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DIPLOMOVÁ PRÁCE

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J. M. Barrie's *Peter Pan* (the novel) and Its Use in ELT

Čestné prohlášení

Prohlašuji, že jsem závěrečnou práci vypracoval samostatně a použil jen uvedených pramenů, literatury a elektronických zdrojů.

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vlastnoruční podpis

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Abstract

The use of literature in English as a second language classes is probably the least used way of teaching the language at lower-secondary schools. This thesis aims to identify the main benefits of practising this method in English language teaching (ELT). First, a summary of previous research on the topic is presented. Followed by a guide to choosing an appropriate literary text, ways to work with literature in classes and some background information about the selected literary work. In the practical part, a series of lesson plans that work with texts from J. M. Barrie's *Peter Pan* (1911) shall provide proof of how such materials can contribute to learning English. The lesson plans are evaluated from three perspectives: teacher's assessment, evaluation based on specific criteria and an interview with the participants. The findings of this thesis state that the most significant benefits of using children's literature in ELT present the learner's interest in the particular book which makes them more engaged in the lessons and the ability to learn the language through the literary texts.

Introduction

Today's fast-paced world is a place where technologies such as mobile phones and social media take over other forms of entertainment, literature being one of them. This change can be seen in the everyday lives of children and young adults who read less and less (Schaeffer, 2021, Online). For this reason, it should be the teacher's responsibility to incorporate literary works into education to deepen learners' interest in reading. However, that is not practised in ESL (English as a second language) lessons at lower-secondary schools as frequently as it should. In fact, incorporating literature into English language teaching might be one of the least used methods by most teachers. Mainly because of the reason stated above.

Because it is my belief that not only can the exposure to literary texts improve the learner's knowledge of the language, but also that the right chosen text can increase their interest in reading in general, the plan of this thesis is to examine this topic. The aim of this diploma project is to ***identify possible benefits of using children's literature in English language teaching from the perspective of learners of English at lower-secondary schools on the example of J. M. Barrie's novel Peter Pan (1911).*** This central aim is further divided into three research questions:

- *What are the positive effects of using literary texts in English lessons?*
- *In what ways can the novel Peter Pan be incorporated into English language teaching?*
- *To what extent do the learners see the benefits of using literature in English lessons?*

This diploma project comprises two parts, a theoretical and a practical part. The theoretical part consists of four chapters which should provide enough information for the practical part to be accomplished. First, the definition of key terms, presenting the main benefits of using literature in ELT and discussing the role of motivation are presented. The second chapter examines a set of criteria that should be useful to English teachers in choosing the right literary texts. The third chapter presents some well-known ways of using literature in English language teaching. And finally, the last chapter of the theoretical part describes the chosen literary work and specifies why this particular book is suitable to use with lower-secondary learners.

Major part of the practical part consists of 5 lesson plans which include texts from the novel *Peter Pan* in order to show in what ways can literature be applicable in English lessons. The intention is to design and test each of the lesson plans on a particular learner

of lower-secondary school. Therefore, the practical part comprises three chapters. The fifth chapter of this diploma thesis introduces some background information about each lesson plan and the participants. The sixth chapter outlines the content of the lesson plans. And finally, in order to present the results of the lessons, the last chapter presents the results and evaluation of the lesson plans.

In order to provide answers to the research questions, three main research methods are used in the practical part. The first method is a qualitative analysis of each lesson consisting of the teacher's assessment. Second method presents an analysis based on an established set of criteria (Lazar, 1993, p. 60). Additionally, a questionnaire given to the participants is introduced in the last chapter as the third research method. The results of these research methods are further described in the practical part which hopefully proves to be persuasive and credible.

1 Literature in English Language Teaching

Before moving to any specifics, some basic terms which are essential to this thesis should be presented. Furthermore, findings from the key authors on the topic of using literature in English language teaching should provide an introductory look at the topic of this diploma thesis. Therefore, the main aim of this chapter is to briefly specify what literature and, more specifically, children's literature is, introduce some key benefits of using it in ELT classrooms and explain the role of motivation regarding reading and using literature in ELT.

1.1 Literature and Children's Literature

If English language teachers want to include literary work into their lesson for any suitable reason, they should be aware of what does the word literature, moreover, children's literature means. Both these terms do not have one clear definition, as will be presented in the following paragraphs. However, for this diploma thesis, the following explanations should be enough since the whole purpose of this diploma thesis is to show how literary works that are relatable to the learners can benefit the process of learning the language, in this case, English.

1.1.1 Defining Literature

Interestingly the word literature is one of those words that every person knows, but when it comes to a precise definition, we might struggle to find just a single one. According to the Cambridge dictionary, the word literature means "written artistic works, especially those with high and lasting artistic value" (Literature, Online). Similarly, the Oxford dictionary agrees on the definition and describes literature as "pieces of writing that are valued as works of art, especially novels, plays and poems" (Hornby, 2010, p. 869). Both these definitions state that only written language can classify as literature. Furthermore, they suggest that the most crucial feature of literature lies in its artistic value.

On the contrary, some authors disagree and claim that the term literature is much broader, including forms of oral literature as well. Notably, all the fables, lullabies, folk tales, legends, and other forms of stories that have been transmitted orally from one generation to another without necessarily being written down (Goody, 2017). That being said, it would be only suitable for this thesis to present some ideas on what we can understand as literature

used in the classroom because some types of literary books are not even mentioned in the typical definitions of the term. For instance, teachers no longer need to use only the classical literature from the UK or the US but rather any work written in English no matter where in the world or what form of English it is (Using literature – an introduction, Online). And some of these books, therefore, might not have this artistic value that many definitions mention. However, for the purposes of ELT, it might be just enough for plenty of other reasons. Furthermore, some authors even count song lyrics, films or TV series as part of literature nowadays (Bibby, 2012, p. 6). And these forms of literature are being regularly used in ELT lessons as well. To conclude, although coming to one concrete definition might not be possible, all the preceding definitions have their credibility. It is only up to each individual to decide which definition applies the most to them.

1.1.2 Defining Children's Literature

Since the term literature itself can have many interpretations, as discussed above, it is clear that literature has many genres and categories based on which it can be divided into. However, what is important to realise is that the literature that can be used in schools should be only the one close to the targeted learners; thus, they can build a relationship with literature and be engaged enough for the whole process to be beneficial. For this reason alone, especially if we talk about primary or lower secondary learners, it is essential to focus and choose works from children's literature. The reasons for this claim will be discussed later in this chapter.

The definition of this particular genre is, yet again, not as narrow as it might seem. Mainly because there is no single widely used definition for the term. Just from the name, it can be assured that children's literature means literature written specifically for children. Nevertheless, some might disagree with providing these two following arguments. The first one is that many well-known children's books were not written for children in the first place. Moreover, it cannot be overlooked that many adults read children's literature as well (Barone, 2010, p. 6-8). Even though finding the proper definition might not be the easiest path, there are certainly a few aspects that can help us identify it. For instance, according to Charlotte Huck, the main distinction between children's literature and literature for adults lies in the subject manner of the story rather than the "quality of writing or in the depth of emotion which is expressed" (1964, p. 467). In addition, other authors agree that the age of the reader plays a vital role in the distinction, stating that children's literature can be any literary work

written for anyone who is in their early years to adolescence (Tomlinson, Lynch-Brown, 2002, p. 2; Chen, Squires, 2011, p. 314).

Furthermore, Tomlinson and Lynch-Brown agree with Huck that the topic's relevance to the young reader plays an essential part in being considered a book for children (2002, p. 2). According to what is mentioned above, the definition of children's literature becomes slightly narrower. Therefore, it can be defined as any form of literature that is intended for the younger audience since the topic of these stories is relevant to the young readers, their feelings, and their experience. This particular meaning of the term might not be the most complex one because many authors have their opinions on the definition. Despite that, it will be enough to identify the type of literature that this thesis will be dealing with.

1.2 Benefits of Using Literature in ELT

Every teacher of English as a second/foreign language (or any other language) has their methods and beliefs which they use, and there is no single model according to which all the language teachers in the world must teach. For this reason alone, even the use of literature in ELT classes differs based on each teacher and their methods. Some might suggest that teaching language through literary text is too challenging or unbeneficial for the learners and instead use coursebooks explicitly designed for language learning. At the same time, others can do the exact opposite. As a result of this difference in opinions, it is essential to present some benefits of incorporating literary text into language learning.

1.2.1 Developing Linguistic Knowledge

Some might say that a teacher's primary goal in language learning is to help the learners acquire the grammar of the language, and therefore the use of literature might seem useless to them in that case (McKay, 1982, p. 529). However, knowing the grammar rules of language is only one of the preconditions for successfully communicating in the language. Other than that, the speaker should know how to communicate effectively and politely, which is something they can, among other things, obtain from reading literature.

According to Sandra McKay, literature wasn't used very frequently in the past to teach language use, even though it provides many tools enabling the reader to use it in real-life situations. For instance, we can see the relationships or social roles of the main characters being

connected to a specific type of language in the books. Therefore, the language used in a particular social setting, such as dialect or register, may lead the reader to realise why a particular form is used all together, helping the learner of a foreign language to raise their awareness of that specific language use (1982, p. 530). To support this idea, Philip K. W. Chan (1999, cited in Chen, Squires, 2011, p. 322) notes similarly that "Works of different text types, registers, narrative structures, points of view, and patterns of words and sounds provide learners with opportunities to interact in ways that help them develop an awareness of language" which according to him makes the text a "process of creation and reaction" rather than a product. At the same time, Collie and Slater explain this particular benefit of literature, saying that seeing certain lexical, stylistic or any other item in the text makes it more memorable for the learners because reading "contextualised body of text" helps the learners connect it with features of the language they already know (1987, p. 5).

On the contrary, literature does not only develop learners' awareness of stylistic, lexical and other linguistic features of the text which to the beginners are overall not that crucial. Literature can also serve as a tool to practise language skills (listening, reading, writing, speaking), grammar and vocabulary. As for the language skills, even though literature mainly offers the practice of reading, all the four skills should always be taught in "an integrated way" (Hişmanoğlu, 2005, p. 57). For instance, if only a certain part of a literary piece is used, learners can think about the ending themselves and write the continuation of that story. Or as Collie and Slater suggest, essay writing can be beneficial in deepening the learner's understanding of the character and plot of the story (1987, p. 87). In other cases, learners can write a short summary of the text that can show how precisely is the learner able to sum up the story (Watkins, 2017, p. 62). As for practising speaking and listening, there are many ways thanks to which learners can develop their abilities in this area. As an example, Hişmanoğlu suggests using activities such as oral reading, dramatization, role-playing, discussion etc. (2005, p. 59). Similarly, not only teaching skills but also teaching grammar through literature has become very popular in ELT (Hişmanoğlu, 2005, p. 54). There are many ways to teach grammar through literature. For instance, the teacher can treat the literary text not as a source of content but as a tool that shows the authentic language in use. This way, grammar can be taught not only through structures and rules but in an intuitive way. Because there is no evidence that the grammar of a foreign language needs to be taught only through the formal rules (Ur, 2009, p. 76). To conclude, it is evident that many authors

believe literature can be beneficial in developing language skills, language systems as well as stylistic, lexical and other features of English.

1.2.2 Understanding of Different Cultures

Another argument that might be heard about the ineffectiveness of using literature in ELT is that most of the English literature read by non-native speakers will probably focus on the culture of that particular setting where the story takes place. In other words, that might be a completely different world than the one of the readers, and therefore it can be too difficult for them to understand such texts (McKay, 1982, p. 531). As much as this statement might apply to some quite difficult languages or languages of distant places that have a culturally very different setting, the key in overcoming this apparent disadvantage lies in starting to see it as a positive thing.

As Collie and Slater comment, many people who start learning a new language might begin with knowing that they will probably never set foot on the land where that language is spoken because it might not be possible (1987, p. 4). And for those people, reading about particular places or cultures can be the only way to relate to it and learn something new other than the language itself. In fact, Chen and Squires take the matter even further by noting that "to acquire a new language is to engage in a new reality" (2011, p. 324). That new reality means new culture, places, or historical times where the language can take the reader. It also must be noted that such enrichment of various cultures helps the learners achieve a greater level of tolerance and understanding of cultural differences (McKay, 1982, p. 531). But the cultural enrichment of reading isn't the only factor. Another one lies in challenging the learner's imagination and creativity. Northrop Frye explains it as follows: "It is clear that the end of literary teaching is not simply the admiration of literature. It's something more like the transfer of imaginative energy from literature to the students" (1964, p. 77). Thus, it can be challenging for some learners initially; the benefits of learning about new ways of life or unknown cultures will most likely be proven beneficial by the learners themselves later on.

1.2.3 Source of Authentic Materials

Many texts that ELT learners encounter during their learning of English will be artificially structured once written by authors of many well-known and widely used coursebooks. These types of texts have undoubtedly their advantages in many ways. For instance, Harmer claims coursebooks provide many benefits for both teachers and learners. Namely, he considers the texts in them lively and engaging because of their appropriate level of English suitable for the learners and due to the connection with any grammatical area that they are supposed to acquire (1991, p. 257). That being said, there is one central element that these texts lack in most (but not all) cases. And that is their authenticity. Coursebooks are usually said to be "too contrived and artificial in their presentation of the target language", where many scripted language situations that are considered unnatural can be found (Tsiplakides, 2011, p. 759). Therefore, the subject of authenticity achieved through the use of literary texts is another benefit that will be discussed below.

It is a standard feature for many of us that we as readers find ways to visualise ourselves in the worlds that we read about. Collie and Slater emphasise that when readers are able to engage with the literature imaginatively, it allows them to process the story of the text on a personal level and not only focus on the language system alone. They continue to explain that when the reader is reading a particular piece of literature over a more extended period, he or she starts to "inhabit" the text and is being drawn to it. (1987, p. 5-6). That is, of course, only the case when the reader finds the novel, the play or anything else enjoyable or relatable. This sometimes does not happen in coursebooks with texts many years old that are not interesting enough to young learners. Coming back to the point made by Collie and Slater, being drawn to some story, of course, naturally happens in our native language as well. However, it is probably even more satisfying when we know we can understand and follow an authentic story in a foreign language that was once utterly unknown to us (Bibby, 2012, p. 7). Not to mention what it does to our motivation to finish the story. However, the learner's motivation will be the subject of another subchapter alone.

1.2.4 Personal Involvement and Development

When we read any form of written text, it can have two reasons or central functions. The first is reading for information, and the second one is reading for pleasure (Grellet, 1981, p. 4). Literary texts can serve both of these purposes. The former was primarily covered in the previous subchapters, while the latter, on the other hand, needs attention as well. When the reader reads for pleasure, it is most likely that they will get personally attached to the story, and the story might, in some cases, even develop their thinking or views on some critical issues. To specify, Gajdusek comments that literature more than any other form of writing "involves the reader in direct experience" rather than just providing information (1988, p. 229). In other words, Gajdusek suggests that literature, most importantly, makes us think and therefore, we as readers get involved in whatever the issue or story might be.

Especially in ELT classes that rely on the role of the teacher and what material is selected by them. Namely, teachers can use literature as a tool "to educate, to promote critical awareness, to have students assess, evaluate and discuss issues within the text and proved by the text" and as a result of that when literature is selected well, it can promote discussion in which the learners can get involved based on their own experience (Bibby, 2012, p. 7). Consequently, in an ideal situation, that can lead to learners abandoning the idea of seeing the text only as learning material. Therefore, they can hopefully read it for their enjoyment as well. What is unfortunate though, as Collie and Slater comment, there is still a lack of this personal feature in many learning materials available for language learning. (1987, p. 8). Hopefully, this can be changed by bringing more children's literature in primary and secondary classes accompanied by engaging with the content of the stories and not only the language.

1.3 Motivation of Learners to Read

The previous subchapters presented some critical benefits of using literary texts in ELT. Still, it is essential to understand that the learners of English as a foreign language might not see these benefits so clearly. Therefore, their attitude towards literature in language learning might not be positive. For this reason alone, teachers must be capable of motivating learners enough for them to see the benefits themselves. Because, as proven by many studies, those who read more have a higher tendency to improve their reading skills and language proficiency (Protacio, 2012, p. 69). Which, in general, should be every teacher's goal if they decide to incorporate literary texts in their teaching.

