<p>Procedure: T hands out the worksheets with exercises, Ls work on first exercise. T and Ls check the answers together.</p> <p>CE: The text you have just read lists some of the rooms that are located in the hobbit hole, such as the bedroom, bathroom, cellar, wardrobe, kitchen or hallway. Your task is to match the words to the corresponding</p>

		room according to where you are most likely to encounter them. When you are done, we will check your answers together.
4	7 min.	Procedure: Ls work on exercise 2. T and Ls check answers together. CE: Based on the text you have read, your task is to agree with a classmate on five words to describe the character of a hobbit. Please work in pairs as you sit. You will then share your ideas with the class.
5	5 min.	Procedure: Ls complete exercise 3 on the worksheet. T and Ls check the answers together. CE: In the next exercise you have several statements, your task is to decide whether the statements are true (T) or false (F). Please base your answers on the text you have read. We will check your answers together. (...) Have you all finished?
6	5 min.	Procedure: Ls complete exercise 4 on the worksheet. T and Ls check the answers together. CE: Now, please look back at the text, you can see that some words are in bold, in the following exercise your task is to write antonyms for the bolded words. We will then check your answers together. (...) Does anyone need more time? If not, let's check the exercise.
7	8 min.	Procedure: T gives Ls instructions for exercise 5, Ls describe the picture in pairs and look up any unknown words. CE: Your last task for today's lesson is to describe the picture you see on your worksheet. Work in pairs and try to describe it orally as detailed as possible. If you want, you can also use your phone to look up the vocabulary; there is a space above the picture for you to note down new words, for example. The chosen pair will then describe the picture to the whole class.

Table 1: Lesson plan 1

Reflection

During the first activity it was evident that the learners were happy to use their phones during the lesson, so the first task was not a problem for them. Most of them seemed to have really thought about the question and did not tend to write something meaningless in the answer. I think the fact that the answers were anonymous helped the results, so no one felt ashamed of their answer. Since the topic of the text and the lesson was family and home, I expected at least

some learners to answer the given question with the words “at home” and “with family”. The vast majority said they felt safe at home, while others said they felt safe in nature and with their grandparents. In addition, most of the learners said they felt safe with their friends, some learners said they felt safe with their parents. The learners did not have any major problems while reading the text, and I think this was helped by the bilingual glossary I created for the text. I only had follow-up questions on a few words, but there was always someone in the class who was able to answer their classmate’s question. In the end, reading did not take the learners as long as I had anticipated. However, I believe this is due to the fact they are very good group with above average knowledge for their age. The first exercise on the worksheet focused purely on vocabulary. Matching the items on the list to the corresponding room did not cause any problems for the learners, and we found that everyone had this exercise without error. Thus, it can be said that the exercise was too simple. During the second exercise, I walked between the groups and listened to them discussing with each other. In most of the conversations, the learners first expressed their own ideas and only then agreed on a joint compromise. The third task was the first one that really tested whether the learners could find the necessary information in the text. The learners asked me if they could highlight some sentences in the text, which I had forgotten to tell them in the assignment. The biggest problem for them was a sentence where one piece of information was true, and the other was false. I anticipated that this would be problematic, but I did not think it would be problematic for such a large number of learners. Thus, during the review of this exercise, I was forced to switch to Czech and explain how to solve these types of exercises. Apart from this sentence, the learners made very few mistakes, some even had the exercise without error. Finding the corresponding antonyms for the marked words did not cause any problems for the learners, so next time I may choose more challenging vocabulary. While the learners were talking, I again walked between the groups and listened to what they were talking about. They usually took turns in pairs, each learner said a few sentences describing the picture, complementing each other. All learners spoke for approximately the same amount of time, so there was never a situation where only one learner did all the work.

Overall, it seemed the learners were motivated in the lesson, seemed to enjoy the lesson and were very active in solving the exercises. There were also no disciplinary issues in the class.

Analysis

Learning competencies

Learning competencies were developed in the third vocabulary activity where learners sorted words and matched them correctly. The fifth true or false activity also developed this

competence, the learners were asked to search for information in the text they read, to distinguish important from unimportant information and then to compare it with the given sentences. In the seventh activity where learners were describing a picture, they were also searching for new vocabulary that has the potential to be used later in real life.

Problem-solving competencies

In the fourth activity, the aim was to get the learners to agree on five words in pairs, so they each had to justify their ideas; the same task was also in the seventh activity, where they again had to discuss and thus defend their ideas. At the same time the learners had already had experience with a similar type of task and could therefore apply the same procedure as in the previous activity. In the fifth activity, the learners searched for information in the text in order to be able to solve this task successfully.

Communication competencies

During the first activity, the learners answered in written form and were thus required to formulate their ideas logically. In the fourth and seventh activity, each learner was required to have a discussion and therefore had to focus on the content of his/her classmates' messages, to which he/she was also asked to respond appropriately or confront different opinions.

Social and personal competencies

The whole lesson was focused on learners' teamwork, with the aim of integrating each learner, cooperating with others, dividing roles within the group and at the same time learning to respect their own and others' opinions.

Civil competencies

The first activity showed learners the need to respect the opinions of their classmates, so that at the same time the rest of the class is able to respect the opinions of the individual. Also, during the discussions, the learners saw the need of following good manners, and respecting others in the group.

Working competencies

In this lesson, working competencies were not developed.

Digital competencies

Digital competencies were developed in the first activity and also in the seventh activity, where the learners were able to make their work easier and to look up words faster thanks to the online dictionary.

Expected outcomes

Speaking

Learners responded appropriately to the other learners' speeches and to the questions they were asked during the lesson. (CJ-9-2-01) Learners retold together the content of the excerpt they had read. They also orally described a character from the text and a picture. (CJ-9-2-03)

Writing

Learners practised writing in the first activity, where they answered a question concerning their own opinions and feelings. (CJ-9-4-02) Learners also responded in writing to the text and questions. (CJ-9-4-03)

Reading

The learners were introduced to a short text, they searched the text for information in order to answer the given question, the reading comprehension was checked by questions about the content of the text. (CJ-9-3-02)

Listening

Throughout the lesson, the learners' ability to understand the spoken word and respond not only to the teacher's instructions but also to their classmates' utterances was checked. (CJ-9-1-02)

Questionnaire analysis

Question	Yes	No
Did you enjoy the lesson?	87 %	13 %
Did you find the lesson demanding?	62 %	38 %
Did you enjoy reading the text?	75 %	25 %
Was the text challenging?	56 %	44 %
Were the exercises connected to the text challenging?	62 %	38 %

Table 2: Questionnaire results 1

The data from the questionnaire completed by the learners show that most of the learners enjoyed the lesson, even though they rated it as difficult. The majority of learners also stated in the questionnaire that they found the reading of the text and the associated exercises challenging. I believe that the difficulty of the lesson may be caused by the fact that learners are not used to working with literary texts during English language lessons.

7.2 Lesson Plan 2

Class: 9th grade

Theme: Eating habits, food

Time: 45 minutes

Number of learners: 16

Activity	Time	Task
1	8 min.	<p>Procedure: T hands out worksheets, Ls talk in pairs, then tell the rest of the class what they discussed. T guides the discussion. Ls guess the topic of the lesson based on the first exercise.</p> <p>CE: Now, I am going to give you worksheets, your first task is to ask your friend if and what he or she can cook, or what his or her favourite food is. You will have about three minutes to do this, then you will tell everyone what you discussed. (...) Please, end your discussion. Now, one by one, you will tell what you have just learned about your friend. (...) Based on the discussion we have just had, what topic do you think we are going to cover today?</p>
2	10 min.	<p>Procedure: T hands out an excerpt from <i>The Hobbit</i> that deals with the topic. Ls read the text, T is ready to answer Ls questions. T asks Ls questions related to the text.</p> <p>CE: I will now give you a passage from the text, please read it. If you do not understand something, please raise your hand, I will be happy to help you. (...) Is everybody done reading or do you need more time? Can someone summarize what the excerpt you just read is about? Can anyone name a character that appears in the text? Does anyone have any other information to add that you find interesting?</p>

3	10 min.	<p>Procedure: Ls answer questions based on the text they have read. T and Ls check the answers together.</p> <p>CE: Now that you know what the text is about, please answer the questions you see on your worksheet. If you need help with anything, raise your hand.</p>
4	5 min.	<p>Procedure: T instructs Ls to answer the question. T and Ls check the Ls' answers together.</p> <p>CE: In the next exercise, you are asked to describe or characterize a certain character from the text. When you are done, we will check your answers together.</p>
5	12 min.	<p>Procedure: T divides Ls into groups, Ls have a discussion in the group. T checks the groups. Ls present their ideas to the rest of the class.</p> <p>CE: As a group, decide what you would serve your friends if they were to visit. Prepare at least a three-course menu. What ingredients will you need to prepare it? You can look for inspiration in the text and online. Present the results to the rest of the class. If you need help or have any questions, raise your hand.</p>

Table 3: Lesson plan 2

Reflection

During the pre-reading activity, learners worked in pairs according to how they sat in their desks. During their conversations, I walked around the pairs, and it was evident that the pairs that consisted of two girls were having a much more extensive conversation than the pairs that consisted of two boys. After about three minutes, I interrupted their work, and each learner said what they had learnt from their friend. As expected, this activity was well received by the learners and the whole class. In retrospect, I think that I should have divided the learners into pairs myself so that there would not be two boys in the group. The discussion would have been more stimulating that way. The learners also had no problem guessing the topic of the lesson. During the reading, I only noted a query about one word, which I thought the learners should already know, and so I did not include it in the glossary below the text. However, one of the learners provided his classmate with the correct Czech equivalent of the term. The learners also had no problem summarising the content of the text in a few sentences, so we were able to retell the story together. I found the second exercise the most difficult in this worksheet because the learners had to really understand the content of the text they were reading in order to be able to

answer the set of questions. While they were working, I walked around the classroom to observe how quickly the learners were working and to be able to respond if there was any question. For example, I had to advise some learners on where they should be looking for the answer roughly, as some claimed that some information in the text did not answer the question. To my surprise, some learners found it difficult to find repetition in the text, so I had to proceed to explain the term repetition, even though I thought they should know this concept from their Czech language and literature lessons. However, they eventually found it in the text. The third exercise only verified the learners' ability to find specific information in the text; the learners had no problem with this exercise. The last exercise seemed to be the most fun for the learners, they could be creative and create their menus in groups of three. To my surprise, only one group out of four used a smartphone for inspiration, the other groups discussed possible combinations of dishes and their preparation. At the end, it was clear that they wanted to show off their creations to the other groups, which I personally consider a success and was glad that they were interested in the activity. All the groups divided the final presentation so that each learner talked about one dish, resulting in no one doing a greater or lesser amount of work.

Analysis

Learning competencies

The learners used the excerpt to expand their vocabulary, this allowed them to master other tasks, but it also enriched their vocabulary, so they will be able to use the new words in the future in real life. During the third exercise, the learners had to distinguish between essential and non-essential information in order to be able to answer correctly. Throughout the exercises, the learners then had the opportunity to check their answers and evaluate their success and progress.

Problem-solving competencies

The third and fourth activity focused on information retrieval; learners had to find their own style of working that suited them and was also effective, so that they were able to find the information they needed and answer each question correctly.

Communication competencies

In the first and fifth activity, the learners communicated with each other, and each learner was given the space to express themselves in a meaningful way and contribute to the discussion. In the exercises, learners were asked to come to an agreement, so they had to assert

their ideas, but also to respond to and respect their classmates' ideas. During the second activity, learners retold the content of the excerpt, so they were asked to formulate their statements logically.

Social and personal competencies

This competence was developed during the first and fifth activity, when learners first had discussions in pairs or small groups and then in the whole class, during which they had to cooperate with each other and respect good manners, thus strengthening good relations within the class.

Civil competencies

In the exercises where learners debated in pairs, in a small group or as a whole class, they had to respect the opinions of their classmates and were therefore encouraged to be tolerant of each other's opinions through these discussions. During the reading of the text, some learners also helped their classmates to overcome problems with unfamiliar vocabulary.

Working competencies

In this lesson, working competencies were not developed.

Digital competencies

During the last activity, the learners had the opportunity to search for the appropriate vocabulary or inspiration using their phones. Their work was thus of higher quality and more effective than if they had only worked with a dictionary.

