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**Using British and American literature in
ELT at lower secondary schools**

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DECLARATION OF ORIGINALITY

I hereby declare that the work presented in this thesis is my own and certify that any secondary material used has been acknowledged in the text and listed in the bibliography.

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ABSTRACT

This diploma thesis deals with the topic of using American and British literature in English language teaching (ELT). The developmental characteristics of young adolescents, foreign language at the lower secondary school, literature and education and literature in ELT are included in the theoretical part. The main aim of the practical part is to examine the practical use of authentic literary texts in ELT through the activities and questionnaires concerning pupils and teachers. Results of the observations, activities and questionnaires are presented in the practical part.

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INTRODUCTION

The search for the effective ways of teaching and learning enables teachers to explore using of creative techniques in ELT. The use of the authentic literary texts among other creative techniques establishes a new trend in English lessons. However, the involvement of this trend can be considered as unheeded and sporadic. Additionally, the specialised literature deals with the mentioned trend indirectly and marginally. For this reason, the aim of this study is to examine the role of literature in English language teaching (henceforth as ELT). The focus is given to the use of American and British literature at the lower secondary schools. In order to do that, the author of the present thesis decided to use the publications of the leading Czech / English-speaking experts in the topic of using literary texts in ELT – these are monographs, impacted magazines, online and primary sources.

Additionally, teachers have doubts about the implementation of literature in ELT (Skopečková, 2010, pp. 10-11). The explanation may be the absence of a unified didactic model for the use of literary texts. Nevertheless, the curricular reform provides opportunities to explore the field of literature in ELT. The author of the present thesis argues that the two vital aspects of ELT are joy and authenticity. Fortunately, these aspects can be reached by using literary texts in ELT.

The first impulse to examine the role of literature in ELT came during the author's studies abroad, namely in Norway. Lower secondary school pupils there usually learn from textbooks that have different structure and content than textbooks used in the Czech Republic. Textbooks used abroad during English lessons consist mostly of authentic literary texts.

After that, the methodology and principles had been explained to the author. The natural approach of learning a foreign language was fascinating for her. Not only the content of textbooks was inspiring to learn a foreign language, but also the results in English language learning were outstanding. From the author's personal experience, teachers do not feel an urge to implement literary texts into the lessons in Czech Republic. Furthermore, the methodology is not widely known and the interest to use new materials had to be examined.

The text of the thesis is divided into the two main parts – the theoretical part and the practical part. The theoretical part is further subdivided into the four chapters. The first chapter offers an insight into the developmental characteristics of the young adolescents who are the target group of the study. The chapter contains the explanation of chronological and social characteristics, cognitive changes, development of language competences and emotional changes in young adolescents. The chronological and social characteristics aim to provide the

chronological and social specification of a young adolescence. In the view of the fact that the young adolescence is a turbulent period in the life of each individual the chronological specification differs especially in the field of the developmental psychology. The definitions used in the present thesis are based on the works of the developmental psychologist Erikson (cf. Vágnerová, 2012; cf. Craig and Baucum, 1999), who represents the foreign theorists, the Czech developmental psychologists represent Vágnerová (cf. 2012), Šimíčková-Čížková (cf. 2008), Thorová (cf. 2015) and Janošová (cf. Blatný, 2016). The social characteristics further explores the work of the American clinical psychologist Ruthellen Josselson (cf. Thorová, 2015).

The following chapter deals with a foreign language, its characteristics and the educational goals of the elementary education. In detail, exploration of the position of the reading and literature from the aspect of curricular documents and official directives on the foreign language teaching has to be examined. The chapter operates with the Czech Framework Education Programme for the Elementary Education (henceforth as FEP EE) and the Common European Framework of Reference for Languages (henceforth as CEFR). FEP EE describes characteristics, concept and objectives of the lower secondary years. Furthermore, the educational area *Language and Language Communication* and its field *Foreign language* is specified in the FEP EE. CEFR provides European standards for the foreign language teaching. These documents are crucial for the understanding of the role of a foreign language teaching at the lower secondary schools.

The third chapter of the present thesis analyses the literature and education in the Czech environment. The importance is paid to the position of literature, the readership and the reading literacy in a mother tongue. The findings on the mentioned topics are taken from the work of the Czech specialists on readership Trávníček (cf. 2015), Reissner (cf. 2016) and Prázová et.al. (cf. 2014), didactics of literature and reading literacy Hník (cf. 2017) and Řeřichová et.al. (cf. 2016) and also from the specialists on the literature in ELT Pištora and Vraštilová (cf. 2014), Skopečková (cf. 2010), Kyloušková (cf. 2007) and Metelková-Svobodová (cf. 2011). The findings build the base for the further exploration in the field of literature in ELT.

The fourth chapter covers main aspects of the ELT and literature at lower secondary schools. The position of literature in ELT is explored from the curricular documents with the focus on the School Education Programme. The topic is researched from the curricular documents, process of reading in ELT, reading strategies, text types, methodology of reading, phenomenon of the young literature and the book which has been chosen for the practical part of the thesis. Reading in ELT, reading strategies, text types and methodology is arranged from the works of Kyloušková (cf. 2007), Vraštilová and Pištora (cf. 2014), Choděra (cf. Pištora and

Vraštilová, 2014) and Skopečková (cf. 2010). However, the topic is enriched by the foreign authors Isenberg (cf. 1990), Hall (cf. 2009, 2015), Kramersch (cf. Hall, 2009) Picken (cf. 2007), and McDonough (cf. 2013). Those authors usually expand the topic with the unique insight into the problematics of using literature in ELT. For instance, every presented theory has its supporters and opponents. Hence, for the general understanding the author of the present thesis presents the advantages and the disadvantages of the text types, reading strategies or the methodology. The phenomenon of the young adult literature (henceforth as YA lit.) and the book *Wonder* by J. R. Palacio, that has been chosen for the work with the pupils during the research, is researched by the three women authors Sladová (cf. 2015, 2016) Campbell (cf. 2010) and Lent (cf. 2013). The subchapters offer definitions and features of young adult literature, the history of young adult literature and the specification of the themes depicted in the book *Wonder*.

The second part of the thesis is the practical part which is divided further into the six chapters. The first chapter summarizes the class profile of the researched group. The second chapter describes the introductory activities that were previous to the reading of the literary text. The third chapter defines the reading itself and evaluates the findings of the work with the worksheet that has been based on the reading activities. The fourth chapter include the findings of the *Questionnaire for the pupils I.*, this questionnaire has been distributed after the reading activities at lower secondary school. The fifth part describe the outcomes of the questionnaire for the lower secondary teachers of English. The questionnaire examined their encounter with the literature in ELT with the focus on the authentic literary texts in English lessons. The last chapter of the practical part is the *Questionnaire for the pupils II.* that has been distributed two months after the research at school to monitor the reflections of the work with the literature in ELT, attitudes and preferences and the pupils' wishes in English lessons.

The aim of this thesis is therefore to answer these research questions:

- 1 How pupils and teachers perceive reading of an authentic literary text in English lessons?
- 2 What are the main features of the reading literacy in ELT?
- 3 How can pupils benefit from using literature in English lessons?
- 4 Do teachers prefer the adapted or the authentic texts in ELT?
- 5 What type of activities connected with the reading do pupils appreciate in English lessons?

The thesis includes a large number of appendices. These deal with the lesson plans, handouts and images from the online materials made by the author of the present thesis, questionnaires, questionnaire and figures.

The author of the present thesis hope that the thesis will serve as the inspiration for the lower secondary teachers of English. It can be beneficial especially for those who are looking for the using of creative techniques in ELT.

1 THEORETICAL PART

1.1 Developmental characteristics of young adolescents

The opening chapter deals with the characteristics and developmental changes of the target group. The target group of the study are pupils from lower secondary school. According to Erikson's stages of the psychosocial development, they can be described as young adolescents (Erikson in Vágnerová, 2012, p. 42). Furthermore, the chapter contains the explanation of chronological and social characteristics, cognitive changes, development of language competences and emotional changes in young adolescents. These findings may help to understand young adolescents (henceforth as adolescents) and their way of thinking.

1.1.1 Chronological and social characteristics of adolescence

“Adolescence is a new birth, for the higher and more completely human traits are now born.”
(G. Stanley Hall, as cited in Mazlish, 1989, p.177)

Janošová (in Blatný, 2016, p. 100) describes the two consecutive stages of adolescence. The first stage of adolescence is named *pubescence* or *early adolescence*, where biological maturity and turbulent developmental changes occur. Biological changes mark the beginning of pubescence resulting in the capacity to conceive a child. As Janošová emphasizes, this developmental milestone arises during pupils' attendance at a lower secondary school. The second stage of adolescence is called *late adolescence*. This term describes the process of maturity in the meaning of the social development. The main tasks for an adolescent are the acceptance of the demands and privileges of the society and the acquisition of the *adult* role. Chronologically, the late adolescence is defined as the time of upper secondary school studies. Janošová adds the importance of the development and social structure of society for the chronological understanding of adolescence. Whereas biological maturity comes sooner than the acquisition of the status of adult in the local environment, the Fourth World does not seem to distinguish between these two stages of adolescence at all.

Conversely, Binarová (in Šimíčková-Čížková, 2008, p. 101) offers slightly different chronological and social characteristics of adolescence. The straightforward division leads to the two-stage model of pubescence and adolescence or early adolescence/late adolescence. However,

more differentiated scheme exhibits the three-stage model *prepubescence*, *pubescence* and *adolescence*. In general, the adolescence stands for the period between the childhood and the adulthood. Girls start this period at the age of 16 and boys one year later – at the age of 17. The end of adolescence is marked with the settlement of developmental changes between the two genders. Binarová argues with Janošová, when saying that the target group of the study might be classified as in the stage of pubescence. Furthermore, girls enter pubescence at the age of 12.5 and boys at the age of 13. The pubescence is significantly longer for boys, which might be the reason for their disciplinary problems at school. Pubescents tend to become independent, while their emotional attachment to their parents loosens and contacts are made mainly with the other pubescents or within the same-interest group. Girls tend to be more mature than boys, therefore oriented to spend time with other girls or older boys. Boys create first groups in which a leader possesses the natural authority which is stronger the authority of parents. Adolescence is described as one decade of life by Vágnerová (2012, pp. 67–368): i.e. from 10th to 20th year of individual's life. Contemporary adolescents perceive teen years as the period that has to be survived in order to gain freedom of adulthood. The length of adolescence, especially its psychosocial aspect, is increasing. Nowadays, the adolescence starts sooner and ends later.

German developmental psychologist Erikson studied the major goal of adolescence, when working with adolescents and young adults, the so-called phenomenon of *identity formation*. Each member of the target group has to form their identity. The reference groups and people surrounding adolescents perform a variety of social roles that can be integrated into the member's identity. The choice of the satisfying roles helps to maintain a consistent sense of self. Furthermore, a successful social acceptance is strongly connected with the identity formation. According to Erikson, adolescents can enter the door of adulthood only after successful identity formation. The crucial role when searching for the purpose and the meaning of one's life during adolescence surely plays the identity formation (Erikson in, Craig and Baucum, pp. 379-380).

Besides Erikson, an American clinical psychologist Ruthellen Josselson (in Thorová, 2015, p. 420) has addressed the topic of identity formation as well. According to her, the process of *individuation* comprises four stages. The first and the second stage explain changes in the personal development of the target group; for that reason, the other two stages are not explained in the text of the present thesis. The first stage, *differentiation*, begins when an adolescent (at their 12–13 years of age) realizes the variety of individual opinions and attitudes. Adolescents also show an exaggerated critique towards their surroundings, particularly towards adults. The second stage, *experiences and experiments*, stands for the second half of lower secondary school (13–15 years of age). Adolescents believe in their infallibility, they stand against the authority

and try to reach their autonomy. The significance of this age lies in the immediate gratification of needs and the focus on the near future.

1.1.2 Cognitive changes in adolescence

The cognitive development is complex and systematic in adolescence. In comparison to the school children, the adolescents possess an ability to think in a wider context. Reasoning is not black and white anymore but it is divergent (Thorová, 2015, p. 427). Adolescents take in consideration possibilities, perspectives of others and abstract ideas when reasoning (Sprinthall and Sprinthall, 1990, p. 112). Furthermore, the abstract thinking and use of metacognition¹ mark cornerstones of cognitive development in adolescence. Enlargement in the capacity and expression of thoughts might bring more consciousness, intuition, imagination and intuitiveness. Thanks to the mentioned abilities, adolescents experience a growth of knowledge which brings either enlightenment or complications into their lives. However, the exploration of abstract thinking opens a new way in problem solving (Craig and Baucum, 1999, p. 364).

The early adolescence also registers the development of the formal operations stage (Piaget in Thorová, 2015, p. 258). This stage emerges around 11/12 years of age and continues into adulthood. Formal operations stage is closely related to development of abstract thinking (McCown, Driscoll and Roop, 1996, p. 50). The Swiss developmental psychologist Piaget explains the formal operations stage as the last stage of cognitive development. The adolescent starts to think in new ways about the surrounding world. Simple symbols and uncomplicated activities are not interesting any more. The attributes of the adolescent are logical thinking and ability to see consequences. Moreover, they acquire the ability to express hypotheses, test their claims and revise them according to their findings. The achievement of this level of thinking is the demonstration of cognitive maturity based on the fact that the logical and rational reasoning presents the way of thinking highly regarded in our society. In conclusion, an individual may achieve new discoveries, however, none of them will not cause such a qualitative change as those realized during adolescence (Gardner, 1999, p. 49).

Piaget (in Schaffer, 2002, p. 242) answers the question if everyone may enter formal operations reasoning from the two perspectives. In the first perspective, Piaget explained the transition as gradual. According to his findings, it takes three to four years for an adolescent to enter the stage of systematic thinking. Piaget also presumed that almost everyone is capable of this

¹ Metacognition is “[k]nowledge about thinking and the capability to monitor one’s own cognitive processes, such as thinking, learning, and remembering. “ (McCown, Driscoll and Roop, 1996, p. 50).

highest level of reasoning by the age of 18. However, American psychologist Edith Neimark opposed the Piaget's view on the ability to reach formal operations stage (i.e. the second perspective). Neimark is convinced that a great number of American adults do not show reasoning on the formal operations level, similarly also those cultures where education is unusual or absent. The reason might be a non-existent or a dysfunctional educational system (Neimark in Schaffer, 2002, p. 242). Janošová (in Blatný, 2016, p. 101) describes the *scientific reasoning* (i.e. the formal operations stage) as a hypothetically deductive model. The model works on the same principles as the scientific hypothesis, nevertheless, the new concept of thinking is limited by the relevant experiences and the narrow knowledge of adolescents. As reported by Vágnerová (2012, p. 380), the hypothetically deductive model is characteristic for the pupils at lower secondary schools. Vágnerová (2012, p. 381) agrees with Janošová on the deficiencies in the thinking during early adolescence. Furthermore, the manifestation of immaturity is e.g. the inability to differentiate between the existing reality and the alternative fabricated world of adolescents. In detail, the adolescents have difficulties to take into consideration the different degrees of probability. All the options have the same value in the early adolescence.

Siegler (in Vágnerová, 2012) illustrates the *inductive reasoning* in the adolescence. The inductive reasoning reaches its peak during adolescence. For instance, an adolescent is able to specify / generalize subordinate categories for abstract pairs e.g. the terms *reward* and *punishment* link subordinate category of *appraisal*. The generalizing or ability to connect meanings are processes vital for the abstract thinking.

Abstract and hypothetical thinking open a new level of learning. Pupils do not have difficulties to discuss terms such as the democracy, justice or meaning of life. Adolescents even exhibit pleasure in the contemplating about hypothetical situations e.g. What would happen, if... (Janošová in Blatný, 2016, pp. 100-101).

Significant cognitive changes expose differences in creative thinking (Janošová in Blatný, 2016, p. 101). Bruner agrees and demonstrates following opinion about creative skills: "We must prepare our students for the unforeseeable future.". Additionally, he explains that students will be able to deal with the future only when acquiring creative thinking during adolescence (Bruner in Runco, 2007, p. 207). Trpišovská (1998, p. 55) connects the intelligence and the creativity with the cognitive development in adolescence. The intelligence has the capacity to crystalize individually with a certain orientation. However, the improvement of intelligence is linked to the constant development of creativity. Activities based on this development might be the solution for the various profession-based activities in the adulthood.

Cognitive changes support a change in the moral reasoning. Classical theory of moral development was established by Lawrence Kohlberg during his graduate studies at university and augmented throughout his life. Model stories known as *moral dilemmas* were presented to the audience of all ages. The importance lied in the justification of offered solutions. Kohlberg analysed the outcomes and classified three levels of moral reasoning, each level is subdivided into two stages. Three levels are *preconventional morality* (from birth up to 9 years of age), *conventional morality* (from 9 years of age to the young adulthood) and *post-conventional morality* (adulthood). Adolescents belong to the conventional morality level of the moral reasoning (McCown, Driscoll, Roop, 1995, p. 86).

In detail, Slavin (2000, p. 55) interprets the conventional level of the model mentioned above and its two stages. At this level, an adolescent shows decline in their egocentrism which opens a capacity to empathize with others. Consideration of needs, feelings and subordination of one's needs for the sake of the peer group are the aspects of the stages *good boy-good girl*. Furthermore, adolescent longs for the social approval particularly and moral decisions are made to avoid isolation. The following stage of *law and order* commences when orientation on needs of peer group converts into society rules. Moral judgements are determined by the laws of legitimate authorities. In this stage of moral reasoning, adolescents and many adults believe that transgression² might never be justified.

Carol Gillian (in Craig and Baucum 1999, pp. 318–319) present criticism of Kohlberg's theory. American feminist and psychologist Carol Gillian indicated findings of the Kohlberg's philosophy of moral development distorted because the moral dilemmas were addressed only to male subjects. Gillian observed that female respondents to Kohlberg's dilemmas are generally more empathetic and compassionate which ranks them lower in the moral development scheme. According to Gillian, moral reasoning may be divided into two categories. The first category connects moral reasoning and the concept of justice; this reasoning is exclusive to masculine moral judgements. The second category associate moral reasoning with sensitive and compassionate approach. Thus, the second reasoning is more typical to feminine way of thinking. However, Gillian described exceptions in the moral judgements. The justice perspective can be also characteristic of girls and the caring perspective can be sometimes typical for boys.

Trpišovská (1998, pp. 54-55) describes also unpleasant cognitive developmental changes which occur during adolescence. These changes influence mainly the attention and memory.

² Transgression is the process of "going beyond the limit of what is morally or legally acceptable". (Hornby, 2010, p. 1645)

For instance, instability of physical and mental functions is often manifested in the poor concentration and memory problems. Adolescents have already developed successful strategies for memorization. These strategies can help the preservation of the facts and information. For instance, adolescents create a system that simplifies remembering. Systematic approach helps to recall information and associate logical connections. However, this maximum of cognitive functioning cannot be reached by everyone (Vágnerová, 2012, p. 389). Binarová (in Šimíčková and Čížková, 2008, p. 115) summarizes the limited possibilities of cognitive development. Adolescents possess abilities to master academic skills, prepare for their future career and acquire facts about the surrounding world. Despite the fact that this opportunity is available to everyone in the Czech schools, some adolescents would never fulfil their cognitive capacity. The reasons for this are unacceptable emotional and social circumstances (Vágnerová, 2012, p. 386).

1.1.3 Development of language competences in adolescence

Brent et.al. (2002, p. 12) explore the connection between the language and learning. Language is necessary for any learning, understanding and social interactions. Adolescents move on from the basic communication about present time to advanced language skills. These skills help them to express their opinion, reflect on events, deal with complicated issues and plan the future actions. Trpišovská (1998, p. 55) describes the level of language in adolescence as diverse. Moreover, adolescents can connect general and specific thoughts in the written text. Their sentences are meaningful. Some adolescents are even able to use formal operations stage. These adolescents are able to maintain a conversation or discuss various topics. However, the division of a text into introduction, main body and conclusion may differ. Abilities associated with the formal operations stage and language are specific to a certain individual. Some adolescents may be successful managing the tasks using advanced means of reasoning whereas others may be able to solve the same language tasks with difficulties.

Levine and Munsch (in Blatný, 2016, p. 102) argue that the language competences of adolescents cannot be distinguished from the language competences of adults. Blatný (2016, p. 102) denies the previous statement. Observations of the *teen slang*³ indicate a huge difference in the language used by adolescents and adults. The meaning of the slang expressions is known only to members of the peer group and sometimes they can even be incomprehensible. Specification of the slang terms in adolescence is following: "... boys generated more slang terms

³ i.e. the manner of speech among adolescents (Šimíčková-Čížková et.al., 2008).

than girls for topics of money, cars and motorbikes but girls had greater number of terms related to the topics of clothing and appearance, boys and popular and unpopular people.” (Singleton and Ryan, 2004, p. 57).

Language development is supported by adolescent’s diary writing. Diary or blog writing explores mental and emotional experiences of adolescents. Moreover, experiences are also taken from literature and quotes. Quotes and ideas from the literature help adolescents to name their feelings, needs and confusion (Thorová, 2015, p. 428). Harbord and Campbell summarize their vision on the diary writing in adolescence: “The adolescent’s body becomes a site where the very meaning of the relationship between the psyche and the social is played out in terms of language.” (Harbord and Campbell, 1998, p. 191).

1.1.4 Emotional development in adolescence

Emotional development is closely connected with the hormonal changes in adolescence (Šimíčová-Čížková, 2008, p. 105). Emotional volatility, lability, irritation and increasing emotional confusion characterize emotional chaos during the period of adolescence. Adolescent’s emotional experiences are intense but short-term and variable most of the time. These emotional experiences cause unpleasant situations in which an adolescent may find themselves (Vágněrová, 2012, p. 390).

Thorová (2015, p. 430) describes the topic of intense emotions and psychopathology in adolescence. For instance, the slow development of self-regulatory strategies explains the adolescent’s vulnerability and predispositions to psychopathology. Comparing to adolescents, young children (7 to 11 years of age) have weaker motivational mechanisms to appear in the harmful situations. In detail, adolescents are those who have predispositions to take part in actions that can have consequences for their future life. The risky behaviour includes e.g. dangerous driving, unprotected sex or experimenting with drugs. The hazardous behaviour should be reaching its climax around 14-15 years of age. Steinberg (2005, p. 72) argues that this critical stage of emotional development is not linked to the chronological age. Steinberg presents findings of the study where young adolescents (from 11 to 14 years old) did not prove the correlation between the risk-seeking and age. Whereas, outcomes proved connection mainly between risky behavior and pubescence.

The cognitive skills (developed during the early adolescence) affect one's own emotional realization and further emotional stability. Therefore, adolescents learn to handle different emotions on everyday basis. The successful mastering of mixed emotions⁴ builds foundations for emotional intelligence in the adulthood. This complicated period concludes following statement: "Adolescence is seen as temporary, transitional period, with inherent characteristics not expected to persist into adulthood." (Rosenblum and Lewis in Adams and Berzonsky, 2005, p. 269).

⁴ i.e. a cocktail of conflicting emotions such as satisfaction and disappointment (Rosenblum and Lewis in Adams and Berzonsky, 2005, p. 269).

1.2 Foreign language at the lower secondary schools

This chapter deals with a foreign language and its position in the Framework Education Programme for the Elementary Education (henceforth as FEP EE). The FEP EE is the official translation of the curricular document RVP ZV. The following subchapters describe the characteristics and the educational goals of the elementary education. Special focus is given to the educational area *Language and Language Communication* and its field *Foreign language*.

1.2.1 Characteristics, concept and objectives of FEP EE

Change in the Czech education system emerged during the first decade of 21st century. The new education programme incorporated all required needs and the newest trends to create a set of curricular documents for pupils in the age between 3 and 19. According to the new regulations of curricular policy, the curricular documents were divided into two levels. The scheme of the curricular documents demonstrates the Table 1 (see below; FEP EE, 2007, p. 5).

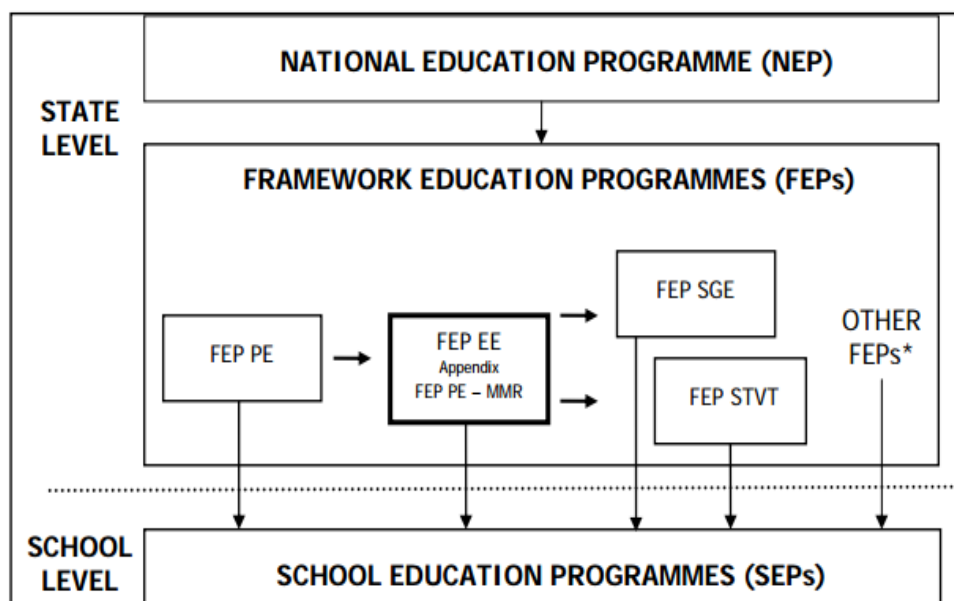


Table 1: The System of Curricular Documents

The state level represents the National Education Programme (NEP) and the Framework Education Programmes. The Framework Education Programmes (FEPs) specify education at the certain levels of education (PE – preschool, EE – elementary, SGE – secondary etc.). The school level is represented by School Education Programmes (SEPs). SEPs provide individual

and creative approach towards education at specific schools; however, the FEPs' principles have to be always respected (FEP EE, 2007, p. 5).