The word motivation is quite a complex one. According to Steven McDonough, the term describes "what moves us to act, in this context to learn English", adding that it can have a "transitive concept". By which he means that learners can be motivated to learn English just as a teacher's motivation to teach them is crucial as well (2007, p. 369). Another definition says that motivation explains why people do things, how hard they are willing to go for those things, and how long they can sustain it (Dörnyei, 2001, p. 7). The emphasis on the role of the teacher in McDonough's definition is essentially significant because the teacher's role plays a central and challenging part in enhancing the learner's motivation. He continues to say that what is required from the teacher is primarily creating a supportive and challenging environment, avoiding things that might de-motivate the learner and finally, facilitating the learner's own "motivational thinking" without interfering directly (McDonough 2007, p. 370). Kalhous and Obst take the matter even further and say that motivation is not only the result of cooperation between the teacher and pupil but also between the pupil's classmates and the curriculum itself (2009, p. 367). From these definitions, it is clear that the learner's motivation can be established with the teacher's help in many cases.

On the other hand, the primary impulse of motivation towards something, in this case, realising the benefits of reading in a foreign language, should come from the learners themselves. In many cases, when they are being asked about what has the most significant influence on their school results, the answer is either their abilities or the amount of effort put into it (Kalhous, Obst, 2009, p. 368). Furthermore, a study carried out by Maria Protacio finds five significant factors that motivate primary and lower-secondary learners of English as a foreign language to read. The first one is a sociocultural environment that presents the influence of the learner's family and friends who encourage reading as well. Secondly, the learners seem to be motivated to read English books because it gives them an insight into the lives of native speakers of English, and they understand their culture better thanks to the reading. Another factor is called instrumental motivation, meaning that learners have the motivation to read because they see its importance for their further development in English (See subchapter 1.2.1), followed by so-called perceived competence, which is similarly connected to the learner's perception of their language abilities. And finally, the research proved that the choice of reading material is crucial as well because the content has to be interesting for the learners to have the motivation to read it (Protacio, 2012, p. 71-75). Similarly, the right choice of material is also emphasised by Kalhous and Obst. They claim that learners' motivation can be increased not only by choosing suitable materials that reflect

their needs and interests but also by connecting the topics with the real world. As a result, the learner's overall performance will also increase (2009, p. 368-369).

Although Protacio's research was done in a specific group of respondents, many of these factors make sense even intuitively when each of us thinks about our motivation to read. Furthermore, a teacher can use these findings to know how to integrate them into lessons with literary texts. For instance, the emphasis on choosing a text that would somehow show the cultural background of a particular place or time in the story can benefit the learner's understanding of different customs and ways of life as mentioned earlier (See subchapter 1.2.2). Moreover, getting the learner to understand that reading can also help them in their further knowledge of the language (See Subchapter 1.2.1) will also trigger the motivational part (Protacio, 2012, p. 70). Based on what Protacio and others mentioned above claim about motivation concerning reading, it is clear that motivation is an inevitable part of any learning. Therefore, it has its role in integrating reading into ELT as well. It is essential to say that it is mainly on the teacher to know how to do that because teachers are the ones who are supposed to trigger any interest of a given subject in their learners.

2 Selecting the Right Materials

The previous chapter mentioned the role of motivation in the learning process where it was discussed that the motivation to read or engage with literature should come from the learners themselves as well as with the help of the teacher in some cases (See subchapter 1.2). For the purposes of this thesis, the focus will mainly be on the teacher-directed reading activities happening in the classroom. According to Gajdusek, before choosing a certain text, teachers must think about why they are deciding to teach it and toward what experience they are aiming to guide the learners (1988, p. 254). Therefore, it is time to look at some of the main factors a teacher should consider when choosing the correct literary text. Specifically, aspects of language difficulty, appropriate length of the text and the topic of interest to the learners will be discussed.

2.1 Language Difficulty

There are many factors that teachers can consider when choosing the right literary text for their lesson. Some of those factors can for example be the type of the taught course, the type of learners that will be in that class and other specific factors that the teacher might want to incorporate (Lazar, 1993, p. 48). However, many of these factors are either too general or useless to teachers of English at primary or lower-secondary schools because they usually have a given syllabus. Another reason might be that even though the age of the learners can be the same, their language level might differ. Nevertheless, one of the critical factors that any teacher should consider before choosing an appropriate text should be its language difficulty. As Lazar suggests, there are a few questions regarding learners' language competence teachers should ask themselves. For example, whether the learners will be able to recognise the language they learnt theoretically in a specific context and different variations. Or whether the learners can find the texts enjoyable even if they might find them hard to read. And eventually, teachers should ask themselves if the learners can be motivated by such texts that can be too challenging for them (1993, p. 53). Answers to these questions might vary, but it is essential that they are considered sooner rather than later when the learners are already struggling with some texts.

Many scholars claim that choosing the correct text based on its language difficulty is crucial. This is because if the teacher chooses text that is too complicated for some learners, it might strongly discourage them from reading it. On the other hand, selecting text which

is less challenging regarding the learner's linguistic knowledge can result in higher engagement on the side of the learner (Floris, 2004, p. 5). Similarly, Carter and Long agree and state that "as a general rule, it is better to choose literary texts which are not too far beyond the students' normal reading comprehension" (1991, p. 5). Furthermore, this claim also corresponds with Protacio's research mentioned in the previous chapter, where she highlights the importance of matching the text to the learner's capabilities (2012, p. 75). To put it differently, many fear that overloading the learners with challenging language would only harm the process of language learning.

On the contrary, choosing a text that might be slightly difficult for some learners can be beneficial because it challenges them in their language competence. For instance, Krashen presented his theory that people "acquire by understanding the language that is a little beyond our current level of competence". In his proposed $i + 1$ theory, the i means the stage of language acquisition where the learner currently is. Therefore, stage $i + 1$ means that if a learner is given input step beyond their current state, it can be beneficial to them because if they succeed, they will be one step further in their language learning (Krashen, 1981, p. 102-103). Similarly, based on Vygotsky's educational theory, it is believed that when learners are given a task below their or at their intellectual level, there is very little room for any development (Van Der Veer, 2007, p. 79-80). Collie and Slater also recommend choosing texts that are slightly above the learner's current reading ability (1987, p. 6). In another word, when applied to selecting reading materials, this could mean that teacher can choose a text that might be challenging to some learners because it can hopefully make them better at English since they are challenged to deal with more demanding language.

Because of the difficulty and amount of effort the process of choosing the right material requires from the teacher, it is not surprising that many chose to not do it this way and rather follow the coursebooks in most cases. These books usually contain readings that are highly controlled in the language and the context as well (Williams, 1984, p. 24). However, the subject of this diploma thesis focuses on the way of using literature in ELT, and therefore the easier way of using coursebooks will not be discussed any further. Another solution to the problem of language difficulty might lie in simplifying the texts which however can result in a reduction of cohesion as well as the text's readability (McKay, 1982, p. 531). Despite that, there is a way in which we do not need to simplify anything or only the bare minimum and yet the learners will not have a hard time with reading. These types of texts are usually stylistically simple and usually have themes that young learners can relate to (McKay, 1982,

p. 532). And that is exactly the type of literature that this thesis will be dealing with, children's literature.

2.2 Length of the Text

Besides the difficulty of a language, it is evident that many young learners might be discouraged from reading based on how long the text is. On a broader level, if the learners are for some reason asked to read a whole book, some might be appalled by it as well (Bibby, 2012, p. 8). Furthermore, as Lazar suggests, teachers should consider the length of a text also in context to the limited amount of time they have in a class and as a result of that, whether they want the learners to work on the text at home as well or not (1993, p. 55). Because of that, it is important to decide beforehand how much time the teacher wants to dedicate to solely the reading and how much to the additional exercises and activities connected to it. Therefore, if the main goal is to enhance learners' language competencies by reading, it should not be only about the reading itself.

It is usually more challenging than it seems to fulfil the requirement of text with an appropriate length. One solution may lie in simplifying specific literary texts. As stated above, learners can easily be discouraged by longer texts because they see them as too complicated. Even some academics "argue that the difficulties associated with authentic texts (because of the vocabulary used or the cultural knowledge presumed) demotivate learners" (Gilmore, 2007, p. 107). On this matter, Vraštilová states that simplification is possible; however, it should only be a simplification of language but not the whole story (2016, p. 33). She continues to conclude with three major focuses on simplifying texts. Firstly, the focus should be on the linguistic aspects (amount of new vocabulary and complexity of sentences), the story itself without simplifying too much that it would lose the reader's interest, and finally, the cultural aspects (the amount of cultural input and its importance to the reader) of the story (2016, p. 35). In conclusion, there are ways to shorten the text for learning purposes, but it is up to the teacher to bear in mind certain risks that can occur with that choice.

On the other hand, many authors discourage any simplification of text for the following reasons. McKay claims that by simplifying texts, they will have reduced cohesion and readability, which will not, therefore, contribute to any development of learner's reading skills (1982, p. 531). Moreover, using abridged versions of texts will likely not contribute to preparing the learners for the real-world use of the language (Williams, 1984, p. 25).

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Additionally, Maley agrees by calling simplified versions "pale shadows of classic texts" (2001, p. 184). These problems might not be so crucial to some teachers because young learners will have plenty of time to slowly develop their language competence. Eventually, they will get to reading full-length texts by themselves.

Because there seems to be a majority of scholars who discourage simplifying texts, there is one more solution that has become much more accessible and popular in recent years. There has been a significant rise in many children's books and so-called readers that are very simple in the language accompanied with pictures to illustrate the context. These books are becoming more and more popular and can be used by ELT teachers. And according to Maley, the demand for this trend will only increase in the following years because "this new genre of writing can be seen as authentic in its own right rather than derivative as several removes from classic texts" (2001, p. 184). Additionally, Chen and Squires suggest that these simpler texts will link the learners to more complex language (2011, p. 314). Because of these new types of books being published more frequently and in large numbers nowadays, teachers have many options to choose from. Therefore, they can avoid simplification if it is undesirable, and the learners could still find the readings enjoyable.

2.3 Personal Involvement and Interest

Perhaps the most important aspect of choosing the correct text to some teachers might lie in the question of whether the learners will enjoy the text or get interested in it. For example, Lazar highlights the importance of learners' age and emotional intelligence and emphasizes their hobbies and interests. At the same time, she comments that it is doubtful that all the learners will have the same interests and therefore certain text will not please everyone (1993, p. 52). But hopefully, it will engage at least the majority of them. And when they do find the given texts "meaningful and enjoyable", they can even overcome other obstacles that texts might present, such as their advanced grammar or vocabulary (Collie, Slater, 1987, p. 6-7). Notably, Williams offers two strategies where the importance of learner's interests connects to the selection of a text. The first one starts with the teacher's research into the learners' wants, needs, and interests. Then based on those findings, the selection of a text is made. Afterwards, that creates specific activities through which the text will be explored. The second strategy works with the presupposition of the text based on a coursebook. However, according to Williams, that does not prevent the teacher from enhancing the learners' interest. The only

difference is that now a teacher has to find ways of how the usage of text will lead to their motivation and interest (1984, p. 36). Based on these statements, concentrating on the learner's interests when choosing an appropriate text can be quite beneficial to the overall aims of the teaching.

Similarly, Floris agrees with stimulating the learner's interests as the mentioned researchers. However, she adds the importance of getting the learners personally involved with the text (2004, p. 6). Whether that is done by their own experience, beliefs or imagination, the learners can gain a lot from those types of texts as well. Because when the teacher chooses text that fulfils those requirements, learners can respond to them and participate in an imaginative way, making their reading more memorable (Carter, Long, 1991, p. 3). And not only memorable but also highly relevant. McKay demonstrates the subject of relevance on the example of young adult literature, which has many themes that resonate with the learners and includes main characters similar to the learner's age (1982, p. 532). Therefore, the type of literature that learners find memorable and relevant to their experience can contribute to their interest in reading in the foreign language even by themselves. Chen and Squires also highlight young adult literature and children's literature in the same manner because, according to them, such literature provides interesting content with light linguistic and low vocabulary load (2011, p. 316). In that case, it can be presumed that the level of the text will not interfere with the learner's interest and involvement.

Some authors further stress that the importance of personal involvement should be above the language use when reading a text. Namely, Widdowson believes that "to present someone with a set of extracts and to require him to read them not in order to learn something interesting and relevant about the world but in order to learn something about the language being used is to mispresent language use to some degree" (1978, p. 80). McKay agrees with Widdowson and adds that exploring the actual story should come first, and only then (if it is relevant) should follow the language exploration (1982, p. 533). On the contrary, Williams disagrees with this belief and says that "reading in order to learn or practise the language is a perfectly valid reason for reading" because unlike spoken language written texts are in a lot of ways ideal for this purpose (1984, p. 11). To conclude, it is evident that many authors and teachers will have different opinions on the role of learners' interests and their involvement. But the majority of them agrees on their overall importance. Therefore, it is once again up to each teacher to decide what factors are the most important to them in their classes.

3 Ways of Using Literature in ELT

When the teacher has chosen a particular text that suits him or her for the language learning needs and fulfils all the requirements set beforehand, it is time to think about how the text can be used. According to Williams, implementing the reading materials into the actual lessons is one of the common problems a teacher might have, along with deciding on what supplementary activities to choose (1984, p. 35). For this reason, the main aim of this chapter is to present some commonly used styles, approaches and methods used with reading literary texts in ELT that can improve the teacher preparation and understanding of such lessons better. Specifically, different reading styles, the three-phase approach and comprehension exercises will be discussed.

3.1 Styles of Reading

When people read, there are various ways to approach texts. The most common types of reading styles are intensive and extensive reading. Both have their purposes, advantages as well as disadvantages. These reading styles are usually determined by what is our reason for reading and not by the text itself because, according to Williams, the ability to adapt one's reading style based on different purposes is the main characteristic of an effective reader (1984, p. 10). To specify the distinction, two people can read the same novel but their reasons might differ. One can read a particular book simply for pleasure or interest in their free time, while the other can read a book in a foreign language because they want to get better at it. For those purposes, the former will most likely read in an extensive way of reading. The latter will prefer intensive reading.

3.1.1 Extensive Reading

When readers start reading more extended texts, usually for their own pleasure and in their free time, that is considered to be extensive reading (Grellet, 1981, p. 4). With language learners, that kind of reading mostly does not occur in the classroom but rather on their own (Harmer, 2001, p. 204). However, Renandya and Jacobs note that the benefits of extensive reading will show only after it is practised over an extended period of time (2016, p. 99). Moreover, only once the learners get to a certain level of English (Williams, 1984, p. 10). Generally, if learners want to achieve a higher level in a foreign language, they will have

to practise reading in both intensive and extensive ways. Because as Williams states, extensive reading is a way of attaining "a reasonable general reading speed" (1984, p. 96). Which learners usually do not receive from intensive reading. But from the start, it cannot be full-length novels that the learners read because those typically have quite complicated vocabulary. According to Harmer, the best solution for this problem are books written for children since this type of literature has a specific amount of vocabulary and grammar that the learners know (2001, p. 210). In other words, extensive reading can be part of what the language learners practise. However, it must be done in a certain way and only when the learners have gotten to a sufficient level.

Even though extensive reading relies on the reader's effort, the role of the teacher may still be significant. Teachers can still monitor or encourage their reading in various ways. In this matter, Harmer suggests keeping a reading diary of learners' current books or presenting in front of a class what book are they reading at the moment (2001, p. 212). By these tasks, teachers can unobtrusively encourage the learners to read. Furthermore, the importance of the teacher's role also lies in enhancing learners' motivation (See Subchapter 1.2) and supporting them since extensive reading can be quite demanding to some (Renandya and Jacobs, 2016, p. 105). Therefore, these examples show that the importance of the teacher's role is beneficial even when it might not be connected just to the in-class work.

3.1.2 Intensive Reading

Although extensive reading is viewed as the more widely used among readers worldwide, the more common type of reading connected to language learning is the intensive style. The reasons for this claim are clear. For once, intensive reading, unlike extensive, "tends to be more concentrated, less relaxed and often dedicated not so much to pleasure as to the achievement of a study goal" which is typical for classroom work (Harmer, 2001, p. 204). Furthermore, the language of foreign texts can be quite demanding for learners. Therefore, the intensive way is the only one that enables them to learn and practise the language from texts at the beginning of their language learning (Williams, 1984, p. 11). Moreover, intensive style is usually accompanied by follow-up tasks and activities that specify what the learners should focus on when reading intensively. To do that, teachers need to bear in mind certain rules. For instance, Harmer highlights the importance of telling the learners the purpose of the reading and giving clear instructions, declaring how much time they have, as well

as giving them the space to do those tasks on their own and then providing them with supportive feedback (2001, p. 213). Despite being used in language learning more often, Williams notes that "confining the reader to a slow and intensive style of reading is not going to make him an effective reader who can adapt his style flexibly according to his purpose" because the ultimate goal should be using the language, not only learning it (1984, p. 11). Therefore, the best solution might lie in involving learners in both reading ways, as mentioned in the previous subchapter.