Expected outcomes

Speaking

During the first exercise, the learners had conversations about food, asking and answering each other's questions. (CJ-9-2-01; CJ-9-2-02) After reading the text, the learners then retold the story they had read. (CJ-9-2-03)

Writing

In the last activity, learners worked in groups to prepare a short description of a menu. (CJ-9-4-02) Learners also responded in written form to the text in exercise two and three. (CJ-9-4-03)

Reading

Reading comprehension was checked by having learners searched for information in the text and then answered the questions to demonstrate their understanding. (CJ-9-3-02)

Listening

Although there was no exercise specifically focused on listening, the learners were required to listen not only to the teacher's instructions but also to listen carefully to their classmates throughout the lesson. (CJ-9-1-02)

Questionnaire analysis

Question	Yes	No
Did you enjoy the lesson?	94 %	6 %
Did you find the lesson demanding?	56 %	44 %
Did you enjoy reading the text?	81 %	19 %
Was the text challenging?	62 %	38 %
Were the exercises connected to the text challenging?	56 %	44 %

Table 4: Questionnaire results 2

The questionnaire filled in by the learners after the second lesson shows that the vast majority of the learners enjoyed the lesson, as well as the chosen text. Nine of the learners indicated in the questionnaire that they found the lesson challenging, the same number of learners rated the prepared exercises as challenging. Ten learners also found the selected text challenging. The data show that after the second lesson devoted to working with a literary text, the subjective perception of difficulty did not decrease compared to the first lesson.

7.3 Lesson Plan 3

Class: 9th grade

Theme: Travelling

Time: 45 minutes

Number of learners: 15

Activity	Time	Task
1	7 min.	<p>Procedure: T hands out worksheets to Ls, Ls discuss in pairs the questions from first exercise on the worksheet. T moderates the discussion, each person shares what he/she has learned from their classmate.</p> <p>CE: Your first task today is to discuss the questions you see on the worksheet in pairs as you sit. Remember what your friend says, then you will share their answers with the rest of the class.</p>
2	10 min.	<p>Procedure: T hands out excerpts from <i>The Hobbit</i> to the Ls, they read the excerpts. T is ready to answer questions during the reading. T asks Ls questions related to the text, Ls answer.</p> <p>CE: Now, I am going to hand out an excerpt from <i>The Hobbit</i>, please read it. If anyone needs any help, please raise your hand, I will be happy to help. (...) Is everyone done reading, or does anyone need more time? Can anyone tell me which characters appear in the excerpt? What happens in the excerpt? Does anyone else want to add any information that was not mentioned?</p>
3	10 min.	<p>Procedure: Ls answer questions from the worksheet. T answers possible questions. T and Ls check the answers.</p> <p>CE: Based on the text you have read, please answer the questions you see on your worksheet. Some of the questions require a longer answer, some you will answer only yes or no. If you need help, feel free to ask. If it helps, you can highlight different passages in the text. (...) Are you all done, or do you need more time? If you are done, let's check your answers together.</p>

4	8 min.	<p>Procedure: Ls split into pairs and have a discussion with each other. They then share their ideas with the rest of the Ls. T moderates the discussion.</p> <p>CE: In the text you have just become familiar with, there is a situation where Bilbo is lost in an unfamiliar environment and only Gollum can help him find his way out. Now, please form pairs and discuss the question <i>What would you do if you were lost in an unfamiliar place?</i> You will then present the solution you come up with to the class.</p>
5	10 min.	<p>Procedure: T instructs Ls to divide into groups. Ls prepare arguments based on the text, Ls present their arguments and discuss them together. T moderates the discussion.</p> <p>CE: Your last task will be to divide into two groups. One group will hold the opinion that Gollum is a sympathetic and positive character, the other group will hold the opposite opinion. The goal will be to convince me that your arguments are the best. Please look for arguments for your claims in the text you have read. You will have 5 minutes to prepare your arguments, then you will present them. You will also be able to react to the other side's arguments.</p>

Table 5: Lesson plan 3

Reflection

During the first task, the learners were very active in discussing their experiences. The most popular place mentioned by the learners was usually a holiday with their parents or their home. The dream place mentioned by most learners was mainly America, where most of them would like to go one day. Some mentioned that they would even like to go to university there. There were also opinions that they would like to go to Italy, Japan, China or France, typically because they wanted to taste the cuisine there. During the reading of the text, the learners were focused and no one tended to interrupt. Below the text, I again created a short glossary for them, translating words that I considered unfamiliar to them. Occasionally, some learners would ask a classmate about a word in the text, and the classmate would always answer them. In the end I did not even have to help the learners. During the first exercise I was very surprised by the speed with which the learners answered the questions. So, for the next lessons I can probably create more questions or create more difficult questions. By being very quick, I could let the learners talk for a longer period of time. The discussion also touched on the film adaptation of

the book, with learners who know the film very well, comparing, for example, the differences in the way Gollum speaks in the Czech dubbing as opposed to the English book. During the second task I was surprised by the creativity of some of the learners. In retrospect, I think it is a good thing that I did not specify the place where they got lost, even though it was not the intention, rather I did not think it was necessary. However, it was because of this that some learners made up a story about being abandoned on a desert island and having to try to make a fire and contact a boat or plane. I think that if I had given the learners even more time and a more precise assignment, they would have come up with even more original ideas. The last exercise was designed in a devil's advocate way and the learners really enjoyed it. Even though some teachers tend to avoid exercises where learners compete with each other, in this case I think it instead contributed to very intense cooperation in the groups and motivated the learners to perform better. In the presentation of the arguments afterwards, it was clear that both groups wanted to win. Both groups managed to present the information contained in the text in their favour, which was the aim of this exercise. I was able to keep the learners relatively calm, which I also consider a success, as I was worried that the calm atmosphere of arguments and counter-arguments might turn into an uncontrolled quarrel.

Analysis

Learning competencies

In the second and third activity, the learners worked independently to find information in the read text according to the questions they were answering. At the same time, during the third exercise, they were given the opportunity to choose the methods and pace of work that suited them. In the fifth exercise, learners worked in groups, but even then, they searched for the necessary information in the text, gathered it and then interpreted it.

Problem-solving competencies

The second and third activity focused on finding information in the text to help the learners solve the tasks. The fourth exercise focused on problem-solving skills, with some learners applying techniques familiar to them from books or films. When sharing ideas with the whole class, they then confronted their ideas with others and often had to defend them to others. Since this was pair work, the learners needed to reach a compromise on a suitable solution to the problem.

Communication competencies

In the first exercise, the learners worked in pairs to interact with each other, asking questions and responding in an appropriate way, thus strengthening the relationships within the team. During the second exercise, learners communicated mainly with the teacher, retelling the content of the excerpt together. Also in the fourth activity, learners communicated with each other in pairs, during these conversations they had to react to each other's ideas. In the last activity, learners first worked together in groups, where they had to agree with each other on suitable arguments to use later. During the following discussion, learners had to interact with the other group, clearly defining their statements and responding to counter-arguments.

Social and personal competencies

Especially the last activity required intensive cooperation and division of roles in the group; for the successful completion of the activity, it was necessary for the learners to respect their classmates, the diversity of opinions and especially during the final discussion to respect good manners.

Civil competencies

In the fifth activity, civil competence was developed when learners followed the rules of good manners and respected the opinions of others during the discussion, gave others space to express themselves and took turns in speaking.

Working competencies

In this lesson, working competencies were not developed.

Digital competencies

In this lesson, the learners did not use any digital technology for their work, thus digital competence was not developed.

Expected outcomes

Speaking

Speaking was developed when learners shared their wishes by talking about places they would like to visit. (CJ-9-2-01; CJ-9-2-02) After reading the text, the learners were able to formulate sentences logically in order to retell the story. (CJ-9-2-03)

Writing

The learners proved their ability to respond in writing when they answered questions posed. (CJ-9-4-03)

Reading

Reading comprehension was checked by having learners retrieve and construe information from the text and answer a set of questions. (CJ-9-3-02)

Listening

Throughout the lesson, it was checked whether the learners understood not only the teacher's instructions, but also the utterances of their classmates during discussions. (CJ-9-1-02) There was no exercise that would primarily focus on listening.

Questionnaire analysis

Question	Yes	No
Did you enjoy the lesson?	87 %	13 %
Did you find the lesson demanding?	47 %	53 %
Did you enjoy reading the text?	67 %	33 %
Was the text challenging?	53 %	47 %
Were the exercises connected to the text challenging?	60 %	40 %

Table 6: Questionnaire results 3

Based on the analysis of the questionnaires completed by the learners after the third lesson, most of the learners enjoyed not only the lesson but also the text itself. Overall, the learners did not find the lesson challenging, even though they found the text itself and the exercises associated with it difficult. I believe that this discrepancy can be explained by the fact that the exercises that were not directly related to the content of the text, but only to its topic, were rated as not difficult by the learners. This may have reduced the difficulty of the whole lesson in the opinion of the learners.

7.4 Lesson Plan 4

Class: 9th grade

Theme: Nature, interpersonal relationships

Time: 45 minutes

Number of learners: 14

Activity	Time	Task
1	5 min.	<p>Procedure: T shows three pictures on the whiteboard, Ls say what comes to their mind when they see the picture and what connects the pictures. T controls the discussion. T gives Ls brief information about the first picture and answers possible questions.</p> <p>CE: Now you see three pictures on the board, try to tell me what they depict and briefly describe them. What do you see in the first picture? (...) This is the fourth lesson about <i>The Hobbit</i>. Are these houses looking familiar to you? This is the film location where <i>The Hobbit</i> was filmed. Now moving on to the second picture, what can you tell me about it, what kind of atmosphere can you talk about? (...) Now, that you see the third picture, can you say what kind of animals you would find in this environment? (...) Now, that you have seen all the pictures, can you guess what the topic of today's lesson will be?</p>
2	7 min.	<p>Procedure: T hands out worksheets with tasks Ls do exercise 1. The three Ls who have the highest number of words will read these words aloud.</p> <p>CE: Now, that you know that the topic of the lesson will be nature, your task in the next two minutes is to write as many words as possible that relate to the topic of nature. When the time limit is up, you will count the words and the person with the highest number of words will read them out to the class. (...) The time is up. Who has more than 10 words? Who has more than 20 words? How many words did you manage to write? Can you tell us how many words you have written?</p>
3	10 min.	<p>Procedure: T hands out the text to Ls, Ls read an excerpt from <i>The Hobbit</i> that relates to nature. T helps Ls with unfamiliar vocabulary. T asks Ls questions.</p>

		<p>CE: Now I will give you the texts, please read them. If you do not understand a word, please raise your hand, I will be happy to help you. (...) Are you all done reading? Now, let's retell together the content of the text you have just read. What is the text about?</p>
4	8 min.	<p>Procedure: Ls answer questions in exercise 2, T provides advice to Ls if needed. T and Ls check the answers together.</p> <p>CE: Now, your task is to answer the questions that relate to the text you have just read. Do you understand all the questions? If you have any problems, do not hesitate to ask. Feel free to highlight the information you need in the text. (...) I see you have all finished, so let's check your answers.</p>
5	5 min.	<p>Procedure: T gives Ls instructions, Ls answer questions. T and Ls check the answers together. T moderates the discussion.</p> <p>CE: The next question you see on your worksheet also relates to the text you have read. Just write down two characters you know. (...) Have you come up with any characters? Let's look at your answers together.</p>
6	10 min.	<p>Procedure: T instructs the Ls to pair up and have a conversation. Each L tells what he/she has learned from his/her classmate. T moderates the discussion.</p> <p>CE: Your last task for today's lesson is to talk in pairs. Ask your classmate the question you see on your worksheet. You will have five minutes to talk, try to remember what event your classmate is describing, then you will share it with the rest of the class.</p>

Table 7: Lesson plan 4

Reflection

The first activity was used to get the learners to start concentrating and also to get them thinking about the topic of the lesson. I think that the pictures I chose for this activity were well chosen because one of the learners managed to guess the topic of the lesson on the first attempt. During the second task I had the learners compete with each other, although some colleagues tend to step back from exercises that encourage some form of rivalry, I think that in this case the exercise motivated the learners to perform well and did not bring any negative emotions to the group. On the contrary, it was evident in the class that everyone was trying to come up with as many words as possible; not to beat any of their classmates, but to prove to themselves that they had the knowledge to win. There were no problems during the reading of the excerpt; the

learners had already gotten used to the idea that they could ask a classmate in their desk for a word they did not know, and if they did not know either, they were to raise their hand and I would give them a hint. Apart from a few such questions, the class was quiet during the reading and the learners concentrated on reading the text. The questions I chose for this text were probably relatively easy for the learners. Most learners were able to answer all the questions without error. When checking their answers, however, we paused on fourth question, as learners often made a mistake here. In retrospect, I believe that I could have phrased the question better or at least clarified where they could find it in the text. I think there may also be a problem in that an expression that I find somewhat derogatory may not be perceived in the same way by all learners; or that learners are not as sensitive to swearing in a foreign language as they are in their mother tongue. However, the rest of the questions did not pose a problem for the learners, and they were focused on completing them without unnecessarily disturbing others. In the fifth exercise, I had hoped that the learners would be more creative, but they did not seem to be interested in this task and so most learners listed a character with a sword as a king, prince or knight, but Prince Charming and Shrek also appeared once in the results. This answer amused the rest of the class. It was evident in retrospect that some learners regretted not having given it more thought and only started to name other similar fairy tale characters when checking. In the last exercise it was clear that the learners were tired, the enthusiasm with which they had engaged in conversation in other classes was not as evident here, yet they were all disciplined and used only English.