FEP EE came into force in the academic year 2007/2008. Its task is to specify the concept and objectives of the elementary education and to support variety of the teaching methods and the classroom organizations (FEP EE, 2007, pp. 5–6). FEP EE emphasizes the modern trends, where positivity in the social, working and emotional surroundings can be built on the participation, the motivation and attractive ways of learning (FEP EE, 2007, p. 7).

The preschool education and education in family precede the elementary education which is free and compulsory. Elementary education comprises two stages⁵. These stages are linked together by organization, content and didactics (FEP EE, 2007, p. 8). The target group of the study are adolescents who attend the *Stage 2*⁶ of elementary education. The Stage 2 prepares pupils for the lifelong learning and a successful life in the society (FEP EE, 2007, p. 9). For instance, school is responsible for: “broad development of the pupils’ interests, on the pupils’ higher learning potential and on the interconnectedness between education and the school’s activities on the one hand and life outside of school on the other hand” (FEP EE, 2007, p. 9). The main goal of elementary education is to provide the solid foundation for situations that may occur in the life of an individual. This supports the cultivation of key competences.

The term *key competencies* can be described as: “a set of knowledge, skills, abilities, attitudes and values which are important for the personal development of an individual and for the individual’s participation in society.” (FEP EE, 2007, p. 11). In addition, The Organization for Economic Co-operation and Development known as OECD (2005) presents a complex definition of key competencies: “[a] competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context.” The main goal of FEP EE is to provide pupils a set of key competencies. However, the development of key competencies is a long-term, complicated process. The key competencies complement each other, moreover, they are multifunctional and interconnected in the diverse learning activities and areas. Therefore, learning outcomes should be always based on the acquisition of the key competencies.

FEP EE (2007, pp. 10-14) lists these competencies:

- the problem-solving competency
- the learning competency

⁵ i.e. The Stage 1 covers 1st to 5th year (elementary school), the Stage 2 includes 6th to 9th year (FEP EE, 2007, p. 24).

⁶ i.e. lower secondary school

- the social and personal competency
- the learning competency
- the civic competency
- the professional competency.

FEP EE divides the educational content into the nine educational areas:

- Language and Language Communication
- Mathematics and Its Application
- Information and Communication Technologies
- Man and His World; Man and Society
- Man and Nature; Arts and Culture
- Man and Health
- Man and the World of Work.

These areas are subdivided into the educational fields that combine a similar educational content. For instance, educational area Language and Language Communication covers educational field:

- Czech Language and Literature
- Foreign Language.

Each educational area consists of the general characteristics, the educational content and the learning objectives (FEP EE, 2007, p. 15).

The cross-curricular subjects compose an important part of FEP EE. Thematic areas covered in these subjects react to the contemporary issues of the world. The cross-curricular subjects help to develop the personality, the attitudes and the values through individual actions or a cooperation with the other pupils. In addition, the cross-curricular subject present mandatory content of the elementary education. Elementary and lower secondary schools are obliged to cover the following cross-curricular subjects:

- Moral, Character and Social Education
- Civic Education for Democracy
- Education towards Thinking in European and Global Contexts
- Multicultural Education
- Media Education (FEP EE, 2007, p. 104).

1.2.2 Characteristics of the educational area

FEP EE and the Common European Framework of Reference for Languages (henceforth as CEFR) are fundamental documents for foreign language education in Czech elementary and lower secondary schools. CEFR is the document developed by the Council of Europe. Furthermore, CEFR creates foundation for the language syllables, the directives on development of curricula, exams, textbooks etc. in the European Union (CEFR, 2001, pp. 1–8).

Educational area *Language and Language Communication* covers educational fields:

- Czech Language and Literature
- Foreign Language
- Second Foreign Language.

This educational area has a crucial position in the education process (FEP EE, 2007, p. 18). The area *Language and Language Communication* should provide every student the following: “knowledge and skills that make it possible for him/her to perceive various kinds of messages, understand them, express himself/herself appropriately as well as utilize the results of his/her learning effectively.” (FEP EE, 2013, p. 17). The area *Foreign language* and the area *Second Foreign Language* provide knowledge extended beyond the borders of a mother tongue. The main goal of the foreign language education is to provide the tool for the communication with people from the different parts of the world. This tool enables the pupils to realize the differences in the lifestyle and culture of foreign nations (FEP EE, 2007, p. 18)

Hanušová (in Grenarová and Vítková, 2008, p. 60) specifies the language requirements by CEFR for the elementary education. CEFR uses the scale of Association of Language Testers of Europe (henceforth as ALTE) to define the content, the means and the objectives of the foreign language education. The scale comprises six levels of proficiency levels (A1–C2), the scheme of the common reference levels presents the Table 2 (see below). However, only the levels A1 and A2 serve the purpose of this study. The level A1 *Breakthrough* is the target standard for the elementary school pupils. The lower secondary school pupils are expected to have the A2 level of English so-called *Waystage*.

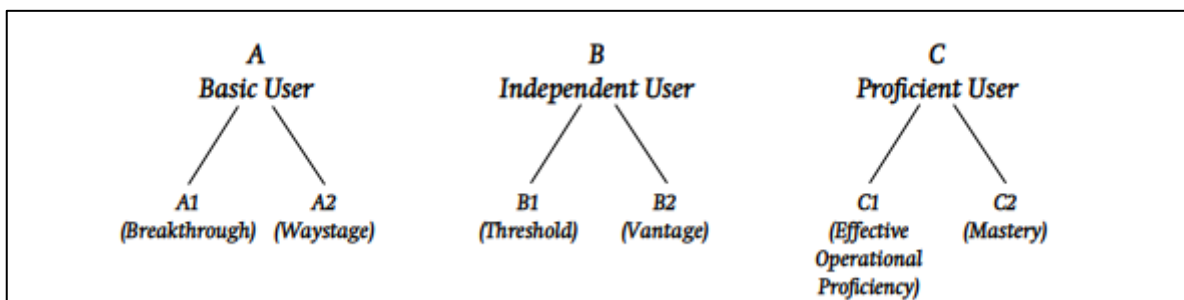


Table 2: The Common Reference Levels Scheme

CEFR defines the sublevels of an *A – Basic User* on the global scale in the following way:

A1 “Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.”

A2 “Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate Basic need.” (CEFR, 2001, p. 24)

The *Foreign Language* is the mandatory subject from the 3rd to 9th year of elementary education. The pupils from the mentioned years are supplied with the 3 lessons per week of the Foreign Language. Although, the Foreign Language education might start from the lower years, when parents and pupils are interested in doing so. The lower secondary school years cover the development of speaking skills, i.e. productive and interactive abilities. The teachers are advised to use authentic materials as well as the materials adapted for the certain level of the foreign language. Moreover, pupils come across the sociocultural facts of the studied language area. English language is a priority as the first foreign language at the elementary and the lower secondary schools (Doporučené učební osnovy, 2011, p. 37).

1.2.3 Educational content of the educational field Foreign Language

FEP EE illustrates the educational content of the area of *Foreign Language* in the two stages of elementary education. The target group of the study come across the receptive, productive and interactive language skills in the Stage 2.

Receptive language skills establish pupils' competences as the set of reading comprehension abilities: to understand the context, to infer a likely meaning of new vocabulary, to use a bilingual or a multilingual dictionary, to follow the rules of proper pronunciation. Productive language skills include the following abilities: to write and modify simple short texts and to retell a content. Lastly, interactive language skills have only one point – to gain the ability to understand language in everyday situations (FEP EE, 2007, p. 25).

The subject matter of the educational field *Foreign Language* is divided into 5 categories:

- vocabulary and word formation
- grammatical structures and sentence types, lexical principles of orthography
- basic relations (Who?, Where?, When? etc.)
- simple messages (introductions, requests, addressing, agreement/disagreement etc.)
- thematic areas (home, school, shopping, nature, man and society etc.) (FEP EE, 2007, p. 26).

1.3 Literature and Education

“You don’t have to burn books to destroy culture. Just get people to stop reading them.”

(Ray Bradbury in Gallagher, 2009, p. 5)

This chapter is describing the role of literature in education. In spite of the study’s focus on literature in the English language teaching (henceforth as ELT), the general characteristics of the connections between literature, education, reading literacy and readership in the Czech schools has to be described. The role of literature in the everyday life has to be understood in order to understand the role of literature in the ELT. The chapter offers findings gathered by the professionals in the fields of literature, reading literacy and reading in the Czech environment. These findings summarize the readership in the Czech Republic and its role in the development of adolescents’ reading habits.

1.3.1 Literature and reading in the Czech environment

Literature, the art of written work, has its place in lives of people for centuries. Literature brings the great knowledge about the culture and the reasoning of the previous generations. Reading can be compared to a time travel in which a reader can meet the tradition and experience the history. However, literature may also offer insight into the readers’ minds. In detail, the experience of reading allows to observe one’s own existence (Skopečková, 2010, p. 15). As a literary theorist, Trávníček agrees with Skopečková and concludes importance of surveys on reading. He states that we live in a society that has been entirely literate for almost a hundred years, reading provides an important X-ray photograph of every culture, a key to gaining an insight into the world and ourselves (Trávníček, 2015, p. 7). According to Vraštilová and Pištora (2014, p. 6) reading is a necessary requirement for the success in the future life. Furthermore, reading creates the most important constituent of the future employment. Expansion of brain capacity through reading has the crucial position from the childhood to the adulthood. Moreover, reading improves cognitive functions of the aging brain.

Trávníček also points out that the way we understand reading is not just a rather private activity, but it also is a socio-cultural phenomenon (Trávníček, 2015, p. 22). Trávníček presents the socio-demographic data about readership in the Czech Republic (i.e. surveys from the year 2013). The highest number of readers are *sporadic readers* while there are about 40 per cent of them in the total population (from 1 to 6 books a year). The *regular readers* create about 20 per

cent of population while they read from 7 to 12 books per year. However, there are readers who read more than 50 books per year. These *passionate readers* represent roughly 6 per cent of population. Women readers exceed men readers in general, though, the most visible difference might be seen in the fiction genre that is usually read more by women. The largest representation of readers are university graduates, women and people who work mentally. The typical Czech reader is a senior woman who has a degree from the university and is economically passive. The adult readers (25–34 years of age) read less than the adolescents and the young adults (15–24 years of age). However, the reason might be the school attendance age. Households have the greatest influence on reading. The family usually creates the basis on which the reading habits develop. Consequently, frequent readers live in households with higher income. Nevertheless, the most important variable is education. In general, people with higher education tend to read more (cf. Trávníček, 2015, pp. 32–34).

Prázová (et al., 2014, p. 85) agrees with Trávníček. According to Prázová et al., school plays a crucial role in the formation of reading habits. Pupils who grow up in the *non-reading families* often do not have any contact with literature except while at school. School surely has its position in the development of reading, however, the crucial role of the family is, however, irreplaceable. Vraštilová (2014, p. 57) agrees with Prázová. However, Vraštilová also emphasizes the importance of memberships in the libraries on the development of the positive reading attitudes. More importantly the relationship between the school and the local library can set the first reading habits for many pupils who come from the non-reading families. Kylvoušková (2007, pp. 17–19) extends the topic with the role of the language and literature in the education. Language and literature has an irreplaceable role for each individual. The purpose of language and literature is to humanize and educate. Furthermore, literacy is seen as a benchmark for the cultural significance of an individual or the nation. Kylvoušková provides 7 roles of literature:

- Communicative role
- Formative role
- Cognitive role
- Aesthetic role
- Stylistic role
- Humanizing role
- Cultural and relaxing role

More specifically, the aesthetical role together with humanizing and cultural role have to be described in detail. Firstly, the aesthetical role unfolds the beauty and richness of a mother tongue or a foreign language. Pupils explore the world through the language and literature and

establish emotional or evaluative relationship towards their surroundings. Moreover, a knowledge about the foreign literature and language helps to understand the position of a mother tongue and a national literature in the life of a citizen. Secondly, the humanizing and cultural role of literature emphasizes the importance of intercultural relations in order to create the multicultural Europe. Furthermore, the foreign literature seems to be the best way how to experience the culture of foreign nation and one's own. In conclusion, pupils can communicate, exchange the attitudes and the values and meet the cultures which results in the overcoming of cultural and geographical barriers.

1.3.2 Reading literacy at lower secondary schools

Vraštilová and Pištora (2014, p. 6) emphasize the importance of proper explanations of the terms: literacy, illiteracy, functional literacy and reading literacy. These terms need to be described for the better understanding of the reading literacy in ELT.

According to Gavora (in Řeřichová et.al., 2016, p. 60), the literacy has many different features. Literacy describes individual's competences on the level of key competencies. In addition, Gavora mentions following competencies:

- the communication in the mother tongue
- the communication in the foreign language
- the mathematical literacy
- the interpersonal competence etc.

Doležalová (in Vraštilová and Pištora, 2014, p. 6) defines *literacy* as the ability to communicate in various forms in order to use the information in the different life situations. Literacy is seen as a complicated, comprehensive and changeable phenomenon. Moreover, literacy reacts to the needs of the society, the culture, the language and rules. Metelková-Svobodová argues with the extensive definitions of literacy and while she defines literacy as a tool used by the reader to extract information from written text (Metelková-Svobodová, 2011, p. 6).

Trammel offers definition of *illiteracy* as: "... an inability to use printed and written information to function in society, to achieve one's goals and to develop one's knowledge and potential..." (Trammel in Rogers et al., 2009, p. 64).

Metelková-Svobodová (2011, p. 14) widens the terminology with the term functional literacy. The functional literacy supervises the individual's abilities to use any written text for the needs of everyday life. Metelková-Svobodová emphasizes the role of the functional literacy in

the everyday life. Doležalová (in Metelková-Svobodová, 2011, p. 15) summarizes that a person is functionally literate if they can participate in such activities, in which the literacy is required for effective functioning of his group and society. According to Macurová (2016, p. 272), the Czech population does not need to worry about the unsatisfying level of the functional literacy. Furthermore, there is no need to be initiative in the establishment of the support associations for the development of functional literacy. However, these support associations function e.g. in the United States (henceforth as the US): Adult Literacy Media Alliance, America Reads or Education Development Centre.

On the other hand, Vraštilová and Pištora (2014, p. 6) present an interesting fact. The surveys show that in the population where the literacy reaches 100 per cent is 10 per cent of adult population functionally illiterate. For the better understanding, the functional literacy has to be subdivided into the various areas. Vraštilová and Pištora list the following ones:

- reading literacy
- mathematical literacy
- financial literacy
- computer literacy.

Najvarová (in Metelková-Svobodová, 2011, p. 15) creates a model that includes 7 types of functional literacy:

- the reading literacy
- the mathematical literacy
- the natural-scientific literacy
- the information literacy
- the language literacy
- the artistic literacy
- the social literacy.

Doležalová (in Vraštilová and Pištora, 2014, p. 8) connects key competencies with the reading and the mathematical literacy. According to Doležalová, these two literacies are in the list of reading competencies valued as the most important.

Cibáková (in Řeřichová et.al, 2016, p. 60) indicates the fact that there is not a sole definition of the term reading literacy. Nevertheless, the researchers and the international committees examine reading literacy and offer an explanation of the term. According to Maňák and Švec (in Řeřichová et.al., 2016, p. 60), the term reading literacy labels the work with a text that guides

a reader towards the understanding of a text. Košťálová (in Vraštilová and Pištora, 2014, p. 7) defines six aspects of reading literacy:

- the motivation to read
- the literal comprehension
- the critical evaluation
- the metacognition
- the application
- the sharing.

The motivation to read is the vital aspect of the development of reading literacy. Next, the literal comprehension helps to understand and to decode written text. The critical evaluation of a text requires a higher level of reasoning that might be hard to achieve for some pupils. The metacognition supports reflection, intentions and self-regulations in relation to one's own reading. Additionally, the application describes a process where reading can be used for the development of one's personality. Lastly, sharing is the process that enables to share the feelings, to understand the meaning and to compare the thoughts about a text (Košťálová in Vraštilová and Pištora, 2014, p. 7).

The International Association for the Evaluation of Educational Achievement (henceforth as IEA) organizes the worldwide survey on the international standard for reading comprehension at 4th grade of the elementary school i.e. Progress in International Reading Literacy Study (henceforth as PIRLS). PIRLS is organized every 5 years and Czech pupils have already participated in three surveys (in years 2001, 2011, 2016). The results from the last survey have not been published yet (forthcoming in December 2017). The Czech pupils were placed 14th in the last published results (2011), i.e. above the average of the engaged countries. The overall results have been significantly improved in comparison with the previous survey (Kramplová et al., 2012, pp. 3–7). PIRLS explores three areas of the reading literacy: the comprehension processes/procedures, the reader intensions and the reader attitudes and behaviour (Metelková-Svobodová, 2011, p. 20). Cibáková (in Řeřichová et.al., 2016, p. 61) emphasizes the crucial role of the reading literacy at the elementary and the lower secondary schools. The reading literacy supports obtaining of the information with the focus on the understanding and analysis of a text. Hence, the reading literacy establishes a base for the successful following education.

The area *Czech Language and Literature* covers the educational content that is divided into three parts: *Language, Communication and Composition*, and *Literature*. The *Czech Language and Literature* is taught for 5 or 4 lessons per week and it is the most important subject in the lower secondary years. The subject matter of the educational part *Literature* includes mainly

literary texts. These texts help pupils to understand the world, to bring closer the national culture and the tradition, but in the same time offer an artistic experience. However, an act of reading delivers an emotional experience, role-models, life stories (drama, epic) or life situations (lyric). Literature, as the educational part and its own educational content, may significantly influence the pupils' intellect, emotions, determination, character or the style (Hník, 2017, p. 12). Reissner supports Hník's definitions with the emphasis of the reader-text relationship by stating that we can designate its existence as a great cultural privilege which needs to be protected and developed, not only from a simple generic instinct for self-preservation, but also in the name of higher ethical and aesthetic principles which frame the space of our civilisation and society (Reissner, 2016, p. 11). Kylvoušková (2007, p. 7) presents another understanding of the reader-text relationship. In detail, the literary communication might be perceived as the communicative chain of author-reader-text relationship. However, Kylvoušková (2007, p. 23) adds the dimension of a pupil and a teacher. These two participants can be also seen as the readers where a teacher presents the educated constituent of communication. To summarize, the pupil needs the attention when it comes to the literary communication, understanding and enrichment (i.e. acquisition of the reading literacy).

The development of reading literacy supports the school, the school library, tasks on a school reading and also teachers. Outcomes of the research on the reading literacy among pupils (from 6 to 14 years of age) in the Czech Republic show two interesting trends. Firstly, the influence of parents on the reading is lower as the pupils grow up. Instead, pupils take in consideration, when making a choice of the book, interests of the peer groups, the one's interest in the free-time activities and also the recommendations from the teachers. Secondly, it is not rare that many children come across a reading for pleasure for the first time at school (Prázová et al., 2014, pp. 62–63).

The role of a school on the expansion of the reading literacy suggests a literary theorist Otakar Chaloupka. School presents literary texts to pupils in the many different ways. For instance, the passive approach to literary texts is seen as negative because readers often do not know how to read the text. Chaloupka means by *reading* working on the interactive tasks. These should attract pupils' personality and develop the aesthetic literary experience (in Hník, 2017, p. 19).

1.4 Literature in the ELT

The literary texts stand at the edge of the popular trends and obscure methods of ELT. The provided curricular documents do not offer enough information on the topic so the teachers lack the proper didactic model for the use of literary texts in English lessons (Kyloušková, 2007). The following chapter includes the insight into the contemporary position of literature in ELT from the perspectives of the curricular documents, the process of reading, the text types, the methodologies and strategies and the phenomenon of the young adult literature. This chapter has the crucial role in the theoretical part of the thesis. The researchers who are presented in this chapter create new trends in the contemporary understanding of literary texts in ELT.

1.4.1 Curricular documents and literature in ELT

CEFR defines levels of proficiency and mainly the outcomes of the stages in the foreign language education. Pupils who attend lower secondary years (i.e. the target group of the study) are expected to reach A2 level of proficiency *Waystage* (Vraštilová and Pištora, 2014, pp. 8–9). CEFR provides *illustrative descriptors*, so-called *Can Do descriptors*, that formulate competencies for common reference levels. Illustrative descriptors are divided into 3 areas: understanding, speaking and writing. In addition, further division is based on the common reference levels. The area of understanding covers reading descriptors for the level A2 – final at lower secondary schools: “I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.” (CEFR. 2001, pp. 25–26).

However, the Council of Europe published extended edition of CEFR in the year 2011. This edition featured structured overview of all CEFR scales. Reading comprehension is subdivided into 4 fields: reading correspondence, reading for orientation, reading for information and argument, reading instructions. The illustrative descriptors in each field are again aimed at the level A2:

- Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.
- Can understand short simple personal letters.

- Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.
- Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find a service or tradesman).
- Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
- Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
- Can understand regulations, for example safety, when expressed in simple language.
- Can understand simple instructions on equipment encountered in everyday life - such as a public telephone (CEFR, 2011, pp. 9–12).

Furthermore, the Council of Europe published provisional edition of CEFR in September 2017. Besides other innovations, the illustrative descriptor scales have been updated and extended. The illustrative descriptors that define reading were differentiated and specified. Moreover, the field *reading as a leisure activity* has been added. This field is further specified as open-ended. Reading can include fiction or non-fiction, different forms of literature, online or printed texts that vary according to reader's interests. The illustrative descriptors for the level A2 (i.e. field reading as a leisure activity) follows:

- Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language.
- Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals).
- Can understand short narratives and descriptions of someone's life that are written in simple words.
- Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like.
- Can understand much of the information provided in a short description of a person (e.g. a celebrity).
- Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is clearly written in simple language (CEFR, 2017, pp. 64–65).

The receptive language skills in the FEP EE draw expected outcomes for the lower secondary years. These have to be presented for the better understanding:

- understand familiar words and simple sentences related to the topics being studied
- understand the content and meaning of simple authentic materials (magazines, graphic and audio materials) and use them in his/her work
- read simple texts containing familiar vocabulary aloud fluently and respecting the rules of pronunciation
- find necessary information in a simple text and create an answer to a question
- use a bilingual dictionary (FEP EE, 2013, pp. 23–24).

Pištorá and Vraštilová (2014, p. 11) compare the reading in foreign language educational field in the CEFR and FEP EE. FEP EE offers only brief explanation of expected outcomes. However, this is understandable because both documents were created for the different purposes. The orientation of CEFR does not take account of age, however, FEP EE has to cover all fields of the elementary education. In addition, methods that are implemented individually in SEPS seemed to be more important than broad range of FEP EE. Skopečková (2010, p. 42) provides further specification of SEPs and the use of literature in English language lessons. English language has a structure that covers characteristics and content of the subject. In fact, educational content is developed from the expected outcomes of FEP EE. Characteristics include realization of the subject: content, plans and timing, organisational specification, methods, forms and ways to cultivate pupil's competencies. However, the use of literature in English lessons has to be displayed on the particular SEP – SEP ZŠ Javorník, where the practical part of the thesis took place.

1.4.2 SEP and literature in ELT

The latest version of the SEP ZŠ Javorník (i.e. the SEP of the school that has been chosen for the research) was published in September 2016. The aims of the subject English language cover progress from the level A1 in 6th year to the level A2 in 9th year according to the CEFR. The content of the 9th year English lessons has to be introduced for the understanding of the thesis' practical part. The subject is divided into the 4 areas: listening comprehension, speaking, reading comprehension and writing. Each part of the plan covers pupil's performance according to the Bloom's taxonomy⁷ (see Table 3).

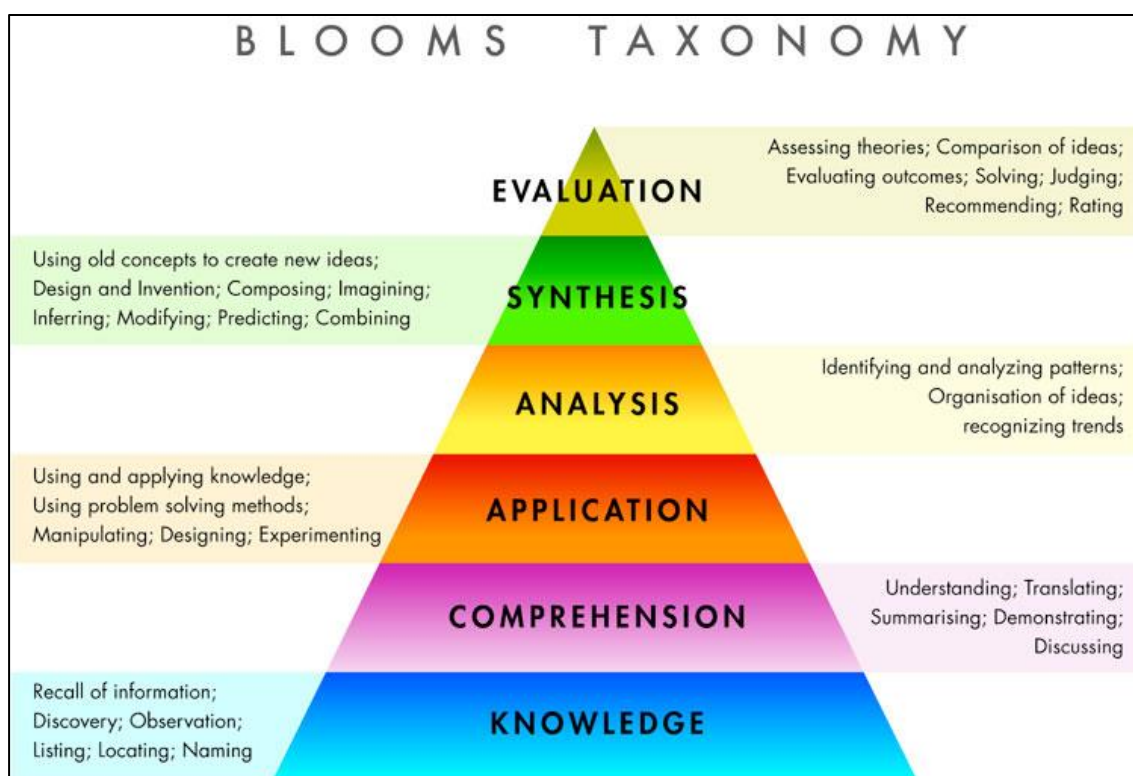


Table 3: The Bloom's Taxonomy Diagram

Reading comprehension has to be presented in detail. Objectives in this part target on the practical use of the language. This means:

- informative reading in authentic materials or textbooks
- usage of encyclopaedias and internet to gather information
- looking for phrases, collocations, key words and translations in dictionaries.