3.1.3 Rapid Reading

Apart from intensive and extensive reading, some authors talk about a third style called rapid reading, which includes skimming and scanning strategies. Williams sees that language learners might have a problem with rapid reading because they are generally used to slow reading of every word (1984, p. 93). Which is quite the opposite of what rapid reading presents. Nevertheless, there are still some ways of how skimming and scanning can be used in language learning. When we talk about skimming, it means readers going through the text to obtain an overall idea of what it is about (Harmer, 2001, p. 202). Grellet adds that apart from learning what the text is about, skimming can also include discovering the writer's tone or structure (1981, p. 82). However, that most likely does not consider beginner learners. Williams, for instance, suggests that skimming should be practised only when the learner reaches an intermediate level (1984, p. 98). In terms of classroom teaching, skimming can enable the learners to be more effective later when they are asked to look for more specific information in the text. Because looking for particular information is precisely what scanning is about (Grellet, 1981, p. 4). However, there are even fewer ways to incorporate scanning into language learning. Such texts that can be used are advertisements, maps, dictionaries etc. (Williams, 1984, p. 100). Williams continues to say that neither skimming nor scanning should be practised independently but rather linked with other strategies and types of reading (1984, p. 107). Nevertheless, it should be noted that rapid reading is not very helpful for beginners for a reason stated above.

3.2 Three-phase Approach

When the teacher presents the learners with a literary text with the goal of language learning, it should never be solely about reading the text without any additional work or discussion connected to it. Gajdusek comments that not incorporating any background content that could help the learners might lead to misunderstandings or frustration in language comprehension (1988, p. 234). The solution to this problem may lie in a well-known approach called the Three-phase approach. This approach provides teachers with a specific framework that enables them to avoid many issues connected to choosing reading activities, motivating learners, and how they want to use the text (Williams, 1984, p. 51). As its title suggests, the approach divides the classroom work into three main stages: pre-reading, while-reading, and post-reading.

3.2.1 Pre-reading

According to Gajdusek, only sufficient background information of a text "will permit the pleasure of genuine involvement with a literary text" (1988, p. 234). Therefore, the basic concept of the pre-reading phase is to introduce the topic before even looking at the text. Williams declares the three main goals of a pre-reading phase: introducing and enhancing interest in the given topic, providing enough language preparation for the text and motivating the learners by giving them a reason to read (1984, p. 37). Other than preparing the learners for the text, these types of activities can "stimulate valuable classroom interaction, promote more efficient word-attack skills, and encourage meaningful vocabulary growth" (Gajdusek, 1988, p. 234). Nevertheless, Gajdusek warns that teachers must be careful because they should avoid simply telling the learners what is in the text and instead let them discover it for themselves through certain activities (1988, p. 235). Similarly, Williams agrees and adds that the teacher's main goal should be ensuring that learners will handle the text without being frustrated by language difficulties. Furthermore, he suggests focussing on several areas when preparing for pre-reading. Notably, realising what knowledge learners already have on the topic and how they can be used to trigger their motivation (1984, p. 37). For the whole reading situation to be successful, learners can begin reading the actual text only when the first stage is finished.

3.2.2 While-reading

This second stage of the Three-phase approach can take place in two different ways depending on the teacher's decision, time management, or other factors. Firstly, the actual reading can happen in class right after pre-reading activities. Or, as Gajdusek states, the teacher can assign the learners to do the reading at home so they can come prepared to the next class because it can save the in-class time and encourage the learners to read the story at least twice (1988, p. 238). The second way might be beneficial to some because each learner can have a different reading speed. Therefore, they might find it more comfortable than reading with everyone else in the classroom. However, whether the teacher chooses the former or the latter approach, the primary aims of this phase should be the same. Notably, this phase should help the learners understand the structure of a text, the writer's purpose and clarify the content of the text (Williams, 1984, p. 38). Depending on how teachers approach the text, other aims of the while-reading phase can include developing learners' reading strategies or analysing problematic passages in texts (Toprak and Almacioglu, 2009, p. 23). The most traditional way to conduct this phase is with the help of various comprehension exercises, which the learners can complete while reading the text. However, comprehension exercises will be discussed later in this chapter.

3.2.3 Post-reading

Now that the learners had a chance to read the given text and do some comprehension exercises, there should be enough time to think about the text and reflect on the work. Williams presents two main goals of the post-reading phase as follows: "to consolidate or reflect upon what has been read" and "to relate the text to the learner's knowledge, interests, or views" adding that the following work does not need to refer directly to the text, but it should instead go beyond it (1984, p. 39). Gajdusek describes the stage slightly differently, but she agrees with Williams on the main aims and adds that learners should start developing their own opinions on the story, characters etc. in order to move from information received from the text to the stage of involvement and experience (1988, p. 245). These aims are achieved through many extending activities which might differ, yet they should be focused on all the goals of language learning (meaning the four primary skills, vocabulary etc.).

Some of these activities may include writing, a discussion between the class, drawing diagrams etc. (Williams, 1984, p. 40). Notably, Toprak and Almacioglu highlight

the discussions because, according to them, discussing and cooperating with other classmates can help some learners realise things they did not understand or misunderstood from the text before (2009, p. 24). Gajdusek acknowledges the benefits of discussion, yet she offers a more effective way to show the learner's understanding of the text. And that is role-playing because it provides the element of fun and requires intellectually demanding effort (1988, p. 252). To sum up, this stage allows teachers to find out what the learners have gained from the text. And if prepared and executed well, the learners will enhance more than just their reading skills from the structured three-phase approach.

3.3 Comprehension Exercises

As mentioned in Subchapter 3.2.2, the while-reading stage is usually accompanied by various comprehension exercises. In terms of this thesis, reading comprehension can be explained as understanding a text by "extracting the required information from it as efficiently as possible" (Grellet, 1981, p. 3). According to Williams, these exercises are especially significant to teachers because they provide them with a confirmation of how successful the whole reading process was (1984, p. 73). There are many ways how a teacher can present these exercises. However, it is essential that no matter what questions the teacher chooses, it should be considered what kind of reading style each question might encourage and whether it meets the aims of the reading (Williams, 1984, p. 72). Similarly, Grellet notes that various comprehension questions and activities should be made in relation to the purposes of the reading (1981, p. 4). Despite the many benefits of comprehension tasks, Harmer sees some problems in them because, according to him, they tend to test the learners rather than guide them to understanding and improving their receptive skills (2001, p. 207). Another problem may arise with learners who do not enjoy reading or may have issues with the language. For that reason, teachers should concentrate on "an array of enjoyable student-centred activities" rather than just the teacher-centred ones (Collie, Slater, 1987, p. 8). To put it differently, teachers should carefully consider what type of questions to use according to the expected aims of such tasks and the learners' abilities.

To demonstrate some types of comprehension questions and how they can be used, here are some of the most commonly used ones. For instance, Williams talks about so-called inference questions which "take the reader beyond simple language practise and require him to understand the relationship between one part of the text and another" and not only "check

comprehension but can also help comprehension by drawing the reader's attention to relationships that may have been missed" (1984, p. 57). A typical example of inference questions can be 'Wh-' questions. For example, they can be applied in a different way than just testing the learner's knowledge because if the learners are asked to work on the same 'Wh-' questions in groups or pairs rather than on their own, they have to discuss and find a common conclusion and such discussions might provoke learner's understanding of something which makes the activity more creative than just answering to the teacher (Harmer, 2001, p. 207). In this way, learners practise much more than they realise, and the learning becomes more beneficial and complex.

Other types of comprehension questions can be direct and indirect reference questions. The former presents questions that require the reader to find a sentence that corresponds with the given question, and then they easily find the answer because the wording of such questions is very similar to the original text. On the other hand, the latter demands more effort because the questions are not entirely identical to their answers, and the reader must look more closely into the text to find the correct answer (Williams, 1984, p. 56-57). In contrast to Williams, Grellet suggests using only questions that do not provide any straightforward answer but rather those that "constantly involve guessing, predicting, checking, and asking oneself questions". As an example, he provides open-ended, multiple-choice, or true/false questions because they all lead to understanding the author's intentions and point of view (1981, p. 8-9). Similarly, Collie and Slater highlight open-ended questions because they see them as the only ones that do not feel like the teacher is expecting a specific answer from the learner (1987, p. 8). To sum up, teachers can choose to accompany the reading texts with many types of exercises. Apart from ensuring those tasks and questions correspond with the aims, it is also essential to keep the whole process enjoyable to the learners. An immense number of exercises can spoil the pleasure out of the reading (Grellet, 1981, p. 10). Therefore, a certain balance between learning and enjoyment should be present.

4 *Peter Pan* (the novel)

The previous three chapters discussed the use of literature in language teaching from many perspectives such as why it is useful to work with literary pieces in the first place, how to choose a certain work and how to conduct such lessons based on those works. However, for the practical part of this thesis, it was essential to choose one specific literary work that would serve as the primary example. For this thesis, that will be the well-known story of Peter Pan written by J. M. Barrie. Therefore, before moving to the practical part, some background information and analysis of this work will be presented first. For that reason, the main aim of this chapter is to specify the historical background and the origins of this timeless classic and present reasons why this story can be suitable to use in English language teaching.

4.1 Historical Background

Sir Matthew James Barrie, born in 1860, was a Scottish playwright and novelist (Řeřichová et al., 2008, p. 268). He was the son of a weaver and a stonemason's daughter. Young James loved adventures and stories about desert islands from an early age. Later, he started writing his first plays or adaptations of those stories he had seen as a young boy himself. After finishing school, he took a job in Edinburgh as a freelance drama critic, after which he worked as a leader-writer for Nottingham Journal. However, it was not until 1885 that he became a freelance writer. Barrie married Mary Ansell, but their marriage was childless and eventually resulted in divorce (Prichard, Carpenter, 1991, p. 45-46). Most of his works revolved around the themes of childhood as he drew upon some of his own memories. For instance, his first novel *Margaret Ogilvy* (1896) contains a strong reflection of Barrie's memories of his own mother. Furthermore, works like *Sentimental Tommy* (1896) and its continuation *Tommy and Grizel* (1900) reflect on Barrie's childhood as well. Later, he started to concentrate on writing plays rather than novels. In this period, he wrote the original play named Peter Pan, or The Boy Who Wouldn't Grow Up (1904), which instantly became popular among children (Řeřichová et al., 2008, p. 269).

Similarly, like his first novel, the idea for the story of Peter Pan, among other aspects, emerged from Barrie's childhood years. For one, Barrie admitted that the inspiration for the house where the Lost Boys lived comes from his own childhood brick house he used to have with his brothers. Other than that, when he attended school in Dumfries, he joined a made-up pirate crew at the age of thirteen (Prichard, Carpenter, 1991, p. 45-46). However,

it was not only the places from *Peter Pan* that inspired Barrie. Perhaps the most influential on his work and life was his relationship with the Llewelyn Davies boys. Barrie was known for wandering around Kensington park where he used to meet many children. On one such occasion, he met boys George and Jack and later he befriended their parents, Sylvia and her husband Arthur (Prichard, Carpenter, 1991, p. 47). The Davies family undoubtedly left their mark on Barrie's work. The character of George Darling is named after George Llewelyn Davies, Wendy's brothers are named John and Michael Nicholas Darling after Michael, Nicholas and Jack Llewelyn Davies and little Peter provided the name for the central character (Prichard, Carpenter, 1991, p. 404). Other than that, Barrie found inspiration from different people as well. For instance, the family dog Nana in *Peter Pan* most likely resembles the dogs Barrie and his wife had (Prichard, Carpenter, 1991, p. 46). Furthermore, the name of the main character, Wendy, has an interesting history of itself as well. In Britain, the name Wendy did not even exist before *Peter Pan*. According to Prichard and Carpenter, it was created from the nickname "my Friendy" which Barrie was called by one of his friend's daughters (1991, p. 47). Therefore, it is evident that Barrie's own life is the reason why this work originated in the first place.

The original play was so successful that even before it ended its first run it was announced it will reopen in December again. Not much time has passed since the play became a Christmas classic and was played without interruption every year until 1939. Followed by the success, in 1911 Barrie published the story in a version of a novel called *Peter and Wendy* (Prichard, Carpenter, 1991, p. 406). However, that version was in some ways quite different from the original play. The most significant changes are the first and last chapters of the book which were not included in the original play. The first chapter provides scenes explaining that the Darling children knew of Peter and Neverland before Peter's arrival whereas the last one serves as an epilogue showing Wendy's own daughter going in Wendy's footsteps and living in Neverland years later (Prichard, Carpenter, 1991, p. 403). Nevertheless, whether the original play or the novel, which received its alterations throughout time, Barrie's story has taken a life on its own even after his death and the fact that many households until this day know the story of "a boy who wouldn't grow up" signifies the enormous impact J. M. Barrie's work had and still has on many generations all around the world.

4.2 Reasons for Choosing *Peter Pan*

There are many literary works, both classical ones and newer ones published in the 21st century, from which teachers can choose to work with. Among those classical ones, the story of Peter Pan has its inevitable place. Therefore, Barrie's work can be one example of how to conduct lessons concentrated on work with literary texts proving that children's literature is the most suitable choice. In this subchapter, several claims why Peter Pan is a convenient source to use for language teaching will be discussed. Among the major ones will be the learner's personal involvement with the story connected to its themes and the language of the text.

"All children, except one, grow up" (Barrie, 2004, p. 5). That is the opening line from the novel *Peter and Wendy* (1911) which in short sums up the main idea of the whole story. However, to be more specific, the story revolves around a boy who can fly called Peter Pan who visits the Darling children in their nursery one night and takes them on an adventure to Neverland. Together Peter, Wendy, her brothers and the Lost Boys experience a great adventure and, eventually, face a threat in the form of Captain Hook. All ends well, and the Darling children return home to their grieving parents even though Peter decides to stay in Neverland. (Prichard, Carpenter, 1991, p. 404). This summary arguably does not present the whole narrative; however, it highlights the essential aspect that young learners can relate to. And that is the need for adventure, the enjoyment of being a child and not wanting to grow up. For this exact reason, this story provides a very suitable source that can be relatable and enjoyable to younger learners of English.

To support this claim, it was stated earlier (See Subchapter 1.1.2, p. 7) that one of the important features that a book needs to have to be considered for children is the topic's relevance (Tomlinson, Lynch-Brown, 2002, p. 2). Furthermore, authors like Floris highlight the importance of learners' personal involvement with the story (2004. p. 6), similarly to others who emphasise the subject of learner's interest as a key factor in successful reading activity (See Subchapter 2.3, p. 20). Given these points, it is for this reason that the story of Peter Pan presents a suitable choice for the needs of ELT because of its childhood themes, aspects of adventure as well as the learner's relation to the main character that can be established while reading the story of Peter Pan.

Another reason why the story of Peter Pan may be suitable for the needs of ELT is the fact that, as a children's literature book, the story contains words and sentences that

do not pose a considerable challenge even to younger learners. However, only some versions of the story fit this description. For instance, the novel *Peter and Wendy* (1911) can be suitable only for some learners based on their level of English. In fact, the novel is rarely the version that is widely read or interpreted since many children know the story from the plays, movie adaptations, or adapted versions (Zipes, Introduction, In: Barrie, 2004, vii). Furthermore, Zipes suggests the novel version is more likely suitable to the adult audience because of its complexity and fullness (Zipes, Introduction, In: Barrie, 2004, p. xxii). For instance, passages like this one would probably not be applicable for young learners of English since they present too complicated vocabulary:

> Her romantic mind was like the tiny boxes, one within the other, that come from the puzzling East, however many you discover there is always one more, and her sweet mocking mouth had one kiss on it that Wendy could never get, though there it was, perfectly conspicuous in the right-hand corner. (Barrie, 2004, p. 5)

This passage is just one excerpt from the book, but it shows that some of the vocabulary, such as "conspicuous" or "sweet mocking mouth" would be challenging for some learners. On the other hand, for the purposes of ELT, the more suitable way would be to use the abridged version that provides the learner with just the right amount of suitable language, as it was discussed before (See Subchapter 2.1, p. 17). Furthermore, as it was stated before (See subchapter 2.1, p.) by authors such as Floris (2004), Carter, Long (1991), the right amount of input and difficulty of the text is crucial in order for the learners to not lose interest in the text or the learning itself. In the case of Peter Pan since both the novel or many abridged versions are available, it is important that the teacher thinks about the age and level of the learners beforehand. Nevertheless, the story itself and the topic provide a suitable source of reading material and even despite the difficulty of the language in some parts of the novel version, when used with the right group of learners, the story and its language will not obstruct the learning. After all, the applicability of this story will be tested in the practical part of this thesis to support these claims.