Overall, I would say that during the lesson the learners were not as motivated and active as they had been in previous lessons. Although they were all cooperating not only with me but also with each other during the conversation exercises, and were engaged in the tasks assigned, the learners did not seem to be interested in the topic of the lesson or in the text.

Analysis

Learning competencies

In this lesson, no specific exercises were aimed at developing these competencies, but the learners had the opportunity to assess, for example, whether or not they were improving in their work after several hours of analysing the text. They also had the opportunity to assess their success in solving the exercises.

Problem-solving competencies

Learners developed problem-solving competencies in the third activity by searching the text for the relevant information to be able to answer the questions. In all the activities, learners were then given the opportunity to evaluate their performance on the tasks when they were checked.

Communication competencies

The learners developed their communication competencies in the second exercise when they were asked to retell the story they had read, demonstrating whether they understood the text and whether they were able to produce meaningful sentences. Furthermore, in the last activity, where they talked in pairs, it was therefore necessary that they listened to their classmate and responded appropriately to what they said.

Social and personal competencies

Especially the third and sixth activities were aimed at developing these competencies, the learners had to interact in pairs or in whole-class discussions with others, they had to respect the beliefs of others, they had to support their opinions with logical arguments and be able to defend them.

Civil competencies

This competence was developed during the reading of the excerpt, when the learners had the opportunity to realise the importance of solidarity and helping those in need. It was further developed through the discussion in the last activity, where learners once again realised the importance of helping others. Learners proved that they are able to empathise with other people through their actions if they need help.

Working competencies

In this lesson, work competencies were not developed.

Digital competencies

In this lesson, digital competencies were not developed.

Expected outcomes

Speaking

The final activity focused on speaking by having the learners talk in pairs about their experiences. (CJ-9-2-01, CJ-9-2-02) Speaking was also developed by having the learners retell the story they had read. (CJ-9-2-03)

Writing

The learners also answered a set of questions based on the text they read and wrote down their answers. (CJ-9-4-03)

Reading

The learners read an excerpt from the book, and their understanding of the text was further tested in the following activities, where the learners searched for the required information. (CJ-9-3-02)

Listening

In this lesson, there was no activity that was directly focused on listening, but during the lesson the learners had to listen to the teacher's instructions and to their classmates. (CJ-9-1-02)

Questionnaire analysis

Question	Yes	No
Did you enjoy the lesson?	79 %	21 %
Did you find the lesson demanding?	36 %	64 %
Did you enjoy reading the text?	71 %	29 %
Was the text challenging?	50 %	50 %
Were the exercises connected to the text challenging?	36 %	64 %

Table 8: Questionnaire results 4

The data in the questionnaire show that the learners enjoyed the lesson and appreciated the chosen text. The majority of the learners rated the questions directed to the text and the lesson as a whole as easy. Therefore, I believe that at this stage of the research I could have started to increase the difficulty of the individual exercises, because it seems that they started to get used to working with the text and the subjective difficulty of the exercises and the text decreased.

7.5 Lesson Plan 5

Class: 9th grade

Theme: Town and society

Time: 45 minutes

Number of learners: 15

Activity	Time	Task
1	5 min.	<p>Procedure: T hands out a worksheet with a crossword puzzle. Ls follow the T's instructions to complete the crossword, which tells them the theme of the excerpt. T and Ls check together the answers and the solution that the Ls have come up with.</p> <p>CE: Your first task will be to complete the crossword you see on the worksheet in front of you. The solution you get will be the answer to the topic of today's lesson.</p>
2	10 min.	<p>Procedure: T hands out a text with an excerpt from <i>The Hobbit</i> to the Ls, Ls read the text. T helps Ls to translate some unfamiliar words. T asks Ls to summarise the content of the text.</p> <p>CE: Now you know today's topic, your task now is to read an excerpt from <i>The Hobbit</i>, which also deals with the same topic. (...) Did you understand the content of the text? Can anyone tell what the text is about? Can anyone else add anything? Does anyone else have any information to add that was not mentioned yet and that they think is important?</p>
3	5 min.	<p>Procedure: T instructs Ls to complete the next exercise, Ls match paragraphs of text to short descriptions. T and Ls check the results of the exercise together.</p> <p>CE: Now you know what the excerpt is about. Next to each paragraph you see the letters A-D, your task is to match these paragraphs with the short descriptions you see in the exercise in front of you. These short descriptions should describe the content of each chapter. (...) What description have you assigned to paragraph A? Can you give us your reasons for this answer? What description did you assign to paragraph B? Based on what information in the text did you decide on this answer?</p>

4	5 min.	<p>Procedure: T gives Ls instructions for exercise 3, Ls answer questions based on the text they have read. Ls highlight important information in the text. T helps Ls who ask for help. T and Ls check answers together and Ls support their answers with specific passages from the text.</p> <p>CE: In the following exercise you will see a list of questions. Please answer them based on the text you have read. You can highlight the information in the text. If anyone needs help, please raise your hand. (...) Now we will check your answers together.</p>
5	5 min.	<p>Procedure: T asks Ls a question, Ls answer. T tells Ls who the author of this picture is, and Ls search the internet for other drawings by Tolkien. T gives Ls instructions, Ls pair up and describe the picture together. All Ls describe the picture together and confront the ideas that each pair had. T moderates the discussion.</p> <p>CE: In your worksheet you also see a picture. Do you know who is usually responsible for pictures in a book? (...) Now please take your mobile phones and search the internet for other pictures that Tolkien also drew. What pictures did you find? (...) Your next task is to get into pairs and describe the picture. You will have 3 minutes to describe it in pairs, then we will go through your ideas together.</p>
6	2 min.	<p>Procedure: T asks Ls a question that relates to the picture in their worksheet. Ls brainstorm and answer.</p> <p>CE: The picture you described is specific because of its location, it is surrounded by water. Do you know of any real towns that are surrounded by water?</p>
7	5 min.	<p>Procedure: Ls are divided into threes based on T's instructions. Ls discuss suitable places to show to first-time visitors. The groups then present their ideas. T moderates the discussion.</p> <p>CE: Now please divide into threes, one group will be a foursome. Your task is to decide what you would show visitors of this town if they were here for the first time. I will then ask each group to present their suggestions.</p>

8	5 min.	<p>Procedure: T asks Ls a question. Ls have a moment to think, then answer one by one. T moderates the discussion.</p> <p>CE: What is your favourite place in the city where you live? And why? It can be a restaurant, a place in the countryside, a sports ground or anything you can think of. I will give you a minute to think about it. (...)</p> <p>So, what are your ideas, who wants to start?</p>
9	3 min.	<p>Procedure: T shows a QR code on the board, Ls scan it and answer the question <i>What are the benefits of living in a town/city?</i> T and Ls discuss their ideas together.</p> <p>CE: Now please scan the code you see on the board and try to answer the question. You can share one or more ideas, you can post as many answers as you like. You will also see your classmates' answers on the board, these will be anonymous. Then we will go through your ideas together.</p>

Table 9: Lesson plan 5

Reflection

The learners enjoyed the first exercise and had no major difficulties, only for the word “wellness centre” I could have probably used a better description as some of the learners were wavering. But during the exercise I gave them some hints, and eventually they came up with the word. So, they all finally guessed the solution and we could continue with the next exercise, which was reading the text. In this case, the text was again chosen to fit the topic of the lesson, but it was shorter than the previous texts, so the learners took less time to read it. They did not have a vocabulary problem either and so I did not have to give the learners advice on unfamiliar words. The exercise of matching paragraph descriptions was very easy for the learners, and they all matched the paragraphs correctly, so checking was very quick. Some learners tended to work with a classmate, but mostly it was more of a checking of an exercise already completed. I created a few more questions related to the content of the text for this lesson, because in previous lessons they proved too easy for the learners. In today’s lesson, I gave the learners the same amount of time to complete more questions. I think this motivated the learners and you could see that they were more focused than usual when working. However, despite this challenge, the learners were able to answer all the questions and the vast majority of learners were also correct. The description of the picture was challenging for the learners, but I accept that this is my fault, I did not choose the picture well. So, in the end, I did not even make the learners summarise the description of the picture within the whole class but settled for the

description I heard as I went round each pair. By the time the next question was asked, the learners were demotivated, probably by the previous picture, and were in no mood to think or communicate. The rest of the lesson was in the same vein, although the learners were working and there were no discipline problems, it was clear that they were not trying as they usually do at other times. Despite this, we completed the remaining exercises. Then, for the last exercise, at least the use of their smartphones seemed to wake them up a bit.

Overall, I would say that the first half of the lesson went very well, and the learners were motivated, in the second half the learners' motivation was much lower, occasionally someone tended to talk to a classmate, but we still managed to complete the worksheet.

Analysis

Learning competencies

During the reading comprehension exercise, learners searched for information, during this activity they had to differentiate useful information from irrelevant ones. During the review of each exercise, the learners had the opportunity to evaluate the overall performance in the activity.

Problem-solving competencies

Problem-solving competencies were developed mainly in activities number two and three. During these activities learners worked with an excerpt in order to find information for solving the given exercises. In the first activity, learners had to use their prior knowledge of vocabulary to solve a crossword puzzle. During the review of all the exercises, learners had the opportunity to check whether their answers were correct.

Communication competencies

During the second activity, the learners understood the selected excerpt and retold its content, expressing their ideas in a clear and logical manner. During activities five to eight, the learners worked independently, in pairs or small groups, and during these activities they responded to each other's ideas, to the questions asked by the teacher, and expressed and defended their ideas.

Social and personal competencies

Throughout the lesson, learners had the opportunity to discuss in small groups or engage in discussion with all classmates and the teacher. During these discussions, learners enriched the diversity of opinions with their contributions, fostering good relationships in the classroom.

Civil competencies

During the dialogues and discussions, the learners respected the opinions of their classmates and the procedures chosen by the teacher for the lesson. In the fourth activity, learners also reflected on an environmental issue that was mentioned in the excerpt.

Working competencies

In this lesson, working competencies were not developed.

Digital competencies

Digital competencies were developed during the fifth activity, where learners searched the internet for different images according to the assignment. Subsequently, digital competencies were also developed in the ninth activity, where learners used their phones to answer a question.

Expected outcomes

Speaking

During the lesson, learners asked questions about vocabulary or working procedure. (CJ-9-2-01) During the dialogues, the learners shared their opinions and attitudes with other classmates, the discussion usually focused on topics such as leisure, housing or town. (CJ-9-2-02) The learners also described places in their town that they knew well and would recommend to tourists. (CJ-9-2-03)

Writing

Learners practised writing during the last activity, which focused on sharing learners' opinions and ideas. (CJ-9-4-02) In exercise 3, learners responded in writing to prepared questions about the excerpt. (CJ-9-4-03)

Reading

The reading of the excerpt and the questions associated with it verified that the learners were able to understand the short text, to make sense of it and to find the necessary information in it. (CJ-9-3-02)

Listening

This lesson did not include an exercise that was primarily focused on listening, however, the learners listened to their teacher's or classmate's utterances during the lesson. (CJ-9-1-02)

Questionnaire analysis

Question	Yes	No
Did you enjoy the lesson?	67 %	33 %
Did you find the lesson demanding?	20 %	80 %
Did you enjoy reading the text?	33 %	67 %
Was the text challenging?	40 %	60 %
Were the exercises connected to the text challenging?	33 %	67 %

Table 10: Questionnaire results 5

The questionnaire shows that one third of the learners did not find the lesson enjoyable. The majority of learners also stated that they did not enjoy the chosen text. They rated the lesson, the exercises and the text as not difficult. This finding also corresponds with the observations I made during the lesson. I believe that the learners' dissatisfaction may have been due to the bad choice of text and uninteresting exercises.