⁷ Bloom's taxonomy is a collection of hierarchical educational cognitive objectives. Mentioned taxonomy was developed by the team of American psychologists instructed by B.S. Bloom in 1956. In the Czech Republic, Bloom's taxonomy is used for the taxonomy of the teaching and learning tasks (Průcha et.al.; *Pedagogický slovník*; 2003, p. 26).

Types of the texts to work with include formal and informal requests, agreement / disagreement, email, personal letter, detailed description of a person / of a thing, short story and report. Reading techniques follow the rules of proper pronunciation and intonation. Reading comprehension section covers the work with a text and matching of pictures and text. Reading comprehension practise uses comics, texts in the textbooks, texts dealing with culture and history of English speaking countries and the Czech Republic and authentic texts (SEP ZŠ Javorník, 2016).

Skopečková (2010, pp. 34–35) summarizes the general perspective on the use of literature in the English lessons – literature has the position of an authentic material that usually serves as the connection between the cultural background of English speaking countries and pupils. Furthermore, English literature might be the tool for the practice of speaking abilities or to widen one's word stock. Unfortunately, English literature is seen as a *passive tool* which denies the real nature of literature – specificity, unusual use of language and polysemy. Pupils miss the esthetical function of foreign language literature as a result of the contemporary approach to the literature in English lessons. Vraštilová and Pištora (2014, p. 20) define the reasons for the inclusion of literary texts in ELT. The main reason is the development of readers' personality. In addition, literature is the source of authentic language that helps to understand different cultures and appreciate cultural artefacts.

1.4.3 Reading in ELT

Reading is considered the most important competence in the life of an individual. However, reading is a complex activity that covers different reading styles and strategies, at the same time each definition brings a different goal which has to be reached via reading (Skopečková, 2010, p. 56).

The developmental psychologists describe reading as an ability to decode and reproduce a text (Vágnerová, 2012, p. 301). Kyloušková (2007, p. 11) provides a detailed definition of reading. According to Kyloušková, reading can be divided into the two stages. The first – *sensory stage* – describes a visual perception of the text. The second – *intellectual stage* – brings understanding of the information decoded in a text. The readers have an ability to connect mentioned stages together when reading in a mother tongue. However, reading in foreign language is more difficult due to the insufficient language skills and the unfamiliar sociocultural background of the read text. Nevertheless, Skopečková (2010, p. 57) warns about the simplification

of the texts and the exact interpretations. Searching for the meaning and decoding of a literary text is a specific feature of literature. The process is even more complicated with a literary text in a foreign language. Troubles with understanding may be caused by the proficiency level of a foreign language. Nevertheless, the teachers should try to avoid a simplification of a literary text in order to help understand its meaning. This process might preclude pupils to find their own interpretation and the new receptions of a literary text. The models and strategies of reading have to be introduced in order to understand reading in ELT.

The theories on the reading processes in the brain of a reader provide the models of reading. There exist three reading models: the *bottom-up*, the *top-down* and the *interactive reading model*. The first one has its pivotal position when reading in a mother tongue. The readers read the syllables and further proceeds towards the words. Moreover, the readers in a foreign language already possess an ability to read. The second one, the top-down reading model, describes a more sophisticated reading process. A reader is able to comprehend the meaning of a text even though he/she does not recognize each word. The experienced reader can assess and interpret the text according to his/her experiences. The formulation of hypothesis is linked to the reader's background knowledge – the context or the intertextuality of a text. The last one (interactive reading model) combine the both mentioned processes together. In detail, the insufficiency in the bottom-up model can be compensated for the top-down model. Furthermore, these processes are recognized simultaneously during reading (Kyloušková, 2010, p. 12).

1.4.4 Reading strategies in ELT

The reading strategies vary based on the aim of reading. People read to gather information for an everyday use (i.e. newspapers, notice boards, announcements etc.). People also read in order to widen their knowledge and for the entertainment. The reading also changes under different situations. Hence, readers use a variety of strategies to read at school, at home, in a train or in the street (Kyloušková, 2010, p. 13). Skopečková (2010, pp. 58–59) defines 4 strategies of reading:

- *indicative*
- *selective*
- *intensive*
- *extensive.*

The indicative reading is aimed to find the information in a text within the short amount of time. The selective reading is used when the reader search for the exact information that were given beforehand. This reading strategy is also called *scanning*. The following one, intensive reading or *skimming*, aims to read carefully and thoroughly. Readers often focus on the linguistic or the semantic aspects of the text. This type of reading is widely used for the precise understanding at schools. This reading strategy is named *reading for accuracy* especially by the teachers of English. The last one – the extensive reading – should provide a reader with the confidence and the enjoyment. Teachers of English speak about *reading for fluency* when describing extensive reading.

Furthermore, this reading strongly supports the second language acquisition. According to Skopečková (2010, pp. 58–59), reading of literature distinguishes the two types of reading. The first one, *reading in breadth* aims to gain the variety of experiences when reading the different texts, the genres and the styles. The second one, *reading in depth* corresponds with the extensive and the intensive reading. The readers read thoroughly and avoid the exploration of various text forms during reading in depth. ELT should connect all the strategies to provide an organic unit that follows the set objectives of the foreign language teaching.

According to Isenberg (1990, p. 181), the intellectual nature of the literary competence is particularly interesting with the relation to the role of the teacher. In the beginning of the reading sessions (i.e. the first time when learners read a piece of literary text in a foreign language) a teacher presents the connection between the learner and the text. The teacher might offer their help during reading comprehension, particularly when there is a description of a new situation. Teacher may try to enhance thinking in the means of *extra-textuality* and *inter-textuality*. The extra-textuality presents the analogy only between the reader's perception of the world and a text. On the other hand, inter-textuality requires a wider knowledge of different texts. Moreover, the source of the background knowledge can be another role of a teacher. The teacher may offer the cultural and the experiential knowledge about the topic of the text and the text itself (e.g. the linguistic point of view).

Culler (1975, as cited in Khansir, 2012, p. 242) exploits the problems that occur during the acquisition of a literary competence. He states an importance of the recognition of *literary grammar*. This literary grammar represents the knowledge of literary structures. According to Culler, there is not a possibility to understand the linguistic sentences that were previously presented in the context of a literary text. To summarize, Culler describes literary competence as highly necessary to understand the literary meaning. However, as Isenberg (1990, p. 181) emphasizes, the limited knowledge and the problems arising from the lack of literary competence

should not be a limitation to read the literary texts in English. In view of the fact that the role of a teacher during the process of reading is important.

Hall (2015, p. 13) examines the newest developments in the field of using literature in ELT. The use of new creative ways of language is the trend which has a great potential in ELT. This might mean the use of a specific literature. In detail, the personal experience plays a crucial role in the use of literature. Hall encourages the connection of the feelings and the thoughts to assure the communication that makes sense. Hall quotes Nietzsche who said that: "... there is no better enjoyment than reading a good novel or poem." (Hall, 2015, p. 13).

Hall also researches the topic of the transmission of cultural aspects of an English-speaking country via literature. For instance, to *touch* and to experience the new culture via the unique personal experience when reading is irreplaceable. However, the understanding of the borders of a cultural heritage of English speaking countries presents a problematic issue. The readers might seem confused due to the globalization and the rapid change in the means of communication (i.e. reading online, instant messaging). However, the solution might be a development of a *bicultural identity* in order to participate in a modern, rapidly changing world of young people.

Kramersch (2001; as cited in Hall, 2009, p. 20) provides interesting studies on the identity and emotions in connection with the literature in ELT. Surprisingly, the identity and the emotions are a new future of foreign language learning. In fact, many learners reported the new experience when reading a text in a foreign language compared to the experience when they were reading the same texts in their mother tongue. This experience was based on the collision with a new language and depicted community. In conclusion, the readers demonstrated positive attitude to the reading in a foreign language mainly because of the new experience of unknown emotions or the realisation of one's identity.

To summarize the subchapter, the reading strategies are methods that should be used at pupils' discretion. The readers should have the following abilities:

- to think in a detail about a text
- to realize the connection with the already known reality
- to foresee the links between the same features of the old and the new texts
- to ask questions and search for the answers
- to distinguish the main thoughts and the intentions, etc.

However, these methods are stored the unconscious mind and might be brought on the surface only by the repetition and the training during the process of reading. The effective and

successful learning is conditioned by the active reading comprehension and the development of the critical thinking (Sladová in Řeřichová et al., 2016, p. 33). According to Vraštilová (2016, p.16), a pupil should be a competent reader in a foreign language at lower secondary school.

1.4.5 Text types

Pištora and Vraštilová (2014, p. 17) define two types of the texts in the ELT: *authentic* and *adapted*. In addition, they emphasize that the reading should be the most authentic to transmit an authentic experience from a foreign language. This can provide the authentic texts. Skopečková (2010, pp. 68–69) provides the explanation of the *artificial* literary and the adapted texts in the ELT. First, the artificial texts should be used mainly at the beginning of ELT for the practice of the reading skills such as reading itself or for the adaptation of the fundamental grammar structures. In addition, the artificial texts can be found mainly in textbooks. Second, the adapted texts create the compromise between the authentic and the artificial texts. These texts usually adjust the complicated expressions and the less frequented forms of words to make text more comprehensible.

Choděra (in Pištora and Vraštilová, 2014, p. 17) argues the adequacy of authentic texts. According to Choděra, the authentic texts should be replaced with adapted texts especially at the beginning of foreign language learning. Choděra believes that authentic text cannot supply the requirements of adequacy. Skopečková (2010, pp. 68–69) agrees with Choděra. According to her, the authentic texts occur in the later stages of ELT. Moreover, Skopečková emphasizes the teacher's explanation of the methods when working with authentic texts (i.e. use of dictionaries or guessing of the meaning of unfamiliar words).

Picken comments the topic of authentic texts with following words: "... authenticity is considered to be a virtue in communicative language teaching." (2007, p. 12). Picken creates interest in the topic when asking himself a question: "Is it possible to gain authentic literary experience also from the mostly simplified teaching materials?". Picken also discusses the phenomenon of the *graded readers* in order to answer the question. These series are regarded as highly beneficial (i.e. in the means of vocabulary or reading proficiency) for the first experience with the fiction in foreign language. Nevertheless, these adapted texts do not keep such a literary quality as their original counterparts because of the low poetic and literary nature. Widdowson (1998; as cited in Picken, 2007, p.13) criticises the use of the authentic texts. According to

Widdowson, the truly authentic texts are confusing for the learners, however, not from the linguistic perspective but because of the lack of the original contexts. This may evoke confusion due to the learners' limited knowledge in the field of history and culture.

McDonough (2013, p. 112) discusses the nature of the adapted texts and their authenticity. McDonough points out that many teachers find adapted texts as a good choice. However, the adapted texts can create a sentence isolation or a dissonance. The adapted texts have often familiar topics which may cause the learners' loss of attention and curiosity. The real message that usually flows between the author of the text and the reader is omitted while the scope of attention lies in the linguistic nature of the text. Some pupils fill reading comprehension exercises without the reading of a whole text, so the pleasure of reading and discovery of the new information is lost. To sum up, Widdowson says that the learners should not be only the *recipients* but rather the *active consumers* of the text.

Choděra (in Pištora and Vraštilová, 2014, p. 19) presents the differentiation of the texts according to their use in different stages of lesson. The beginning of the lesson should start with the *initial text*. The initial text should be motivational and engaging covering the familiar vocabulary and grammar. The *fundamental text* should supply the learning of the new subject matter. The *final text* should aim to motivate pupils for the next lesson with the use of the humorous and undemanding language.

Kyloušková (2007, pp. 39–40) scrutinizes the use of an extract or the whole piece of work (i.e. the book, the article etc.). The teachers usually choose to use an extract because the reading of an extract is less time-consuming than reading of the whole piece of work. However, this fact might be frustrating for the pupils who depend on a teacher that mediates the previous and following connections of the extract for them. Kyloušková indicates the conditions of the choice of an extract. The extract should:

- unfold the main motive
- present characters and their roles
- uncover the social background
- present the unique style of an author
- motivate for the further reading of a whole work and provide enough material for the individual tasks.

However, Skopečková (2010, p.73) defines the issue of criteria for the choice of the texts as unlimited. According to Kyloušková (2007, pp. 39–40), the reading of a whole book has also its disadvantages such as the length of the book. Nevertheless, the reading can be adjusted to

the needs of a lessons – i.a. with the use of a shorter literary form i.e. short stories, fairy tales or poems. The solution might present *transverse reading* that spreads the reading of a book through the many lessons. Although, this method is really demanding for the teachers. To summarize with, Kylvoušková points out the importance of the innovative and interesting tasks connected with reading – i.a. the same text might be offered to the beginners as well as to the advanced learners, the only difference would present the aims and methods of the lessons.

Isenberg (1990, p. 181) provides the explanation of the term *literary inadequacy* together with the list of problems when reading a literary text in ELT. The literary inadequacy occurs when the learners of English struggle with the language of literature and with the unknown cultural implication. Furthermore, the term *literary inadequacy* is subordinate to *literary competence* which may occur more often with the older learners of English: those who already have some knowledge and are able to read and understand a text. Construction of a reading of fiction may be complicated for a learner who had never come across a foreign language literature not only because of the distinctive customs when reading. Furthermore, the pupils' interests gain the main importance in the process of searching for new information in a text. Some pupils may not be able to create a scheme to understand the text – in this case teacher should give them a helping hand.

Pištora and Vraštilová (2014, pp. 19–20) agrees with Isenberg. Their criteria for the choice of authentic literary texts for the beginner readers include:

- a clear structure
- an obvious storyline
- a clear denouement
- a predictable storytelling
- familiar characters
- an understandable language and strict in the use of one genre.

Skopečková (2010, pp. 72–73) expand the criteria with the gradation of the difficulty of the text. The texts should gradually place higher demands on pupils during the attendance of the lower secondary years. However, the emphasis should be put on the texts that are appealing to pupils. These texts have a chance to motivate pupils to read extensively with a joy.

According to Skopečková (2010, p. 69–75), the question of literary texts in ELT seems to be unsolved. The classification of texts into categories of literary and non-literary texts opens many debates. Skopečková presents her opinions about deficiency in the methodology of use of literature in ELT. According to Skopečková, the issue lies in the perception of a foreign

language literary texts and their adaptability. However, the criteria for the choice of the texts might create a gap in the implementation to the English lessons.

Vraštilová (2016, p. 9), however, does not see the problematic issue in the deficiency of methodology. She states that the number of pupils in the classrooms is the most alarming issue. The ordinance establishes that the highest number of learners can be 24 in a group during a foreign language lesson. However, such a situation is not pleasant for anyone involved in the process of learning. Teachers find hard to organize the lesson and learners cannot be treated individually. On the other hand, the learners might develop skills regarding the cooperation as well as the autonomy.

According to Denscombe (1982; in Wright, 2005, p. 68), the structure of a school experience has crucial role in the life of an individual. Descombe agrees with Vraštilová, the large number of pupils in English lessons is seen as the problematic issue. The two sources that influence each other during the course of ELT are the pupils and the teacher. These can be described as *the captive audience of the other* – two parts that have to share limited resources. Denscombe lists the limited resources as follows: the lack of materials (e.g. the teacher's own resources), the lack of time and the large number of pupils.

In addition, Wright comments the responsibility of the teacher and the number of pupils in these words: “Teachers are responsible for the education of large number of students simultaneously but they have no opportunity to build intense, individualised relationships with students as their parents do.” (2005, p. 107).

1.4.6 Methodology of a reading literary texts in ELT

Kyloušková (2007, pp. 41–42) emphasizes a systematic approach to the reading in a foreign language lessons. In detail, work with a text is divided into:

- the preparation for a reading
- one's own reading
- the use of a text.

However, the atmosphere and surrounding has to be set initially. This includes alternative seating (e.g. in a circle, on a carpet in the classroom, etc.) to create pleasant surrounding for the reading activity. First, the preparation for reading so-called *pretext work* sets the mood and opens the ways to approach the text. The teacher facilitates the activities and introduces the facts important for the understanding (i.e. the sociocultural background, the historical events,

the vocabulary, the connotative words, etc.). Furthermore, pupils can get information about the author that might be looked up by the pupils with the use of internet or media. The teacher should also provide meaning of the key words. This activity might be performed in cooperation with pupils who try to find synonyms or translations. In addition, this process gives an opportunity to unfold free associations that can serve as the word stock for the further tasks. The teacher may explain also idioms and phraseology. The *paratexts*, such as a cover or a book itself (i.e. when working with the extract), can provide pupils additional information that help to understand the text. Also, one's own reading follows the mentioned reading strategies.

Furthermore, Kylvoušková divides reading into the two stages: the *first reading* and the *second reading*. The *first reading* uses the indicative strategy in order to find particular information that can be given beforehand. The *second reading* is more detailed. It may combine scanning and skimming when searching for information to complete the tasks. The submitted tasks should result in discussion on the topic of the characters, the dialogues and the structure of narration. The observations on the listed topics should be patterned on the literature lessons in the mother tongue. additionally, the interpretation of a text stands aside and creates the secondary communication (text analysis). The text analysis builds aesthetical experience. The understanding of a text usually comes during this phase of work with a text. However, the quality of interpretation is dependent on the readers' abilities i.e. the communicative competence, the imagination, the experiences. Lastly, the understanding of a text is not the last activity connected with reading. The use of a text allows the reader to step behind the text and share opinions about the text with other readers. The linguistic ability and the communicative competence can be expanded through the creative activities. The pupils can modify the ending, discuss their opinions or identify with the characters (Kylvoušková, 2007, pp. 41-42).

Skopečková (2010, p. 74) provides similar version of the scheme by Kylvoušková. The scheme may be described as follows: the preparatory and motivational stage, one's own reading, the understanding and the interpretation and the further reading activities based on a text – these stages are defined for the work with the literary texts. However, the multidimensional nature of literature contributes to the different perceptions of the texts. Furthermore, the creation of rigid and unchangeable concepts for a work with the texts cannot be suitable for the development of creativity and adaptation. To summarize with, Skopečková offers to work individually with each text and the group of pupils.

In addition, Hník (2017, p. 53) defines *creative literary expressivity* that can be defined as the pupil's creative activity in literary lessons. The creative literary expressivity can be reached through the literary tasks e.g. the dramatization of a text, the modification of the narrator and

characters, the change in the literary form (from a short story in a poem), connecting a title with the text and the creation of the outline. In conclusion, pupil develops reading intuition and insight into the text thanks to the tasks based on the creative literary expressivity.

1.4.7 Phenomenon of the young adult literature

Young adult literature presents a contemporary phenomenon not only in the Czech Republic but all over the world. This literature is intended for young adolescents (see chapter 1.1 *Developmental characteristics of young adolescents*). The main interest of the young adult literature lies in its depiction of the actual topics in a *teenage* way. However, adults have to make a distinction between mainstream pointless literature and literature of great value when recommending a book to the youth (Sladová et al., 2016).

Campbell (2010, p. 11) illustrates the history of young adult literature (henceforth as YA lit.), especially in the US. Campbell situates the beginning of the YA lit. trend to the second half of the sixties; 50 years later, the YA lit. has gained even stronger position among other genres.

The first entry lists J. D. Salinger's *Catcher in the Rye*, which was published in 1951 but became popular sixteen years later. This era is labelled *the new realism*, because the novels usually depicted characters' real life without the needles didactic approach. Seventies gave the YA lit. recognition thanks to the Robert Cormier whose novel *The Chocolate War* widened horizons of the literature for youth and offered the reading which was interesting also for the adults (i.e. the YA lit. did not only depict adolescents' problems). After initial scepticism, mostly as a result of unembellished-truth saying and darkness, Cormier published total amount of fourteen novels and became considerable author of YA lit.

However, the social acceptance of the new genre, hand in hand with the general liberality of the society, opened the door for the low-quality novels. The popular topics of the drug addictions, the abortion, the prostitution, the suicide, the divorce, the runaways or the anorexia started to be described in the novels of low-quality so-called *problem novels*. Personal problems in these books result into moral lesson. Only the novels which had shown more sophisticated way of the YA lit. survived the end of the decade. Later, the YA lit. realism grew into the sexual novels and the AIDS novels in the nineties. The only type of the *problem novels* that survived until today are *preggers novels* covering themes of teenage pregnancy and abortion. Not all of them are of a poor quality, although, most of them follow the same formula of the story.

The important part of the YA lit. is constituted by fantasy and the sci-fi. Fantasy grew its popularity after Tolkien's trilogy *The Lord of the Rings* was published⁸ and even nowadays stands at the prior position among the other genres. The phenomenon of *The Lord of the Rings* broke J. K. Rowling's *Harry Potter* thirty years later. *Problem novel* stays popular because of the variations that have arrived. These are gay-lesbian novels (e.g. Rosa Guy's *Ruby*, 1976; David Levithan's *Boy Meets Boy*, 2003) enhancing the awareness and the irreplaceable search for one's identity. The multicultural young adult novels created a separate style. There is a great amount of the YA lit. depicting all-white middle class society, however, with the change in the racial perceptions of the society the Afro-American, YA lit. began to gain popularity in the 70's (Maya Angelou's *I Know Why the Caged Bird Sings*, 1969). The immigration had brought the Asian-American and the Hispanic (Sandra Cisneros' *The House on Mango Street*, 1984) teenage insights (Campbell, 2010, p. 12–13).

Potential of the literature for the children and youth is discussed by Sladová et al. (2016, p. 9). Nowadays, the youth and children are touched by the rapidly changing world and ongoing changes in the societies. Sladová et al. emphasize the necessary awareness of the phenomena that bears risk of negative influence on the upbringing, the value system or the lifestyle of the young generation. The excess of stimuli, the hectic lifestyle, the unprovoked aggressiveness and the overuse of the modern technique seems to be alarming.

Sladová et al. (2016) also present the role of the modern YA literature as the direct or indirect action towards a reader. The experience and process of formation through the literary text is especially important. They also state that the modern concept of education comes from the inconsistent and conflict nature of the world presented in the literature. This reality predetermines the young readers to learn, to entitle, to solve, to erase and to cope with conflicts. Furthermore, the primary source for such process is a decision-making (e.g. finding the different approaches, or taking the responsibility for one's own actions). Another important element is the tightening of individual's authenticity. The authentic person (in the context of this study – a pupil) who has a stable anchor in their personal orientation and the value system is expected to have less chance to be manipulated. For these purposes, Sladová et al. emphasize contemporary YA literature with the teenage protagonist. The authors of YA lit. pay attention to social problems. The literary protagonist who has to deal with their own problems but also with the problems of society is placed in the centre of the story (e.g. a trend to depict divorce in Czech YA lit. after the year 1989).

⁸ Lord of the Rings was mainly read by adult readers in the US in 1966, teenage readers found their way towards Tolkien later (Campbell, 2010, p. 11).

1.4.8 R. J. Palacio – Wonder

The first chapter of J. R. Palacio's book *Wonder* serves as the tool in the practical part of this study. R. J. Palacio gave the *Telegraph's Teen book club* an interview where she answered the question: "What message do you hope people will take away after reading *Wonder*?" in 2014 – he provided the following answer: "I hope that readers will feel inspired to really be kind to one another, to remember that we are in this world together."

The YA lit. and the *children's literature* (i.e. literature intended to the children 7 to 11 years of age) mirrors the situations in the society with the focus on the aesthetic, the informative, and the formative purposes. The YA lit. may take part in the optimal development processes of reader's personality and may also ease the process of the socialization. The YA lit. formulates the real-life model situations, outlines the different reactions and offers the solutions that can show possible ways when overcoming difficult situations (Sladová et. al. 2016, p. 65).

Sladová et al. (2016, p. 65) provides the analysis of the *Otherness in the contemporary narrative prose with child and adolescent heroes* with the relation to the personal and the social education. According to Sladová, the heterogeneity is a part of the society's characterization during its whole existence. The differentiation of the life on the planet is demonstrated by the cultural, the physical or the mental aspects. Also, the *otherness* may be encountered in every sphere of life. Its influence in the thematic variety of the YA lit. is not occasional. A young adolescent as a reader meets cultural otherness in a form of the stories reflecting the way of life in the different cultures or the consequences of the xenophobic behaviour. Physical or mental otherness of the main hero (e.g. the mental disorder, the physical disability, the homosexuality or the position of an outsider in the community) might follow perception of one's own otherness or can produce one's own individual attitudes towards the otherness of an individual. In general, the topic of *otherness* is often difficult to be specified, since there does not exist an unified definition of the *normality*.