5 Introduction to the Practical Part

The following chapter presents the central part of this diploma thesis. The main aim is to offer helpful teaching resources for teachers of English based on J. M. Barrie's novel *Peter and Wendy* (1911). Furthermore, another goal of the practical part and its outcomes is to enhance the learner's motivation to read by showing them the usage of literature in English lessons. Specifically, there are 5 lesson plans, each focused on practising different areas, such as various skills, some of the language systems and other aspects of language as they mirror the findings from the theoretical part of this thesis. Each lesson plan was designed for individual lessons of English for learners of lower-secondary school, aged 12 to 14. Because of that, a short description of each participant is included in this chapter as well followed by a detailed description of each lesson.

5.1 General Information about the Lesson Plans

All the created lesson plans mirror this thesis's main idea: using children's literature in English language teaching. However, each of them is created quite differently to present many possibilities of how teachers and learners can work with such materials. Based on what was discussed in the theoretical part, the lesson plans incorporated most of the aspects that present the benefits of using literature in ELT (See Subchapter 1.2). Other than that, many methods and approaches mentioned in chapter 3 are implemented into the lessons by various activities to demonstrate their practical usage.

Furthermore, it is essential to mention that all the texts used in the lesson plans are adapted versions, not wholly original passages from the novel (Barrie, 2004). Furthermore, in some of the lessons (Lesson plan 1 and 2), the abridged versions of the story adapted specifically for children (Gerrard, 2021) were used instead. Therefore, this thesis uses semi-authentic materials rather than fully authentic ones. The reason for this decision is simple. As mentioned earlier (See Subchapter 4.2), the language of the novel *Peter Pan* (1911) contains quite complicated vocabulary and sometimes many complex sentences. That kind of language would not be accessible to lower-secondary school learners. And even if they managed to deal with the challenging language, it would take too much time which can be focused elsewhere. Secondly, even the introduction to the novel version comments that "the novel *Peter and Wendy* is rarely read in its original form today, if it was ever widely read" (Zipes, Introduction,

In: Barrie, 2004, vii). Therefore, it is for this reason that the texts were either adapted into more straightforward language or, in some cases, used in the abridged version.

As for the target audience, all the lesson plans were designed for individual lessons of English either for learners from a language school or private tutoring. All the participants are learners of the lower-secondary school. Therefore, the level of the lessons is between the A1 and A2 levels of the Common European Framework of Reference (CEFR). The reason for choosing the individual classes rather than typical group lessons in a school environment is that all these participants are my own students. Because of that, I know their strengths and weaknesses when it comes to their English and therefore, I was able to design each lesson plan that suited each learner and their needs. On the other hand, all the designed lesson plans can be used interchangeably in group lessons with slight adjustments. Of course, as opposed to group lessons, individual lessons have certain advantages and disadvantages and vice versa. For instance, in individual lessons, the possibility of discussion or any other form of cooperation is limited, if not impossible. However, in each lesson plan, there is room for expressing ideas and discussing because of the teacher's active role. Nevertheless, this diploma thesis aims to provide a useful source for teachers in both situations.

The first lesson plan requires the lowest level of English out of all the others. Its main goal is to introduce the story of Peter Pan in a catching and enjoyable way to a learner that does not have much grammatical knowledge yet. Because of that, this lesson plan resonates to a certain extent with the topic of language difficulty (See Subchapter 2.1). As was stated there, the more challenging text might pose two main obstacles for a learner, one is the question if the learner will understand the language, and the second obstacle poses a threat that the learner will not find the lesson enjoyable due to a challenging text (Lazar, 1993, p. 53). With this in mind, in some parts of the text used in this lesson plan, some sentences originally in past simple were put into present simple. However, only where the context allowed it. This was done because the targeted learner does not know the past simple yet. However, in other passages of the story it could not have been done, and therefore some sentences in the past simple remained there. Because of that, the outcome of this lesson will determine how the learner tackled some of the unknown language and whether, even despite that, was able to find the lesson beneficial and enjoyable. Additionally, because of the desire to enhance interest in the learner towards the story, the aspect of motivation (See Subchapter 1.2) will be examined as well.

The second lesson plan is probably the most different from the other ones. That is because its main goal and purpose are to deepen knowledge of a particular grammar area. More specifically, the usage of past simple. Apart from all the reasons and possible ways of using literature in ELT, teaching grammar can be another potential area accompanied by a literary text (See Subchapter 1.2.1). For this reason, in the case of Lesson plan 2, the text passage only serves as a source of language input. Because of that, the content of the text is not analysed. The lesson plan can serve well to all the learners who still have trouble with the tense or for a teacher; this lesson plan can be a suitable source for a lesson where they want to revise the tense with the learners.

Lesson plan number 3 focuses on the social roles of men and women demonstrated in the character of Peter, Wendy, and Wendy's parents. It is because one of the significant benefits of literature is its cultural enrichment to its reader (See Subchapter 1.2.2). Whether that means that literary works describe the social setting, customs, politeness, or social roles of people, it leaves the reader with a specific idea not just about the story but the environment around it. Because as McKay suggests, learning about different cultures and customs can lead to higher tolerance and acknowledgement of differences between people (1982, p. 531). Furthermore, since this lesson plan was designed for a learner who does not have troubles with reading, the presupposition is that the language part will not pose many difficulties. Because of that, there is much more space dedicated to discussion about social roles.

The fourth lesson plan deals with two significant areas. As for the practised input, the activities in this lesson are designed to practise all four main skills (reading, speaking, listening, and writing) which can easily be practised in an integrated way via literary texts as mentioned before (See Subchapter 1.2.1). Apart from that, one of the benefits of using literature in ELT stated in the theoretical part, was the idea of personal involvement and development (See Subchapter 1.2.4.) That subchapter found that literary texts affect the reader directly and are often linked to the reader's own experience (Gajdusek, 1988, p. 229). Apart from that, Bibby also highlights the importance of promoting critical thinking and discussion in connection to the text (2012, p. 7). All these claims were put into the lesson plan with the hope to engage the learner with the story and the idea behind it.

The final lesson plan, just like all the previous ones, has its targeted area of interest. In many cases, teachers must consider the length of a given text in relation to the time they have in the lessons (Lazar, 1993, p. 55). This is something that was thought about in all the lesson plans. However, this one intentionally has slightly more text because its purpose will be to test

how the amount of language input affected the lesson's difficulty for the participant. Due to that, the lesson plan has not one but two sets of texts. However, each one of them is used differently.

5.2 Profiles of Participants

Each of the five participants is quite different in their language level and their overall abilities, strengths, and weaknesses. As mentioned before, each lesson plan was designed with a particular learner in mind. Therefore, it is important for the next part of this thesis to present some basic information about each participant in order to provide a more elaborate picture of the entire research.

5.2.1 Participant 1

The first participant is a 12-year-old girl who is currently in sixth grade at lower-secondary school. She has been attending private lessons of English for the past two years. Her current level of English is beginner (A1) of the CEFR, and our lessons occur once a week for 45 minutes. The major reason why her parents signed her for the lessons is her uninterest in English. However, after many discussions with her, it is evident that the issue is not in English itself but instead in her school teacher. For this reason, and the age and level of the learner, most of our lessons aim to practise English in an engaging and entertaining way because her parents mostly want her to enjoy English and see the benefits of speaking a foreign language. Namely, the main focus in the individual lessons is on improving speaking skills and learning the most commonly used vocabulary from a variety of topics. Furthermore, revision of the grammar topics she has already covered in her school and practising various skills is handled in the lessons as well. This participant's biggest strengths lie in understanding the teacher's instructions and questions clearly and obtaining new grammar very smoothly. As for her weaknesses, the participant does not enjoy reading longer texts and writing that much.

5.2.2 Participant 2

Participant number 2 is a 13-year-old girl attending seventh grade at lower-secondary school. Her level of English is somewhere around the elementary (A2) level of the CEFR. She has been attending individual lessons of English for the past two and a half years. The lessons are one hour long occurring regularly once a week. The primary reason behind the tutoring is the need to improve her knowledge of English since she is not receiving the most outstanding results in school. Due to that, her parents mostly want the individual lessons to focus on the areas their school teacher emphasises, mainly grammar and vocabulary. Their teacher does not encourage them to speak and learn the language practically and communicatively. Due to that, the learner is used to drills and translation. In our lessons, I try to bring the communicative teaching style as much as possible. However, the main focus of our lessons is still on the areas the participant struggles with in school because the prime goal of the individual lessons is still on receiving better grades. Because of the need to regularly practise grammar, the most suitable lesson plan for this learner is the one where grammar is the central part of the lesson even though literary text is used.

5.2.3 Participant 3

The third participant is a 13-year-old-girl who is a student of a second grade at a grammar school which is equivalent to seventh grade at lower-secondary schools. She has been attending individual lessons of English since last year because her parents want her to deepen the knowledge she receives in school and focus on the communicative role of language as much as possible. Which is what most of the individual lessons try to fulfil. The lessons take place once a week and they last for 60 minutes. Her level of English is approximately at the elementary level (A2), slowly reaching the Pre-Intermediate (B1) one. As for her speaking and reading abilities, those are her most advanced features and it is evident that she has little trouble with them. However, the lack of knowledge of some grammar and vocabulary sometimes pushes her back, mostly because she does not know that much grammar since she is 13 years old. Despite that, some lessons focus on reading literary texts and discussing them afterwards. Just lately, we read passages from L. M. Alcott's *Little Women* (1868) which is one of the reasons why this lesson plan focuses on the topic of male and female roles as well.

5.2.4 Participant 4

This participant is a 12-year-old boy attending sixth grade who he has been attending private lessons for the past year and a half. His level is approximately around the elementary (A2) level. The individual lesson takes place once a week for 45 minutes. The lessons usually consist of deepening the knowledge of what he learns in school along with some extra activities and games practising various vocabulary, grammar, and skills. The reason for his individual lessons is not because he needs help with what they are doing in school but rather because his parents want him to know the language as well as possible. Among his strengths is the knowledge of a lot of vocabulary, and he is very motivated to learn new things that he acquires without any significant troubles. On the contrary, he needs to practise his writing and speaking skills more because he struggles quite a lot with that. As for reading, he is used to classic reading comprehension activities, but we never did a full lesson with some book. Because of the need to practise all four skills with this participant, the lesson plan reflects that and mostly uses the text as tool to do that.

5.2.5 Participant 5

The last participant is a 14-year-old girl in the eighth grade of lower secondary school. She has been attending private lessons of English from her early childhood, but our individual lessons have been going on for the past three years. She comes from a bilingual family. Her father is a native speaker of English, and her mother is Czech. Therefore, her level of English is significantly above her classmates. Specifically, her level is most likely at the Pre-Intermediate (B1) or Intermediate (B2) level of the CEFR. However, it is difficult to tell specifically because even though she speaks almost fluently and knows lot of vocabulary, her knowledge of language systems is still limited. Among her strong assets belong correct pronunciation, speaking and knowledge of vocabulary. On the other hand, she struggles with spelling and some grammatical areas. The individual lessons last for 45 minutes once a week and they usually consist of speaking activities, grammar and reading comprehensions. Because of her more advanced knowledge of English compared to her peers, reading children's literature is a significant part of our lessons and she has even completed reading three books in English by herself. Due to that and the fact she is the only one of the five participants who is regularly used to working with literature, the lesson plan designed for her uses quite a lot of text compared to the other ones.

6 Lesson Plans

In the following pages, a step by step procedure of the five lesson plans along with some comments and the aims of the lessons are presented. All the materials distributed to the participants during the classes can be found in Appendices. In some of the lesson plans (1 and 5 in particular) there are some illustrations and pictures included which are not cited directly because they were taken from web pages that only comprise of open source materials (WikiClipArt, Online; Free Clip Art & Images, Online). The worksheet there can serve as a guide throughout the whole lesson, or the teacher can decide to present some of the activities orally or with the help of electronic devices.

6.1 Lesson Plan 1

Time: 45 min.

Level: Beginner (A1)

Aims: By the end of the lesson, the learner will be able to create a mind map, read the text, demonstrate its understanding via comprehension exercise, and illustrate the story in the form of a book cover.

Material: Worksheet for the whole lesson with activities and the text (Appendix 1)

Lesson Procedure:

1. *Creating a mind map*
   - Teacher writes the word "fairy tale" in the middle of a whiteboard and puts it into a circle. The learner is asked to think about what the word means first.
   - Then, the learner's task is to come to the board and create a mind map with the teacher's help by writing as many words as possible that somehow are connected to the phrase "fairy tale".
   - After this activity is finished, the teacher and the learner together sum up what has been written. If necessary, the teacher explains or corrects any vocabulary on the board that might be incorrect.
   - Teacher then leaves the mind map as it is because they will come back to it.
2. *Pre-teaching vocabulary*
   - Learner received a list with eight pictures and a box with eight unknown words. The task is to match the images to the correct words.

- In case the learner is uncertain about any of these words, the teacher uses them in sentences to help the learner realise the meaning.
- After completing the task, the teacher will say the words aloud, and the learner will repeat them in order to get the correct pronunciation.

3. *Reading the text and true/false task*
- Now that the learner knows any vocabulary that could have been unknown, the reading part can begin. The learner is asked to read the text either aloud or in silence according to what is more comfortable to her.
- After the learner finishes reading, the teacher asks simple questions that would lead the learner to describe the basis of the abstract.
- Then, the learner is asked to read the sentences under the text and decide whether they are true or false. The teacher checks the exercise with the learner right away and then helps to clear any errors or misunderstandings.

4. *Coming back to the mind map*
- Teacher asks the learner to look back at the board where the mind map is drawn and ask a question: "Now, based on what you read, do you think Peter Pan is a fairy-tale story? Why do you think that?" etc.
- Hopefully, the learner sees the connection between the text and the word written on the board and agrees that the story is a fairy tale.
- If there is time, the teacher can ask some follow-up questions that lead to a discussion about the learner's favourite stories, fairy tales etc.

5. *Creating a poster/cover of the book*
- In the final part of the lesson, the learner is given a clean sheet of paper and is asked to draw a possible poster for the film or cover of a book about Peter Pan based on the things she read in the abstract.

This lesson plan emphasises personal involvement, enhancing interest in reading, learning new vocabulary, and handling the more advanced grammar from the abstract. The pre-reading stage presents a frequently used brainstorming method in the form of a mind map. Because of the learner's age, it is essential to make the task achievable. Therefore, the simple topic of a fairy tale was used because the learner already knows the vocabulary connected to the topic and would respond well. This activity aims mainly to introduce the topic, which is crucial for the following tasks. The second activity allows the learner to learn

any possible unknown vocabulary from the text before approaching it. This form of language preparation and the first activity present the pre-reading phase described earlier (See Subchapter 3.2.1). According to that subchapter, these exercises fulfil the three main requirements of any pre-reading activity set by Williams (1984, p. 37). Namely, the introduction of a topic, language preparation, and motivation to read the text.

After the beginning activities, the learner is presented with the text. As mentioned before, due to the age and level of the learner, this passage has to offer language that would not be too complicated for the learner. Together with the language preparation beforehand, the participant should be able to tackle the reading part successfully. Furthermore, as in any other while-reading stage of the lesson, the text is accompanied by a simple true/false exercise which should offer the teacher a confirmation that the learner understands the text (Williams, 1984, p. 73).