7.6 Lesson plan 6

Class: 9th grade

Theme: Society and its problems - war

Time: 45 minutes

Number of learners: 16

Activity	Time	Task
1	3 min.	<p>Procedure: T projects a QR code on the white board, T gives Ls instructions, Ls scan the QR code using their phones and answer the question. T and Ls discuss their ideas together and T tells Ls what the topic of today's lesson is.</p> <p>CE: Today you will once again guess the topic of today's lesson, please take out your smartphones and scan the QR code. A question will pop up, please try to really think about it and then answer the question. If you can think of more than one answer, you can always send in more than one answer. (...) Do you need more time? Did each of you submit at least one answer? Let's take a look at your answers together. (...) The topic of today's lesson is, as some of you have correctly guessed, war. And now let's move on to an excerpt from <i>The Hobbit</i>.</p>
2	10 min.	<p>Procedure: T hands out an excerpt from the book to the Ls, Ls read the excerpt. T asks questions and Ls answer, together they retell the story.</p> <p>CE: Now please read the text in front of you, we have been following the journey of Bilbo Baggins the whole time and today we come to the moment when the war started. If you need a translation of a word, please raise your hand. (...) Is everyone done reading? Anyone need more time? Now you know what the text is about, please think about it and let's retell it together.</p>
3	7 min.	<p>Procedure: T hands out worksheets to the Ls, Ls answer the questions on the worksheet. T is ready to answer Ls' questions. T and Ls check the answers together.</p> <p>CE: Now, that you have read the text and you all understand the content, I will hand out the worksheets with the exercises. Please answer the</p>

		<p>questions on your worksheet. There are questions where you will answer in a full sentence, then questions where you will choose whether the expression is true or false, and finally, according to the assignment, you will choose appropriate adjectives and write antonyms for them. If you need help or clarification on a question, please raise your hand. (...) Now, that you are all done, let's check your answers.</p>
4	10 min.	<p>Procedure: T provides Ls with background information about the book. T makes sure that none of the Ls have a problem discussing the topic. T asks Ls questions about the topic, Ls answer. T moderates the discussion.</p> <p>CE: Now, that we have checked the comprehension exercises together, we are going to look at a topic related to our excerpt and questions. You have seen in the text that wars tend to be depicted in fantasy literature, and in this case the author was also inspired by his own experiences in WW1 when writing the book. So, unfortunately, wars are something that have always been present in our history. Is there anybody who feels uncomfortable talking about this topic and thus does not want to participate in the following exercises? (...) If not, let's get started. The first question I am going to ask you is whether you know and can name any conflict that has taken place in the past century.</p>
5	10 min.	<p>Procedure: Ls divide into groups and discuss the question on the worksheet. T monitors the groups. Then all Ls and T discuss the question together, with T moderating the discussion.</p> <p>CE: Your task will be to discuss in groups of three the possible causes and possible consequences of a war, and as you are used to, you will then present your ideas to the rest of the class, and we will discuss your ideas and opinions.</p>
6	5 min.	<p>Procedure: T asks Ls about their general knowledge, Ls answer the question. T guides the discussion.</p> <p>CE: And my last question in today's class is about the current situation in the world, are you aware of any conflict or war going on anywhere in the world at the moment? And do you know anything more about it?</p>

Table 11: Lesson plan 6

Reflection

Since I had noticed signs of disinterest in the last lesson and the second half of the lesson did not proceed as smoothly as usual, I chose for this lesson a topical theme that is more or less neglected at school. Moreover, the book *The Hobbit* also provides an opportunity to be used in this case. From the beginning of the lesson, it was obvious that the topic of problems in society would be of interest to the learners, so already in the first task, when the learners shared their ideas, we had a large number of ideas and therefore a great potential for discussion, but we focused on one named problem, a war. This was also the subject of the excerpt from the book, which the learners then read. During the reading, they did not seem to have any problems with the text, I only noticed a few questions about vocabulary, which I managed to answer each time. However, I got the impression that the learners in this lesson treated the reading more as a necessary evil that they had to complete in order to be able to have a conversation at the end as they are used to from previous lessons. However, this also seemed to motivate the learners to work faster in the exercises that focused on reading comprehension. The learners were able to answer all the questions related to the text and we only encountered minor mistakes when we checked it together. A discussion followed, before which I made sure that none of the learners felt uncomfortable discussing the topic of war. I reassured the learners that there would be no controversial discussions. However, there was no one in the class who would be so uncomfortable with the topic that they did not want to participate in the discussion. While the learners were talking, I went around the groups and listened to what they were discussing, all the learners were talking about the topic. After a short group discussion, we then shared ideas and opinions within the whole class. In my opinion, the learners had ideas appropriate to their age, but there were some who had better insight. I believe that this is mainly due to the background that each learner comes from and whether their parents discuss similar topics with them. When asked about the current situation in the world, learners most often responded with the war in Ukraine, but some have an awareness of the situation in Israel and one learner even mentioned the situation in Yemen.

Overall, I would rate this lesson positively, although I do not think the learners were very interested in the text of the book, it served as a means of the following discussion. It was evident that, although it can be a very sensitive and sometimes controversial topic, the learners were interested in it and tended to talk about it or learn more about it.

Analysis

Learning competencies

In the second and third activity, learners actively searched for the relevant information so that they were able to answer the questions asked. The learners have also enriched their vocabulary and will be able to use this newly acquired knowledge in the future in real life. The learners were then able to evaluate the results of their work when they checked each exercise.

Problem-solving competencies

This lesson was focused on the topic of conflict, so throughout the lesson learners reflected on various problem situations, their causes and possible consequences. Throughout the lesson they demonstrated that they were able to think logically about these issues and even find similarities between different problems in the history of mankind.

Communication competencies

The learners were actively involved in dialogues and discussions in class, they expressed their opinions and attitudes in a meaningful way and were able to understand the selected excerpt and retell its content.

Social and personal competencies

In this lesson, learners developed these competencies by discussing in groups or as a whole class with respect and consideration for the different opinions of their classmates. They worked cooperatively with each other and observed the principles of good behaviour.

Civil competencies

Considering the topic of the lesson, the learners also developed civic competence, they were aware of different aspects of this issue and expressed their attitudes towards this topic. Furthermore, during the discussions, learners respected the opinions of all those who contributed to the discussion.

Working competencies

In this lesson, working competencies were not developed.

Digital competencies

The learners developed their digital competencies during the first activity by using their phones to answer a question, this activity made the process of creating a mind map where all the learners' ideas were displayed more efficient.

Expected outcomes

Speaking

The learners responded to the questions of the teacher and to the utterances of their classmates during the lesson. (CJ-9-2-01) Learners also described events they were familiar with concerning conflicts that are currently taking place in the world. (CJ-9-2-02) After reading the text, the learners were able to retell the story they had read and describe the characters in the story. (CJ-9-2-03)

Writing

Writing was the main focus of the third activity, where learners responded to the excerpt they had previously read. (CJ-9-4-03)

Reading

The learners reacted to the excerpt they read, searching for different information and answering the questions. (CJ-9-3-02)

Listening

There were no exercises used in this lesson that focused solely on listening. However, during the lesson, the learners proved that they understood the teacher's and their classmates' utterances and were able to respond appropriately. (CJ-9-1-02)

Questionnaire analysis

Question	Yes	No
Did you enjoy the lesson?	94 %	6 %
Did you find the lesson demanding?	13 %	87 %
Did you enjoy reading the text?	56 %	44 %
Was the text challenging?	25 %	75 %
Were the exercises connected to the text challenging?	19 %	81 %

Table 12: Questionnaire results 6

After the questionnaire results from the last lesson, I was worried that the learners would be critical of this lesson as well. However, the questionnaire showed the vast majority of learners enjoyed the lesson. I believe this may be due to the topic chosen, which clearly

captivated the learners. The data also shows that the vast majority of learners rated the lesson as a whole as not challenging. If we compare this data with the first lesson, it seems that after six lessons, working with the text became easier for the learners, and so did the exercises. In retrospect, therefore, I regret not having created more difficult exercises that would have been more stimulating for the learners.

7.7 Lesson plan 7

Class: 9th grade

Theme: Home and feelings

Time: 45 minutes

Number of learners: 12

Activity	Time	Task
1	5 min.	<p>Procedure: T hands out worksheets, Ls read the sentences in first exercise on the worksheet, think about the task, T asks Ls if they can guess the topic of today's lesson based on these sentences. After Ls guess the topic of the lesson, T continues with another question, Ls answer and discuss the topic. T moderates the class discussion.</p> <p>CE: On your worksheet you see four sentences in the first exercise, can you guess what the topic of today's lesson will be based on these sayings? (...) Do you agree with their content? Do you also like to go home after all? (...) What or who makes a home for you?</p>
2	10 min.	<p>Procedure: T hands out an extract from the end of the book, which describes Bilbo Baggins' feelings when Thorin dies and also Bilbo's return home. Ls read the text, T is ready to translate unfamiliar words for the Ls. T answers Ls questions they have during the reading. T asks Ls if they have understood the content of the text. T asks questions related to the text, Ls answer.</p> <p>CE: Now I am going to give you a short excerpt again, describing, among other things, Bilbo's return to his native Shire and his hobbit hole. Please read the text, then you will answer some questions related to it. (...) Have you understood what the text is about? Can anyone tell me briefly what is</p>

		happening in the excerpt? Can anyone add anything else they have learned from the text? Can you identify the theme?
3	10 min.	<p>Procedure: Ls read the questions in exercise 2, T asks if they understand the questions. Ls answer the questions. T and Ls check answers together, discussion takes place.</p> <p>CE: In the next exercise you will see some questions that relate to the text you have just read. Do you understand them? If you have any questions, please raise your hand, I will be happy to help you. We will then check your answers together.</p>
4	15 min.	<p>Procedure: T introduces next task. Ls think about the question, take notes, then one by one answer the question from the assignment and the questions T asks. Ls and T have a discussion together.</p> <p>CE: In the next exercise you see a question that focuses on your values. Now please think about what you consider to be the most important things in your life and why? You have about 3 minutes to think, feel free to write a few sentences. (...) So can we have a few basic things that we can all agree on?</p>
5	5 min.	<p>Procedure: T compares the last question with the story of Bilbo, Ls split into pairs and have a discussion. After a few minutes, T ends the pair discussion and Ls share their ideas with the other Ls.</p> <p>CE: Now please split into pairs, on the worksheet you see the last question, your task is to suggest in pairs a place where you would be comfortable. You can describe what it should look like, where it should be located, maybe who you would like to share it with. You have a few minutes to discuss your ideas with your classmate. You will then present your ideas to the rest of the class.</p>

Table 13: Lesson plan 7

Reflection

The first exercise of today's lesson was rather challenging for the learners, but after I asked them a few more questions, we eventually arrived at the expected result. In retrospect, I believe I could have chosen better sentences, formulated the question better, or simply designed a different exercise. After the learners had guessed the topic of today's lesson we moved on to discussion, I asked the learners various questions which they answered actively.

After a while they discussed with each other without me having to ask any questions or direct the content or form of their discussion. Afterwards, a short excerpt from the book was distributed to the learners, and I could already see that there were about three learners in the class who were not looking forward to this activity. Even though these learners seemed not to enjoy reading the text, I did not notice any disciplinary problems with them. They were all engaged in the reading, and I noted only a few questions about vocabulary, which I answered. The rest of the words that the learners were unsure about were mostly solved by asking their classmate. The learners were able to answer the questions concerning their understanding of the text correctly, putting together the whole framework of the story and were also able to identify the themes that appeared in the excerpt. For the majority of the questions, the learners did not have any problems with the questions asked; I only noticed a problem with one question, which some learners did not know how to answer. However, after a debate, we arrived at the correct solution. During the check, it was found that the learners answered most of the questions correctly. However, it seemed that some were not very motivated and did not work as quickly and efficiently as they had been used to. I think this may be due to improper choice of the excerpt, questions or also due to the current mood in the classroom. In the fourth activity, it was clear that the learners had really thought about their answers. I found it surprising that the vast majority tended to take notes in full sentences. I suspect that I caused this by telling them in advance that they would each speak for a minute, which for some reason must have frightened them and they tended to prepare their speech more, even though in previous classes they had never had a problem speaking for longer period of time without preparation. In the end, the activity proceeded as planned, with each learner presenting their opinion and attitude towards the topic. The last activity was mainly focused on learner collaboration, the learners in this group generally enjoy these creative activities, so this time they also actively discussed in pairs and in the end presented their ideas to the rest of their classmates.

Analysis

Learning competencies

As this was the last lesson devoted to working with a literary text, the learners were able to organise their work with the text and search for information effectively. They were then able to critically evaluate the results of their work. The learners will have the opportunity to use the newly acquired vocabulary in their everyday life.