The otherness in a form of physical disability documents R. J. Palacio in the book *Wonder*; published in the Czech Republic in 2013. Palacio brings the insight into a family with a disabled child. Forcefulness of the story is underlined by the first-person narrative, the various perspectives of narrative styles, the sensitive approach to the heavy-hearted topic and the kind humour at the same time (Sladová et.al., 2016, p. 66).

The main character (and the first narrator) is August Pullman, a ten-year-old boy. He was born with a genetically determined facial deformity, he underwent an immense number of plastic surgeries and suffer from other health issues. Hence, August's everyday life is a fight against

unfortunate destiny. His facial deformity brings many reactions – these reactions are for August difficult to understand, especially after his enrolment at a new school. R. J. Palacio kindly opens the inner world of a disabled child. She portrays the pain and the suffering in a contrast with the bravery and the courage. Her perspectives offer the identification with the protagonist in many levels (e.g. the bullying, the otherness, the issues concerning identity etc.). The final message emphasizes the individual's tolerance and the kind behaviour towards the society. The emphasis uncovers the effort to overcome the initial hesitation and take a look into the heart of a person who may be different in the various forms (Sladová et.al., 2016, p. 66).

Lent (2013, p. 81) presents the use of the book *Wonder*. Lent specifies a role of the community out of the classroom in the relation with a reading. Pupils and adults were reading a novel *Wonder* at Barry's middle school during a given period of time and later discussed the topic together. The encouragement and the feeling of unity encouraged also non-readers to read *Wonder*. The participants also created the graffiti walls, the online blog entries or the discussion groups. Lent accentuates not only the nature of community that has contributed in the involvement of almost everyone somehow connected to the school environment, but also the fascinating content of the book that has a potential to reach any age group.

2 PRACTICAL PART

2.1 Introduction

The main aim of the present research is to prove the importance of using American and British literature in ELT at lower secondary schools. The research consists of the six parts that were realized during and after the author's teaching practice in February 2017.

The first part of the research deals with the characteristics of the examined group and the research schedule. The next part describes the introductory activities. These are divided into the two parts: the motivation to learn English and the practical using of the *strategies to understand* a new vocabulary in a foreign language.

The third part of the research deals with the reading of an authentic literary text and with the reading worksheets. The first chapter of the book *Wonder* called *Ordinary* represents the authentic literary text used for the purpose of the present thesis. Genre of the book is young adult literature that explores the topic of otherness, physical disability, courage and empathy⁹. The worksheets cover topics such as: the reading comprehension, the grammar and the vocabulary acquisition, the new method insertion and the implementation of the strategies to understand. Additionally, the subsequent research via questionnaire dealing with the impact of the lessons was performed at the end of author's teaching practice (i.e. *The questionnaire for the pupils I.*). The questionnaire for the pupils I. creates the fourth part of the research.

The questionnaires for Czech lower-secondary teachers of English were distributed in order to get a more complex view into topical problematics of using literary texts in ELT. Findings from the questionnaire are presented in the fifth part of practical part of the present thesis.

The long-term outcomes concerning pupils are hard to register immediately, additional questionnaire has been distributed two months after the author's teaching practice to monitor the impact of using the authentic literary texts in ELT. The questionnaire for the pupils II. creates the sixth part of the research.

The aim of the research is to provide the answers for the following research questions¹⁰.

⁹ For more information see Chapter 1.4.8 *R. J. Palacio – Wonder*.

¹⁰ Note: The numbers of figures are listed in the document according to their chronological appearance in the text.

Research questions:

- 6 How pupils and teachers perceive reading of an authentic literary text in English lessons?
- 7 What are the main features of the reading literacy in ELT?
- 8 How can pupils benefit from using literature in English lessons?
- 9 Do teachers prefer the adapted or the authentic texts in ELT?
- 10 What type of activities connected with the reading do pupils appreciate in English lessons?

2.2 Class profile

The research took place at a lower secondary school in Olomouc region. First, the methods and textbooks English teachers at lower-secondary years used have to be examined. The author has contacted the teachers and asked them if their pupils are familiar with the authentic literary texts in the lessons. The teachers reported that any of them use authentic texts in the lessons, except for some very rare occasions. The reasons were: the great amount of prepared texts in textbooks and the lack of time due to a big group of students. The large group of pupils did not allow the author to try the cooperative learning due to the difficulties in the classroom management (i.e. a new unknown teacher, a small classroom, the high number of pupils, the lack of teaching aids and tools etc.). Eventually, the author has chosen to work with the oldest pupils – pupils in their 9th year of compulsory school attendance.

Second, many pupils from the lower secondary years were diagnosed with learning disabilities, namely dyslexia. The author has been informed about this issue beforehand from the teachers. However, the limited time and the size of the group did not allow to slow the pace or work with the affected pupils individually. Eventually, the author has realized that even the pupils who were classified as weaker or slower did work the same as the rest of the class. Also, there have not been any visible evidence of their learning disabilities in the worksheets or the questionnaires.

The class had heterogeneous nature. The Figure 1 (see below) shows that class attended more boys than girls and the majority of the class was 15 years old. This was the highest number of pupils present during the research was 23 pupils. Some pupils were missing later during the week. The changes are going to be precisely commented in particular chapters.

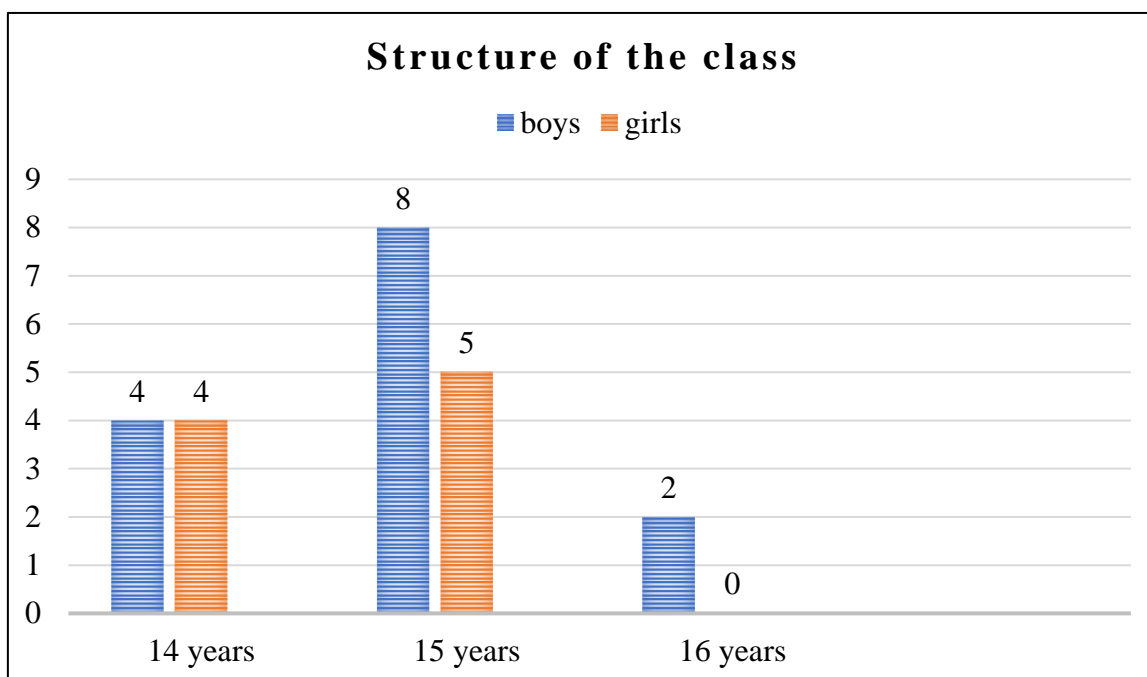


Figure 1: Structure of the class

The big number of pupils in the foreign language lessons was surely the problem. For instance, Denscombe (in Wright, 2005, p. 68) emphasizes that the large number of pupils surely affects the process of teaching and learning. Also, Vraštilová (2014) sees the number of 24 pupils in the English lessons as alarming. Wright states the impossibility to build the relationship important for the transmission of knowledge because of the big number of pupils in the foreign language lessons. For more information see Chapter 1.4.2 *Text types*.

The composition of the class was very unnatural. The number of pupils which should represent the average (and have the average results) was not large enough. Only a small number of pupils was excellent and even above the required level of English – A2. On the other hand, quite a large number of pupils was weak with a poor knowledge of English. There was also no difference in their participation with regard to their gender – the pupils participated equally in the activities they liked. Based on the author’s observations, the pupils were open to try the new method. The participation has been on a high level from the beginning. Further findings proving author’s observations are listed separately through the present (practical) part of the thesis.

However, the main problem the author needed to solve was the limited amount of lessons that could have been used. Because of this fact, the author had to plan everything in advance also with the explanation of the new methods. The author insisted on 5 lessons during her stay which would have been used solely for the research. Luckily, the teacher of Czech language

rescheduled her lessons and the author could have used these lessons to teach for the length of 5 lessons. The scheme of the lessons is presented in the Table 4 (see below).

1 st lesson	2 nd lesson	3 rd lesson	4 th lesson	5 th lesson
Introductory activities: Motivation My goals	Introductory activities: Strategies to understand	Reading	Reading	Worksheet 30 mins
			Worksheet 20 mins	Questionnaire 15 mins

Table 4: Structure of the lessons

2.3 The introductory activities

The research started with the introductory lessons dealing with the motivation to read in English language and the strategies to understand new vocabulary. The aim was to motivate pupils towards learning English and to support their learning processes by simple strategies. There were 23 pupils present during the introductory activities.

The author has planned two lessons containing the presentation and activities for the topic motivation and the acquisition of *strategies to understand*. Lesson plans are available in the Appendix (see Appendix 1 and Appendix 4).

The purpose of the first lesson was to enhance pupils' participation in the lessons. The pupils were supposed to list their goals and realize the role of the motivation when performing future plans. The organisation of the teaching was frontal, however, the pupils had a great amount of time to express their opinion or discuss their future goals with their classmates.

First, the author started with the brainstorming. The pupils got an idea what the lesson would be about and participated in the discussion about motivation. Later, the presentation on motivation created a base for the rest of the lesson¹¹. The emphasis was given to the role of English and achievement of pupils' future goals. At the end of the lesson, the pupils competed their handouts "My goals" (see Appendix 3) and discussed either with the classmates in pairs or together with the whole group what the term "My goals" means to them and in which ways they can achieve their goals.

¹¹ (a print screen from the presentation is available in the Appendix 2).

The lesson with the topic *strategies to understand* was focused on the provision the learning techniques suitable for the pupils attending lower secondary school. These techniques should assist in the vocabulary and grammar rules learning. The frontal teaching was supported by the presentation (see Appendix 5). The interactive part of the lesson combined the handout (see Appendix 6) and the presentation. The pupils were supposed to make notes into the worksheet and later share the ideas about the strategies with others.

The *strategies to understand* should have helped with the understanding of the text from the perspective of vocabulary and grammar rules learning. These strategies prepared pupils for the detailed work with a text, where not only the author's message should be conveyed and interpreted but also the conscious learning of English should be supported.

2.3.1 Analysis of the results – Motivation

To measure the motivation is always the complicated task. There are many factors that influence motivation and its nature is changeable (Vágnerová, 2012, p. 355). The motivation to learn English is measured in the *worksheet reading*¹² via question about literature. This question examined pupils' motivation to read the rest of the book *Wonder* by R. J. Palacio. The question was: “*Do you want to read the book in the future?*”.

Another source for the motivation related questions is the questionnaire¹³ taken two months after author's teaching practice. The questions aimed to investigate the pupils' motivation towards English and literature are:

- *I have felt motivated after the lesson about the motivation?*
I have felt motivated. / I did not feel motivated. / I do not know.
- *I have benefit the most from:*
One of the given possibilities was the presentation about motivation.
- *I have read the following books, the web pages, the poems, the articles after the reading activities that we did together:*
An open answer.
- *I have searched for the information about the book Wonder?*
Yes / No.

¹² See Appendix 10.

¹³ The research in the form of questionnaire has been originally presented in the Czech language translation of the whole questionnaire is provided in Appendix 13.

- *I have read the book Wonder:*
Yes / No.

The whole questionnaire is available in Appendix 13.

2.3.1.1 Question from the worksheet

The question from the worksheet should have examined the motivation to read the rest of the book after the reading activities in the lesson. The worksheet was completed by 22 pupils, one girl was missing at school. The question was answered in English.

The author gathered 17 answers concerning the last question from the worksheet, in view of the fact that five pupils (boys) did not answer the question. However, from the total amount of 17 pupils, the book would read only six pupils. Three pupils were not sure if they want to read the book or not and eight pupils answered that they do not want to read the book (see Figure 2 below).

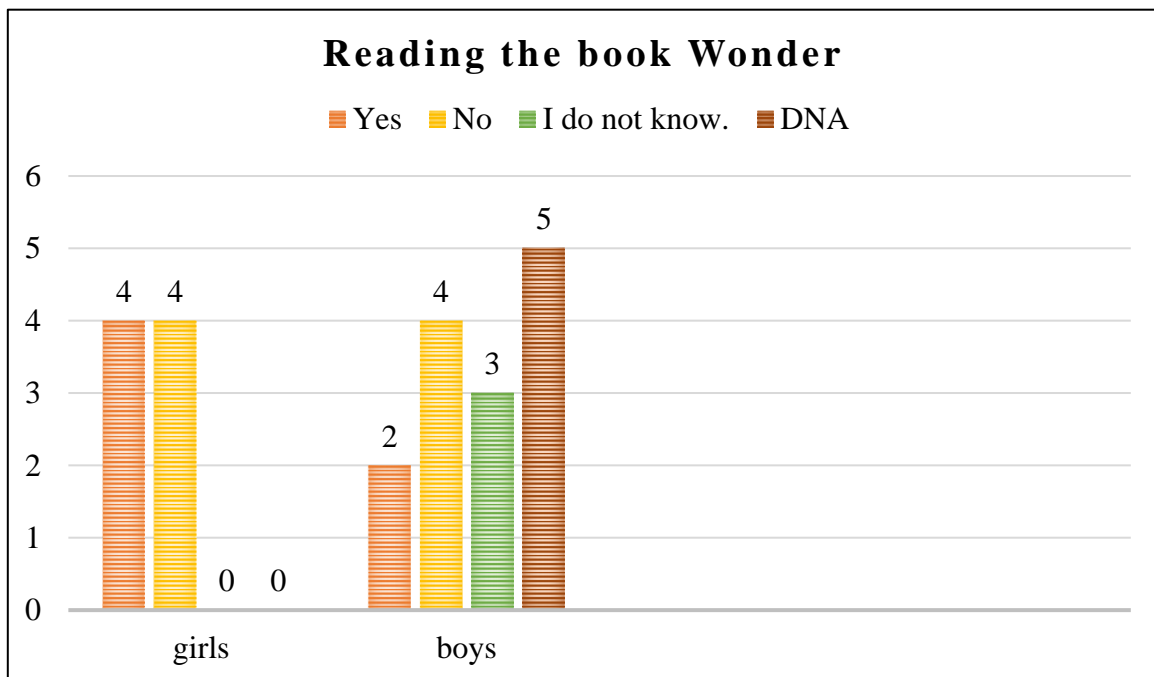


Figure 2: Reading the rest of the book Wonder

The reasons why pupils do not want to read the book are (according to the questionnaire in the worksheet):

- “I do not like reading books. So, of course I would not read the book.” (a boy)
- “No, I hate sad stories.” (a boy)

- “No, I do not like these books.” (a girl)
- “Probably not, because I do not like reading.” (a girl)

Two of the pupils listed as the reason that they do not like to read. While one assumed that the story would be sad, which probably caused her disinterest. One girl likes to read a different genre. Pupils who were unsure whether to read the story or not made the following assumptions:

- “I do not know because I am not a big reader, so I do not think I will read the book. Although, the extract was beautiful.” (a boy)
- “It is good. I do not know.” (a boy)

Those pupils who answered that they would like to read the book in the future added also the following comments:

- “Yes, I liked the extract. It is interesting situation in life. I do not have any problem to read the book in the future.” (a boy)
- “Yes, I will read it in Czech language. I got the book as the present for my birthday.” (a boy)
“I like this book. I like stories about other people. I think his life is not easy. So, I want to read the book in the future.” (a girl)
- “I think that this book has to be very interesting and I really want to read the book in the future.” (a girl)

In conclusion, less than one third of the pupils was sure that they are going to read the book, however, one of them in Czech. A few of them were not sure so the motivation to read *Wonder* in English was lower. While many of them answered that they do not like reading or did not like the story. In this case, the motivation lies in the interests and the choice of the extract.

It is understandable that one book cannot suit everyone. The length and content of the extract (the opening chapter) probably could not convince the pupils to read the whole story. Eventually, the age of the protagonist (i.e. ten-year-old August) has to be taken into consideration as well since it was presented to the fifteen-year-old pupils. However, this book is read also by the younger children or the adults. Additionally, it can be assumed from the answers that the part of the class was determined to read the whole book.

2.3.1.2 Questions from the questionnaire

Another five questions related to the motivation are taken from the latter questionnaire. Some of them did not explicitly contain the word *motivation*, although, they were aimed to research whether were the pupils motivated to read after the author’s teaching practice or not.

The questionnaire was completed by 22 pupils – the same number of pupils that was present during the reading activities. The questionnaire is discussed in detail in Chapter 2.7 *Part five – questionnaire for the pupils II*.

The first question that examines whether pupils had felt motivated to read in English after the presentation about motivation has the positive outcome. From the answers: *I felt motivated*. / *I did not feel motivated*. / *I do not know*; the pupils did not choose an answer *I did not feel motivated*. at all. The total number of 16 pupils answered that they have felt motivated and only 6 of them answered *I do not know* (see Figure 8, Appendix 14).

The second question is more complex. Pupils had to choose from the list what enriched them the most. This question is the multiple-choice type, so the pupils could have chosen more options than one. One of the answers was *motivational presentation before the reading of the extract*. This answer was second the most chosen, picked by 13 pupils from 22, which is 59 per cent from the whole number of respondents (see Figure 3 below).

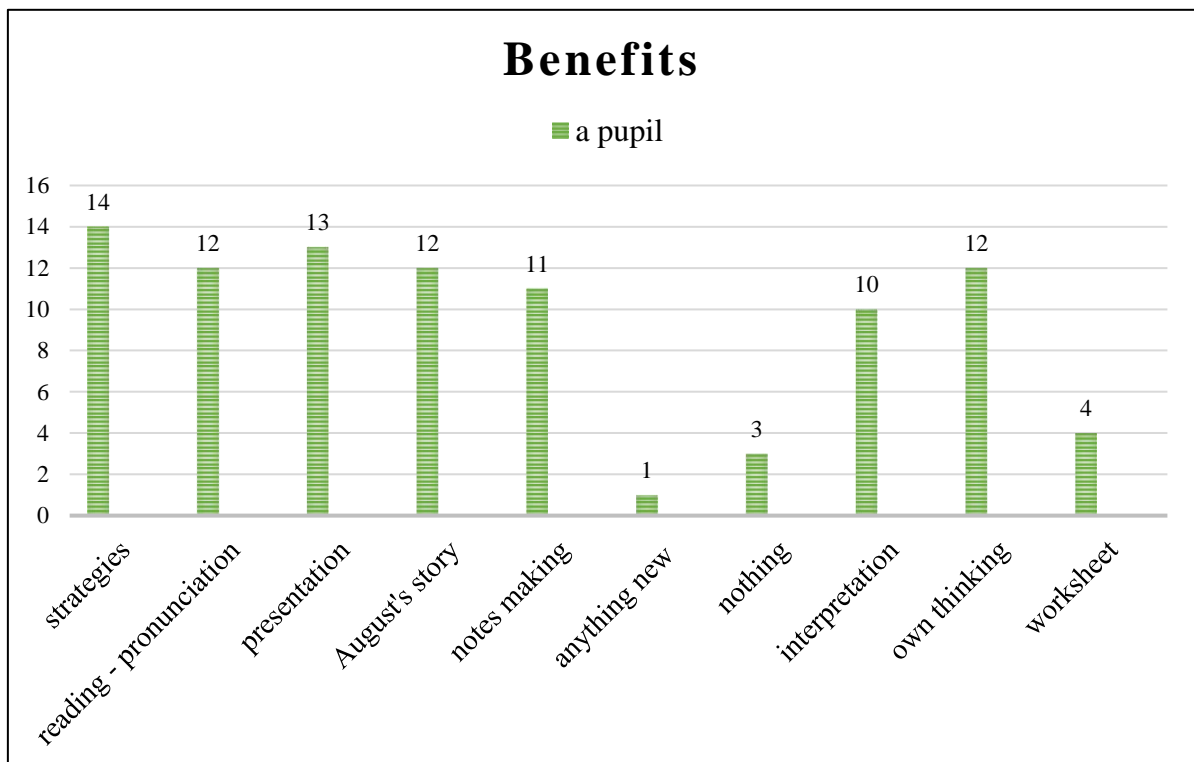


Figure 3: Benefits of the research activities (multiple choice question)

The third question, dealing with the motivation, was an open-ended question where pupils had to fill which books / web pages / articles or poems they have read in English after the research. The main aim was to motivate pupils to read the authentic texts in English. The question proved that three pupils came back to the opening chapter of the book *Wonder*, which was the reading extract presented in the lessons, to re-read it. Furthermore, the fact that five pupils read a book in English is a great achievement¹⁴. In total, eight pupils from 22 answered that they had read a longer text than just an article or subtitles.

The next question should demonstrate if pupils felt moved by the August's story and decided to search for more information about the syndrome, the book, the author or the movie.¹⁵ The possible answers were only *Yes* or *No*. Pupils created two groups and equally divided their answers; 50 per cent had chosen *Yes* and 50 per cent had chosen *No*. This question proves the relation between the motivation and the further interest of an individual.

The last question researched whether pupils read the book *Wonder*. In other words, if they felt motivated to read the whole story based on the extract that had been read in the lesson. Only three pupils answered (in the open-ended questions) that they came back to the extract to understand better the vocabulary and meaning of the text. 27 per cent of pupils answered that they had read the book that is six pupils (more concretely, four girls and two boys). The majority – 73 per cent of pupils – answered that they did not read the book (16 pupils). To summarize, the girls were more likely to read the book. However, that is not a new piece of information since previous answers have also shown that girls from this class were interested in reading more than the boys. It is important to mention that these pupils were at that time preparing for the upper secondary school entrance exams, so their time for reading was limited. For instance, the pupils had voluntary extra lessons in different subjects to improve their chances to enrol the upper secondary school. These lessons had taken a part of their free time.

2.3.2 Analysis of the results – *Strategies to understand*

The analysis of the activities based on the *strategies to understand* has to be examined in detail in the main analysis of the worksheet on reading. For more information see Chapter 2.4.1 *Worksheet reading*.

¹⁴ This question from the questionnaire is further dealt with in Chapter 3.7 *Questionnaire for pupils II*.

¹⁵ The August's story is discussed in detail in Chapter 1.4.5. *J. R. Palacio – Wonder*.

2.3.3 Conclusion – introductory activities

To motivate students is one of the greatest tasks teacher has to fulfil. Pupils are sometimes confused and unwilling to change their old habits when being introduced to a new method. During her teaching practice, the author had felt the unwillingness; however, it is understandable. The pupils were taught by a person that was unknown to them. Furthermore, pupils need to develop the relationship with the teacher in order to accept the transfer of information or instruction (Kyloušková, 2007, p. 23). Hence, the author tried to motivate the pupils to support the learning processes.

Luckily, the outcomes prove that their motivation to learn English have arisen when the change in the approaches the methods has been made. The 16 pupils (73 per cent) from the total number of 22 pupils had felt motivated to learn English. Also, it is obvious from the indirect questionnaire's questions that the part of a class was motivated to learn English or to read English literature more.

2.4 Reading the literary text

The author wanted to choose a book that would appeal to everyone. The criteria were the authenticity, the comprehensible grammar and the vocabulary, the challenging topic, the appropriate length and the interesting background information. The author has decided to work with an American novel *Wonder* by R. J. Palacio (see Appendix 9). The topic of the book conveys important social questions and results in the personal experiences. The topic leaves a space for the self-expression and may contribute to the change of values and opinions¹⁶.

The grammar and the vocabulary of the first chapter of the book seemed to be understandable for the learners who already achieve the A2 level of English (see Chapter 1.2.2 *Characteristics of the educational area* of the present thesis). After that, the author considered experiential learning and its outcomes and made the decision to choose a chapter that will found interesting by the pupils without the deeper attention to the linguistic features (Bloom and Gascoine, 2017). The aim was to prove that a wisely chosen authentic text may bring the unconscious process of the grammar or the vocabulary learning and the untargeted interest in learning.

The length of the extract was limited to the message that J. R. Palacio conveys through the text. Due to this fact, the decision to use the whole chapter and do not to interrupt the message and the joy of reading has been made. Due to this the text stayed authentic. Moreover, the story did not need to be simplified or adjusted to meet the aim of this research. The story is a bestseller as has been already mentioned before and appeals to the wide range of readers. Dealing with the controversial topics and the taboos in society should enhance readers' curiosity to find more about the topic. The curiosity should be satisfied by the information that can be explored behind the story (Kyloušková, 2007).

Reading itself has been planned for the length of the two lessons. The plan of the reading activities can be seen in the Table 4 (see below). The author has planned to read the text and complete the part of the worksheet during the two connected lessons. Further information are available in the lesson plan in the Appendix 7. The lesson plan includes the reflection on the lesson and the timing. The print screens from the presentation used in the lessons are in the Appendix 8.