After the reading is finished and the learner has a sense of what *Peter Pan* is about, it is important to return to the mind map and see if the learner can see the similarities between the text and the map. Otherwise, the first activity of this lesson would be purposeless. Therefore, this section of the lesson involves space for a discussion, if the time allows, where the learner can express her ideas, favourite fairy tales, etc. Under those circumstances, this stage goes beyond reflecting on the text because the learner should develop her own opinions and views on the topic (Gajdusek, 1988, p. 245), which contribute to fulfilling the aspect of personal involvement (See Subchapter 1.2.4). At the end of the lesson, the goal is for the learner to ease and not worry about the exercises which can be slightly challenging. Because of that, a simple exercise of drawing based on the gained information concludes the lesson. Collie and Slater view this exercise as "a way of eliciting and crystallising their overall response to the work they have just been reading". At the same time, they acknowledge one possible risk of this exercise: that not all learners are confident about their artistic skills (1987, p. 79). For that situation, the activity can be adjusted, and they can make a collage. However, the targeted participant for this lesson enjoys drawing in the individual lesson, so it should not pose any significant challenge.

6.2 Lesson Plan 2

Time: 60 min.

Level: Elementary (A2)

Aims: By the end of the lesson the learner will be able to read and understand the text, discover the rules for creating past simple, practise the grammar in an exercise and write five sentences in past simple about their own life.

Material: Worksheet for the whole lesson with activities and the text (Appendix 2)

Lesson Procedure:

1. *Pre-teaching vocabulary*
   - The teacher gives the learner a set of sentences where some words are in bold.
   - The learner is asked to read the sentences and decide what each word in bold means based on the meaning of the sentence.
   - After the learner finishes the task, the teacher and learner check the answers together. The teacher explains any uncertainty of incorrect passages.

2. *Reading the text + finding words*
   - The learner is given a text from Peter Pan and is asked to read it first.
   - After the learner finishes reading the text, the teacher asks her to go through the text again and highlight all verbs in the past simple.

3. *Exploring the grammar rules*
   - Teacher tells the learner to look at all the highlighted verbs and categorise them into two separate columns, one for regular verbs in past simple and the other for irregular verbs in past simple.
   - After the learner finishes that task, the teacher assigns to write the base forms of each verb in both columns next to them.
   - Then, the learner is asked to look at the text again and concentrate on the underlined sentences. Based on those, the learner's task is to fill in the chart with grammar rules about forming the past simple.
   - When the learner finishes the grammar chart, the teacher then checks the table with the learner, and they go through the rules together one more time for clarification.

4. *Grammar practise*
   - To show that the learner understands the rules, the teacher assigns a short fill-in-brackets type of exercise.

- After the learner finishes the exercise independently, the teacher checks the answers and corrects any mistakes.

5. *Production of grammar*

- In the final part of the lesson, the learner is assigned to produce five sentences on her own where she must use past simple.
- Teacher asks the learner to read the sentences aloud. During that, the teacher corrects any mistakes connected to grammar or pronunciation.
- If there is time, the learner can produce more sentences, or the teacher can join and give further questions in the past tense.

The overview of this lesson plan clearly shows that the central part is the practice of a grammar topic. However, since the lesson plan uses a literary text as a tool to do that, first, an introduction to the topic and language preparation must be carried out. Because of that, the first exercise concentrates on pre-teaching vocabulary from the abstract that is probably unknown to the learner. The beginning part of this lesson plan excludes the mentioned enhancement of interest and introduction to the story's topic (See Subchapter 3.2.1). However, that is done because the initial idea behind this lesson does not stand on the story of *Peter Pan* but rather shows literature as a means to practise other areas of language.

During the reading, the emphasis is on language rather than the content. However, if the learner shows no signs of struggle with understanding the text, a summary of what it is about should be carried out to fulfil at least the primary goal of the while-reading stage (See Subchapter 3.2.2). Since the learner is supposed to know past simple already, the text should not pose any difficulties. However, this particular participant for who the lesson is designed struggles with grammar in general and usually mixes all the tenses she has learnt so far together. For that reason, the past simple and its rules are repeated in this lesson, and they present a significant part of the lesson. The approach chosen for the work with grammar is the inductive approach. Mainly because in this approach the rules are not given and the learners must induct them from the specific situation or context on their own (Richards, Rodgers, 2014, p. 48). For that, using a literary text as a tool to do that is one possible way to do it.

The rest of the lesson follows the PPP (Presentation, Practise, Production) procedure structure. In this approach, the language is first presented in various forms (one can be the form

of a text with the grammar chart), then the learners practise the language either by reproduction techniques, individual repetition, or exercises (such as the fill-in-brackets exercise) and finally, they start using the language on their own by the production of the language (Harmer, 2001, p. 80). This strategy was chosen because it provides a clear and logical structure that enables the learner to swiftly acquire any language area from the ground up. Furthermore, it should also be noted that the chart with grammar rules the learner is asked to fill in is adapted from the same coursebook she uses in school with their teacher (Hutchinson et al., 2014, p. 68-69).

6.3 Lesson Plan 3

Time: 60 min.

Level: Elementary (A2)

Aims: By the end of the lesson the learner will be able to read three short texts and create a title for each, describe characters from the story and compare different social roles of men and women in the story.

Material: Worksheet for the whole lesson with activities and the text (Appendix 3)

Lesson Procedure:

1. *Venn diagram*
   - Teacher draws a Venn diagram on the board where he writes the word "women" in the left circle and "men" in the right one.
   - The learner has to write at least five names of activities that are typically associated with women into the left circle, five activities connected with men into the right one, and activities both genders (all people) do the same into the middle where the circles connect.
   - After the learner completes the diagram, the teacher asks her to read the activities aloud.
   - Teacher can initiate some small discussion if there is the opportunity and time.
2. *Reading short extracts*
   - Teacher gives the learner three short abstracts from *Peter Pan*.
   - The learner's task is to read them and write a proper title for each abstract to it.
   - After that, the learner presents the title to the teacher and explains why the abstracts are named like that.

3. Comprehension questions

- Then, the learner must answer four questions related to the texts. This can be done either orally or written first.
- Furthermore, the teacher will discuss each question with the learner to make sure the learner understands everything in the stories.

4. Characteristics

- Teacher assigns the learner to characterise characters from the story. To each of the four main characters appearing in the abstracts (Mr. and Mrs. Darling, Wendy, Peter), the learner is asked to put the given adjectives to the characters based on which adjectives fit them the most. The teacher should mention that one adjective can be assigned to more than one character.
- After the learner puts the adjectives to each character, the teacher asks her to explain the specific choices. Teacher and learner can discuss the character's personalities and traits.

5. Comparing the male and female social roles

- After the learner named typical activities that men and women do and characterised the characters from Peter Pan, now the teacher asks her to think about the connection, possible similarities and differences between men and women.
- In the end, the learner, with the teacher's help, should sum up the social roles of each gender in context with the period where the story takes place as well as compare it to the present times.

The primary aim of this lesson plan is to focus on the cultural aspects found in the story. Specifically, the social roles of males and females in the 19th and early 20th century are examined, which tie to the cultural aspects mentioned earlier as the beneficial factor of using literature in language teaching (See Subchapter 1.2.2). The pre-reading stage uses the Venn diagram for the learner to connect this topic with the present and her own experience. This diagram is a useful tool to see some similarities and differences between certain aspects. In this case, it mainly introduces the topic of the lessons and prepares the learner for a specific set of vocabulary that she needs, which fulfils the requirements of any pre-reading phase (Williams, 1984, p. 37). And only after this stage can the learner start reading the text because now she at least has a sense of what might be in the readings.

The reading phase in this lesson slightly differs from the other ones. Namely, this lesson plan does not present one abstract from the novel, but three shorter ones connected to each other through the topic relevance. However, the learner's task is not only to read the abstract but also to give a title to each of them. This task aims to develop the learner's reading strategies, especially skimming (See Subchapter 3.1.3), since the learner is supposed to obtain the overall idea to name the passages suitably. It should also be stated that this task mainly shows that the while-reading phase (See Subchapter 3.2.2), apart from just understanding the meaning, can also include analysis of passages from the texts and practising reading strategies (Toprak and Almacioglu, 2009, p. 23). Furthermore, the reading is accompanied by several open-ended questions to determine whether the learners understand the texts. All the questions aim to ask about the role of the male and female characters which is done on purpose. Namely, Grellet highlights this strategy by saying that the comprehension questions should relate to the purposes of the reading (1981, p. 4). Moreover, these questions also require the learner to think about the answers and not only replicate what is written in the text (Grellet, 1981, p. 8-9). Which makes the learner more active and more engaged which should be the goal of any teaching. Another activity connected to the information from the text is characterising the characters through adjectives. This activity is included partially because, in some previous lessons, we talked about characteristics and adjectives with this learner. Therefore, for one, it serves as a practice and repetition. The second reason is that it requires the learner to return to the text and once again practise reading strategies, only this time, scanning (See Subchapter 3.1.3).

As a final part of the lesson, the learner's task is to think about the same question from the beginning of the lesson. This exercise partially mirrors the first one so that now the learner is supposed to sum up the differences and similarities in the social roles of men and women after reading the story of Peter and Wendy and her parents. This stage supports Williams's claims that the post-reading stage should reflect on the reading and connect it to the learner's own experience (1984, p. 39). Therefore, the aim is to make this lesson even more memorable due to its aspect of personal involvement.

6.4 Lesson Plan 4

Time: 45 min.

Level: Elementary (A2)

Aims: By the end of the lesson the learner will be able to use *will* for making predictions, read and summarise given text, discuss the idea of never growing up and write a letter.

Material: Worksheet for the whole lesson with activities and the text (Appendix 4)

Lesson Procedure:

1. *What will happen next?*
   - Teacher plays a short video (Peter Pan (2003) – 'Flying' Scene, Online.) from the film *Peter Pan* (2003).
   - After the learner watches the video, the teacher asks the learner to think about possible continuation. The learner's task is to write at least five sentences using *will* to predict what could happen next in the story.
   - When the learner finishes the task, he presents his ideas to the teacher. The teacher then asks if the learner know the film or the story. If yes, they can both summarise the plot of the story together. If not, the teacher provides a brief explanation, and the learner can check if his predictions were correct or not.

2. *Reading the text*
   - After the learner knows the story's plot, the teacher gives him the text from the very end of the novel. The learner's task is to read it. If there are any unknown words, the teacher explains them.
   - When the learner finishes reading the text, his task is to summarise it in 60 seconds in his own words to show he understands what it is about.

3. *Matching sentences*
   - Afterwards, the teacher assigns the learner to match a few sentences about the story to the right character based on what was in the text.
   - Teacher asks the learner to say his answers. If some are incorrect, the teacher helps the learner guide to the right passage in the text to find the correct answer.

4. *T-chart*
   - Teacher writes a quote from the novel and a T-chart on a board or gives the learner the printed version.

- Teacher then reads the quote to the learner and asks him to think about it and write reasons why he agrees and disagrees with the statement.
- Learner can answer either orally or write it down first. Then ideally, a discussion with the learner about his views on the idea of never growing up should be discussed.

5. *Writing a letter*
    - At the end, the teacher tells the learner to imagine he is either Peter or Wendy, and his task is to write a letter to the other person.
    - Learner receives a letter template and is given time to write it. Or, when there is little time left, the teacher can assign this as homework.

The fourth lesson focuses on integrating and practising all the language skills. At the beginning of the lesson, the learner watches and listens to a scene from the movie *Peter Pan* (2003), after which he is asked to think about how the story will continue. Therefore, this exercise is a practice of listening skills, grammar, and speaking/writing. Furthermore, it aims to enhance the learner's interest in reading the rest of the story (Collie, Slater, 1987, p. 34). The second part of this task aims to assure the learner knows at least the basics of the plot because otherwise, the text, which is from the end of the book, would not make much sense. Furthermore, this exercise introduces the topic and tries to find out any previous knowledge or experience with the story.

As for the reading part, apart from reading the text, the learner is asked afterwards to summarize it in his own words in one minute. As it is clear now, this lesson plan does not include any typical comprehension exercises, which only shows there are many different ways in which the while-reading phase can be carried out. The oral summary of the passage mainly provides a check for a teacher to see the learner's understanding of the text and practise speaking skills. This exercise best summarises stories after reading the endings (Collie, Slater, 1987, p. 84). Because of that, it is used in this lesson plan since the learner has read the end of the story. Another way to assure the learner's understanding of the text used in this lesson plan in matching sentences about each character together. This exercise makes the learner find certain information again in the text by practising skimming and scanning (See Subchapter 3.1.3) and think about the story once again.

The post-reading phase is divided into two exercises. The first one deals with the idea of the whole story of Peter Pan – never-ending childhood. Because of the learner's age,

it is interesting to see his opinions. To express them, a diagram called T-chart is used to demonstrate reasons for both agreement and disagreement with the used quote. This exercise links the reading to the learner's own experience. As discussed in the theoretical part, the reader's personal involvement provides one of the significant benefits of using literature in ELT (See Subchapter 1.2.4). This is why this exercise was included in this lesson plan. The second part of the final phase consists of letter writing. This activity requires the learner to think about the story or even go beyond it to use his imagination as the post-reading stage does not need to 'refer directly to the text, but grows out of it" (Williams, 1984, p. 39). At the end, the learner should leave the lesson with his own views on childhood and whether he sympathises with Peter or not.

6.5 Lesson Plan 5

Time: 45 min.

Level: Pre-Intermediate (B1)

Aims: By the end of the lesson the learner will be able to categorise sentences in the correct order, read the text and provide answers for given questions, create sentences suitable for each character and write a follow-up of the story.

Material: Worksheet for the whole lesson with activities and the text (Appendix 5)

Lesson Procedure:

1. *Putting the sentence in the correct order*
   - Teacher gives learners a set of 6 short abstracts from *Peter Pan*.
   - The learner's task is to read them and number them (from 1 to 6) in chronological order.
   - The teacher asks the learner for the correct answers. Teacher corrects any errors, or together they can discuss why specific abstract must come before the other etc.
   - Afterwards, the teacher asks the learner to guess what the story's plot might be. After the learner provides some answers, they can move on to the next part.
2. *Reading the text + comprehension questions*
   - Learner is asked to read the text first. If there are any unknown words, the teacher can explain or translate them.

- After finishing the text, there are three multiple-choice questions that the teacher assigns the learner to complete based on the story.

- The learner then tells the teacher her answers, and together, they discuss the correct answers and possibly talk more into depth about them and the story if there is time.

3. *Speech bubbles exercise*

- The teacher gives the learner picture of the characters with speech bubbles.

- Teacher explains that the learner is supposed to write sentences into each of the bubbles according to the character's words. If the learner needs help, the teacher tells her to imagine herself as one of the characters.

- After the learner finishes the task, together with teacher they talk about why the learners chose these sentences.

4. *Finish the story*

- To conclude the lesson, the learner's task is to write a continuation of the story from the moment the abstract ends. The learner must write at least five sentences.

- If there is still time, the learner reads her continuation of the story to the teacher. If not, this exercise can serve as homework and be checked in the next lesson.

The final lesson plan contains the highest amount of text input out of all the others. The pre-reading phase consists of one exercise: putting key sentences from the novel in the correct order. This exercise invites possible brainstorming, finding connections between the words and sentences, and therefore getting an idea of what the whole plot can be about (Collie, Slater, 1987, p. 19-20). Furthermore, this task also serves as language preparation, the introduction of the topic and possible growth of interest.

The reading part is a second text the learner encounters in this lesson. However, the length of the text was still chosen with the learner's abilities in mind. This lesson plan checks the understanding of the reading phase by a series of multiple-choice questions. There are only three questions in the exercise. However, they all require the reader's careful attention and, as Grellet says, "involve guessing, predicting, checking" to find the correct answers (1981, p. 8). Another tool that makes the learner revise what she read presents the next exercise. By filling in the bubbles of each character, the learner is required to summarise the main ideas and views from the text and put them onto the characters. This exercise presents the creative side of the lesson. It is also important to engage the learner's creativity which the learners sometimes welcome because it offers a fresh approach or a break from the usual language

learning. Furthermore, this task can enrich the learner's motivation for many reasons (See Subchapter 1.3).

At the end of the lesson, the learner's final task is to finish the story according to her own predictions. This exercise, as in the previous lesson plan, supports the idea that the post-reading phase should go further beyond the story/text (See Subchapter 3.2.3). Notably, the learner is asked to write the continuation only in five sentences. This is done because of the challenge of fitting the learner's idea into a small space that usually presents the most interesting pieces of writing (Collie, Slater, 1987, p. 87). In the end, even though this lesson plan might be slightly more challenging, the participant's level should hopefully match the demands.