Problem-solving competencies

During the second and third activity, learners independently searched for information in the text to be able to answer the questions posed. At the end of the third activity, learners could also check whether their answers were correct and individually assess their own progress.

Communication competencies

During the lesson, learners actively participated in the discussion, expressed their opinions logically and appropriately, thus helping to create a pleasant working atmosphere in the classroom. At the same time, the learners respected each other during the conversations and responded appropriately to any requests.

Social and personal competencies

These competencies were fulfilled through the fourth and fifth activity, where learners worked together in pairs or as a whole class. Both activities required learners to cooperate with each other, to be active and also to be respectful of the different opinions that their classmates may hold.

Civil competencies

These competencies were fulfilled when learners helped each other with vocabulary during the reading of the excerpt, as well as during conversations and discussions where learners were aware of the need to respect others so that they too could be respected.

Working competencies

In this lesson, working competencies were not developed.

Digital competencies

In this lesson, digital competencies were not developed.

Expected outcomes

Speaking

The learners were active throughout the lesson, asking various questions and also responding to others' questions. (CJ-9-2-01) During the last exercise, the learners talked to their

friends about their own ideas and wishes. (CJ-9-4-02) The learners described the characters in the excerpt and its content (CJ-9-2-03)

Writing

The learners shared their ideas and opinions in exercise 3. (CJ-9-4-02) The learners responded in written form to the authentic text they read while answering the questions. (CJ-9-4-03)

Reading

The learners searched for the necessary information in the excerpt and demonstrated their understanding of the text by answering the teacher's questions. (CJ-9-3-02)

Listening

The lesson did not include a listening exercise, but the learners responded to the teacher's and their classmates' utterances during the lesson. (CJ-9-1-02)

Questionnaire analysis

Question	Yes	No
Did you enjoy the lesson?	83 %	17 %
Did you find the lesson demanding?	17 %	83 %
Did you enjoy reading the text?	58 %	42 %
Was the text challenging?	25 %	75 %
Were the exercises connected to the text challenging?	8 %	92 %

Table 14: Questionnaire results 7

Data from the last questionnaire show that the majority of learners enjoyed the text they worked with. The vast majority of learners rated the difficulty of the text, the exercises and the whole lesson as low. I believe that these results are due to the fact that the learners have improved their ability to work with the text, to search for information in the text and to interpret its content. Therefore, I think that I could have chosen, for example, a longer excerpt or created more complex exercises that focused on the text. In this way, the learners' skills would have been developed more.

8 Results and Discussion

The practical part of this thesis focused mainly on the analysis of the fulfilment of key competencies, expected outcomes and, finally, on the evaluation of the lessons by the learners.

	LC	PSC	CoC	SPC	CiC	WC	DC
Lesson 1	YES	YES	YES	YES	YES	NO	YES
Lesson 2	YES	YES	YES	YES	YES	NO	YES
Lesson 3	YES	YES	YES	YES	YES	NO	NO
Lesson 4	YES	YES	YES	YES	YES	NO	NO
Lesson 5	YES	YES	YES	YES	YES	NO	YES
Lesson 6	YES	YES	YES	YES	YES	NO	YES
Lesson 7	YES	YES	YES	YES	YES	NO	NO

Table 15: Key competencies

The first aspect analysed was whether *The Hobbit* enables the development of key competencies in ELT.

Based on the analysis of the competencies in each lesson, a table was created to show whether the competencies were developed or not. The character of the lessons, the selection of the different texts and the different types of exercises allowed to fulfil most of the competencies, except for the working competence and, in three lessons, the digital competence. I believe that the character of the English lessons does not allow the development of the working competencies as defined in the FEP BE. Digital competencies were developed in four lessons, the reason was to use the learners' interest in digital technologies to a reasonable extent. Working with technology was only used when it enabled the work to be more efficient.

The results of the analysis presented above confirm that the use of *The Hobbit* in English language classes can develop six out of seven key competencies.

	Speaking			Writing			Reading		Listening	
	CJ-9-2-01	CJ-9-2-02	CJ-9-2-03	CJ-9-4-01	CJ-9-4-02	CJ-9-4-03	CJ-9-3-01	CJ-9-3-02	CJ-9-1-01	CJ-9-1-02
Lesson 1	YES	NO	YES	NO	YES	YES	NO	YES	NO	YES
Lesson 2	YES	YES	YES	NO	YES	YES	NO	YES	NO	YES
Lesson 3	YES	YES	YES	NO	NO	YES	NO	YES	NO	YES
Lesson 4	YES	YES	YES	NO	NO	YES	NO	YES	NO	YES
Lesson 5	YES	YES	YES	NO	YES	YES	NO	YES	NO	YES
Lesson 6	YES	YES	YES	NO	NO	YES	NO	YES	NO	YES
Lesson 7	YES	YES	YES	NO	YES	YES	NO	YES	NO	YES

Table 16: Expected outcomes

The second aspect examined was the potential of *The Hobbit* in relation to meeting the expected outcomes.

Based on the analysis of all the lessons, a table was created taking into account each skill as described in the FEP BE. Speaking, specifically CJ-9-2-02, was not met in one lesson. Writing, specifically CJ-9-4-02, was not met in three lessons. No lesson was directed towards meeting the expected outcomes of CJ-9-4-01, CJ-9-3-01, CJ-9-1-01. I believe that listening, specifically CJ-9-1-01, also has the potential to be met in lessons devoted to working with literary texts; for example, the use of an audiobook could be used. However, the worksheets we created focused on the reception of information through reading; thus, there seems to be a potential opportunity for further research.

The data presented in the table above shows that seven out of the ten expected outcomes were developed at least to some extent, and thus *The Hobbit* has the potential to fulfil the expected outcomes in the area of ELT.

Question	Yes	No
Did you enjoy the lessons?	87 %	13 %
Did you find the lessons demanding?	19 %	81 %
Did you enjoy reading the texts?	56 %	44 %
Did you find reading the texts challenging?	25 %	75 %
Would you like to work like this more often with other books?	44 %	56 %

Table 17: Overall questionnaire results

The third objective of the practical part focused on the assessment of lessons by learners when using *The Hobbit* by J. R. R. Tolkien in ELT.

In response to the first question in the questionnaire, the vast majority of learners indicated that they enjoyed the lessons. This may also be due to the fact that the lessons were not challenging in their opinion. The majority of learners in the questionnaire also answered that they also enjoyed reading the excerpts from *The Hobbit*. The questionnaire data also indicates that learners very often reported that they did not find the texts challenging. This may be due to the fact that they had enough time to read, a glossary was available for the texts and they could ask questions if they needed to. Similarly, the topics of the texts were chosen to be familiar to the learners. All these factors may have influenced the learners' final assessment. However, the last question in the questionnaire was answered by the learners rather unexpectedly; given their previous answers, it could be expected that the majority would choose the answer YES, meaning that they would like to have similar lessons more often, but there were nine learners who chose the answer NO. The result was very close and may be due to the learners' current mood, their current level of motivation, or even the fact that the lessons took place in a short period of time and thus became rather a routine for the learners.

After evaluating all the data in the final questionnaire, we can say that the lessons were generally positively received by the learners and can therefore be used in ELT.

In this chapter, I consider it important to mention the potential limitations of the results of this thesis. To verify or refine the validity of the findings, it would be advisable to increase the number of research participants and select more diverse work groups. The research was also limited by the number of lessons realized, so it would be advisable to realize each lesson repeatedly to confirm the results presented. Nevertheless, I believe that the findings of this work are of significant value and the worksheets presented can serve as a basis for developing key competencies and fulfilling the expected outcomes in ELT.

Conclusion

This diploma project dealt with the use of J. R. R. Tolkien's *The Hobbit* in ELT. The topic of the thesis was chosen in an effort to enrich English language classes with literary texts and related exercises. The aim of the thesis was to find out the potential benefits of using *The Hobbit* in ELT for learners at lower secondary school in relation to the development of key competencies and expected outcomes.

The theoretical part of this thesis consisted of five chapters, these chapters were based on the analysis of literature related to the topic of the thesis. The first chapter was devoted to children's literature, its definition and basic features, then to the major works of this genre and how this literature can shape and influence its readers. It was found that children's literature shapes the young reader, especially in the areas of language, social and values. The second chapter focused on the use of literature in ELT, types of texts and the ways in which they can be used in the classroom. It also addressed the potential advantages and disadvantages of incorporating these texts into lessons. The chapter concluded that it is advisable to use different types of literary texts in language teaching; it was also found that the right choice of literary text leads to learner motivation and development. Chapter three examined literature as a potential means of developing key competencies and expected outcomes. Each of the key competencies and expected outcomes were mentioned one after another, as well as the potential of using literature in this area. This chapter concluded that the development of key competencies and the fulfilment of expected outcomes through literary texts is important for learners not only in lessons but also in everyday life. The last two chapters were included to provide a theoretical basis for the creation of the worksheets. The chapters covered Tolkien's life, the events that influenced the writing of *The Hobbit* and the worldviews that also impacted on the book. The last chapter was devoted to an analysis of *The Hobbit*, thus providing a literary theoretical basis for the practical part of this thesis.

The practical part of this thesis was devoted in the first chapter to a description of the research methodology, further it described how the worksheets were created, and the last part of this chapter was devoted to the group of learners who participated in the research. The following chapter presented the lesson plans implemented at the lower secondary school. These lesson plans were then analysed based on the observations. The analysis focused on the area of the fulfilment of key competencies and expected outcomes as described in the FEP BE. In addition, the data obtained from the questionnaires completed by the learners in each lesson were also analysed.

The aim of this thesis was achieved through three research questions that were formulated at the beginning of the thesis. The first research question was *Is it possible for The Hobbit by J. R. R. Tolkien to be used in English language lessons to develop the key competencies described in the Framework Education Programme for Basic Education?* Through the research conducted and the analysis of the data obtained by observing the learners' work during the lesson, it was found that the use of J. R. R. Tolkien's *The Hobbit* in ELT contributed to the development of six out of seven key competencies in total, only the working competence was not developed during those lessons. Therefore, we can conclude from these data that this book can be used in ELT with the intention of developing the key competencies as described by the FEP BE.

The second researched question was *Is it possible for The Hobbit by J. R. R. Tolkien to be used in English language lessons in order to fulfil the expected outcomes described in the Framework Education Programme for Basic Education?* The data to answer this question was again obtained by observing the learners whilst working in the classroom and subsequent analysis. This analysis showed that the use of the book *The Hobbit* developed all 4 language skills, in total seven out of ten expected outcomes were fulfilled. Therefore, from these results we can claim that it is possible for the use of the book *The Hobbit* in ELT to fulfil the expected outcomes as described in the FEP BE.

The last question focused on the learners' evaluation of the lesson and read *How is the use of The Hobbit by J. R. R. Tolkien in English language lessons evaluated by learners?* The data to answer this question were collected through questionnaires completed by the learners at the end of each lesson, as well as by final questionnaire that summarised the learners' evaluation of the whole research. The results of the questionnaires completed at the end of each lesson showed that learners rated positively seven out of seven lessons, and they also rated positively six out of the seven excerpts they worked with in the lessons. The questionnaires also revealed that at the beginning of the research, a higher percentage of learners rated the excerpt from the book and the whole lesson as challenging. This percentage decreased over the course of the research and after the final lesson, the percentage of learners who rated the excerpt and the whole lesson as not difficult prevailed. The data from the final questionnaire showed that learners rated the lessons and book excerpts positively. Based on these data, we can therefore conclude that the use of *The Hobbit* in ELT is positively evaluated by the learners.

In conclusion, it can be stated that the aim of this diploma project has been fulfilled by answering the questions formulated in the practical part of this thesis. The use of J. R. R. Tolkien's *The Hobbit* in ELT has been proven to develop most of the key competencies and fulfil most of the expected outcomes as described in the FEP BE.