¹⁶ As has been discussed in 1.4.5. *J. R. Palacio Wonder*.

PRE-READING ACTIVITIES	READING	POST-READING ACTIVITIES
presentation discussion	Reading paraphrasing making predictions answering questions	discussion in the group

Table 4: Activities during the reading lessons

The activities that have been included in the reading lesson were divided according to their purpose in the lessons. The pre-reading activities include the presentation that summarized information about the book, the story and the author and the discussion on the mentioned topics. The pre-reading activities should have prepared the pupils for the reading. The reading itself has been divided into the *reading*, *paraphrasing* of the new information from the text, *making predictions* about the plot and *answering* the teachers' questions about the story (or the vocabulary and the grammar). The post-reading activity was a group discussion that should have helped pupils to understand the story, to express their interpretation and to convey the message behind the story.

2.4.1 Worksheet Reading

The main aim of the work with the worksheet was to prove the importance of using authentic texts in ELT. The further sub-aims are to investigate the grammar and the vocabulary learning through a literary text, to examine a role of the different styles of the memory operating, to prove the significance of the ability to interpret and to understand an authentic text in English, to investigate the relation of an authentic text and the creativity, to set the preferences of the target group.

Worksheet can be divided into these parts:

- the open questions about the background of the story
- the reading comprehension
- the grammar and the vocabulary acquisition and learning
- the interpretation and understanding
- the creativity and reading.

With a first part of the worksheet, pupils could have used the extract (i.e. the open questions about the background of the story, the reading comprehension, the grammar and vocabulary acquisition and learning). The second half of the worksheet had to be done without the support of the extract (i.e. the interpretation and understanding, the creativity and reading). The pupils were given 70 minutes (approx. one and a half of a 45 minutes lesson) to fill in the worksheet. They were not allowed to cooperate, they could have asked the teacher the questions related to the instructions. Eventually, the work with the worksheets has been interrupted and rescheduled to the next lesson.

The worksheet was designed to provide the variety of activities. These activities were all focused on the examination of the knowledge that the pupils acquired during the introductory activities and the reading. However, some tasks included the open-ended questions that were aimed to express the opinion and to support the creative expression. The examinations and the assumptions of each part of the worksheet can be found in the following chapter. The worksheet is available in the Appendix 10. The worksheets were answered in English.

2.4.1.1 Open-ended questions about the book

The first part of the worksheet should serve as a warm-up. The pupils were asked to answer the following questions:

- *What is the name of the book?* Wonder
- *What is the name of the dictionary where synonyms can be found?* Thesaurus
- *The author (R. J. Palacio) was inspired to write the book by a song called “Wonder”, who sings the song?* Natalie Merchant (mentioned in the presentation; see Appendix 8)

The questions were answered correctly by the majority of the class. The answers had been mentioned during the introductory lessons and the pupils were supposed to make notes about the *thesaurus* and the singer. 15 pupils (68 per cent) from the total number of 22 pupils answered the answers correctly. It is obvious that the pupils paid attention in previous lessons and were able to find the fundamental information from the story’s opening. The spelling was sometimes wrong (e.g. The Saurus, thesaurus), but the author did not consider that a mistake.

2.4.1.2 Reading comprehension questions

The second part consists of five open-ended questions. Those should examine the reading comprehension. The pupils were allowed to work with the extract (the same as in the first part of the worksheet) during these activities. The whole range of answers is available in the Appendix 10. The questions and the correct answers are listed here:

- *August is different than other kids because?*
His face is not ordinary.
- *What were Via's emotions at the playground?*
She was annoyed.
- *Where do people look when they do the 'look-away thing'?*
People do not look at August's face.
- *Why yelled Via at the kids?*
Because the kids were rude.
- *Who is the only person in the world who realizes how ordinary the August is?*
August.

The results of reading comprehension are available in the Appendix 14, Figure 9. The third question has to be considered as the most difficult, as 15 pupils – 68 per cent (i.e. 9 boys and 7 girls) had answered it wrongly. The question seemed to be confusing. Pupils could choose from the following options:

- People look at August's face.
- People do not look at August's face.
- People look at August' back.

The original sentence is: “I would wish that I could walk down the street without people seeing me and then doing that look-away thing.” (Palacio; 2012, p. 10).

The majority of pupils had chosen the option “People look at August's back.”, which is not correct. The correct answer is “People do not look at August's face.”, the explanation of the ‘look-away thing’ has been provided during reading. Another problem had occurred in the second question where pupils did not recognize the difference between *sad* and *annoyed*, even though it is possible to find the word in the text.

It is obvious that pupils are used to this type of the exercises. The author tried to find the challenging questions from the text and, according to the result of the third question (i.e. *Where do people look when they do the 'look away thing'?*), it surely was the challenging task. This

type of exercise cannot be considered as innovative or hard to manage. The pupils were also done with their work fast, which confirms their ability to scan the text and to recall gained information.

2.4.1.3 *Grammar and vocabulary acquisition and learning*

Grammar and vocabulary acquisition and learning of those two language fields was the last part that has been done with the support of the extract. The author of the present thesis has tried to distinguish between conscious and unconscious processes that pervades the work with an authentic text. This part contains five tasks that are going to be dealt separately.

The author considers the application of the strategies to understand as the learning. Hence, the grammar acquisition might also be unconscious when working with the literary text – for instance, a pupil can acquire a grammatical rule without a conscious understanding of its application, but they proves using the rule in a correct meaning, it can be considered unconscious acquisition. To summarize, Lazar states the following: “... literature promotes and enhances the students’ competence in language acquisition since literary texts provide meaningful and memorable contexts for processing and interpreting new language.” (in Puebla, 2013, p. 81). The author has tried to establish this matter in the tasks described below.

The pupils know the terminology (i.e. phrasal verb) in the Task 3 (see worksheet in Appendix 10). Also, according to a hint – two lines indicate the two words, they could have filled the verb and a preposition and learn a new phrasal verbs. Of course, the explanation of the phrasal verbs - its structure and use has been given after the lesson to assure that the rule will be consolidated.

The Task 7 (see worksheet in Appendix 10) requires filling in the *row of the parts of speech*.¹⁷ The pupils were introduced to this type of a task during the introductory activities. They were supposed to recall what they had previously heard about the parts of speech. The pupils tried to recall acquired knowledge or only tried to implement the rule from the given structure of the exercise.

The Task 3 that is aimed to examine grammar and vocabulary is the phrasal verbs placement. There are four phrasal verbs in the text: *stare at*, *run away*, *take back* and *yell at*. Pupils were supposed to fill two of them into the prepared sentences.

- *I stare at my sister because she was wearing my clothes.*

¹⁷ i.e. search for a verb, a noun or an adjective

- *We are scared of dogs. When we see them we run away.*

Only 8 pupils from the 22 answered correctly both questions. However, considering the demanding nature of the task and considering each pupil's study results, the numbers are corresponding. Some pupils did not answer at all – there were four of them (i.e. three boys and a girl). Others filled the wrong answers, e.g.:

- “I noticed at my sister because she was wearing my clothes.”
- “We are scared of dogs. When we see them we look away / made noises.”

It might seem that *look away* can make sense in the second sentence, although it is used as a collocation *to do look-away thing* in the text. *Made noises* is not a phrasal verb, though also makes sense, its usage may not understandable in the A2 level of English. However, the verb form is incorrect in this sentence.

Taking into consideration that 4 pupils did not answer, eight pupils who answered everything right represent 44 per cent from the whole number of 18 pupils who filled the answers. That is not the negative result. The 28 per cent of pupils answered one sentence right and the same percentage (28 per cent) answered both sentences wrong. Almost half of the class understood the instruction and filled the task correctly. The process of natural acquisition and the supported learning have important position in ELT (Lazar in Puebla, 2013). The success of boys and girls in this task illustrates the Figure 10 which is available in the Appendix 14.

Another task (i.e. the Task 4 in the worksheet) examined pupils' ability to scan¹⁸ the text and find synonyms of the given words. This exercise was not difficult because almost every meaning of the unknown words had been explained. The pupils worked with the eight words that correspond to the different levels of difficulty. The easier ones were the following: *father*, *hear*, *place where kids play*. The more difficult words were the following ones: *naughty*, *for example*, *characterize*, *things* and *natural*. In fact, the pupils encounter all the words before the activity, during the reading.

Only one of the pupils did not fulfil the task. From the 21 pupils, two pupils (9.5 per cent) filled in all the synonyms correctly. The group of pupils with only one mistake (23.8 per cent) made the great achievement. The biggest group of the 11 pupils (approx. 52.4 per cent) had only two wrong answers. The common mistake was the change in the parts of speech, e.g.: *describe* – *description*. The percentage can be seen in the Table 7.

¹⁸ The reading technique *scanning* is discussed in detail in Chapter 1.4.4. *Reading strategies in ELT*.

do not answer	everything correct	1 wrong	2 wrong	6 wrong	7 wrong
1 pupil	2 pupils	5 pupils	11 pupils	2 pupils	1 pupil
0 per cent	9.5 per cent	23.8 per cent	52.4 per cent	9.5 per cent	4.8 per cent

Table 7: Worksheet reading – synonyms

The pupils had to prove that they can use the synonyms in the sentences in the next task. The synonyms of words chosen for the task are: *hear* and *stuff* for *listen* and *things*. This task was not answered by the 10 pupils out of 22 pupils (9 boys and one girl) and some answers contained some grammar mistakes (i.e. wrong use of a tense, wrong spelling). Surprisingly, the other answers were even advanced for the A2 level of English. The author assumes that the pupils know these collocations from the modern technology and media.

The answers from the worksheets:

- “Stuff like that is not good for you.” (a girl)
- “I can hear some voice.” (a girl)
- “Stuff like that makes me ordinary.” (a girl)
- “I hear some voices behind the wall.” (a boy)
- “I hear my heart.” (a boy)
- “I love my stuff.” (a boy)

For the following task, the author had presented the instruction: *Pick three words you did not understand. / Three words that were difficult to understand for you.* The pupils listed the most these words: *yelling*, *pretend* and *guess* as difficult or incomprehensible for them.

The author had tried to explain all the words after the reading in order to not interrupt the activity, however that was not possible every time. The role of the literature is to transmit the emotions and enhance the interpretation (Kramsch in Hall, 2009)¹⁹. The interruptions on the linguistic level should be made before the reading or after the personal resonance of the literary experience. Hence, some pupils listed those words that were explained in the lesson as the difficult ones.

The last task from the grammatical and vocabulary acquisition and learning section were the rows with parts of speech, namely the process of word formation (i.e. derivation). Pupils had to prove the already existing knowledge and the ability to work with the language. They

¹⁹ For more information see the Chapter 1.4.4. *Reading strategies in ELT*.

had tried to complete the rows during the pair work in the previous lesson. In this exercise, they were given the simple structures similar to those presented before. The author has chosen simple words that were not complicated to derivate. The pupils were used to identify the simple word formations (i.e. the derivation of the nouns into the adjectives) in English. Some of the words used in this task were from the text, but not all of them (the task is available in Appendix 10).

Pupils seemed to enjoy this exercise as there was the only one pupil who did not complete the task. The distribution of mistakes is displayed in the following table (see Table 8 below). Pupils were supposed to fill 11 words in the chart.

0 mistakes	1 mistake	2 mistakes	3 mistakes	4 mistakes	5 mistakes
2 (1 girl, 1 boy)	4 (2 girls, 2 boys)	4 (2 girls, 2 boys)	6 (1 girl, 5 boys)	3 (1 girl, 2 boys)	2 (2 boys)
9.5 per cent	19 per cent	19 per cent	28.5 per cent	14.5 per cent	9.5 per cent

Table 8: Word formation exercise – distribution of mistakes

Minor groups in a class (two groups of 9.5 per cent of pupils) achieved the worst and the best results. The pupils who made 1 or 2 mistakes (38 per cent) create the largest group.

The words that were mistaken the most were: *happiness – happy* (5 pupils); *starting – started* (4 pupils); *to be good – to good* (7 pupils). However, the pupils were able to create the word *speech*, which was not covered in any of their textbooks.

The character of this exercise seems to be suitable for the pupils in their 9th year. They used the mentioned strategies to understand and implement the given rules into the practice. They were supported by an extract during this task. However, they surely remembered some of the words from the text without the necessity to use it. The score is positive: 38 per cent of pupils (the largest group) made only 1 or 2 mistakes from the total number of 11 words in the task. That is the success rate of 82 per cent. The activity is the one with the best results from the grammar and vocabulary part.

2.4.1.4 Creativity and reading

Another part of the worksheet presents the connection between the creativity and the reading. Pupils' creative activity in the lesson enhances *creative literary expressivity* that helps develop reading intuition and insight into the text (Hník, 2017, p. 53)²⁰. This part covers two exercises. The aim of these tasks is to examine pupils' creativity in a relation to the authentic text. There was not enough space for the full development of the creative approach because of the limited amount of time. The book *Wonder* suits well for the project learning, where the pupils may explore the literary aspect, the creative literary expressivity and the experiential learning (e.g. creation of posters, drama activities, creative writing, etc.). The author needed to measure the results of the creative work, so the tasks have to be prepared in order to present the pupils' creativity.

At first, the author has briefly explained the differences between the *mind map* and the other diagrams that evolves from brainstorming. Buzan (in Borovková, 2014, p. 12) describes a mind map as: “[a] graphic technique for holistic thinking which supports all brain functions – mainly memory, creativity, learning and thinking in general.” In addition, Borovková (2014, p. 119) defines mind maps as the practical tool in ELT. However, the diagrams do not have to put an emphasis on association and clarity. Thus, their using has contradictory effects e.g. chaos and confusion.

The explanation of the mind maps and the other diagrams occurred during the introductory lessons. The pupils had known the purpose of a mind map and admitted their familiarity of the mind maps from the other subjects. The pupils could have not used the text during this activity. They have to choose one word and create a mind map with the five related words on their own. The core word had to be recalled from the text. The mind map stimulates the creativity and the memory, so the pupils should have proved that they can use the different methods to present the understanding of the new vocabulary.

Every pupil took part in this exercise. They had chosen mostly: *an ice cream* and *an Xbox* as a core word. Some examples of the words that the pupils incorporated into the mind map:

- “Xbox: loser – game – electronic – winner – friends” (a boy)
- “Playground: fun – toys – activities – kids – outdoor games” (a girl)
- “August: boy – illness – handicap – extraordinary – face” (a girl)
- “Wish: believe – magic – universe – energy – higher self” (a boy)

²⁰ For more information see Chapter 1.4.6. *Methodology of a reading literary texts in ELT*

- “Ice cream: summer – fruity – Italian – cold – good” (a boy)

To sum it up, the pupils understood the process of mind map formation. They had proven that they are able to recall the vocabulary and to use it in the wider context. The task may serve also as an insight into the pupil’s mind. The connection of the acquired information and their own perspective based the activity supporting the individual’s creativity. The use of the words from the mind map in the future writing exercises has been discussed later in the last lesson of the teaching practice. The pupils appreciated the technique and planned to use it for the future studies at the upper secondary schools.

The purpose of the following activity (dealing with the creativity and the reading) was to discover pupils’ attitudes towards the main character with disability. They were asked to write down what would they say if they would get a chance to meet August in person. They were instructed to write only a short message or describe the situation. This activity aimed: to investigate the pupils’ opinions and the attitudes; to prove their ability to produce a short message in English language; to support the connections with the literary text and reality; to enhance the creative work with the text.

There was not any distinction in the length of the answers. The pupils usually answered with the same extent no matter of the gender or the age. The answers have mostly positive nature, here are some of them:

- “It is okay that you are not ordinary. You have got the special life.” (a boy)
- “Hi my name is [REDACTED]. And who are you?” (a boy)
- “I would tell him that he is a unique person. That I have a sister, who is not ordinary too. I would tell him that life gave him the special gift and that he can do everything, what he dreams of. And I would hug him.” (a girl)
- “You have to ignore these people. You are normal like the others around you.” (a girl)
- “I would tell him: “Never give up August!”. “(a girl)

Some of the boys were not willing to imagine the situation and answered with following words:

- “I do not get a chance to meet him in person so I do not know. ... Maybe that I would say to him: “Would you like to be my friend?” or something like that.” (a boy)
- “I do not get a chance, because he does not exist.“ (a boy)
- “I do not know. He is a foreigner to me. And I am older. I would tell him only “hello”.” (a boy)

There were only a few blank worksheets. The pupils probably did not understand the task or the language barrier had presented the problem. In general, pupils were kind and understanding. Their messages were encouraging and mature. The pupils, who were sceptical about the situation, were also able to express themselves which is the great outcome. In detail, the ability to stand for one's own opinion in English language has been presented.

It is obvious that pupils understood the story. The feeling of understanding did not have to be anyhow strengthened during or after the reading. On the other hand, one's own interpretations could have been shared. In conclusion, the pupils had the chance to experience the transmission of the message that is carried by the authentic text. This can be problematic when the pupils read the prepared texts from textbooks. However, some pupils can be deprived of the literary experience in a foreign language because of the lack of abilities to understand the message that an authentic text conveys (Kyloušková, 2007).

2.4.1.5 Interpretation and understanding

The last part of the worksheet researches the field of the interpretation and the understanding. The main aims were to examine how the pupils understand the extract's certain part and to investigate the level of pupils' interpretation in ELT.

The author has used the sentence from the first chapter and instructed the pupils to write down how they understand the sentence.

“Here's what I think: the only reason I'm not ordinary is that no one else sees me that way.”

(Palacio, 2012, p. 11)

Only the 10 pupils (45.5 per cent) from the total number of the 22 pupils took part in this exercise – that is less than a half of the group. The reasons might be a lack of the time, unwillingness to fulfil the task or misunderstanding of the instruction. This task resembles the previous one. The instructions were different, however, the form stayed the same. The pupils were not probably interested in the written interpretation. Also, some of them argued their ability to answer in English due to their limited vocabulary. Hence, the 4 pupils (i.e. two boys, two girls; 18 per cent) from the participating group had answered *I don't know* or *I don't understand*. These answers were collected from the group of participating pupils (i.e. three girls, three boys; 27 per cent):

“I think that August is right, because he is different and other should be nice to him. They cannot get really annoyed.” (a girl)

- “I think that August is not ordinary in his face, but he is ordinary in his mind.” (a boy)

- “He is not ordinary only for the other people.” (a boy)
- “We are not the same. I mean people are not the same. Everybody has something like cancer or something like that, but everybody is ordinary!” (a boy)
- “I think that August is right. His face is maybe different but he is normal inside and also outside.” (a girl)

In conclusion, the pupils were more interested in the questions where they were not supposed to explicitly interpret something. According to the length of the worksheet, the final task required longer reasoning and that seemed to be too much time-consuming for some of the pupils. This activity surely requires a form of a discussion.

The very last question was supposed to create a space for the evaluation of the choice of the extract and for the exploration of the further preferences. The open-ended question was answered in the 17 cases (77 per cent). The pupils mostly answered that they liked the extract:

- “I like it.” (a boy)
- “It was beautiful.” (a girl)
- “I like stories about people.” (a girl)

The further preferences in the reading of the whole book are discussed in the open-ended question from the worksheet (see Chapter 2.3.1.1. *Question from the worksheet*).

2.4.1.6 Conclusion – Worksheet Reading

The worksheet reading had to prove pupils’ abilities to work with the text. In detail, pupils should have proved the using prepared learning techniques *strategies to understand*. In addition, the reading comprehension tasks should have examined the level of pupils’ reading literacy²¹. The final tasks were prepared in order to ‘appraise’ the creativity, the interpretation and the understanding of the extract and also to examine the reading literacy concerning the creative work with the text.

To sum it up, the mentioned aspects of the work with the text were successfully accomplished. Pupils proved their abilities to find information in a text, to apply learning strategies, to express their opinions and to work creatively with a text. Furthermore, pupils acknowledged that the extract had been chosen appropriately. The general understanding of the tasks and expressed joy and pleasure proved the suitability of the methods, tasks, activities and the choice of the

²¹ For more information see Chapter 1.3.2. *Reading literacy at lower secondary schools*.

extract. The only problematic areas was the fact that the teaching was performed in a large group of pupils, which made the individual approach impossible, and the deficient abilities to express one's thoughts and opinions in a foreign language. However, these issues can be surely eliminated.

2.5 The questionnaire for the pupils I.

The questionnaire for the pupils was prepared as the final immediate assessment of lessons that were taught by the author. The main goal of the questionnaire for the pupils I. was to measure the most and the least beneficial parts of the lessons and to examine the opinions on the use of the literature in ELT. The sub-aims were: to understand the pupils' preferences; to uncover the different opinions on the work with the text; to investigate the pupils' knowledge about the opportunities to read a book in English. The worksheet was designed to be completed in 70 minutes, so the last 15 minutes of the lesson were left for answering of the questionnaire. The questionnaire was given to the 22 pupils in the Czech language. The English version can be seen in the Appendix 11. Pupils were supposed to answer in the Czech language.

2.5.1 Literature in ELT – benefits

The pupils were asked to assess the parts of the work with the text that were for them the most and the least beneficial. They could have chosen from the list:

- *reading aloud – the pronunciation*
- *the work with the text – searching for the synonyms and meanings*
- *the work with the text – information about the author*
- *the book and its creation*
- *my own reading*
- *the interpretation – understanding of the text*
- *the discussion about the text (the plot, the characters).*

The gender was crucial for this question. Boys had different preferences when working with the text than the girls. The boys listed as the least beneficial the options *the work with the text – information about the author* and *my own reading*. Whereas, girls listed as the least beneficial *the interpretation – the understanding of the text*. Girls listed mostly as the most beneficial the options *the work with the text – information about the author*; *the discussion about the text*; and *the work with the text – searching for the synonyms and meanings*. Additionally, the boys listed as the most beneficial the following options: *reading aloud – the pronunciation*; *the interpretation – understanding of the text*, *the work with the text – searching for the synonyms and meanings*. It may be assumed that the preferences are almost the opposite.

Many pupils listed everything as the beneficial leaving the least beneficial part blank. Some pupils commented this part:

- I think that any work with the text is beneficial. We have learned a new vocabulary. We have read an English text. And mainly we have heard the pronunciation and the stress. Personally, I think that we have learned a lot and I want to work like this in the English lessons. (a girl)
- I think that really beneficial is to make notes, because you can have a look into your notes later. (a girl)

It is not possible to evaluate the benefits of the work with the literary text with the particular number or the percentage because the individual preferences stand above the gender or the age preferences (Hník, 2017).

However, we can say that girls prefer the opposites to the boys' preferences (Prázová et.al., 2014). The girls welcome the information about the background of the text, they like to discuss the plot and the issues connected with the topic and enjoy digging deeper into the text (i.e. search for the synonyms and the meanings). While, the boys like to read aloud to learn the correct pronunciation and prefer the interpretation and the understanding of the text over the information about the author. The gender preferences correspond to the findings based on the work with the text in a mother tongue (Vala and Kusá, 2016). However, Sladová (2014) believes that the preferences in working with a text are influenced by the readers' surroundings and the personal choices of available texts.

2.5.2 The main interest

The next question investigated the pupils' interests, particularly the main interest when working with the literary text. This open-ended question discovers the favourite methods and activities connected with the reading among the pupils of the 9th year. The favourite-activity question is even more personalized than the previous ones, so the trends among the pupils were hard to measure.

The question was answered by 19 pupils (8 girls and 11 boys). The majority of the boys selected *the discussion about the text* as the favourite activity (5 boys – 26 per cent). The second most popular activity was *my own reading* (2 boys – 10.5 per cent). Among the girls, *the searching for the synonyms and meanings* (3 girls – 16 per cent) took the first place and, surprisingly, *the use of English language during the lessons* (2 girls – 10.5 per cent) was placed as the second

favourite activity. Girls exhibited preferences that did not show any major groups of similar opinions. Another girls' favourites were: *reading aloud – the pronunciation* and *the discussion*. Boys added also: *the interpretation – understanding of the text* and *searching for the synonyms and meanings*. Here are some of the answers that illustrate the trends and individuals' favourites:

- The listening to English for the whole lesson. The minimum of Czech (even during the explanation). (a girl)
- Searching for the synonyms and the similar meanings, because I enjoy searching for the substitutions. It has helped me a lot. (a girl)
- The discussion after the reading, because I understood everything properly. (a boy)
- The interpretation – the understanding of the text. Because I have learned the most during these activities. (a boy)
- Any activity. I am not interested in this genre. (a boy)

2.5.3 Variations of the work

The third question was designed to inspect the pupils' own view on the activities that were done together. The author wanted to give the pupils their own space to express their own opinions. Also, the author of the present thesis intended to give an opportunity to present their ideas about suitability of the activities. The main aim was to step out from the author's own vision and let pupils' insight enrich the methods and the approaches for their and the teachers' satisfaction. The question is: *Would you work with the text in the different manner? If yes, how?*

The answers were mainly: *No.*; *No, I won't*. However, some pupils extended their opinions as follows:

- I would not work differently. It is the good style of learning. (a boy)
- Probably not. I think that we have learned a lot thanks to these methods. But I liked the most that we were communicating in English. (a girl)
- I would use the dictionary. (a girl)

In conclusion, the pupils liked the activities and did not think about any improvement or the change at the time of the questionnaire. The pupils wish to use English more in the lessons, which is alarming. One girl suggested to work with the dictionary which the author did not do much because of the lack of time. However, the author would probably bring the dictionaries for the next time to the lesson so the pupils would not feel reliant on the teacher.