7 Results

After presenting the general information about the participants and the content of the lesson plans, the results of the lessons are presented in this chapter. The methodology behind the research's findings is as follows. First, the teacher's observation of learners and their performance during the lessons and an assessment of each lesson based on criteria for evaluating materials (Lazar, 1993, p. 60) are reported. Secondly, an after-the-lesson questionnaire completed by the participants is presented along with a summary of an interview carried out after the lesson with the learners. Therefore, the main aim of this chapter is to provide enough evidence from different points of view that would determine whether learning English with the help of literary text was proven to be beneficial or not.

7.1 Qualitative Analysis of the Lessons

At first, the teacher's assessment of the lesson provides the initial look at the lessons since it consists of teacher's notes and observations made right after each lesson ended. However, before the actual lessons happened, it was necessary, in order to show another perspective, to also use another set of criteria according to which the lessons can be evaluated. For that purpose, the evaluation sheet from Gillian Lazar's book *Literature and Language Teaching: A Guide for Teachers and Trainers* (1993, p. 60) was used. This sheet consists of ten criteria that should examine a specific material that works with literary texts to show its effectiveness and application in practice. Each criterion is assessed on a scale between *excellent, good, adequate*, and *poor*. For each of the five lessons, the same evaluation sheet was used. The template for the evaluation sheet can be found in the Appendices (Appendix 6).

7.1.1 Lesson 1

The first participant generally viewed the lesson as enjoyable due to the story's theme yet challenging because of the reading part. All the passages that did not require her to read or do anything connected to the reading seemed to entertain her; however, the level of excitement declined when it came to the text. This could have been expected since she generally dislikes reading in our lesson (See Subchapter 5.2.1). However, the idea for this lesson plan was to change that because of the story. And even though it did not change throughout this lesson, hopefully, it is the beginning of that change in her attitude towards

reading. On the other hand, her interest in the lesson improved once the learner finished the reading, and the focus shifted on the following activities. She seemed to enjoy the post-reading tasks, and she even started talking about Peter Pan and her experience with the book itself. This brings this evaluation to the conclusion that the learner's interest in the particular book might be the key to presenting literature in the individual lessons more frequently.

Furthermore, as seen from the evaluation sheet, this lesson presented some drawbacks.

Please tick the relevant column	Excellent	Good	Adequate	Poor
1. Suitability of approach for your students.		✔		
2. Suitability of level for your students.			✔	
3. Relevance and interest of a text/s chosen.		✔		
4. Variety and appropriateness of tasks and activities.	✔			
5. Staging and grading of tasks and activities.	✔			
6. Opportunities for student participation and personalisation.	✔			
7. Linguistic guidance (glossaries, exercises, etc.).		✔		
8. Cultural/literary/historical background provided.	✔			
9. Clarity of instruction.			✔	
10 Layout and design.		✔		

The Evaluation Sheet for Lesson Plan 1

The lowest scores received the criteria of the *suitability of level for your students* and *clarity of instruction*. This is because the lesson plan proved to be more suited for older learners. Also, the aim to test how the participant will tackle the language difficulty was not wholly successful. Furthermore, the other eight criteria were more or less fulfilled. Especially the *variety and appropriateness of tasks and activities, staging and grading of tasks and activities, opportunities for student participation and personalisation* and *cultural/literary/historical background provided*. The lesson proved that the sequence of activities, variation of tasks and the background of the text were very useful and beneficial to the learner's better understanding of the lesson. Furthermore, the learner had many opportunities to show her interest and express her ideas. What can be concluded from this assessment sheet is that

to this particular learner, the lesson plan was challenging in some ways more than was expected. However, the lesson plan met most of the criteria and proved to be applicable.

7.1.2 Lesson 2

In the second lesson, the participant was active and tried to complete all the tasks to the best ability. However, the most significant issue was the amount of unknown vocabulary to the participant. Even though the main idea of the first exercise was to pre-teach vocabulary so the learner would read the text with no problems, it became evident that the learner had trouble even with the sentences that she should know already. Therefore, she needed help from the teacher in the first exercise. After that, the reading part went smoothly for most parts. As for the grammar exercises that followed, the participant showed her knowledge of past simple and managed all the exercises without any serious trouble. The participant seemed to adapt to the PPP method in which the exercises were organised with ease. Ultimately, she proved that the topic of past simple is not giving her much trouble as it used to. This is a positive outcome since the participant usually has tendencies to mix all the tenses that she has learned so far. The text provided her with enough support to remind herself of the grammar rules without any significant help from the teacher. Therefore, even despite the difficulties at the beginning, the participant's interest increased in the second part of the lesson as the exercises were more familiar to her. Additionally, it can be stated that the use of literary text proved to be suitable as a tool for grammar practice for this particular learner because the story made it more interesting to the learner since there was a small space dedicated to discussing the story of *Peter and Wendy* (1911) with the participant as well.

Additionally, the criteria for evaluating the materials found similar results with one new addition. The majority of the established criteria met the highest-ranked category as they were easily recognised in the lesson plan. The PPP approach proved to be working with this learner, she considered the text interesting and likeable, there was a wide range of different activities, and the learner was provided with enough guidance, which avoided any confusion. Furthermore, the overall design of the material was sufficient. As for the *suitability of level for your students* and *staging and grading of tasks and activities*, they were rated in the *good* category due to the first activity being too challenging for the participant. Therefore, the staging was flawed since the most challenging task for any learner should not come at the beginning of the lesson. Other than that, the one criterion that was difficult to measure

was the *cultural/literary/historical background provided.* The material for this lesson itself does not offer any. Therefore, it had to receive the lowest rating. However, since the goal of this lesson was to practise grammar and use the literary text only as a tool to do that, the cultural background was not needed in this case because it would not make much of a difference to the main focus of this lesson. In reality, we managed to put a short summary of the text into the lesson because the learner showed her interest. Still, since the evaluation sheet rates the materials distributed to the learner and not the particular lesson, this criterion had to be ranked as it was. Overall, the lesson plan proved to be applicable in language teaching as most of the criteria met the requirements.

	Please tick the relevant column	Excellent	Good	Adequate	Poor
1.	Suitability of approach for your students.	✔			
2.	Suitability of level for your students.		✔		
3.	Relevance and interest of a text/s chosen.	✔			
4.	Variety and appropriateness of tasks and activities.	✔			
5.	Staging and grading of tasks and activities.		✔		
6.	Opportunities for student participation and personalisation.	✔			
7.	Linguistic guidance (glossaries, exercises, etc.).	✔			
8.	Cultural/literary/historical background provided.				✔
9.	Clarity of instruction.	✔			
10	Layout and design.	✔			

The Evaluation Sheet for Lesson Plan 2

7.1.3 Lesson 3

The third lesson was mainly met with positive reviews from both the teacher and the participant. The level of difficulty seemed to match the learner ideally, and there were no significant errors throughout the lesson. The learner was engaged in the topic of male and female social roles. In addition to that, the fact that the story of *Peter and Wendy* (1911) was new to her, gave the participant something new to examine. Because this lesson concentrates on the content of the story and its cultural aspects, which are essential for using literature in ELT (See Subchapter 1.2.2), it was not the primary goal of the teacher to check or correct the participant for grammar, spelling or other language factors. Rather than that, the teacher played the role of a consultant and a facilitator in this lesson because it helped the participant express her ideas to their full extent. Other than that, the learner understood the three extracts very well, with few exceptions. The following two exercises showed how the participant understood the texts and was able to practise skimming and scanning without directly knowing it. Furthermore, in exercise 4, the learner showed she remembered many adjectives that were our lesson's topic a few weeks before. Because the lesson plan was finished sooner than expected, the last exercise became more of a discussion between the teacher and the participant. However, in some parts of the discussion, some background information needed to be added by the teacher because it became evident that the comparison between the past and present needed to be supported by more knowledge. Overall, from the subjective point of view, the lesson plan fulfilled all the expectations to a satisfactory extent. The learner proved that cultural topics can be implemented into ELT lessons.

As evident from the evaluation sheet, the majority of criteria fulfil the requirements. Apart from the *layout and design* and *cultural/literary/historical background provided,* the lesson plan proved useful in most areas. This is partly because the whole lesson presents one clear focus on the social and cultural topic. Because of that, each exercise follows the previous, and the structure, variety, staging, and grading of the tasks proved to be working in practice. As for the lower-rated criteria, the learner mentioned that she would prefer some pictures accompanying the texts. In fact, it is true that for some learners, the visual part of a specific material may play an important role. For instance, it can either raise or reduce the learner's interest since many people tend to count on first impressions. Other than the layout, because the lesson concentrates so much on the social roles of males and females, during the lesson it became clear that the learner was not given enough historical background to the topic apart from the three short texts. Therefore, for any future adjustments, it would

be beneficial if the lesson plan included a short text on the position of male and female roles in the early 20th century, or a comparison with the present. Overall, apart from the two minor errors, the whole lesson plan proves to be efficient enough to be used in English lessons.

	Please tick the relevant column	Excellent	Good	Adequate	Poor
1.	Suitability of approach for your students.	✔			
2.	Suitability of level for your students.	✔			
3.	Relevance and interest of a text/s chosen.	✔			
4.	Variety and appropriateness of tasks and activities.	✔			
5.	Staging and grading of tasks and activities.	✔			
6.	Opportunities for student participation and personalisation.	✔			
7.	Linguistic guidance (glossaries, exercises, etc.).	✔			
8.	Cultural/literary/historical background provided.		✔		
9.	Clarity of instruction.	✔			
10	Layout and design.		✔		

The Evaluation Sheet for Lesson Plan 3

7.1.4 Lesson 4

In the fourth lesson, even despite some slight language difficulties, the participant fulfilled all the aims of the lesson and seemed to enjoy it. Throughout the whole lesson, he was active, kept asking questions, and most of the exercises seemed manageable to him. The learner managed to make one misstep in the lesson. In the last activity, he wrote the letter not in the name of Peter or Wendy, but he wrote it from his own perspective. However, it was not that significant to be counted as a mistake. The beginning part, which was supposed to arouse the learner's interest and link any previous knowledge, seemed quite engaging to him. Because the learner knew about Peter Pan, the story connected with the learner quickly. There were few words from the abstract that the participant did not know. However, with the help of the teacher, he understood them quickly and they did not jeopardise his understanding of the text, which he later proved in the comprehension exercise. In the final

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part of the lesson, the learner expressed his views on staying a child forever. His responses were interesting because they showed that the topic's relevance was right on the spot with this participant. Apart from the personal involvement, the other central part of this lesson was to practise all the main language skills in the lesson. This was done by the reading, writing the letter, expressing ideas in a discussion, and listening to the video from the movie. In all four aspects, the participant showed sufficient knowledge and capability to practise these skills without even realising they are all linked to the literary text. Therefore, it can be concluded that practising language skills through the use of literary works is just as efficient as any other means of teaching.

Apart from the teacher's observation, the lesson plan seems to be working efficiently from the perspective of the evaluation sheet as well.

	Please tick the relevant column	Excellent	Good	Adequate	Poor
1.	Suitability of approach for your students.	✔			
2.	Suitability of level for your students.		✔		
3.	Relevance and interest of a text/s chosen.	✔			
4.	Variety and appropriateness of tasks and activities.	✔			
5.	Staging and grading of tasks and activities.	✔			
6.	Opportunities for student participation and personalisation.	✔			
7.	Linguistic guidance (glossaries, exercises, etc.).	✔			
8.	Cultural/literary/historical background provided.	✔			
9.	Clarity of instruction.		✔		
10	Layout and design.		✔		

The Evaluation Sheet for Lesson Plan 4

Out of the ten criteria, lesson plan number 4 meets 7 of them to its full extent. The remaining 3 did not receive the highest rating. However, they are still in the second (*good*) category. As for the higher-rated criteria, they mirror the fact that the lesson plan proved to be efficiently structured, was relevant to the learner, provided many opportunities for individualisation and the structure and teacher's guidance proved to be enough for the learner to manage

the lesson. On the other hand, some parts of the lesson could be improved with further adjustments. Because the participant struggled with some aspects of the language in the text, the level of suitability could have been adjusted, or the lesson should have included a pre-teaching vocabulary exercise. The learner also did not fully understand all the instructions clearly. Therefore, the teacher had to express them differently or, in some cases, use Czech. Lastly, this participant, similarly to the previous one, expressed the desire for more visual input. Therefore, it has become clear that any teaching materials used with younger learners should not omit the visual aspect of the materials. Nevertheless, despite some minor drawbacks, this lesson plan can be used effectively for integrating skills. Also, this lesson plan is another one that validated the benefits of relating the topic of the reading to the learner's interest (See Subchapter 1.2.4).

7.1.5 Lesson 5

The last lesson of this diploma thesis which concentrated on higher input of text did not pose any significant challenges to the participant. With slight exceptions, she managed to fulfil all the lesson's requirements, and the learner did express her enjoyment of the lesson as well. Despite that, she did have slight trouble with the first exercise, where she was supposed to number the sentences from the story in chronological order. Understanding the extracts was not the problem. However, during the lesson, it became evident that any learner who can encounter this type of exercise can be confused because the sentences did not have enough links between each other that would show the correct sequencing. Especially for someone who might not be familiar with the story of Peter Pan, the exercise is not designed to its best. Nevertheless, with a bit of help from the teacher, the learner could eventually finish the task. Other than that, the reading part of the lesson and the comprehension questions were the least demanding for her. Furthermore, the post-reading activities were to great interest to her. It was a beneficial way to let the learner express her creative side since they require a certain amount of creative writing and thinking. The products of the final two exercises efficiently showed that the learner's comprehension abilities are very high. Because of that, it can be concluded that even despite the higher input of text, it did not pose any significant challenges to this learner. On the other hand, it would possibly be much more challenging for other same-aged children since this participant is far beyond their current level of English (See Subchapter 5.2.5).

Just like the teacher's analysis suggested that the lesson plan worked well, the evaluation sheet indicates similar results

	Please tick the relevant column	Excellent	Good	Adequate	Poor
1.	Suitability of approach for your students.	✔			
2.	Suitability of level for your students.		✔		
3.	Relevance and interest of a text/s chosen.	✔			
4.	Variety and appropriateness of tasks and activities.		✔		
5.	Staging and grading of tasks and activities.			✔	
6.	Opportunities for student participation and personalisation.	✔			
7.	Linguistic guidance (glossaries, exercises, etc.).	✔			
8.	Cultural/literary/historical background provided.	✔			
9.	Clarity of instruction.	✔			
10	Layout and design.	✔			

The Evaluation Sheet for Lesson Plan 5

. The majority of the criteria received the highest ranking. Two criteria (*suitability of level for your students, variety and appropriateness of tasks and activities*) met only the *good* category and one (*staging and grading of tasks and activities*) the *adequate* category. As for the *excellent* category, it proves that the lesson plan was suitable and relevant to the learner, it provided many opportunities to engage the learner, the overall guidance seemed efficient, the learner had enough background information thanks to the first exercise and the design of the lesson accompanied by pictures made the materials for the lesson look interesting. Some minor errors caused that the variety and suitability of the tasks should be slightly adjusted. Mainly because the lesson concentrated chiefly on reading and writing only, and some of the exercises were too easy for the learner. Furthermore, since the first activity showed to be the most challenging one for the participant and all the others seemed relatively easy to her, the staging and grading of the lesson plan did not seem sufficient. Because of that, the first activity should be either revised to meet the same level of difficulty as the other exercises, or the other exercises should be adjusted instead. To sum up, this lesson plan does

not seem 100 % functioning despite some errors mentioned before. However, the central aim of this lesson plan was to show that the length of text does not pose any challenge to fulfilling other requirements of language learning. And that was successfully proven.