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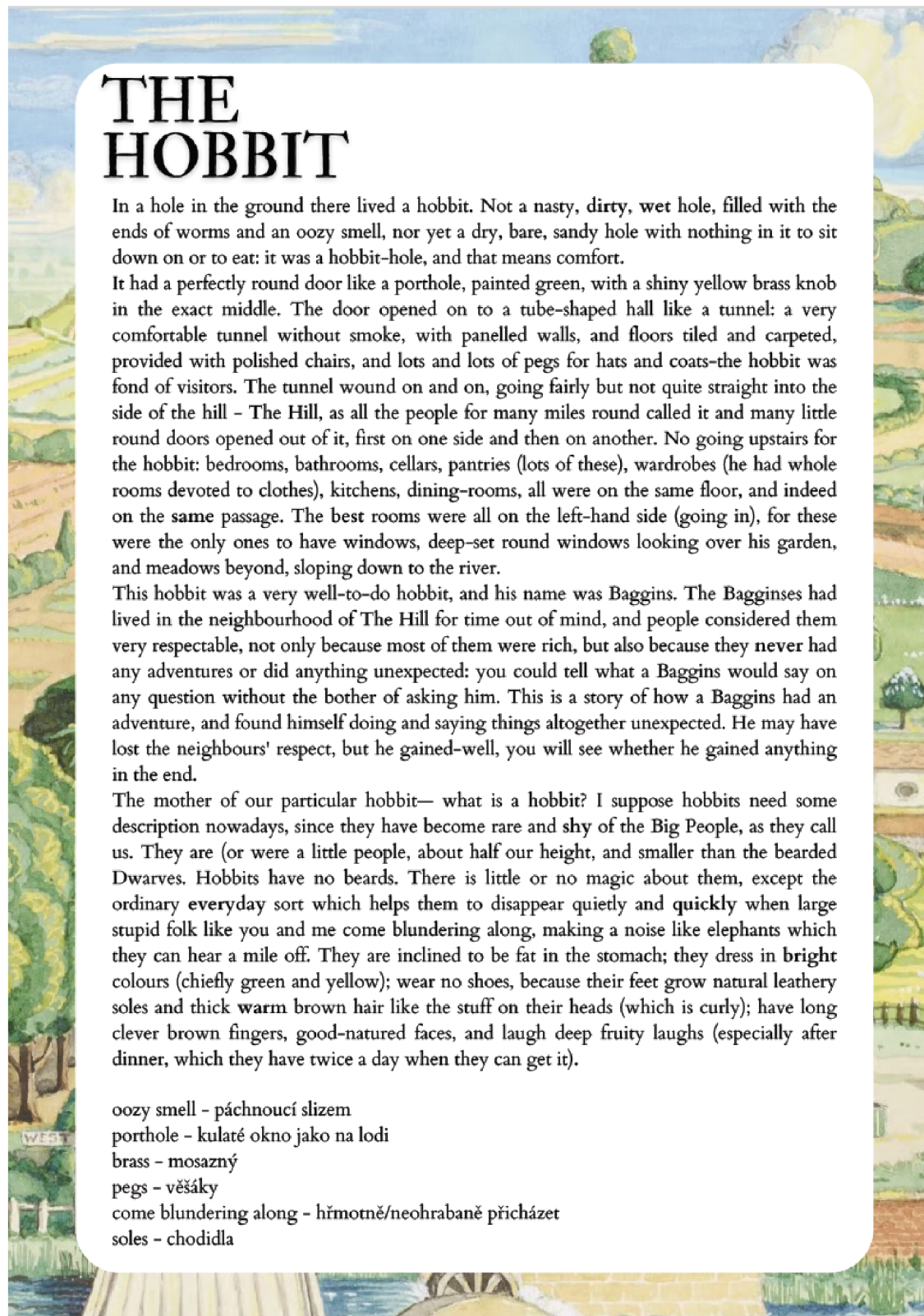
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Appendices

Appendix 1: Worksheet 1



THE HOBBIT

In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a hobbit-hole, and that means comfort.

It had a perfectly round door like a porthole, painted green, with a shiny yellow brass knob in the exact middle. The door opened on to a tube-shaped hall like a tunnel: a very comfortable tunnel without smoke, with panelled walls, and floors tiled and carpeted, provided with polished chairs, and lots and lots of pegs for hats and coats—the hobbit was fond of visitors. The tunnel wound on and on, going fairly but not quite straight into the side of the hill – The Hill, as all the people for many miles round called it and many little round doors opened out of it, first on one side and then on another. No going upstairs for the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), wardrobes (he had whole rooms devoted to clothes), kitchens, dining-rooms, all were on the same floor, and indeed on the **same** passage. The best rooms were all on the left-hand side (going in), for these were the only ones to have windows, deep-set round windows looking over his garden, and meadows beyond, sloping down to the river.

This hobbit was a very well-to-do hobbit, and his name was Baggins. The Bagginses had lived in the neighbourhood of The Hill for time out of mind, and people considered them very respectable, not only because most of them were rich, but also because they **never** had any adventures or did anything unexpected: you could tell what a Baggins would say on any question without the bother of asking him. This is a story of how a Baggins had an adventure, and found himself doing and saying things altogether unexpected. He may have lost the neighbours' respect, but he gained—well, you will see whether he gained anything in the end.

The mother of our particular hobbit— what is a hobbit? I suppose hobbits need some description nowadays, since they have become rare and **shy** of the Big People, as they call us. They are (or were a little people, about half our height, and smaller than the bearded Dwarves. Hobbits have no beards. There is little or no magic about them, except the ordinary **everyday** sort which helps them to disappear quietly and **quickly** when large stupid folk like you and me come blundering along, making a noise like elephants which they can hear a mile off. They are inclined to be fat in the stomach; they dress in **bright** colours (chiefly green and yellow); wear no shoes, because their feet grow natural leathery soles and thick **warm** brown hair like the stuff on their heads (which is curly); have long clever brown fingers, good-natured faces, and laugh deep fruity laughs (especially after dinner, which they have twice a day when they can get it).

oozy smell - páchnoucí slizem
porthole - kulaté okno jako na lodi
brass - mosazný
pegs - věšáky
come blundering along - hřmotně/neohrabaně přicházet
soles - chodidla

Text 1: Tolkien (2020), p. 3, 4

Picture 1: <https://tolkiengateway.net/wiki/Hobbiton>

FAMILY AND HOME

- ① Match the vocabulary to each room according to where you are most likely to find that particular thing.

bed, fork, soap, pillow, toothbrush, pan, plate, pants, bath, sweater, bath towel, comb, teapot, nightstand, mug, spider, cookbook, coat rack

bedroom _____

bathroom _____

cellar _____

wardrobe _____

kitchen _____

hallway _____

- ② Working in pairs, decide with your classmate on five words to describe the character of a hobbit.

- ③ Based on the text, write whether the following statements are true (T) or false (F).

Hobbits are louder than humans.

Hobbits know magic.

Hobbits are smaller than humans.

Hobbits laugh little and quietly.

Hobbits are smaller than dwarves.

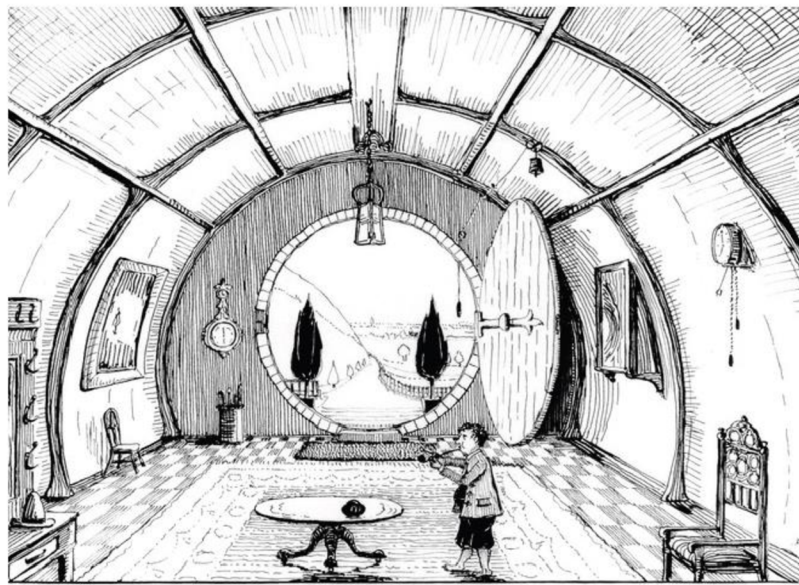
Hobbits always wear shoes.

Hobbits have curly hair and beards.

FAMILY AND HOME

- ④ Write antonyms for the words in **bold> in the text.**

- ⑤ Here you see a drawing of a hobbit hole, work in pairs and try to describe it verbally as detailed as possible. Use the following lines to write down any new vocabulary.



The Hall at Bag-End, Residence of
B. Baggins Esquire

Picture 2: <https://www.tolkienestate.com/painting/the-hobbit/>

THE HOBBIT

"Now we are all here!" said Gandalf, looking at the row of thirteen hoods and his own hat hanging on the pegs. "Quite a merry gathering! I hope there is something left for the late-comers to eat and drink! What is that? Tea! No thank you. A little red wine, I think for me."

"And for me," said Thorin.

"And raspberry jam and apple-tart," said Bifur.

"And mince-pies and cheese," said Bofur.

"And pork-pie and salad," said Bombur.

"And more cakes and ale and coffee, if you don't mind," called the other dwarves through the door.

"Put on a few eggs, there's a good fellow!" Gandalf called after him, as the hobbit stumped off to the pantries. "And just bring out the cold chicken and pickles!"

"Seems to know as much about the inside of my larders as I do myself!" thought Mr. Baggins, who was feeling positively flummoxed, and was beginning to wonder whether a most wretched adventure had not come right into his house. By the time he had got all the bottles and dishes and knives and forks and glasses and plates and spoons and things piled up on big trays, he was getting very hot, and red in the face, and annoyed.

"Why don't they come and lend a hand?" Lo and behold! there stood Balin and Dwalin at the door of the kitchen, and Fili and Kili behind them, and before he could say knife they had whisked the trays and a couple of small tables into the parlour and set out everything afresh.

Gandalf sat at the head of the party with the thirteen dwarves all round: and Bilbo sat on a stool at the fireside, nibbling at a biscuit (his appetite was quite taken away), and trying to look as if this was all perfectly ordinary and not in the least an adventure. The dwarves ate and ate, and talked and talked, and time got on. At last they pushed their chairs back, and Bilbo made a move to collect the plates and glasses.

"I suppose you will all stay to supper?" he said in his politest unpressing tones.

"Of course!" said Thorin. "And after. We shan't get through the business till late, and we must have some music first. Now to clear up!"

Thereupon the twelve dwarves - not Thorin, he was too important, and stayed talking to Gandalf - jumped to their feet, and made tall piles of all the things. Off they went, not waiting for trays, balancing columns of plates, each with a bottle on the top, with one hand, while the hobbit ran after them almost squeaking with fright: "please be careful!" and "please, don't trouble! I can manage."

stumped off - pajdal

larder - spižárna

flummoxed - v rozpacích

Lo and behold! - A ejhle!

whisked- odnesli

parlour - salónek

nibble - okusovat

supper - večeře

piles - komínky

squeak - pištět

Text 2: Tolkien (2020), p. 12-14

Picture 3: <https://www.tolkienestate.com/painting/the-hobbit/>

① Work in pairs and ask your friend if they can cook, what they can cook, or what their favourite food is. Take notes if you need to.

② Based on the text, answer the following questions.

Was Bilbo happy about the dwarves visiting him? Give reasons for your answer.

Which of the dwarves came to help Bilbo? Circle the correct answer.

a) Bofur b) Kili c) Bifur d) Thorin e) Bombur f) Fili

What kind of drinks can you find in the text?

How many dwarves were there in total?

In the last paragraph, find what Bilbo was afraid of.

Who had the smallest appetite?

③ Based on the text, how would you describe the dwarves?

④ In a group, think about what you would serve your friends if they were to visit. Prepare at least a three-course menu. What ingredients will you need to prepare it?

THE HOBBIT

He knew that something unexpected might happen, and he hardly dared to hope that they would pass without fearful adventure over those great tall mountains with lonely peaks and valleys where no king ruled.

...

Very slowly he got up and groped about on all fours, till he touched the wall of the tunnel; but neither up nor down it could he find anything; nothing at all, no sign of goblins, no sign of dwarves. His head was swimming, and he was far from certain even of the direction they had been going in when he had his fall. He guessed as well as he could, and crawled along for a good way, till suddenly his hand met what felt like a tiny ring of cold metal lying on the floor of the tunnel. It was a turning point in his career, but he did not know it. He put the ring in his pocket almost without thinking; certainly it did not seem of any particular use at the moment.

...

The hobbit jumped nearly out of his skin when the hiss came in his ears, and he suddenly saw the pale eyes sticking out at him.

"Who are you?" he said, thrusting his dagger in front of him.

"What iss he, my preciouss?" whispered Gollum (who always spoke to himself through never having anyone else to speak to). This is what he had come to find out, for he was not really very hungry at the moment, only curious; otherwise he would have grabbed first and whispered afterwards.