2.5.4 Reading preferences

The pupils' reading preferences were examined in the 4th question. The pupils were asked to give their opinion about: the frequency of the use of the authentic texts in the lessons; the genres of the texts; a book they wish to read in English.

Generally, girls were more enthusiastic about the reading in the English lessons, all of them wished to read in the lessons. From the total number of boys (i.e. 14) the 5 listed that they do not want to read more in the English lessons. However, the 8 of them would be happy to read more in the lessons.

The results are summarized in the following table:

did not answer	do not want to read	want to read
1 (a boy); 5 per cent	5 (boys); 23 per cent	16 (8 boys, 8 girls); 72 per cent

Table 8: Reading in English lessons

Individual preferences were different in the genre and the origin of the author. The boys mainly answered what they would prefer to read in the lessons, e.g.:

- Whatever from the Rick Riordan (Percy Jackson).
- The Illusion of Life: Disney Animation (12 Principles of Animation).
- The Hobbit, or There and Back Again by J. R. R. Tolkien.
- Tony Fitzjohn – Born Wild: The Extraordinary Story of One Man's Passion for Lions and Africa.
- Lewis Carroll – Alice's Adventures in Wonderland.
- Andrzej Sapkowski (the Polish author) – The Witcher.

Boys preferred to read fantasy, adventure and educational books. The preferences surely play a crucial role when choosing a book for the English lessons (Kyloušková, 2007). The girls listed these wishes, e.g.:

- The Fault in Our Stars, The Perks of Being a Wallflower and Wonder.
- Harry Potter or The School for Good and Evil.
- I do not mind what genre we read until we read something in English (not from the textbook).
- Eleanor and Park – Rainbow Rowell.

- I feel so inspired to read in English. I would like to finish *Wonder* and read something from my favourite writer the Lauren St. John.

The girls are in the age when young adult novels represent the genre they like to read the most. Their answers were really long. They have listed all the benefits and the personal opinions about the reading in English. The interest in the young adult literature, especially in this age, is a good opportunity to read the contemporary American or British literature for adolescents. The boys seemed to like adventurous literature and fantasy. Furthermore, these genres are listed as favourite by every second reader from 9 to 14 years old (Prázová et.al., 2014, p. 32).

2.5.5 Opportunity to read

The last question examined pupils' knowledge about the opportunities to read the English literature in their surroundings. The aim was to make the pupils to realize all the possibilities that they have at their fingertips. The pupils had the possibility to borrow an English book in the school's English library. There were mainly simplified versions of the famous novels, fairy tales and short stories. The pupils can often borrow also the CDs with the audiobooks. The library in the town has a few books in English, however, the books are not topical and suitable for the pupils. Eventually, the pupils can always travel to the bookstores in bigger cities, order a book from the internet or download audiobooks.

The question: *Where do you get a chance to read a book in English (in your surroundings)?* was answered by 20 pupils, the most common answer was: *at home or on the internet*. Many pupils mentioned their siblings' libraries or the library in the nearest bigger town. Only one pupil answered that they does not know where to borrow an English book. Three pupils listed the school library as one of the options. A few pupils thought that it is better to buy their own English book (see Figure 11, Appendix 14).

2.5.6 Conclusion – The questionnaire for the pupils I.

The purpose of the questionnaire for the pupils was to examine immediate reactions on the reading and the reading activities that were presented during the research. Also, the questionnaire concludes the pupils' reading preferences and the opportunities to read an English book.

Pupils demonstrated that the gender preferences have a crucial role when working with the literary texts. Mainly girls want to read literary texts in English lessons. The choice of the genre differs among boys (adventurous fiction) and girls (young adult literature) at lower secondary schools. Moreover, boys prefer to discuss the text and their own reading (i.e. reading alone), whereas girls enjoy learning e.g. searching for the synonyms and the meanings and the use of English in English lessons (i.e. communication solely in English). Pupils' answers on the topic of the opportunities to read an English book in their surrounding exhibit the crucial role of the family on the development of the reading habits²². Many pupils listed their siblings as the opportunity to get to an English book. However, pupils also proved their ability to find English books online or to search for the opportunities to read an English book in their surroundings (i.e. school library, library in a town).

²² For more information see Chapter 1.3.1. *Literature and reading in the Czech environment.*

2.6 The questionnaire for teachers

The author has composed an online questionnaire for teachers in order to get a complex insight into the topic of literature in ELT. Namely, the author had addressed the English teachers from the lower secondary schools in the Czech Republic.

The main aims were to explore: the actual situation of the use of English literary texts, the teachers' reading habits and their transmission to the pupils at the lower secondary schools. FEP EE specifies the illustrative descriptors that should be reached in lessons of English at the elementary and lower secondary schools. Some of the illustrative descriptors define the possibility of the use of the literary texts in a foreign language. However, FEP EE does not provide any guidelines to the topic. Hence, the research has to include the English teachers who plan the lessons and use the methodology. The questionnaire for the teachers brings the professional insight into the topic. The teachers got the chance to express their opinions on the adapted or the authentic literary texts in the lessons, the pupil's reading literacy in English, the textbooks preferences, their own reading in the free time. The questionnaire has been distributed and answered in English.

The questionnaire consists of the 26 questions (see Appendix 13) and these can be divided into the following parts:

- The profile of the teachers
- The literary texts in ELT
- The adapted or the authentic texts
- The additional questions.

2.6.1 The profile of the teachers

The total number of 25 teachers (16 women, i.e. 64 per cent and 9 men i.e. 36 per cent) from the Czech Republic completed the questionnaire (see Figure 12, Appendix 14). None of the teachers was a native speaker. 21 teachers (i.e. 84 per cent) studied at university (see Figure 13, Appendix 14). The majority of teachers studied English language at the Faculty of Education (19 teachers, i.e. 76 per cent), the rest of the teachers attended basic teaching course (4 teachers, i.e. 16 per cent); or neither did they study at the Faculty of Education nor the basic teaching course (2 teachers, i.e. 8 per cent); see Figure 4 below. The respondents' years of

practice differ – some of the teachers have already been teaching for more than 5 years (9 teachers, i.e. 36 per cent). However, the majority of teachers (14 teachers, 64 per cent) is teaching only for the four years and less (see Figure 14, Appendix 14).

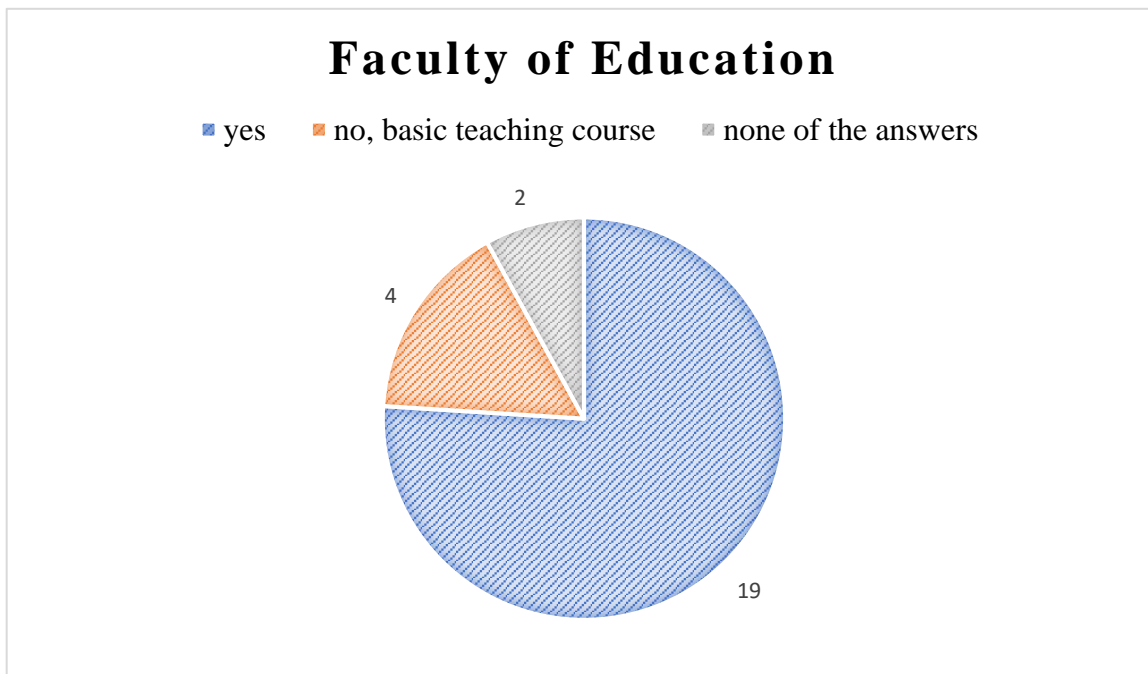


Figure 4: Q- I studied English language at the Faculty of Education.

2.6.2 Literary texts in ELT

The next question summarizes the role of the literary text in ELT. The teachers had to answer 11 questions concerning the literary texts in ELT. The purpose of questions was to research whether the teachers were taught or informed about the implementation of literary texts into the lessons. Also, they had a chance to express their experience on working with literary texts.

The first question explored teachers' encounter with the literary texts in education. The majority of teachers (17 teachers, i.e. 68 per cent) had been educated in the use of the literary texts in the ELT (see Figure 15, Appendix 14). 13 teachers (52 per cent) were taught about the use of the literary texts at the university and the 8 teachers (32 per cent) reported that they attended the seminars on the topic of literature in ELT (see Figure 16, Appendix 14). The open-ended question revealed that the teachers were mainly introduced to the methodology, the type

of the texts, the offers from the publishers and the possibilities to present English literature to the pupils.

Some of the answers on the open-ended question: *What has been presented to you / what have you found?* are listed here:

- “I have found some useful methods (using literary texts to practice the vocabulary with children etc.)”
- “The series of the nonsensical approaches and the methods that are unusable in the reality. Literature in ELT is not usable in the elementary education.”
- "There are surely great benefits, the pupils enlarge their vocabulary. They can read about their leisure time interests, they broaden their view. They get the real language, not the textbook phrases during the reading.”

The next question had to explore the teachers’ opinions on the given information and the instructions on the use of literature in ELT. The teachers could have chosen multiple answers in this question (see Figure 5 below). The teachers consider the given information and the instructions as difficult to be applied (15 teachers, i.e. 60 per cent) that is almost the same number of the teachers who considered the education on the topic as inspiring (14 teachers, i.e. 56 per cent). However, 13 teachers (52 per cent) would label the information and the instructions as useless and only 9 teachers (36 per cent) saw the presented knowledge about the literature in ELT as applicable into their lessons.

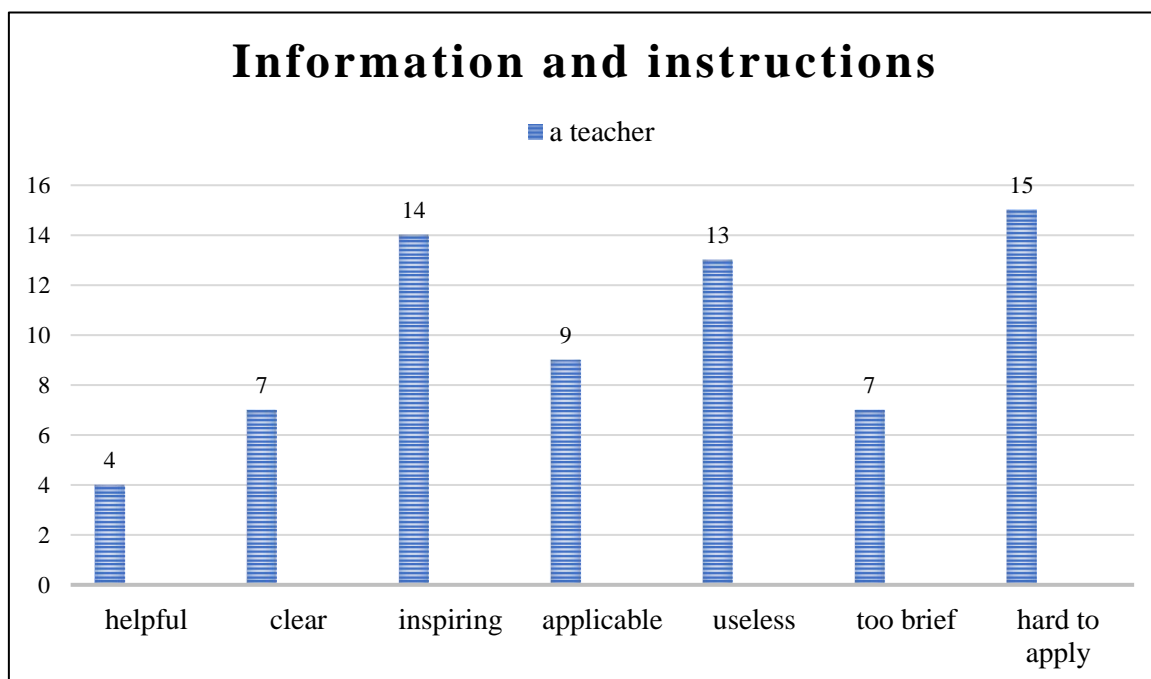


Figure 5: Q - Do you consider the information (about the literature in ELT) given / found as.

However, the previous results are contrary to the results on the use of literary texts in the English lessons. Almost a half of the teachers (12 teachers, i.e. 48 per cent) had answered that they have used a literary text in the lesson (see Figure 17, Appendix 14). Those who had used the literary text in the lessons used a short story (11 teachers, i.e. 44 per cent) the most frequently. The least popular is drama which has been used only by one teacher in the lessons. The teachers explained in the open-ended question why would they use the particular form of the text:

- “The short story because I think that it is better to have the whole story rather than just an extract from the book.”
- “The short story – the stories are always interesting for the pupils, but may be too long. The drama – the drama not only trains pupils' speaking skill but also the interaction with the others through role-play.”
- “Short stories or poems are fine because they are not usually very long and can be worked with within a lesson (45 minutes). And most pupils do not like the long texts.”

Additionally, the teachers think that the most appropriate format of the text to work with in the lessons is a short story / a fairy-tale (8 teachers, i.e. 32 per cent), then the magazine (6 teachers, i.e. 24 per cent) and a graphic novel (4 teachers, i.e. 15 per cent) – see Figure 18, Appendix 14.

The last two questions researched the benefits for the pupils and issues of the work with literary texts. The questions have offered to choose multiple answers (see Figure 19, Appendix 14). Firstly, the teachers see the practice of the reading skills (19 teachers from the total number of 25 teachers) and the practice of all the skills (19 teachers) as the most beneficial for the pupils. The least beneficial for the pupils are the understanding of the culture (6 teachers) and the social skills (3 teachers).

Secondly, the problems arising from the work with the text are the high number of pupils in the group and the pupils' inappropriate level of English (both have been chosen by 23 teachers from the 25 teachers), also, the time-consuming task (22 teachers) and the lack of the reading comprehension skills (20 teachers) are widely chosen figures (see Figure 20, Appendix 14).

To sum it up, teachers seem to be sceptical about the use of the literary texts in the ELT. Nevertheless, they list benefits and assume which text form could be appropriate for the reading activities at school. Half of them have already used the literary texts in the lesson, however, they do see rather issues than benefits when working with the literary texts.

2.6.3 Authentic or adapted texts, textbooks

Another set of questions is aimed to the using of the authentic or the adapted texts in ELT. The question: *What do you prefer?* has to examine teachers' preferences in the choice of the texts (i.e. authentic or adapted texts). The majority of teachers (11 teachers, i.e. 44 per cent) favour to use the adapted literary texts, the mixture of the adapted and the authentic texts is preferred by 9 teachers (36 per cent), and the authentic literary texts is appreciated only by 5 teachers (20 per cent) (see Figure 21, Appendix 14). Next question deals with the pupils' possibilities to read the authentic text in English. The teachers present that the pupils have following possibilities to read the authentic texts in English:

- "They can read these texts online."
- "They do not have any chance to read the authentic texts."
- "Sometimes the excerpts in textbooks but usually on the internet."
- "Some pupils get authentic books in English by themselves and read, some read blogs or internet articles, some play PC games with the people all over the world and chat in English."
- "I sometimes use authentic short texts in English lessons."
- "We have authentic texts in the school library."

The reading of the authentic literary texts has to be presented regard to the content of textbooks. The question: *What textbooks do you use? (the title, the publisher)* has been answered as the next. First, the teachers listed the textbooks they use in ELT (see Table 9 below). Next, the 13 teachers (i.e. 52 per cent) described that they come across the authentic literary texts in textbooks. Those were:

- "A magazine article (I do not know the author)."
- "A part of a dairy."
- "A fable (Friends by Aesop but I took it from Project textbook)."
- "Songs (Ebony and Ivory, Silvia's mother, America)."

Way to Win	Your Space	Project	Hello, kids!
FRAUS	FRAUS	OXFORD	SPN
8 teachers (32 per cent)	3 teachers (12 per cent)	12 teachers (48 per cent)	2 teachers (8 per cent)

Table 9: The textbooks that teachers use in ELT

The question: *Would you welcome the authentic literary texts in textbooks?* should have explored teachers' opinions on the authentic literary texts and the content of the textbooks. The 10 teachers (i.e. 40 per cent) admitted that they would appreciate the authentic texts in textbooks. In detail, the 3 teachers (12 per cent) reported that the actual situation of the authentic texts in textbooks is unsatisfying, so they would surely appreciate more of the authentic texts in textbooks. However, the 3 teachers (12 per cent) confessed that they would not know how to work with the authentic texts in ELT. The rest of the teachers (9 teachers, i.e. 36 per cent) did not have any opinion or would not welcome authentic literary texts in the textbooks (see Figure 22, Appendix 14). Also, the next question: *Do you think that the authentic literary texts DO NOT NEED to be included in textbooks?* summarized the similar opinions on the authentic literary texts in textbooks. The 11 teachers (44 per cent) believe that the authentic literary texts do not need to be included in the textbooks because textbooks serve different purposes. Also, the 7 teachers (28 per cent) admit that the authentic literary texts are reachable in the other ways contrary to the group of the 3 teachers (12 per cent) who declared the lack of the authentic texts in textbooks. The rest of the teachers (4 teachers, i.e. 16 per cent) did not have any opinion about the authentic literary texts in textbooks.

The question: *Would you welcome the seminar / course aimed to expand your knowledge about the using of the authentic literary texts in the lessons? (the methods, the sources etc.)* explored teachers' willingness to study the topic of using authentic literary texts in ELT. The 9 teachers (i.e. 36 per cent) had chosen the option *Yes. I would surely take a part..* However, 12 teachers (i.e. 48 per cent) answered that they are *not interested in these methods*. The two groups both consisting of 2 teachers (i.e. 8 per cent both) had chosen *I do not know* or *No. I prefer studying by myself to attending the seminars*. The last question of this topic explored rather the unwillingness to study the topic of using authentic literary texts in the lessons (see Figure 23, Appendix 14).

2.6.4 Additional questions

The last three questions were supposed to research teachers' reading habits and their personal recommendations. These questions did not fit into any of the previous categories.

The teachers enjoy reading English literature in their free time, however, many of them admit that they do not have much time to read:

- “I do not have time to read at home, but I like to read British writers for example Charles Dickens – Oliver Twist and Oscar Wilde – The Happy Prince.”
- “I have read the last book in English a month ago -Silver Bay by Jojo Moyes. I read mostly during holidays. I read about the five English books a year (I do not have much time during the school year).”
- “I read mostly Ian McEwans’ books, when I find some time between the preparations for the work. “
- “Evan Hunter: The Blackboard Jungle. I read one book per year.”
- “I love reading. I sit down with the book every day. I read the most American women writers – Toni Morrison, Doris Lessing, Alice Walker etc.”
- “When there is some time I read memoirs – f. e. W. S. Churchill’s Memoirs of the Second World War.”

Teachers *often (e.g. every second week)* recommend a book to the pupils (11 teachers, i.e. 44 per cent), however, the slight majority of teachers (14 teachers, 56 per cent) recommends the books *every lesson*. This can be assumed as the very positive trend (see Figure 24, Appendix 14). The personal recommendations to the pupils are following (the author lists only the authors and titles):

- John Greene – The Fault in Our Stars (a woman)
- Rainbow Rowell – Eleanor and Park (a woman)
- A. A. Milne – Winnie the Pooh (a woman)
- Jeff Kiney - Diary of Wimpy Kid (a man)
- J. D. Salinger – The Catcher in The Rye (a man)
- J. K. Rowling – Harry Potter series (a woman)
- Judith Kerr – The Tiger Who Came to Tea (a woman)
- Suzanne Collins – The Hunger Games (a man)

The answers have shown that the teachers are creative and able to recommend the books that they like. However, the teachers have chosen, also, the children books (i.e. The Tiger Who Came to Tea, Winnie the Pooh). Although, the children books do not need to cover simplified language. To summarize, the teachers have also listed the YA lit. which is appropriate for the pupils at the lower secondary schools.

2.6.5 Summary of the questionnaire for the teachers

The majority of the teachers were women who studied at the university. However, there were some teachers who neither studied at the university nor attended the basic teaching course. Those teachers teach English language, despite the fact that they do not have any required qualification for the teaching at the lower secondary schools. More than the half of the teachers can be considered as teachers – beginners (i.e. less than the 3 years of teaching career) in the induction phase of their professional career (Fessler in Bayer et.al., 2009, p. 12).

Many teachers were taught about the use of the literary texts at the university (52 per cent), although, some teachers (32 per cent) attended the seminars on the topic of literature in ELT. The teachers were educated on the wide range of topics; e.g. the methodology, the text types etc. Furthermore, the teachers found the information about the literary texts in ELT inspiring but difficult to be applied at the same time. The half of the teachers have used the literary texts in their lessons. In addition, they presented short stories or fairy tales. To conclude, the problematic issues (i.e. the pupils inappropriate level of English) outweighed the benefits (i.e. the practice of reading skills). However, the pupils' level inappropriate level of English cannot be seen as the obstacle. This indicates the teachers are not educated on the topic enough.

The teachers favour adapted texts and believe that the authentic texts can be encountered in the other ways than in the lessons. Moreover, the number of authentic texts that appear in textbooks could be increased. For instance, the *Way to Win* textbook includes the authentic texts, however, the percentage of teachers (32 per cent) who use the textbook is not high.

The last part of the questionnaire that was dealing with the teacher's reading habits and the personal recommendations discovered that teachers enjoy reading, however, many of them admit that they do not have enough time to read. Their preferences in reading differ according to their personal taste. In addition, the teachers recommend to their pupils English books often or every lesson. The personal recommendations include the children books and the YA lit.

2.7 The questionnaire for the pupils II.

The additional online questionnaire was handed out to the pupils two months after the author's teaching practice. The aim of the questionnaire was to research whether there is any change in the learners' perspectives on the literature in English lessons. The questionnaire aims to examine the motivation to read literature in English and the further use of the strategies to understand.

The questionnaire was answered 22 pupils (i.e. 14 boys, 8 girls). The questionnaire was given to the pupils in Czech language. The reason was to avoid misunderstanding. The author of the present thesis could not be present during the time when the pupils completed the questionnaire. The questionnaire is translated into English in the Appendix 12.

The questionnaire was divided into 3 sub-parts:

- The attitudes and the preferences towards English lessons and reading in English
- The reflections on the using of literature in the English lessons
- The pupils' wishes in English lessons

2.7.1 Attitudes and preferences

This topic represents the section of the questionnaire where pupils got a chance to express their attitudes towards English language and the preferences in English lessons (see Figure 6 below).

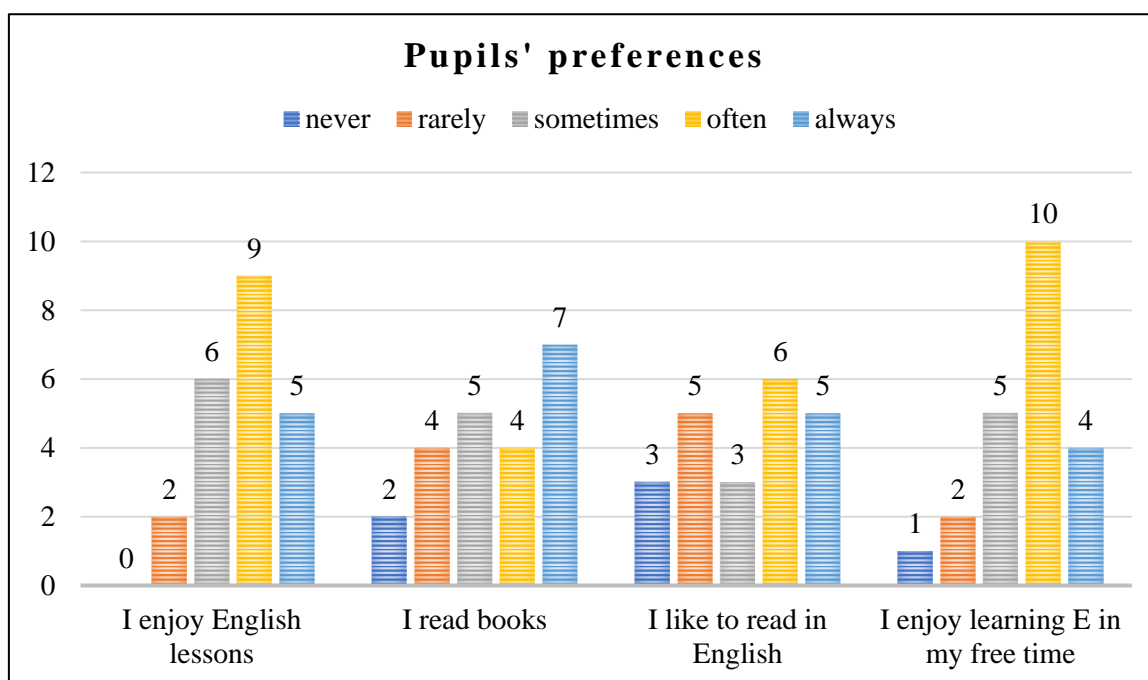


Figure 6: Q - Mark according to your opinion

Generally speaking, pupils' attitudes towards English lessons are positive. The pupils answered that they enjoy English lessons *often* (every second or third lesson/day) or *always* (i.e. 14 pupils, 64 per cent). The rest of the pupils (8 pupils, i.e. 36 per cent) enjoy English lessons *rarely* (once in a long time) or *sometimes* (a few times per month). The 6 pupils (27 per cent) had chosen that they read *never* or *rarely* (once in a long time). However, *always* and *often* had chosen 11 pupils (50 per cent).