7.2 Learner's Assessment of the Lessons

After each lesson, every participant received a short questionnaire in which they were asked to evaluate the lesson and their performance. The questionnaire was the same for all the learners, and it can be found in the Appendices (Appendix 7). Furthermore, examples of some of the questionnaires completed by the participants can be seen in Appendix 8 and 9. The questionnaire aims to ascertain five major aspects reviewed by the participants: the lesson's difficulty, the level of learner's enjoyment, particular elements the learner appreciated and disliked about the lesson, and newly learned aspects of language. Additionally, after the participants fulfilled the questionnaire, a brief discussion with each of them was implemented. The goal of the discussion was to explore some aspects further that the participants mentioned in the questionnaire and discuss their views on using literary texts in the lessons of English to determine whether they see any benefits of this approach in their learning. Furthermore, the participant's responses should provide a clearer answer to one of the research questions stated at the beginning of this thesis: *To what extent do the learners see the benefits of using literature in English lessons?*

The questionnaire of the first participant clearly shows similar results as were described in the qualitative analysis. She rated the difficulty of lesson 3 out of 5 points and the enjoyment from the lesson 4 out of 5 points. When she was asked about this afterwards, she stated that the most challenging part was the reading because there were some unknown words. However, it was evident that the difficulty was just one reason. The other, possibly more important, was her uninterest in reading. As for specific activities, she stated that she preferred the last exercise the most, which consisted of drawing the poster for the book. To the final question, she responded that she had learned a lot of new vocabulary. In the end, the participant was asked about the reading again, followed by a small discussion where we agreed that we should try more reading in the lessons. However, she would prefer to start with shorter texts. Unfortunately, this is something that becomes a flaw of this lesson plan. One of the initial plans was to test if the learner could tackle the difficulty of the language. Unfortunately, this participant could only do that to a certain extent. However, because this lesson plan was carried

out only on one participant, the conclusion cannot be made too definite since a larger number of respondents of the same level could be tested further. On the other hand, the area of the learner's personal involvement seemed to fulfil the requirements without any significant troubles. This proves what was described in the theoretical part (See Subchapter 1.2.4), which is that using literature in ELT can be beneficial because the learner's interest in the text helps the learning process.

The second participant had some struggles with the tasks from the beginning of the lesson. However, she managed to complete all the exercises and express her mostly positive view of the whole lesson. In the after-the-lesson questionnaire, she ranked the difficulty of the lesson with 3 out of 5 points and the enjoyment of the lesson with 4 out of 5. At first, she was hesitant to write anything she liked about the lesson, but after a short discussion, we agreed that the text was pleasant to read for her. On the other hand, she disliked the first task because of its difficulty, which was discussed already. Furthermore, the participant claimed to learn many new words. She also stated that she had a clearer sense of the grammar rules for making past simple after the lesson. After the learner completed the questionnaire, she was asked a question concerning the text itself, aiming to find out whether the learner thinks this type of language practice can help her or not. The participant replied that she liked it because it was something new to her since she was used to the coursebook driven type of learning. She further claimed that they never used a literary text in English lessons in this way in school and that she would like to practise it in our individual lesson at least. In the end, the participant was asked if she wanted to try this approach with reading texts more frequently, to which she replied positively. However, she added that she would need texts with less complicated language from the start.

In general, it was evident from the observation that participant number 3 found the lesson enjoyable. That was affirmed in the participant's lesson assessment as well (Appendix 8). The learner rated the lesson's difficulty with 2 out of 5 points and the enjoyment of the lesson received a maximum of 5 points. As to what particularly struck her in the lesson, she mentioned the open-ended questions from exercise 3 and the final exercise, which resulted in a small discussion. The fact that the participant enjoyed these particular tasks indicates that the reading posed no challenge to her since they were directly connected to it. Furthermore, the participant was asked about any areas of dislike or difficulty. However, she replied in the questionnaire that there were none. As for the question of what she had learned, the participant mainly highlighted new vocabulary and provided some examples. After

the participant completed the questionnaire, she was asked several other questions. Most of them were concerned about her opinions on reading and literature. However, because this participant is used to reading in our lesson as well, her answers were mostly expected. The participant claims that she likes to read when it is something of her interest or when it is short. Due to her age, this is natural. Furthermore, she commented that she liked to read in English in the lessons because she could see how much of the language she understood. Additionally, she also claimed that it was more interesting than most exercises she knows from her school. In conclusion, this participant sees the benefits of using literature in ELT even despite her limited knowledge of the language.

Participant number 4 stated in the after-the-lesson questionnaire (Appendix 9) that he enjoyed the lesson for the most part. More precisely, he ranked the lesson with 4 out of 5 points. As for the lesson's difficulty, he gave 2 out of 5 points. Furthermore, this participant stated that he enjoyed the whole lesson and that there was nothing he did not like about it. As for the question of whether he learned anything new, he stated that there were many new words he did not know before, and he mentioned some in particular. After finishing the questionnaire, the participant was given a question about the usage of the text in an English lesson. He claimed that he enjoyed reading and doing all the exercises because the story was "fun", in his own words. He added that he probably would not have been so excited about the lesson if the story had been of no interest to him. This indicates that yet another learner agrees that the story's topic is the most important feature they notice when considering their enjoyment of the lessons with literary texts.

The final participant managed to finish the lesson with a great attitude. It was evident that she enjoyed reading in English and that the lesson plan provided her with a new topic of interest. The participant completed the questionnaire after the lesson, and from the results, similar outcomes can be obtained. The learner ranks the lesson's difficulty with 2,5 out of 5 points. When she was asked further about this, she mentioned the first exercise was too challenging. Furthermore, she ranked her enjoyment of the lesson with 5 out of 5 points and commented that she enjoyed the reading part with the multiple-choice questions the most. As for any area she did not enjoy, the participant stated none. This indicates that even despite the difficulty of the first exercise, it did not discourage her from the rest of the lesson. The final question from the questionnaire aimed to detect any new things the learner has learned during the lesson. She replied that she had learned about a new story she is now interested in and that she understands the difference between where and were, which was confusing to her before.

After the learner finished the questionnaire, there was not much time left. However, she was asked about her opinion on using literature in our lessons. She stated that she enjoyed reading, and she thinks it is beneficial to our classes as well because she can obtain new vocabulary or some grammar areas she did not know before. It is true that even though this participant does not have trouble with reading or speaking, she struggles with the rule of the language sometimes. Therefore, it is pleasant to hear that she sees the benefits of improving her English via literary texts herself.

Conclusion

This diploma thesis examined whether the use of literature in English language teaching (ELT) can be to the learner's benefit or not. Because of the decline in children's reading nowadays (Schaeffer, 2021, Online) and the fact that the use of literary texts in ELT classes seems to be one of the least used methods by many English teachers, this thesis aimed to ***identify any possible benefits of using children's literature in English language teaching from the perspective of learners of English at lower-secondary schools on the example of J. M. Barrie's novel Peter Pan (1911).***

The whole project comprised two main parts. The theoretical part, which summarised previous research findings and provided sufficient background for the realisation of the practical part, consisted of four chapters. The first chapter introduced definitions of key terms, such as literature and children's literature, presented the benefits of using literature in ELT found by previous research and mentioned the relationship between the learner's motivation and reading. The second chapter focused on a set of criteria according to which a literary text can be chosen for the needs of ELT. Then, some major ways of using literature in ELT were presented in the third chapter. The fourth and final chapter of the theoretical part dealt with the literary text chosen for this diploma project, *Peter Pan*. This chapter mainly presented some background information about the story and its author and stated why this particular book might be suitable for ELT.

The practical part comprised three chapters. In the fifth chapter of this diploma thesis, the introduction to the practical part consisting of some background information about the project's participants and the created lesson plans was presented. The sixth chapter provided a closer look at the lesson plans, which were designed specifically for a particular learner and each focused on a different language area. And the final, seventh chapter of the diploma project reported on the realised lessons with qualitative analysis and an interview with the participants. The qualitative analysis comprised a teacher's assessment of the lessons and an evaluation based on criteria set by Gillian Lazar (1993, p. 60), whereas the interview with participants was accompanied by a short questionnaire.

Furthermore, the aim of this thesis was analysed by using three research questions set at the beginning of this diploma project. The theoretical and practical parts managed to find answers to all three of them. However, two of them appeared to find similar answers, just from different perspectives. As for the first research question, *What are the positive effects of using*

literary texts in English lessons, mainly the teacher's assessment found that the most significant positive effect can be considered the learners' interest in the story which increased their involvement in the lessons. Also, in some cases, the interest to read more in general. Furthermore, the participant's language knowledge increased with at least a few newly acquired vocabulary from the texts.

In what ways can the novel Peter Pan be incorporated into English language teaching, was the second research question. This answer can be derived from the lesson plans which because of the evaluation sheet proved to be applicable. Therefore, it can be concluded that the novel *Peter Pan* can be used in English lessons either as a source that can enable learning of certain linguistic areas or practice of language skills. Furthermore, the story's content and themes (e.g., the idea of never growing up, male and female social roles etc.), which can be discussed by the learners, present another usage of this literary text.

The third and final research question was *To what extent do the learners see the benefits of using literature in English lessons?* From the qualitative analysis, it is evident that these findings more or less agree with the ones from the teacher's perspective. In fact, all the participants saw at least one positive area of this approach. More than half of them were engaged in the lesson because of their interest in the story of *Peter Pan*. Which proved that the aspect of personal interest resonated with the learners. Furthermore, the participants appreciated the newness of this approach since many of them claimed they were used to the coursebook driven type of learning. Also, due to the use of children's literature in the lessons, the learners claimed to be aware of learning new aspects of the language as well.

In conclusion, this study presented a closer insight on the topic of using literature, more specifically children's literature, in ELT. The use of teacher's assessment, evaluation sheet and questionnaire for the participants were used in order to provide an objective perspective on these findings. Nevertheless, there are some aspects of this diploma thesis that could be explored more in the future. For instance, the lesson plans could be further tested on a higher number of participants to determine whether the findings would match the ones of this study. Additionally, an interview with lower-secondary teachers of English could be beneficial since it might discover similarities or new perspectives.

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Appendices

Appendix 1: *Worksheet for Lesson Plan 1*

Appendix 2: *Worksheet for Lesson Plan 2*

Appendix 3: *Worksheet for Lesson Plan 3*

Appendix 4: *Worksheet for Lesson Plan 4*

Appendix 5: *Worksheet for Lesson Plan 5*

Appendix 6: *The Evaluation Sheet*

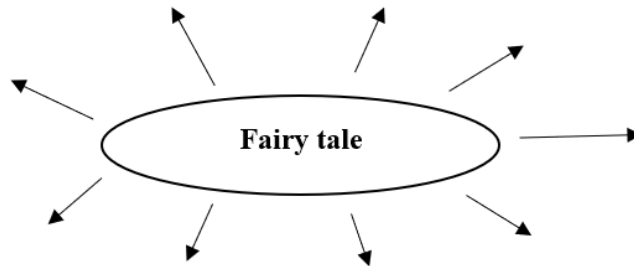**Appendix 7:** *Questionnaire for the Participants*

Appendix 8: *Questionnaire Completed by Participant Number 3*

Appendix 9: *Questionnaire Completed by Participant Number 4*
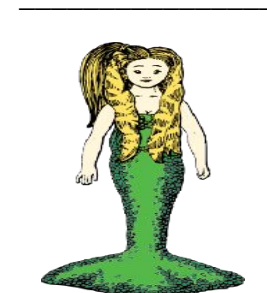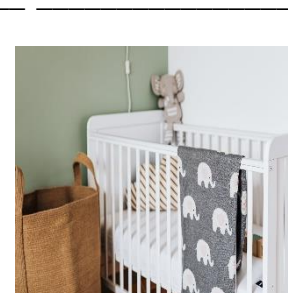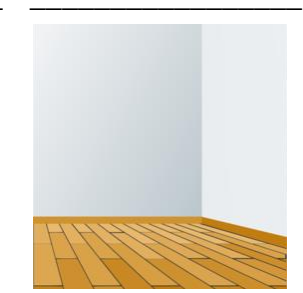
Appendix 1: *Worksheet for Lesson Plan 1*
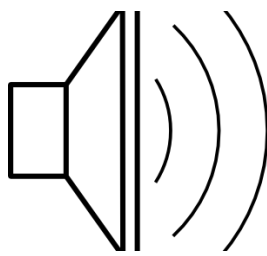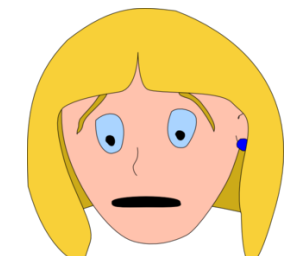
1. **Look at the word in the circle? Do you know what does it mean?**

   Create a mind map with words that come to your mind when you hear "fairy tale".

2. **Look at the following pictures and words. Do you know what they mean? Match them together.**

nursery, noise, floor, fairy, afraid, fairy dust, lagoon, mermaids

_____   _____   _____   _____

_____   _____   _____   _____

3. **Read the text and decide whether the sentences are true or false.**

Wendy, John and Michael Darling live in a house in London, where they have a big sunny **nursery**. There are pictures and a big clock on the wall. There are toys everywhere. The Darlings are a happy family.

One evening, there was a **noise** outside and a young boy fell into the open window. Wendy woke up and saw the boy on the **floor** looking sad.

Wendy said, "What is your name?"

"Peter Pan."

"And I am Wendy… How old are you, Peter?"

"I don't know but I am young. I don't want to grow up. I always want to be a boy and have fun."

Peter looked around the room for his **fairy**, but Tinker Bell was **afraid**. "Where do you live, Peter?" asked Wendy. "I live in Neverland. In Neverland we fight the pirates. We also swim in the **lagoon** with beautiful **mermaids** and fairies. But I must go back now." said Peter.

"Don't go away!" said Wendy…. Peter put some **fairy dust** on Wendy, Michael and John. "Look we can fly!" said Wendy. All three kids flew out of the nursery with Peter and Tinker Bell to Neverland.

Wendy has two brothers and one sister. TRUE/FALSE

Peter was sad when Wendy saw him. TRUE/FALSE

Peter knows how old he is. TRUE/FALSE

Mermaids and fairies fight with Peter in Neverland. TRUE/FALSE

Wendy wants Peter to stay. TRUE/FALSE

4. **Look at the mind map again. Do you agree that Peter Pan is a fairy tale? Do any of the words in the mind map appear in the story?**

5. **Imagine you work as graphic designer, and you have to create a poster (or a cover of a book) for the story of Peter Pan. Include the characters from the text.**
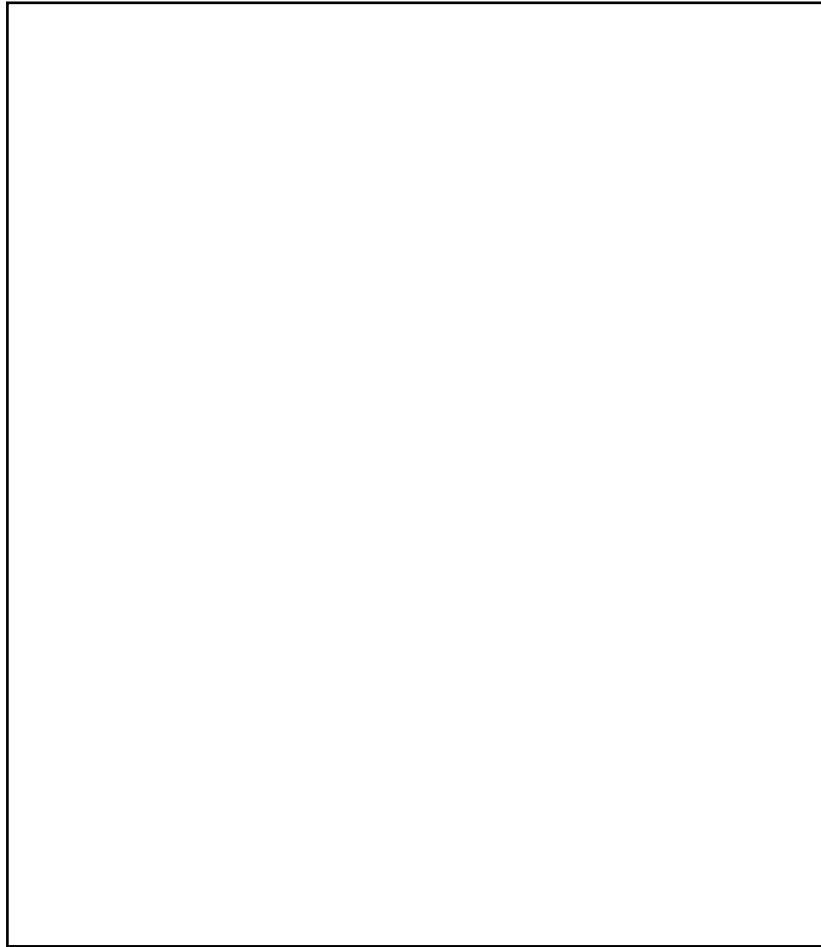
Appendix 2: *Worksheet for Lesson Plan 2*

1. **Look at the sentences and guess the meaning of the underlined words.**

Mermaids are mystical creatures who live under the sea and have a tail instead of legs. =

Mermaids and other water animals live in the **lagoon**. =

Wendy likes to talk. She **chatted** with her best friend for hours last night. =

Peter was afraid of Captain Hook, so he hid **behind** the table. =

He pretended to be much older, so he **imitated** his father's voice. =

Every boat needs to have strong **ropes** because they hold the boat on the land. =

She was **confused** because she didn't understand what the man said to her. =

2. **Read the text and highlight all the verbs in past simple.**

One summer evening Peter, Wendy, John, Michael and the Lost Boys went to the Mermaid's Lagoon. Beautiful mermaids lived here, and they were Peter's friends. They swam and played in the blue sea. They sat in the sun and laughed and chatted and relaxed. Suddenly someone said, "Oh, look, the pirates are coming!"