"I am Mr. Bilbo Baggins. I have lost the dwarves and I have lost the wizard, and I don't know where I am; and I don't want to know, if only I can get away."

"What's he got in his handses?" said Gollum, looking at the sword, which he did not quite like.

"A sword, a blade which came out of Gondolin!"

"Ssss" said Gollum, and became quite polite. "Praps ye sits here and chats with it a bitsy, my preciousss. It likes riddles, praps it does, does it?" He was anxious to appear friendly, at any rate for the moment, and until he found out more about the sword and the hobbit, whether he was quite alone really, whether he was good to eat, and whether Gollum was really hungry. Riddles were all he could think of.

Asking them, and sometimes guessing them, had been the only game he had ever played with other funny creatures sitting in their holes in the long, long ago, before he lost all his friends and was driven away, alone, and crept down, down, into the dark under the mountains.

"Very well," said Bilbo, who was anxious to agree, until he found out more about the creature, whether he was quite alone, whether he was fierce or hungry, and whether he was a friend of the goblins.

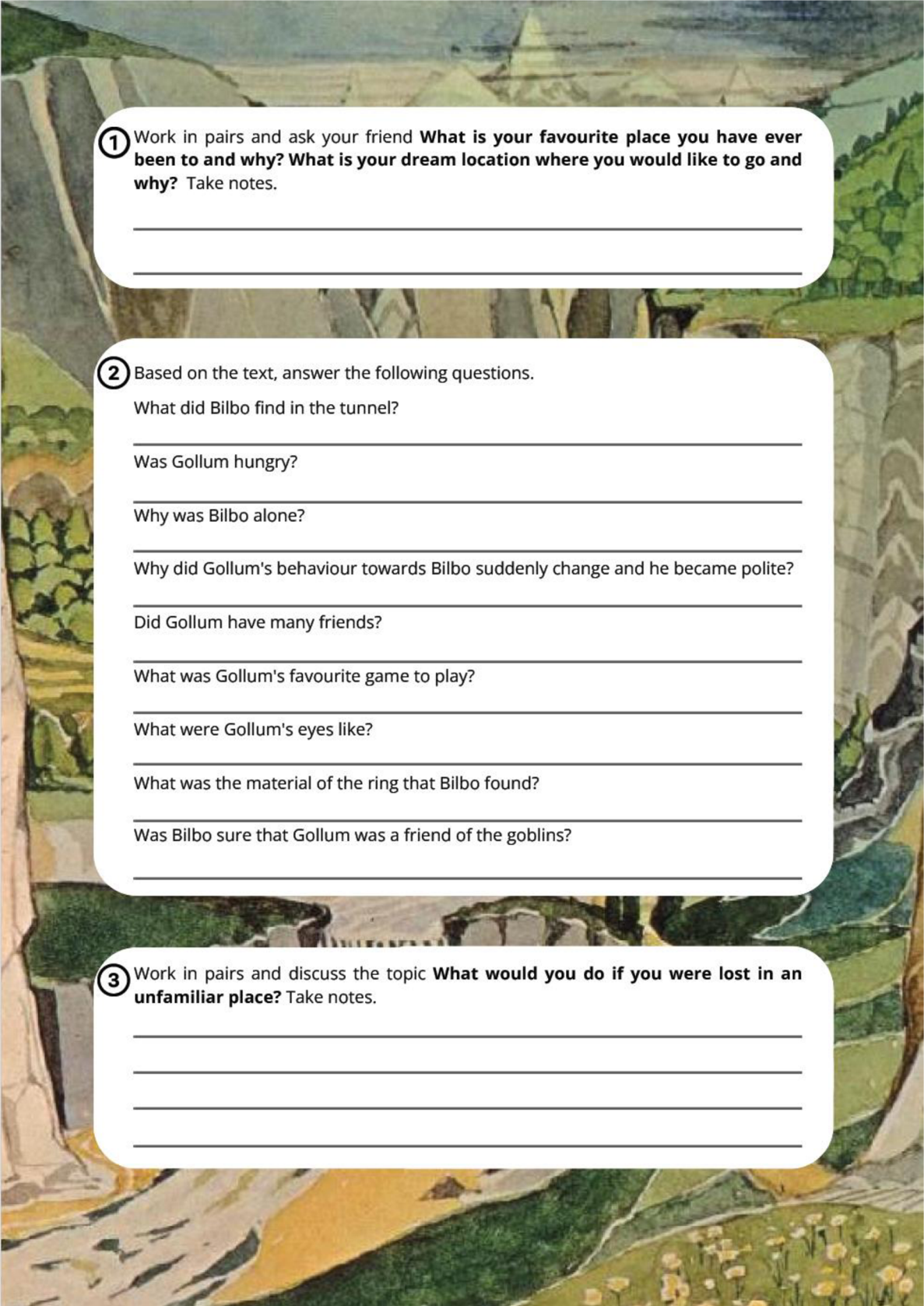
fearful - hrozný
peaks - vrcholky
valleys - údolí
groped - tápal

goblins - skřeti
crawled - vlekl se
turning point - zlomový okamžik
dagger - dýka

crept - odplazil se
anxious - úzkostlivý
fierce - krutý/nelítostný

Text 3: Tolkien (2020), p. 55, 67, 71, 72

Picture 4: <https://tolkiengateway.net/wiki/Rivendell>



① Work in pairs and ask your friend **What is your favourite place you have ever been to and why? What is your dream location where you would like to go and why?** Take notes.

② Based on the text, answer the following questions.

What did Bilbo find in the tunnel?

Was Gollum hungry?

Why was Bilbo alone?

Why did Gollum's behaviour towards Bilbo suddenly change and he became polite?

Did Gollum have many friends?

What was Gollum's favourite game to play?

What were Gollum's eyes like?

What was the material of the ring that Bilbo found?

Was Bilbo sure that Gollum was a friend of the goblins?

③ Work in pairs and discuss the topic **What would you do if you were lost in an unfamiliar place?** Take notes.

THE HOBBIT

They walked in single file. The entrance to the path was like a sort of arch leading into a gloomy tunnel made by two great trees that leant together, too old and strangled with ivy and hung with lichen to bear more than a few blackened leaves.

The path itself was narrow and wound in and out among the trunks. Soon the light at the gate was like a little bright hole far behind, and the quiet was so deep that their feet seemed to thump along while all the trees leaned over them and listened.

...

There were black squirrels in the wood. As Bilbo's sharp inquisitive eyes got used to seeing things he could catch glimpses of them whisking off the path and scuttling behind tree-trunks. There were queer noises too, grunts, scufflings, and hurryings in the undergrowth, and among the leaves that lay piled endlessly thick in places on the forest-floor; but they made the noises he could not see. The nastiest things they saw were the cobwebs: dark dense cobwebs with threads extraordinarily thick, often stretched from tree to tree, or tangled in the lower branches on either side of them. There were none stretched across the path, but whether because some magic kept it clear, or for what other reason they could not guess.

...

Bilbo immediately went to the end of the branch nearest the tree-trunk and kept back those that crawled up. He had taken off his ring when he rescued Fili and forgotten to put it on again, so now they all began to splutter and hiss:

"Now we see you, you nasty little creature! We will eat you and leave your bones and skin hanging on a tree. Ugh! he's got a sting has he? Well, we'll get him all the same, and then we'll hang him head downwards for a day or two."

While this was going on, the other dwarves were working at the rest of the captives, and cutting at the threads with their knives. Soon all would be free, though it was not clear what would happen after that. The spiders had caught them pretty easily the night before, but that had been unawares and in the dark. This time there looked like being a horrible battle.

Suddenly Bilbo noticed that some of the spiders had gathered round old Bombur on the floor, and had tied him up again and were dragging him away. He gave a shout and slashed at the spiders in front of him. They quickly gave way, and he scrambled and fell down the tree right into the middle of those on the ground. His little sword was something new in the way of stings for them. How it darted to and fro! It shone with delight as he stabbed at them. Half a dozen were killed before the rest drew off and left Bombur to Bilbo.

"Come down! Come down!" he shouted to the dwarves on the branch. "Don't stay up there and be netted!"

in single file - v zástupu	inquisitive - zvědavý	tangled - zamotaný	to and fro - sem a tam
arch - klenba/oblouk	scuttle - cupítat	splutter - prskat	drew off - stáhli se
ivy - břečtan	queer - prapodivný	hiss - syčet	be netted - být chycen
lichen - lišejník	grunt - zavrčení	captives - zajatci	do síť
trunk - kmen	scufflings - šeleštění	threads - vlákna	
thump - dupat	cobweb - pavučina	gather - shromáždit se	

Text 4: Tolkien (2020), p. 134, 135, 154

Picture 5: <https://dk.pinterest.com/pin/860539441312870589/>

① Write as many words as possible related to the topic of **nature** in a time interval of 2 minutes.

② Based on the text, answer the following questions.

What animals appear in the text?

Why didn't the spiders see Bilbo at first?

What insult did the spiders use and who did it refer to?

Did Bilbo manage to save the dwarves?

Based on the text, match the following adjectives with the nouns.

old	Bilbo
black	trees
brave	webs
evil	Bombur
great	squirrel
dense	spiders

Do you know what half a dozen means?

③ Write two characters for example from fairy tales who wear a sword.

④ Work in pairs and ask your friend **When was the last time you did a good deed and helped someone?** Take notes.

THE HOBBIT

Not far from the mouth of the Forest River was the strange town he heard the elves speak of in the king's cellars. It was not built on the shore, though there were a few huts and buildings there, but right out on the surface of the lake, protected from the swirl of the entering river by a promontory of rock which formed a calm bay. A great bridge made of wood ran out to where on huge piles made of forest trees was built a busy wooden town, not a town of elves but of Men, who still dared to dwell here under the shadow of the distant dragon-mountain. They still thrived on the trade that came up the great river from the South and was carted past the falls to their town; but in the great days of old, when Dale in the North was rich and prosperous, they had been wealthy and powerful, and there had been fleets of boats on the waters, and some were filled with gold and some with warriors in armour, and there had been wars and deeds which were now only a legend. The rotting piles of a greater town could still be seen along the shores when the waters sank in a drought.

But men remembered little of all that, though some still sang old songs of the dwarf-kings of the Mountain, Thrór and Thráin of the race of Durin, and of the coming of the Dragon, and the fall of the lords of Dale. Some sang too that Thrór and Thráin would come back one day and gold would flow in rivers, through the mountain-gates, and all that land would be filled with new song and new laughter. But this pleasant legend did not much affect their daily business.

...

Soon afterwards the other dwarves were brought into the town amid scenes of astonishing enthusiasm. They were all doctored and fed and housed and pampered in the most delightful and satisfactory fashion. A large house was given up to Thorin and his company; boats and rowers were put at their service; and crowds sat outside and sang songs all day, or cheered if any dwarf showed so much as his nose.

...

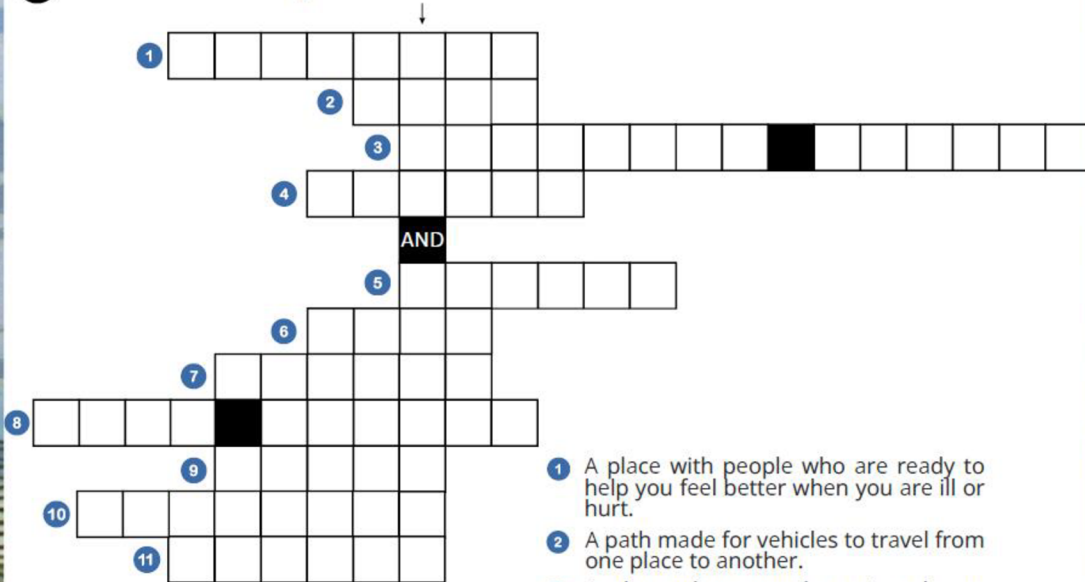
So one day, although autumn was now getting far on, and winds were cold, and leaves were falling fast, three large boats left Lake-town, laden with rowers, dwarves, Mr. Baggins, and many provisions. Horses and ponies had been sent round by circuitous paths to meet them at their appointed landing-place. The Master and his councillors bade them farewell from the great steps of the town-hall that went down to the lake. People sang on the quays and out of windows. The white oars dipped and splashed, and off they went north up the lake on the last stage of their long journey. The only person thoroughly unhappy was Bilbo.

mouth - ústí	dwell - přebývat	rowers - veslaři	oars - vesla
elves - elfové	prosperous - prosperující	laden - naložený	thoroughly - naprosto
shore - břeh	armour - brnění	circuitous - klikatý	
hut - chýše	drought - sucho	councillors - radní	
promontory - výběžek	pamper - rozmazlovat	quays - nábřeží	

Text 5: Tolkien (2020), p. 181, 182, 188, 190

Picture 6: <https://dk.pinterest.com/pin/691302611532219576/>

① Solve the crossword puzzle!