Surprisingly, the 11 pupils enjoy reading books in English a lot (i.e. answer *often* and *always*; 50 per cent of the class). *Sometimes* and *rarely* read books 8 pupils (36 per cent). Only 3 pupils admit that they *never* read books in English.

The 14 pupils (64 per cent) had chosen the option: *I enjoy English learning in my free time often / always* in the last question. Rarely or sometimes read enjoy learning English at home 7 pupils (32 per cent) and only 1 pupil (4 per cent) had chosen *never*.

To summarize, the pupils are enthusiastic about reading books, the half of the class read in English a lot and 64 per cent of the pupils enjoy English learning out of school often or always.

2.7.2 Reflections – literature in English lessons

The pupils got a chance to assess the implementation of English literature into the lessons after the practice period. Surely, the situation was different when the author was not present at the school. Also, the pupils had enough time to fill in the questionnaire.

The pupils evaluated the activities presented during the teaching practice as beneficial (i.e. 20 pupils, 91 per cent), the rest did not have any opinion. The pupils had chosen the *strategies to understand* and the *motivational presentation* as the most beneficial parts from the lessons; the chosen options close to the previous answers were: *own thinking about the August's life, the August's story and the reading aloud – the practice of pronunciation*. The results in more detail are presented in the Figure 25 (see Appendix 14).

Exactly the half of the pupils had searched more information about the book *Wonder* and the 6 pupils (27 per cent) listed that they had read the whole book, which is the great achievement. However, the author of the present thesis may only believe the pupils in the previous answer. The open-ended task: *I have read following in English (after the research)...* investigated pupils free time encounters with English. The pupils mostly watched series and movies in English, some of them with English subtitles. Other pupils searched the web and read informative articles in English about the fishing, the Anime or the cars. One pupil used the website

*Help for English*²³ during the self-study time. Some pupils translated their favourite lyrics (Katy Perry, Matt Crosby, Eminem). The pupils who read in English, listed these titles:

Eleanor and Park

- Petr Pan (the simplified version)
- Hunger Games
- Diary of a Wimpy Kid
- Perks of Being a Wallflower.

The 14 pupils (64 per cent) later used the *strategies to understand*, the rest did not use them (8 pupils, 36 per cent). However, no one chose the answer: *I did not find them [the strategies] satisfactory for me* (see Figure 26, Appendix 14). The presentation about the motivation made the 16 pupils (73 per cent) feel motivated to study English for a long time, the rest (i.e. 6 pupils, 27 per cent) did not feel any change in their motivation.

2.7.3 Pupils' wishes in English lessons

The pupils' wishes investigate how pupils imagine their ideal English lessons. The reading and the activities presented during the teaching practice were limited by the given time. The first question in this section researches which activity would pupils prefer after the reading. The pupils could have chosen the multiple options; the results are presented in the Figure 7 (see below).

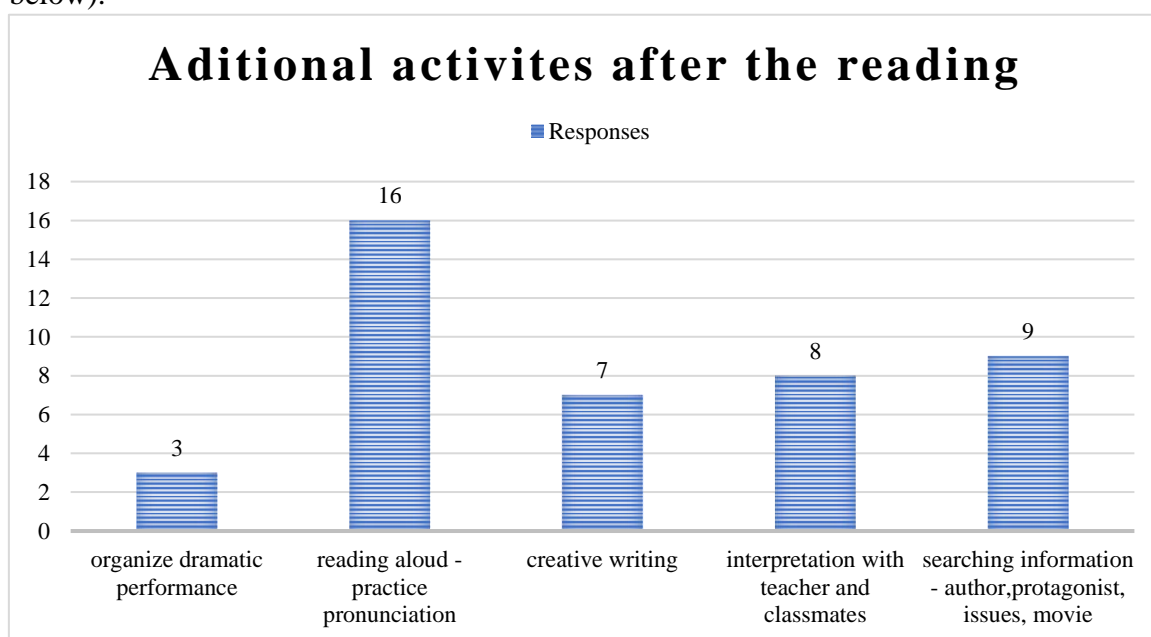


Figure 7: Additional activities after the reading

²³ See at <https://www.helpforenglish.cz/>

The next question examined the activities preferred by the pupils in the English lessons. The top three were the following ones: *to watch the videos in English, to attend the meetings and the workshops with the native speakers* and *to read an English book during a school year*. The least popular was the option: *I would not change anything. I like the lessons*. The individual preferences are presented in Figure 27 (see Appendix 14).

In conclusion, the second question summarizes pupils' desire to read the literature in English lessons. A bit more than the half of the class (i.e. 12 pupils, 55 per cent) missed the reading while the rest of the class (10 pupils, 45 per cent) did not. However, pupils' wishes also represent the actuality and openness towards the new expanded learning techniques (i.e. workshops, meetings, media implementation and reading of the authentic literary texts).

2.7.4 Summary – the questionnaire for pupils

The pupils got the chance to reflect on activities which they had encountered for the first time in their English lessons. In general, the pupils labelled English as the popular subject. Also, the reading is considered as the favourite activity among the lower secondary grade pupils, namely 9th graders. Surprisingly, more than the half of the class (i.e. 16 pupils) enjoys reading and exactly half of the class reads in English. Furthermore, the pupils like to read alone and one third of them reads in English extensively at home. If the English reading had been the part of the lessons, pupils would have appreciated: *to practice the pronunciation and the reading aloud* as the additional activity; followed by *the searching for the information and the interpretation with a teacher and the classmates*.

The results show that the situation at the researched lower secondary school did not correspond with the pupils' desires. Their wishes cannot be satisfied, when the teachers used only textbooks as the main material and did not support the needs with other materials that correspond with the life of 15-year-old pupils. The pupils wish to watch videos, meet the native speakers and read in English. Their possibilities are to look up the information online in English, get an English book, translate the favourite lyrics, study from the online sources at home and read the books in English. Taking in consideration their level of English, pupils proved to be more advanced in English. Some of them even exceeded the requirements listed in common reference levels for the A2 level of English²⁴. If the teachers made the English lessons topical,

²⁴ Specification of the common reference levels A1 and A2 can be found in the Chapter 1.2.2 *Characteristics of the educational area*.

authentic and interesting, the pupils would learn with joy and their learning would correspond with the changeable nature of the today's world.

2.8 Final evaluation

The introductory activities created the base for the further activities during the practice period. The presentation on motivation linked all the lessons and offered a great base for the subsequent activities. According to the observations, the pupils were not reserved and participated actively.

The reading was supported by the choice of different classroom setting. The pupils were placed into the circle and encouraged to feel secure during the reading even when they were not sure about the pronunciation or were used to read in the slower pace. Furthermore, the new method and the August's story provoked the weaker pupils to take part in the discussion. The worksheets were designed to examine the different areas from the reading comprehension and the interpretation of the text to the elusive measurement of the creativity and the personal experience. In general, the pupils reported the positive feedback and were determined to read the authentic English literature more than before the reading activities. Also, the outcomes from the work with the text prove that pupils possess high level of reading literacy and *creative literary expressivity*²⁵.

The after-reading questionnaire –*Questionnaire for the pupils I* – revealed which parts of the work with the text pupils considered as beneficial. Moreover, the answers which differed due to the gender differences were interesting and proved many characteristics of the adolescence period: e.g. the interest in the common interest groups, the girls' empathetic nature, and the boys' reluctant cooperation. For instance, the boys preferred to discuss the text and read on their own, whereas girls wanted to improve their skills during the task based on the searching for the meanings and the synonyms and to use the English language in the lessons (i.e. elimination of a mother tongue in the lessons).

The teachers who completed the *Questionnaire for teachers* conclude current situation of ELT at the lower secondary schools. The teachers do not prefer to include reading in their teaching mostly because of the large group of pupils in the lessons, time-consuming tasks and the pupils' inappropriate level of English. However, the teachers seemed to have limited

²⁵ For more information see Chapter 1.4.6. *Methodology of a reading literary texts in ELT*.

knowledge of methodology and information about the topic. These features discourage teachers from the using of authentic literary texts in lessons. In general, teachers prefer the adapted text above the authentic texts. The teachers are able to list advantages of the use of the authentic texts, however, they are not interested in the implementation of the authentic texts in the lessons. The teachers also confess that they do not have much time to read. Those who read were also able to recommend high quality reading to pupils, however, due to the lack of time for reading it is not surprising that they do not include reading in their teaching practice. The teachers, probably, rely too much on the educational objectives and forget to implement interest, curiosity and entertainment into the lessons.

The final *Questionnaire for the pupils II.* reports their views on the activities presented during the teaching practise and the personal changes that occurred after the involvement in their ordinary lessons. To summarize, the pupils listed English as the matter that they are keen to study in their free time. Many of them admitted that they had read the rest of the book or read some other books in English. They are also able to inform themselves online on the different topics in English or to obtain an English book in many ways. The pupils would appreciate reading in English lessons. In general, they evaluated the research activities pretty much the same as in the first questionnaire. Moreover, it has been proved that the joy and authenticity accompany pupils' interest in the reading literary texts.

CONCLUSION

The present diploma thesis is focused on the using of literature in ELT at lower secondary schools. The main aim of the theoretical part was to examine the characteristics and the developmental changes of young adolescents, the role of the literature in education, the role of the foreign languages in the elementary education, the reading literacy and readership at lower secondary schools, the role of the literature in the ELT and its features. This part gave the deeper insight into the curricular documents and literature, the process of reading in English, the text types, the reading strategies, the methodology of reading and the phenomenon of young adult literature with the focus on the book *Wonder* by R. J. Palacio.

The main outcome of the practical part was the research dealing with the usage of authentic literary texts in ELT. Research's participants were the pupils of the 9th year of the particular lower secondary school in Olomouc region and lower secondary English teachers from the Czech Republic. The main part, which was realized during the author's teaching practice consisted of pre-reading activities, the authentic literary text reading and the work with the worksheet. The mentioned parts were supported with the questionnaires and questionnaire that helped to bring the more complex view into the problematics of using English literature at the lower-secondary schools. The questionnaires were designed for the pupils and the questionnaire for the teachers. The teachers were given the questionnaire after the research and the pupils got the two questionnaires – the first questionnaire has been given to them at the end of the teaching practice and the second questionnaire two months after that. The practical part tries to find answers to the following research questions.

The first research question is “How pupils and teachers perceive reading of an authentic literary text in English lessons?”. It was found that pupils appreciate authentic literary texts in the lessons, they have enjoyed the activities and according to the author's observations participated lively. Pupils list as the beneficial the work with the text that provides more information about the background of the story or book. Also, they enjoy discussion about the text, interpretation and searching for the understanding of the text. Moreover, they are keen to practice pronunciation or search for the different ways how to learn a new vocabulary. Some pupils read the rest of the presented book and many pupils expressed their wishes to read literary texts more in the English lessons.

The second question: “What are the main features of the reading literacy in ELT?” explore the nature of the reading literacy in ELT. The worksheet reading and the questionnaires proved that the majority of pupils possess high level of reading literacy. The features of the reading

literacy can be summarized with the following list. Pupils were able to identify the text structure and intention of the text. They could have constructed the meaning of the text and also developed the new understandings. Pupils accessed prior knowledge and made connections with the new information. Furthermore, pupils were keen to search for the further information on different topics. To summarize, the reading literacy in a foreign language resembles the features of the reading literacy in a mother tongue.

The third research question “How can pupils benefit from using literature in English lessons?” has been considered from two perspectives. One of them is the perspective of pupils, in which the understanding and interpretation of a text are the benefits that pupils have appreciated the most. However, there are gender differences in the benefits. For instance, girls enjoy the deeper work with the text (i.e. searching for the synonyms and the meanings) and boys favour the practice of pronunciation. Teachers see practice of reading skills and practice of all the skills as the most beneficial when using literature in English lessons. Surprisingly, teachers consider the development of the tolerance and understanding together with the understanding of the culture as the least beneficial aspects of the work with the authentic literary texts in ELT.

The fourth question explores if teachers prefer adapted or authentic texts in ELT. According to the questionnaire, teachers prefer adapted texts over the authentic texts. More than a half of the teachers is aware of the benefits that reading of authentic texts can bring. However, the large group of pupils in the lessons, time-consuming task and inappropriate level of English are seen as the barriers in the implementation of the authentic literary texts in the lessons. Although, teachers’ lack of the methodology and the underestimation of the pupils’ abilities to learn from the authentic texts create unfavourable environment for the application of the new techniques in ELT. In general, teachers are not interested to implement authentic literary texts into ELT. They believe that these texts can be reached in the different ways than at the school. Many teachers have the opinion that authentic texts are suitable only for intermediate pupils. They prefer to use them because simplified grammar and vocabulary does not discourage pupils from reading. Even though teachers do know about pupils who read extensively in English, they are still not interested to use authentic texts in the lessons.

The last question: “What type of activities connected with the reading do pupils appreciate in the English lessons?” has been discussed in the questionnaires that have been distributed among pupils. The activities are: the discussion about the text, their own reading, use of the English language in the lessons, searching for the synonyms and the meanings and the interpretation of the text. However, the results may be disputable. Pupils listed mainly practical activities as the favourite activities also for the future learning. In fact, they are not familiar with the

activities such as acting (i.e. role play) or creative writing. Taking in consideration their expected level of English, pupils are in the category of pre-intermediate learners (see Chapter 1.2.2. *Characteristics of the educational area*). However, their ability to read a novel in English language without the difficulties argues that the problem cannot lie in their knowledge but rather in the teachers' lack of imagination, willingness and an experience to try new learning styles and activities in English lessons.

There are some problems which arisen during the research. The main problem was the problematic approach resulting from the two areas. These are lack of time and large size of the group. Especially this kind of research has to be done extensively over long period of time. The processes of getting to know pupils, understanding their needs, preparing them for the lessons they are not used to are the barriers that are hard to eliminate with the limited amount of time. The size of the group was the problem that could not be solved at the moment of the research, however, the group should have been reduced for the optimal creative environment that celebrates every individual. For the future research, the author would recommend to study a larger sample of schools for a better comparison and more general output. Mainly, comparison of smaller and larger schools, different socio-economical environments or age groups.

The main outcome of the research is pupils' positive outlook on the reading at school or at home, they consider the use of English in different situations as a part of the everyday life, which can help us to understand the needs of the authentic and actual ELT. The reading covers experiential learning and creative literary expressivity which is hard to measure or investigate. This aspect creates a large outcome of the reading activities and surely cannot be omitted from any research, however, requires long-term study.

To summarize, the author of the present thesis hope that new approaches and methods will be more available to the teachers in the future, especially the using of American or British literature in ELT. This fact may bring a new creative and innovative means that correspond to the society's contemporary needs.

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Appendix 1: Lesson plan – Motivation, My goals

Teacher: Bc. Tereza Mikulenková ()	Grade: ██████ ZŠ Javorník
Theme: Motivation to learn English, the future goals	Pupils: 23
Aims of the lesson: Pupils take in consideration the importance of English in the today's world. Pupils can set future goals and discuss them.	Type of the lesson: Frontal instruction. Pair work.
Content: <ol style="list-style-type: none"> 1. Greeting, explanation of the lesson's content. 2. Brainstorming – Motivation. Pupils write words associated with the motivation on the whiteboard. 3. Discussion: (questions are written on the whiteboard) <ol style="list-style-type: none"> a. <i>What do you choose as the most important for a 15 years old boy or a girl?</i> (from the words on the whiteboard) b. <i>Who motivates you to learn English?</i> 4. Presentation about Motivation – online presentation illustrating the areas where a knowledge of English is important and helpful (e.g. travelling, information searching, free time activities, education, future career). 5. Work with the worksheet – My goals. 6. Discussion (in pairs): (questions are written on the whiteboard) <ol style="list-style-type: none"> a. <i>Which goal is the hardest/easiest to achieve for you?</i> b. <i>What can you do to achieve your goal/s?</i> 7. Pupils voluntarily share the goals that they had written down. 8. Explanation of the words that pupils have listed as unknown during the lesson. 	Timing
	Parts: 1 – 3 15 mins
	Part: 4 10 mins
Learning tools: <ul style="list-style-type: none"> ✓ worksheets (see Appendix 3) ✓ presentation ✓ whiteboard 	Parts: 5 – 8 20 mins
My reflection: At first, I was not sure if I would be able to go through the all of the activities during 45 minutes. However, the necessity to motivate the pupils before the main part of my teaching practise (reading of the authentic text) was pushing me to check the time and do everything what was on the plan. Teenage pupils need to present their opinions and speak quite openly about their visions. This was the case of ██████. Pupils enjoyed the lesson. Especially the parts where they could have shared their opinions and attitudes, although, they stayed focused also during the presentation. I could have covered everything what I had planned which was a small success for me. I did not have to deal with the discipline related issues. There were only two words that needed to be explained: <i>enrolment</i> and <i>vehicle</i> . To summarize, I am sure that pupils were instantly motivated. Two girls and one boy even wanted to discuss the possibilities to travel abroad to USA or England. I consider this lesson as successful.	

Appendix 2: Presentation - Motivation



Image 1: English and possibilities

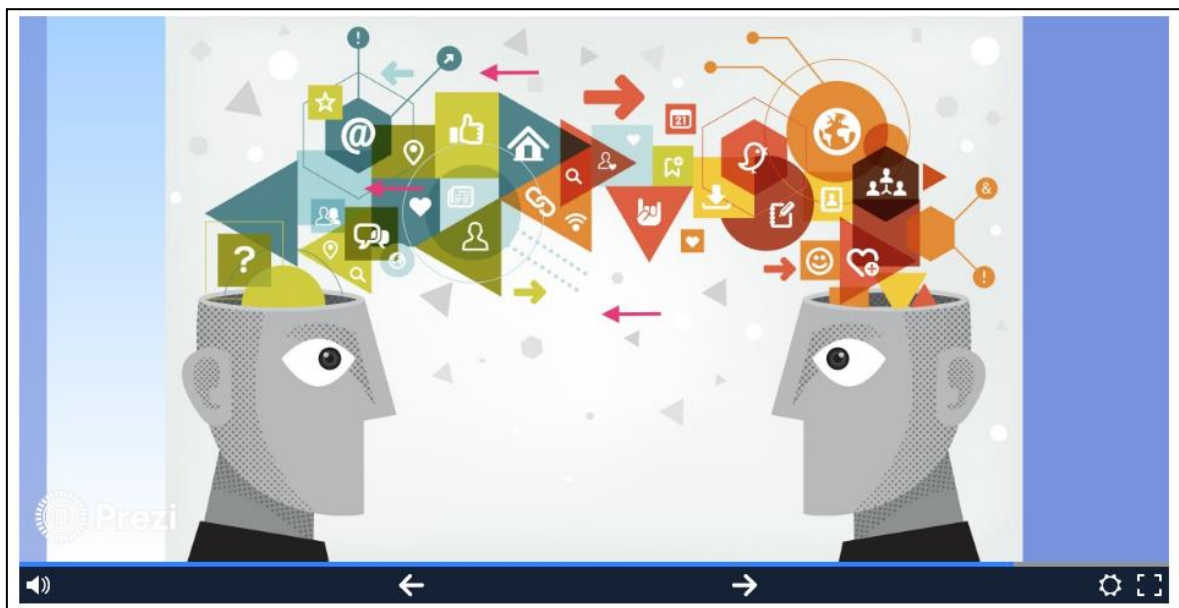
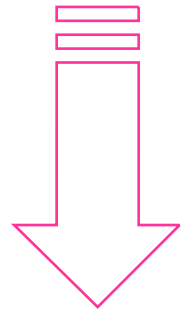
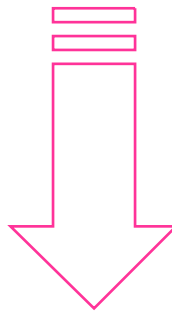
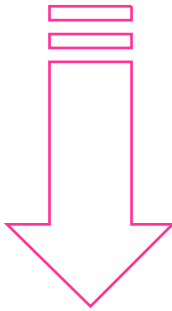
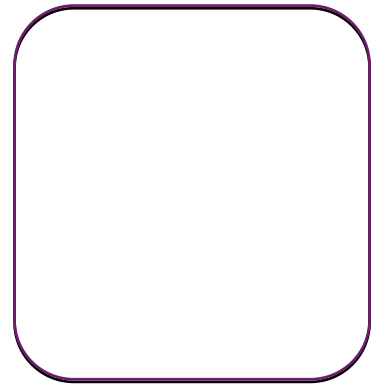
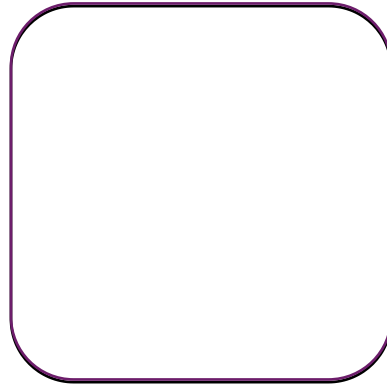
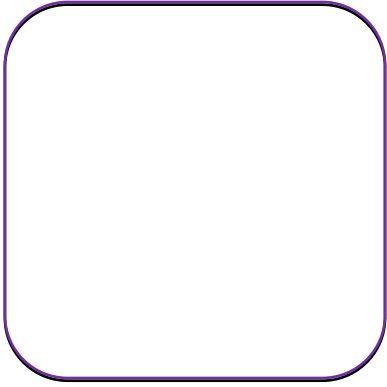


Image 2: the new friendships, the new opportunities, the new perspectives.

Appendix 3: Handout - My Goals

I WANT TO ACHIEVE THESE GOALS: (write down three goals)



I CAN DO THESE THINGS TO REACH MY GOALS: (write down three in each column)

- 1.
- 2.
- 3.


- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

Appendix 4: Lesson plan – Strategies to understand

Teacher: Bc. Tereza Mikulenková ()	Grade: ██████████ ZŠ Javorník
Theme: Strategies to understand	Pupils: 23
Aims of the lesson: Pupils expand their learning techniques (vocabulary and grammar learning). Pupils apply presented strategies into the practice.	Type of the lesson: Frontal inst. Pair work.
Content: <ol style="list-style-type: none"> 1. Greeting, explanation of the lesson's content. 2. Explanation of the row (parts of speech): noun – verb – adjective. Pupils are given prepared worksheets. 3. Discussion: (questions are written on the whiteboard) <ol style="list-style-type: none"> a. <i>Where can you learn a new vocabulary?</i> b. <i>How would you try to remember new vocabulary?</i> c. <i>Which word that you now the rest of the class does not know?</i> Pupils discuss qs. in pairs, later present their ideas to the whole group. 4. Work with the worksheet – Strategies to understand. Pupils are told to make notes during the explanation. Teacher follows the worksheet with the online presentation. 5. Discussion: (questions are written on the whiteboard) <ol style="list-style-type: none"> a. <i>Which strategy do you like the most?</i> b. <i>Which strategy is the best for you / Which strategy would be for you the best to work with?</i> 6. Pupils try to fill parts of speech row. Pupils draw a picture to connect the word with visual aid (words: imagination, umbrella, pillow). 7. Explanation of the words pupils listed as unknown during the lesson. 	Timing
	Parts: 1 – 3 15 mins
	Part: 4 15 mins
Learning tools: <ul style="list-style-type: none"> ✓ working sheets (see Appendix), dictionaries ✓ presentation ✓ whiteboard 	Parts: 5 – 7 15 mins
	My reflection: This lesson was demanding for me, not only because of the amount of subject matter to explain, but also, because of the size of the group. The distribution of the activity during the tasks was challenging. There is no chance to involve everyone with such a big group of pupils. Also, to work individually or pay attention to pupils who are not able to follow the lesson in the set pace is impossible. Especially for a student-teacher (me) with a limited experience. Some terms were new for the pupils: noun, verb, adjective. However, they were familiar with the Czech equivalents and their functions. They liked the activities which involved new ways how to deal with an unknown word. I liked the lesson, I could have conveyed a new knowledge though means that I like and I personally find innovative and interesting.