A small boat with two pirates came to the lagoon. John, Michael and the Lost Boys didn't stay on the rock. Wendy and Peter stayed and hid behind the rock. Peter saw Tiger Lily who was a prisoner of the pirates. It was already night, and it was very dark. Peter wanted to save Tiger Lily. He imitated Captain Hook's voice and said, "Cut the ropes and let her go!"

The pirates were confused. They didn't know what to do but then one of them said, "We must listen to him and cut the ropes." They cut the ropes and Tiger Lily was free. She quickly jumped into the water and swam away. Captain Hook saw everything from his ship and screamed, "What did you do? That horrible Peter Pan!"

3. **Now put them into this chart and decide which ones are regular or irregular. Write their base forms next to them.**

Past simple – regular verbs	Past simple – irregular verbs

Look at the underlined sentences in the text. What are the rules for creating sentences in the past simple? Fill in the chart.

We use the past simple **to say what happened in _____ and is now complete**. To make the past simple **we add _____ to the regular verb**. Some verbs are _____ and we have to learn each verb.

To make a **negative of the past simple** we use _____ and the base form/infinitive.

To make **questions in the past simple**, we use _____ and the infinitive. We put it in front of the _____.

4. Put the verb in the bracket to a correct form.

Wendy _____ (not cook) dinner for the boys last night.

Peter and Wendy _____ (go) to the beach last weekend.

Where _____ the pirates _____ (take) Wendy and Peter?

The crocodile _____ (eat) everything that _____ (come) near him.

Peter _____ (break) his arm last year and he _____ (be) in hospital for two weeks.

5. Pick 5 verbs from the chart in exercise 3 and make sentences with them about your own life.

Appendix 3: *Worksheet for Lesson Plan 3*

1. **Look at the diagram. Write at least 5 activities that women (mothers, girls…) usually do in the left circle and 5 activities men (fathers, boys…) do in the right one. Put the things they both do together in the middle.**
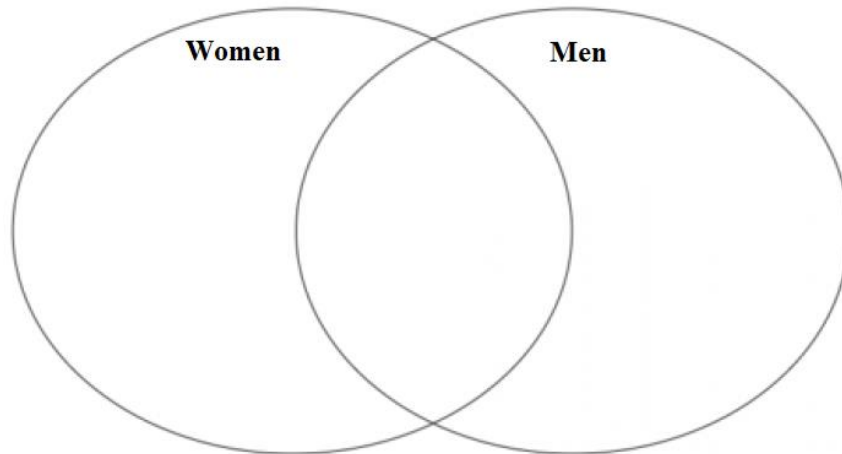
2. **Read the shorts texts and give each a suitable name.**

_____

Mr. Darling used to tell Wendy that her mother not only loved him but respected him. After they got married, first came Wendy. For a week or two, they didn't know if they could keep Wendy because they didn't have much money to feed three people. After Wendy, John was born, then Michael. Mrs. Darling loved to have everything, and Mr. Darling wanted to be exactly like their neighbours, so, of course, they had a nurse for the children.

_____

Wendy was always busy because was had to take care of the boys. The cooking for Peter and the boys was kept her busy all the time. Her favourite time of the day was sewing after the boys went to bed. Then she had time for herself. She usually made clothes for the boys or repaired their clothes. As time went by, did she worry about her parents? It is hard to answer because time in Neverland runs differently. Wendy did not worry about her father and mother because she knew they will keep the window open for her to come back.

_____

"Children, I hear your father's steps," said Wendy. Peter brought nuts for the boys. "Peter, you just spoil them, you know," said Wendy to Peter. "Ah, old lady, there is nothing better than an evening with our children," replied Peter. "It's sweet, isn't it?" Wendy said.

Peter looked worried. Wendy asked him: "Peter, what is it?"

"I was just thinking, " he said. "It's not real, isn't it? We're not their parents. We are children too." Wendy disagreed and told him that it is real if he believes it , but Peter wasn't sure.

3. Now answer these questions:

What was the relationship between Mr. and Mrs. Darling?

Were Wendy and Peter the boy's real parents?

Why did they act like one big family?

Why was Peter afraid to grow up?

4. Look at the adjectives in the box. Put them to each character.

Caring, kind, brave, young, busy, old, respected, adventurous

Wendy –

Peter –

Mr. Darling –

Mrs. Darling –

5. Does Mrs. Darling and Wendy have something in common? How about Mr. Darling and Peter? Do you see any similarities between the roles of women and men in their society and ours today?

Men in the story ….

Women in the story …

Appendix 4: *Worksheet for Lesson Plan 4*

1. **Watch the video. What do you think will happen next in the story? Write at least 5 sentences. Use sentences with *will*.**

Do you know from what movie is the video? Do you recognize any characters?

2. **Read the text bellow and then prepare to summarize it in your own words in 60 seconds.**

Peter, he saw Wendy once again before he flew away. "Hello, Wendy, goodbye," he said.

"Oh dear, are you going away to the Neverland?"

"Yes." said Peter.

Mrs. Darling came to the window. She told Peter that she adopted all the other boys and would like to adopt him also.

"Would you send me to school? And then to an office? And then I should be a man?" asked Peter.

"Yes, I think so."

"I don't want to go to school and learn things. I don't want to be a man… No one is going to catch me and make me a man." said Peter with an angry tone.

"But where are you going to live?" asked Mrs. Darling.

"With Tinker Bell in the house we built for Wendy."

"It will be lonely in the evening." said Wendy.

"It doesn't matter."

"Oh Peter, you know it matters."

"Oh, all right," Peter said. After that Mrs. Darling made an interesting offer: to let Wendy go to him for a week every year and do his spring cleaning. Peter had no sense of time, and was full of adventures so Wendy knew these were her last words to him: "You won't forget me, Peter, will you?"

Of course, Peter promised, and then he flew away.

3. Put the sentences together. You can look at the story again. What do they do?

Peter   … wants to adopt all the boys.

… doesn't want to go to school and grow up.

Wendy   … promised to never forget Wendy.

… can visit the Neverland every year.

Mrs. Darling   … lives in Neverland.

4. Peter once said this:

"I don't know but I am young. I don't want to grow up. I always want to be a boy and have fun."

Do you agree with what Peter said? Do you want to stay a child forever?

Yes, because ….	**No, because…**

5. Imagine you are Peter or Wendy, and you are writing a letter to the other one. Write at least 5 sentences. What do you think they would say to each other after their departure at the end of the text?

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

Appendix 5: *Worksheet for Lesson Plan 5*

1. **Look at the sentences. Put them in the correct order. Then, describe what the plot of the story probably is.**

___ "I am here, but I don't want to stay here. I don't want to go to school, I don't want to grow up. I must return to Neverland," said Peter.

___ Suddenly the window opened, and a small ball of light entered Darling's home. It was a lovely fairy called Tinker Bell. After a moment a young boy named Peter entered too.

___ Wendy was a perfect mother to the boys. She cooked and sewed for everyone. She also told beautiful bedtime stories. John and Michael were happy because there was a new adventure every day.

___ "Mother, mother we're home! said Wendy. Mrs. Darling turned around and saw her three children.

___ "Look, we can fly!" said Wendy. All three kids flew out of the window and followed Tinker Bell and Peter to Neverland.

___ The Darlings were a happy family. Wendy, John and Michael lived with their parents and their nanny in a lovely house in London.

2. **Read the text and answer the questions.**

The door opened and a lady came out. It was Wendy. All the boys put down their hats. She looked surprised, and this was just how they hoped she would look.

"Where am I?" Wendy asked.

"We built this house for you, Wendy." said one of the Lost boys.

"It's a lovely house." Wendy said which was exactly what they hoped to hear.

"And now we are your children." said a little boy. They all went on their knees and begged Wendy to be their mother.

Wendy told them that she is just a little girl. "I have no experience as a mom." she added.

'That doesn't matter. What we need is a nice person who acts like a mother." said Peter.

"Very well. I will do my best. Come inside, boys. Before I put you to bed, I have just time to finish the story of Cinderella." said Wendy as they went inside the house. That was the first of many evenings they had with Wendy. She put them in beds, and they fell asleep right away. Ever since then, the Lost Boys treated Wendy as their mother. The mother they never had.

Peter didn't go to sleep that night. He was outside because he guarded Wendy and the boys. He was afraid the pirates will come and attack them. But in the end, he fell asleep too…

Why did the boys want Wendy to be their mother?

a) She was old enough.   b) She acts like a mother.   c)They were afraid of her.
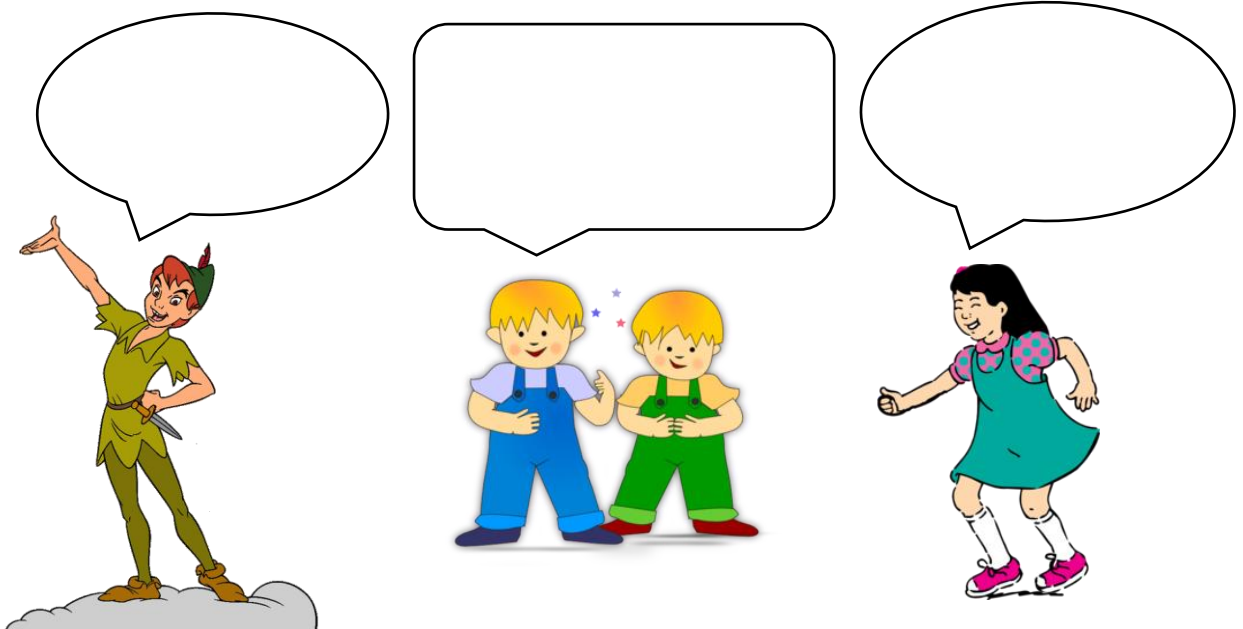
What did they do before going to bed?

a) Wendy read them fairy tales.   b) They built the house.   c) Peter went swimming.

What was Peter afraid of that night?

a) That Wendy will leave them.   b) Pirate attack   c) That he will fall asleep.

3. **Fill in the bubbles. What could Peter, Wendy, and the lost boys say. Think about the story you read.**

4. **Finish the story. Do you think Wendy stayed with the boys as their mother? Write at least 5 sentences of how you think the story could continue.**

Appendix 6: *The Evaluation Sheet*

Please tick the relevant column		Excellent	Good	Adequate	Poor
1.	Suitability of approach for your students.				
2.	Suitability of level for your students.				
3.	Relevance and interest of a text/s chosen.				
4.	Variety and appropriateness of tasks and activities.				
5.	Staging and grading of tasks and activities.				
6.	Opportunities for student participation and personalisation.				
7.	Linguistic guidance (glossaries, exercises, etc.).				
8.	Cultural/literary/historical background provided.				
9.	Clarity of instruction.				
10	Layout and design.				

Appendix 7: *Questionnaire for the Participants*

Answer these questions:

How difficult or easy was the lesson for you? (1 star- very easy, 5 stars -very difficult)	☆ ☆ ☆ ☆ ☆
How much did you enjoy the lesson? (1 star- I didn't enjoy it, 5 stars - it was awesome)	☆ ☆ ☆ ☆ ☆
What exactly did you like about this lesson?	
Is there anything that you disliked about this lesson?	
Did you learn anything new today? What is it?	

Appendix 8: *Questionnaire Completed by Participant Number 3*

Answer these questions:

How difficult or easy was the lesson for you? (1 star- very easy, 5 stars -very difficult)	★ ★ ☆ ☆ ☆
How much did you enjoy the lesson? (1 star- I didn't enjoy it, 5 stars - it was awesome)	★ ★ ★ ★ ★

What exactly did you like about this lesson?

I like answer these questions.

Is there anything that you disliked about this lesson?

No, there isn't.

Did you learn anything new today? What is it?

Yes, I learn new words for example caring, brave, busy, adventurous

Appendix 9: *Questionnaire Completed by Participant Number 4*

Answer these questions:

How difficult or easy was the lesson for you? (1 star- very easy, 5 stars -very difficult)	★ ★ ☆ ☆ ☆
How much did you enjoy the lesson? (1 star- I didn't enjoy it, 5 stars - it was awesome)	★ ★ ★ ★ ☆

What exactly did you like about this lesson?

all

Is there anything that you disliked about this lesson?

nothing

Did you learn anything new today? What is it?

I learn a new words. Its promised, flew, would sense, larn, intresting

Annotation

Jméno a příjmení:	Bc. Miroslav Hauk
Katedra:	Ústav cizích jazyků, PdF UP Olomouc
Vedoucí práce:	doc. Mgr. Janka Kaščáková PhD.
Rok obhajoby:	2022

Název práce:	Využití románu *Petr Pan* od J. M. Barrieho ve výuce anglického jazyka
Název v angličtině:	J. M. Barrie's *Peter Pan* (the novel) and Its Use in ELT
Anotace práce:	Diplomová práce zkoumá využití literárního textu ve výuce angličtiny a jeho přínos jakožto možnou metodu výuky jazyka na příkladu knihy *Petr Pan* od J. M. Barrieho. Cílem diplomové práce je identifikovat možné výhody využití literatury v hodinách angličtiny z pohledů žáků.
Klíčová slova:	Literatura, dětská literatura, využití literatury ve výuce anglického jazyka, Petr Pan, J. M. Barrie, výuka anglického jazyka, angličtina jako druhý jazyk, základní školy
Anotace v angličtině:	This diploma thesis deals with the use of literature in English language teaching and its contribution as a possible method of teaching the language in the example of *Peter Pan* by J. M. Barrie. The aim of this diploma project is to identify possible benefits of using literature in English lessons from the perspective of the learners.
Klíčová slova v angličtině:	Literature, children's literature, use of literature in ELT, Peter Pan, J. M. Barrie, English language teaching, English as a second language, lower-secondary school
Přílohy vázané v práci:	Přílohy č. 1 - 9
Rozsah práce:	68 stran
Jazyk práce:	Anglický