The topic of today's lesson is

..... and

- ① A place with people who are ready to help you feel better when you are ill or hurt.
- ② A path made for vehicles to travel from one place to another.
- ③ A place where people go to relax or exercise in order to maintain their health.
- ④ A place where you can watch films on big screen.
- ⑤ A place where you can learn e.g. English, maths or science.
- ⑥ A place where you can buy groceries.
- ⑦ A place where religious people gather to pray.
- ⑧ A place where you can send and receive letters.
- ⑨ A place where people live.
- ⑩ A path made for people to walk from one place to another.
- ⑪ A place where you can buy baked goods.

② Match paragraphs A-D from the text to the following titles so that the title is fitting.

- the history and legends of the town
- the journey towards the next adventure
- description of the town
- welcoming visitors to the town

3 Based on the text, answer the following questions.

In what season does the story take place?

Where was the town located?

Whose town was it, or who lived in it?

Of what materials was most of the city built?

What made the town rich?

How did the townspeople treat the dwarves when they came to the town?

Which environmental problem is mentioned in the text?

4 Work in pairs and describe the picture below. Take notes.



Picture 7: <http://forum.barrowdowns.com/showthread.php?t=14774&page=2>

THE HOBBIT

So began a battle that none had expected; and it was called the Battle of Five Armies, and it was very terrible. Upon one side were the Goblins and the Wild Wolves, and upon the other were Elves and Men and Dwarves. This is how it fell out. Ever since the fall of the Great Goblin of the Misty Mountains the hatred of their race for the dwarves had been rekindled to fury. Messengers had passed to and fro between all their cities, colonies and strongholds; for they resolved now to win the dominion of the North. Then they marched and gathered by hill and valley, going ever by tunnel or under dark, until around and beneath the great mountain Gundabad of the North, where was their capital, a vast host was assembled ready to sweep down in time of storm unawares upon the South. Then they learned of the death of Smaug, and joy was in their hearts; and they hastened night after night through the mountains, and came thus at last on a sudden from the North hard on the heels of Dain. Not even the ravens knew of their coming until they came out in the broken lands which divided the Lonely Mountain from the hills behind. How much Gandalf knew cannot be said, but it is plain that he had not expected this sudden assault.

...

It was a terrible battle. The most dreadful of all Bilbo's experiences, and the one which at the time he hated most—which is to say it was the one he was most proud of, and most fond of recalling long afterwards, although he was quite unimportant in it. Actually I may say he put on his ring early in the business, and vanished from sight, if not from all danger.

...

On all this Bilbo looked with misery. He had taken his stand on Ravenhill among the Elves partly because there was more chance of escape from that point, and partly because if he was going to be in a last desperate stand, he preferred on the whole to defend the Elvenking. Gandalf, too, I may say, was there, sitting on the ground as if in deep thought, preparing, I suppose, some last blast of magic before the end.

That did not seem far off. "It will not be long now," thought Bilbo, "before the goblins win the Gate, and we are all slaughtered or driven down and captured. Really it is enough to make one weep, after all one has gone through.

I would rather old Smaug had been left with all the wretched treasure, than that these vile creatures should get it, and poor old Bombur, and Balin and Fili and Kili and all the rest come to a bad end; and Bard too, and the Lake-men and the merry elves. Misery me! I have heard songs of many battles, and I have always understood that defeat may be glorious. It seems very uncomfortable, not to say distressing, I wish I was well out of it."

hatred - nenávist	assemble - shromáždit	misery - trápení	vile - odporný
rekindle - znovu oživit	hastened - pospíchali	desperate - beznadějný	defeat - porážka
fury - zuřivost	sudden - náhlý	stand - stanoviště	distressing -
stronghold - pevnost	assault - útok	blast - rána	znepokojující
dominion - oblast	dreadful - hrozný	slaughter - povraždit	
beneath - pod	vanished - zmizel	wretched - zatracený	

Text 6: Tolkien (2020), p. 262, 263, 265, 266

Picture 8: <https://tolkiengateway.net/wiki/Smaug>

1 Based on the text, answer the following questions.

Who fought in the battle?

Name three hills or mountains named in the text.

Which dwarves are mentioned in the text?

What animals are named in the text?

What would happen if the goblins won the war?

Based on the text, write whether the following statements are true (T) or false (F).

The Orcs fought alongside the Elves.

The Orcs wanted to take the South in the first place.

Bilbo watched the battle from Eagle Mountain.

Bilbo feared defeat.

Orc messengers usually traveled by day with messages.

Before the battle, the dragon Smaug possessed a golden treasure.

Gandalf didn't know the Orcs were going to attack them.

Bilbo was happy about the battle.

The King was the head of the Elves.

Bilbo was the hero of the battle.

From the following words, choose the ones that describe an ideal warrior. Strike out those that don't fit. Then create antonyms for the words you have chosen.

Brave, fat, old, experienced, loyal, strong, slow

2 In groups, discuss the possible causes and possible consequences of a war. Take notes.

THE HOBBIT

When Gandalf saw Bilbo, he was delighted. "Baggins!" he exclaimed. "Well I never! Alive after all—I am glad! I began to wonder if even your luck would see you through! A terrible business, and it nearly was disastrous. But other news can wait. Come!" he said more gravely. "You are called for;" and leading the hobbit he took him within the tent.

"Hail! Thorin," he said as he entered. "I have brought him."

There indeed lay Thorin Oakenshield, wounded with many wounds, and his rent armour and notched axe were cast upon the floor. He looked up as Bilbo came beside him.

"Farewell, good thief," he said. "I go now to the halls of waiting to sit beside my fathers, until the world is renewed. Since I leave now all gold and silver, and go where it is of little worth, I wish to part in friendship from you, and I would take back my words and deeds at the Gate."

Bilbo knelt on one knee filled with sorrow. "Farewell, King under the Mountain!" he said. "This is a bitter adventure, if it must end so; and not a mountain of gold can amend it. Yet I am glad that I have shared in your perils - that has been more than any Baggins deserves."

"No!" said Thorin. "There is more in you of good than you know, child of the kindly West. Some courage and some wisdom, blended in measure. If more of us valued food and cheer and song above hoarded gold, it would be a merrier world. But sad or merry, I must leave it now. Farewell!"

Then Bilbo turned away, and he went by himself, and sat alone wrapped in a blanket, and, whether you believe it or not, he wept until his eyes were red and his voice was hoarse. He was a kindly little soul. Indeed it was long before he had the heart to make a joke again. "A mercy it is," he said at last to himself, "that I woke up when I did. I wish Thorin were living, but I am glad that we parted in kindness. You are a fool, Bilbo Baggins, and you made a great mess of that business with the stone; and there was a battle, in spite of all your efforts to buy peace and quiet, but I suppose you can hardly be blamed for that."

All that had happened after he was stunned, Bilbo learned later; but it gave him more sorrow than joy, and he was now weary of his adventure. He was aching in his bones for the homeward journey.

...

As all things come to an end, even this story, a day came at last when they were in sight of the country where Bilbo had been born and bred, where the shapes of the land and of the trees were as well known to him as his hands and toes. Coming to a rise he could see his own Hill in the distance.

...

The return of Mr. Bilbo Baggins created quite a disturbance, both under the Hill and over the Hill, and across the Water; it was a great deal more than a nine days' wonder. The legal bother, indeed, lasted for years. It was quite a long time before Mr. Baggins was in fact admitted to be alive again. The people who had got specially good bargains at the Sale took a deal of convincing; and in the end to save time Bilbo had to buy back quite a lot of his own furniture. Many of his silver spoons mysteriously disappeared and were never accounted for. Personally he suspected the Sackville-Bagginses. On their side they never admitted that the returned Baggins was genuine, and they were not on friendly terms with Bilbo ever after. They really had wanted to live in his nice hobbit-hole so very much.

was delighted - byl potěšen

exclaimed - zvolal

disastrous - katastrofální

wounded - raněný

worth - mít hodnotu

amend - vynahradit

peril - nebezpečí

hoard - hromadit

merrier - veselejší

wept - brečel

hoarse - chraptivý

parted - rozejít se

weary - znavený

aching - bolavý

disturbance - vyrušení

Text 7: Tolkien (2020), p. 268, 269, 279, 280, 281

Picture 9: <https://www.tolkienestate.com/painting/the-hobbit/>

① What do these sayings have in common? Do you agree with their content?

Home is where the heart is.
East or West, home is best.
Home sweet home.
There is no place like home.

② Based on the text, answer the following questions.

Which part of the book do you think this passage belongs to? Give reasons for your statement.

What happened to Thorin?

How did Thorin imagine a more joyful world?

How and why did Bilbo feel when he came out of the tent?

What addresses did Bilbo and Thorin use during the conversation besides their names?

How did the other hobbits react to Bilbo's return?

③ What and why do you consider most important in your life?

④ Describe what a place where you would feel comfortable should look like. Work in pairs.

Appendix 8: Pictures used in lesson 4



Picture 10: <https://www.cntraveller.com/gallery/the-hobbit-movie-set-tours-new-zealand>



Picture 11: <https://www.britannica.com/science/desert>



Picture 12: <https://www.nytimes.com/2023/11/13/climate/trillion-trees-research.html>

Appendix 9: Questionnaire for lesson 1-7

	YES	NO
Did you enjoy the lesson?		
Did you find the lesson demanding?		
Did you enjoy reading the text?		
Was the text challenging?		
Were the exercises connected to the text challenging?		

Picture 13: <https://tolkiengateway.net/wiki/Hobbiton>

Appendix 10: Final questionnaire

	YES	NO
Did you enjoy the lessons?	<input type="checkbox"/>	<input type="checkbox"/>
Did you find the lessons demanding?	<input type="checkbox"/>	<input type="checkbox"/>
Did you enjoy reading the texts?	<input type="checkbox"/>	<input type="checkbox"/>
Did you find reading the texts challenging?	<input type="checkbox"/>	<input type="checkbox"/>
Would you like to work like this more often with other books?	<input type="checkbox"/>	<input type="checkbox"/>

Picture 14: <https://tolkiengateway.net/wiki/Smaug>

Resumé

Tato diplomová práce se věnovala použití díla *The Hobbit* od J. R. R. Tolkiena ve výuce anglického jazyka. Cílem práce bylo analyzovat potenciální výhody, které použití této knihy do výuky anglického jazyka přináší v oblasti rozvoje klíčových kompetencí a očekávaných výstupů. Teoretická část práce se věnovala dětské literatuře a jejímu použití ve výuce anglického jazyka. Dále pak zmínila jednotlivé klíčové kompetence, očekávané výstupy a možnosti, jakými je může použití literárního textu ve výuce naplňovat. V závěru teoretické části se práce věnovala také autorovi knihy a knize samotné. Praktická část této diplomové práce se zaměřila na použití sedmi pracovních listů ve výuce anglického jazyka. Tyto vyučovací hodiny byly následně analyzovány právě na základě toho, zda v nich dochází k naplňování klíčových kompetencí a očekávaných výstupů. Praktická část práce také zahrnovala analýzu dotazníků. Z výzkumu vyplývá, že použití díla *The Hobbit* od J. R. R. Tolkiena rozvíjí šest ze sedmi klíčových kompetencí a zároveň rozvíjí i sedm z deseti očekávaných výstupů. Analýza dotazníků, které žáci vyplňovali, ukázala, že žáky výuka s použitím knihy *The Hobbit* bavila.