Appendix 5: Presentation – Strategies to understand



Strategies to understand:

1. look up the word in the dictionary
2. search internet for pictures
3. write down a 'collocation' (part of the sentence)
4. draw the picture / symbol of the word
5. look for similar meanings
6. connections > search for a song, a famous person
7. find similar words
8. translation into Czech

Image 1: Strategies to understand

SIMILAR MEANINGS

ORDINARY normal
 typical
 natural

Tuesday is an ordinary day. ✓

Valentine's day is not an ordinary day. ✗

Image 2: Similar meanings of words – searching for the synonyms.

SIMILAR WORDS

"parts of speech"

play	-	to play	
knowledge	-	to know	
feeling	-	to feel	
magic	-	to do magic	- magic (trick)
scream	-	to scream	- screaming (kids)
noise	-	to make noise	- noisy (street)
sadness	-	to be sad	- sad (dog)

NOUN - VERB - ADJECTIVE

Image 3: Rows, parts of speech – strategy called: ‘similar words’

Appendix 6: Handout – Strategies to understand

STRATEGIES TO UNDERSTAND

1. look up the word in the dictionary
2. search internet for pictures
3. write down a 'collocation' (part of the sentence)
4. draw the word
5. look for the similar meanings
6. make connections > search for a song, a famous person
7. find similar words²⁶
8. translate into Czech

SIMILAR WORDS

play - to play

magic - to do magic - magic(trick)

scream- to scream - screaming (kids)

NOUN - VERB - ADJECTIVE

²⁶ i.e. parts of speech

- ✓ worksheet (see Appendix)
- ✓ presentation
- ✓ whiteboard

My reflection:

I had to plan the lesson and watch the time precisely. Again, I was dealing with the ‘big group’ problem (how do I spread the reading, how do I divide pupils in the group).

However, I have decided to read in a circle to be closer to the pupils and to set friendly atmosphere with attention to every individual. This helped me to focus on everyone and keep the eye on pupils that needed help while pronouncing. Also, to ‘lower’ on pupils’ level, when discussing different questions, helped me to be accepted as the one of the participants. The pupils just naturally created groups without the further instructions. They participated nicely.

I was surprised by how many words I did not need to explain (or translate), pupils understood that they can get the meaning from the context. Pupils participated much more freely at the end of the lesson. I did not persuade weaker pupils to participate, some of them tried to express themselves and advanced pupils gave them space; some pupils were not interested in participation at all. I have seen cooperation in some groups of pupils.

I wanted to use the two lessons for the reading, although, I needed the rest of the second lesson for the following activity – fulfilling of the worksheet. In total, I have used the lesson and a half (around 65mins).

In general, I enjoyed the lesson. Pupils seemed to have fun too and their participation was really good. They surprised me with their efforts to express their opinions.

I had to correct pupils’ pronunciation many times. Some of them got instructions to write down the pronunciation of certain words into their notes. The problematic words were: *August, actually, noises, yelling, realizes.*

For the future teaching, I would distribute different questions to the different groups. Using literature in the lessons is not a nonsense and I will use authentic texts for sure in my future profession.

Appendix 8: Presentation - Reading

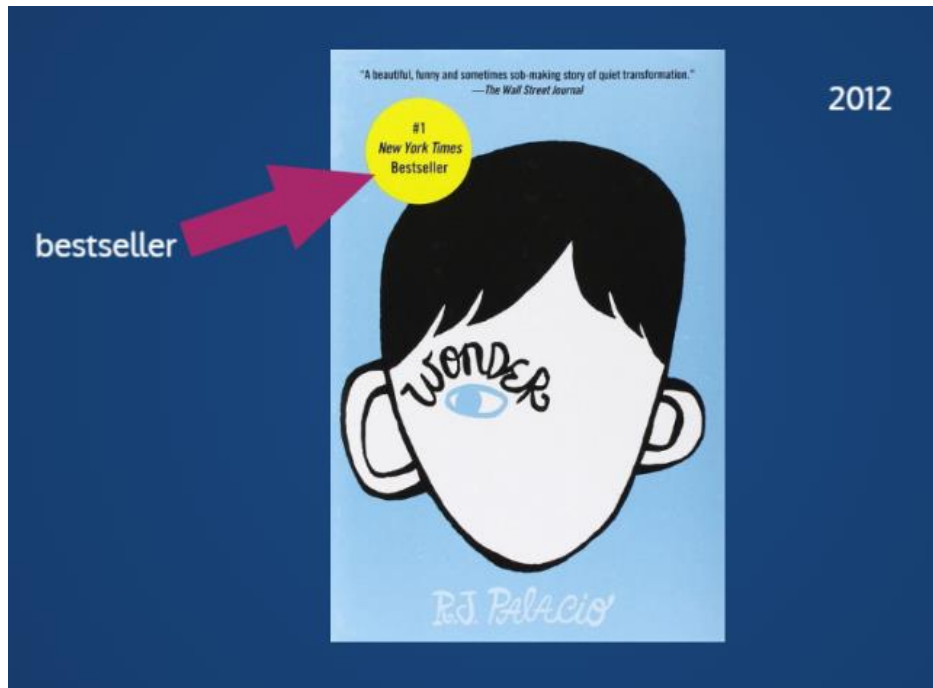


Image 1: Wonder – cover page



Image 2: R. J. Palacio – information about the author



Image 3: Natalie Merchant's song Wonder, inspiration for the book's title

Appendix 9: Reading – *Ordinary* (R. J. Palacio – Wonder)

Part One

August

Fate smiled and destiny laughed
as she came to my cradle . . .

—Natalie Merchant,
"Wonder"

Ordinary

I know I'm not an ordinary ten-year-old kid. I mean, sure, I do ordinary things. I eat ice cream. I ride my bike. I play ball. I have an Xbox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't get stared at wherever they go. MAKING PREDICTIONS

If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one ever noticed at all. I would wish that I could walk down the street without people seeing me and then doing that look-away thing. Here's what I think: the only reason I'm not ordinary is that no one else sees me that way.

But I'm kind of used to how I look by now. I know how to pretend I don't see the faces people make. We've all gotten pretty good at that sort of thing: me, Mom and Dad, Via. Actually, I take that back: Via's not so good at it. She can get really annoyed when people do something rude. Like, for instance, one time in the playground some older kids made some noises. I don't even know what the noises were exactly because I didn't hear them myself, but Via heard and she just started yelling at the kids. That's the way she is. I'm not that way. MAKING PREDICTIONS, ANSWER QUESTIONS

Via doesn't see me as ordinary. She says she does, but if I were ordinary, she wouldn't feel like she needs to protect me as much. And Mom and Dad don't see me as ordinary, either. They see me as extraordinary. I think the only person in the world who realizes how ordinary I am is me.

My name is August, by the way. I won't describe what I look like. Whatever you're thinking, it's probably worse. DISCUSSION

Appendix 10: Worksheet - Reading

Name: _____

Age: _____

Girl - Boy

1. Answer these questions: OPEN-ENDED QUESTIONS ABOUT THE BOOK

What is the name of the book?

What is the name of the dictionary where synonyms can be found?

The author (R. J. Palacio) was inspired to write the book by a song called “Wonder”, who sings the song?

2. Pick the right answer according to the text: READING COMPREHENSION

August is different than other kids, because:

- his one leg is shorter than the other.
- he doesn't have any parents.
- his face is not ordinary.

What were Via's emotions at the playground?

- She was happy.
- She was sad.
- She was annoyed.

Where do people look when they do the *look-away thing*?

- People look at August's face.
- People don't look at August's face.
- People look at August's back.

Why yelled Via at the kids?

- Because the kids were rude.
- Because Via was happy to be outside.
- Because August fell down.

Who is the only person in the world who realizes how ordinary August is?

- Mom and Via
- Dad
- August

GRAMMAR AND VOCABULARY ACQUISITION AND LEARNING

3. Fill in the phrasal verbs from the text:

I _____ my sister because she was wearing my clothes.

We are scared of dogs. When we see them we _____.

4. Find synonyms of these words in the text:

place where kids play - _____

LISTEN - _____

father - _____

characterize - _____

naughty - _____

THINGS - _____

for example - _____

natural - _____

5. Use the synonyms of the words (written in the capital letters) in two sentences:

6. Pick three words you did not understand? / Three words that were difficult to understand for you.

7. Fill in the missing words:

NOUN	VERB	ADJECTIVE
_____	to do magic	_____ (trick)
scream	_____	screaming (kids)
_____	to speak	_____ (activity)
start	_____	_____ (point)
good	_____	_____ (girl)
_____	to be happy	_____ (birthday)

8. Create a mind map with a word from the text (1 word + 5 related words of your choice)? **CREATIVITY AND READING**

9. What would you say to August if you got a chance to meet him in person?

10. How do you understand this sentence:

INTERPRETATION AND UNDERSTANDING

“Here’s what I think : the only reason I’m not ordinary is that no one else sees me that way.” (Ordinary; lines 8, 9)

11. Did you like the extract? Please, explain. Do you want to read the book in the future?

Appendix 11: The Questionnaire for the pupils I.

age: _____ gender: _____

1. Which parts of the work with the text would you consider as:
 - a. the most beneficial

- b. the least beneficial

(reading aloud – the pronunciation; work with the text – searching the synonyms and meanings; work with the text – information about the author, my own reading; the book and its creation; interpretation – understanding of the text; the discussion about the text, the plot, the characters)

2. Choose the part of the work which you enjoyed the most. Explain your choice.

3. Would you work with the text differently? If yes – how?

4. Would you like to read English literature in the lessons more often? Which genre? Which book would you like to read in English (British, American or other foreign author)?

5. Where do you get a chance to read a book in English (in your surroundings)?

Evaluate the teacher – Tereza Mikulenková:

Appendix 12: The Questionnaire for teachers

1. I am:

a man / a woman

2. English is my mother tongue:

yes / no

3. I studied at university:

yes / no

4. I studied Faculty of Education – English language:

yes / No, I have studied the basic teaching course. / none of the answers

5. I have __ years of practice:

6. Have you ever been educated about the use of the literary texts in the ELT?

yes / no / I do not remember.

7. Where have you heard about the use of the literary texts in the ELT?

the seminars for teachers / the university / my own interest / I have not heard about it yet.

8. What has been presented to you / what have you found? Please specify. (a source, principles, methods, approaches, games, benefits)

9. Do you consider the information (about the literature in ELT) given / found as:

helpful / clear / inspiring / applicable / useless for my lessons / too brief / hard to understand / hard to apply / I did not consider any use of literary text in ELT.

10. Have you ever used a literary text in the lesson?

yes / no / I have no idea how to blend such activity into my lessons. / My pupils are not interested. / These innovative methods are not welcomed at my school.

11. If yes, which form do you use the most often?

the novel / the short story / the diary / the poem/ the drama / none

12. Which form (the novel, the poem etc.) would you use for sure? Why?

13. Which format do you think is the most appropriate for the pupils to read?

an ordinary literary text (a short story / a fairy-tale) / a graphic novel / a diary / a blog / a newspaper / a magazine / an encyclopaedia

14. In which manner can the pupils benefit from the literary activities in the ELT?

the growth of vocabulary / the grammar acquisition / the practise of the reading skill / the practice of all the skills / the understanding of the culture / the development of the

tolerance and the understanding / the development of the imagination / the extension of reading literacy / the entertaining nature

15. What do you consider as the problematic issue when working with the literary text?

the lack of interest / the inappropriate level of English / the length of the extract / the lack of the background knowledge / the lack of the reading comprehension skills / the format is inapplicable to SEP / the time-consuming tasks / the high number of pupils in the group

16. What do you prefer?

the authentic texts / the adapted texts (e.g. Penguin readers) / I like to work with both the authentic and the adapted versions. / I do not have any opinion about this.

17. Where do the pupils get a chance to read the authentic texts in English?

18. What textbooks do you use? (the title, the publisher)

19. Do you come across the authentic literary texts in textbooks?

yes / no

20. Which of the authentic texts from textbooks do you recall?

21. Would you welcome the authentic literary texts in textbooks?

yes / no / I do not have any opinion. / I am not sure if I would be able to work with them in the lesson. / I would surely welcome the authentic literary texts in comparison to the actual textbook situation.

22. Do you think that the authentic literary texts DO NOT NEED to be included in textbooks?

Yes. They are reachable in the other ways. / Yes. Textbooks serve the different purposes. / Yes. The authentic texts are not suitable for the pupils at lower secondary schools. / No. They should be included. / No. There is certainly a lack of the authentic texts in textbooks. / I do not have any opinion.

23. Would you welcome the seminar / course aimed to expand your knowledge about the using of the authentic literary texts in the lessons? (the methods, the sources etc.)

Yes. I would surely take a part. / No. I am not interested in these methods. / I do not know. / No. I prefer studying by myself to attending the seminars.

24. Do you read English literature in your free time? If yes, please add the title, the author and the frequency.

25. How often do you recommend an English book to the pupils?

never / few times a year / quite often (e.g. every second week) / every lesson

26. Which book would you recommend to your pupils?

Appendix 13: The Questionnaire for the pupils II.

1. Jsem:

chlapec / dívka

2. Vyber podle svého názoru:

Nikdy – zřídka – občas – často - vždy

Hodiny anglického jazyka mě baví:

Čtu knihy:

Mám rád čtení v anglickém jazyce:

Rád se učím anglický jazyk ve svém volném čase:

Nikdy – zřídka (jednou za hodně dlouhou dobu) – občas (párkrát v měsíci) – často (každou druhou nebo třetí hodinu / den) – vždy

3. Rád/a bych v hodinách anglického jazyka:

pracoval s anglickými texty / navštěvoval setkání a workshopy s rodilými mluvčími / nic bych neměnil / pracoval s jinými materiály ne pouze s učebnicí / sledoval videa v anglickém jazyce / sledoval videa v anglickém jazyce a analyzoval jazyk / poslouchal BBC rádio (rozhovory, hudbu, rozhlasové show) / četl anglickou knihu v průběhu roku / vypracovával více gramatických cvičení / nacvičoval psaný projev

4. Když se ohlédnu, tak aktivity spojené se čtením hodnotím jako: (úvodní aktivity, pracovní listy)

užitečné / neužitečné / nemám žádný názor / aktivity se mi nelíbily

5. Nejvíce užitečné pro mě bylo:

strategie porozumění / Nemyslím si, že by pro mě bylo cokoli inovativní. Rád/a čtu doma, protože je to lepší než čtení ve škole. / čtení nahlas – výslovnost / interpretace textu hlavní myšlenka / gramatika, slovní zásoba / prezentace – motivace / mé vlastní přemýšlení o Augustově osudu / příběh neobyčejného chlapce Augusta / práce s pracovním listem po čtení / zapisování poznámek / Práce s textem mě nebavila. Rád bych se těmto aktivitám již v budoucnosti nevěnoval/a.

6. Co bys rád/a dělala po přečtení úryvku z knihy *Wonder*:

Rád bych hrál/a v divadelní hře, která by popisovala Augustův příběh. / četl/a nahlas – procvičoval/a výslovnost / kreativní psaní / interpretoval/a příběh se spolužáky a učitelem / hledal/a informace o knize, autorovi, filmu, hlavních postavách

7. Hledal jsem si informace o knize po přečtení:

ano / ne

8. Knihu jsem přečetl:

ano / ne

9. Po aktivitách, kterých jsem se zúčastnil/a ve škole jsem četl následující v anglickém jazyce:

10. Použil/a jsem strategie porozumění:

ano / ne

11. Cítil/a jsem se motivovaný/á učit se anglicky po prezentaci o motivaci:

ano / ne / nevím

12. Chybí mi čtení literárních textů v anglickém jazyce:

ano / ne

1. I am:

a boy / a girl

2. Mark according to your opinion:

never – rarely – sometimes – often - always

I enjoy English lessons:

I read books:

I enjoy reading in English:

I enjoy learning English in my free-time:

Never – rarely (once in a long time) – sometimes (a few times per month) – often (every second or third lesson/day) - always

3. I would welcome to do in the English lessons: (multiple choice question)

work with the English texts / attend meetings and workshops with a native speakers / I would not change anything in our lessons. / to work with other materials than just with the textbook / to watch videos in English / to watch videos in English and analyse the language of the speaker / listen BBC radio (interviews, music, radio shows) / read an English book during the school year / do more grammatical exercises / practice writing skills / learn English history and culture (arts, famous people, contemporary situation in the English-speaking countries)

4. When I look back, the research activities were: (i.e. introductory act., worksheet reading)

beneficial for me / not beneficial for me / I do not have any opinion. / I did not like the activities.

5. I benefit the most from: (multiple choice question)

the strategies to understand / I don't think there is something what would I consider innovative. I read at home because I like it more than reading at school. / reading aloud – pronunciation / the interpretation of the text (main idea) / grammar, vocabulary / motivational presentation / my own thinking about August's life / story of extraordinary boy August / work with a worksheet after the reading / the notes making / I did not like to work with the text. I would welcome not to spend time with reading in the future.

6. What would you prefer to do after reading of the extract from *Wonder*:

I would like to take part in the theatre play about August's story. / reading aloud – practice of pronunciation / my own creative writing / interpretation with the classmates and a teacher / searching for information about the author, book, movie, main characters

7. I have searched for the information about the book after reading:

yes / no

8. I have read the book:

yes / no

9. I have read following it the English (after the research): open-ended question

10. I have used strategies to understand:

yes / no / I did not find them satisfactory.

11. I felt motivated to learn English after the presentation about motivation:

yes / no / I do not know.

12. I miss reading of the literary texts in the English lessons:

yes / no

Appendix 14: Figures of the questionnaires



Figure 8: Motivation to learn English after the motivational presentation

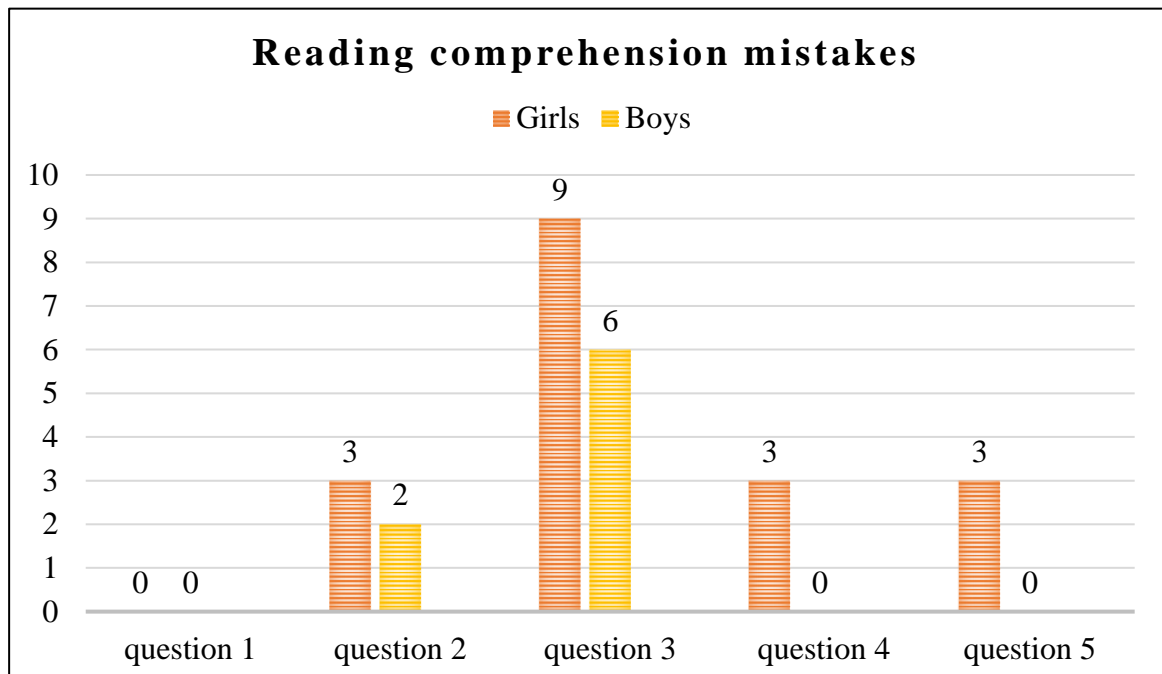


Figure 9: Reading comprehension mistakes²⁷

²⁷ (for questions see WORKSHEET – Reading, Task 2)

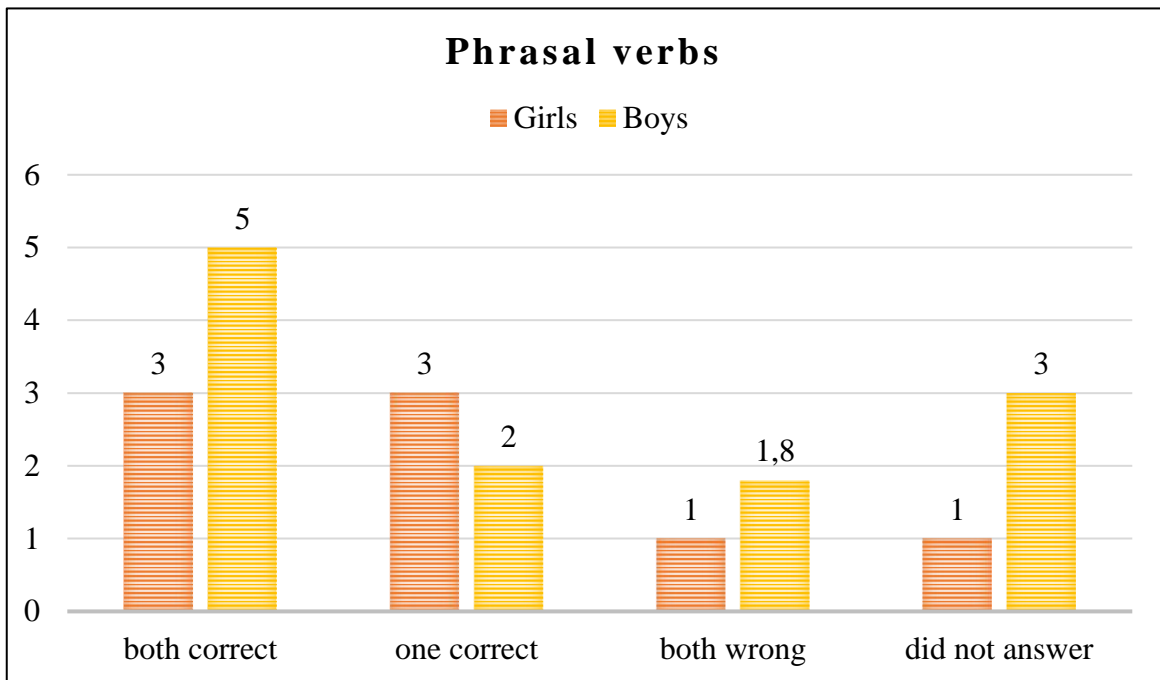


Figure 10: The use of the phrasal verbs

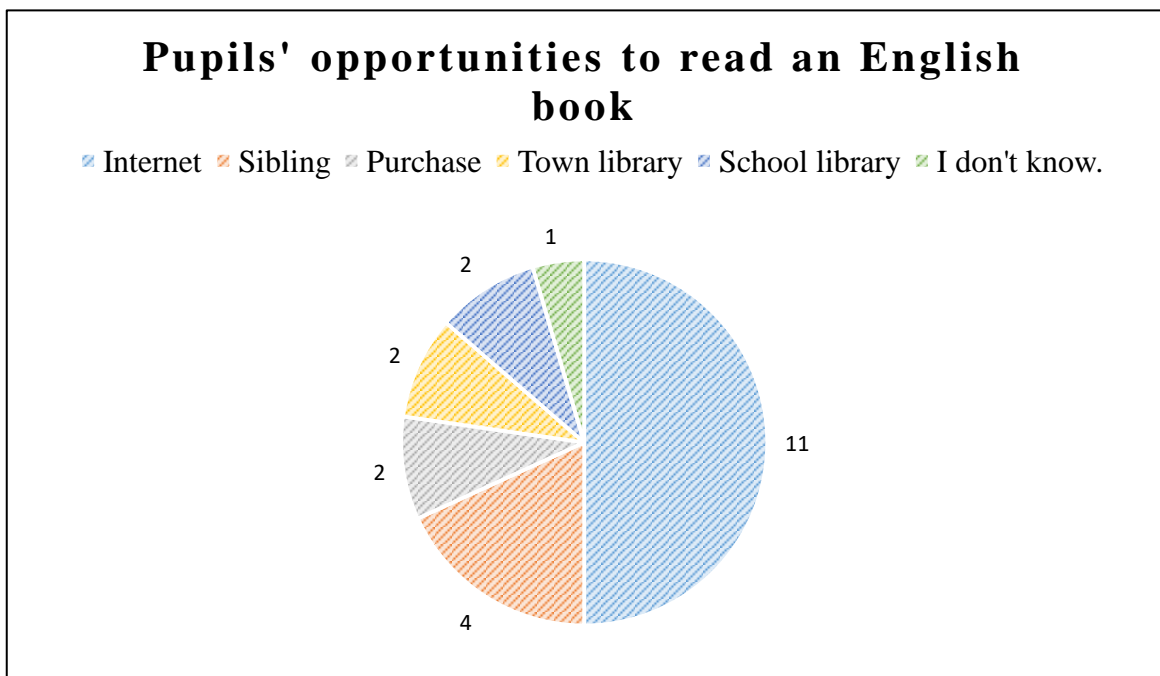


Figure 11: Pupils' opportunities to read an English book

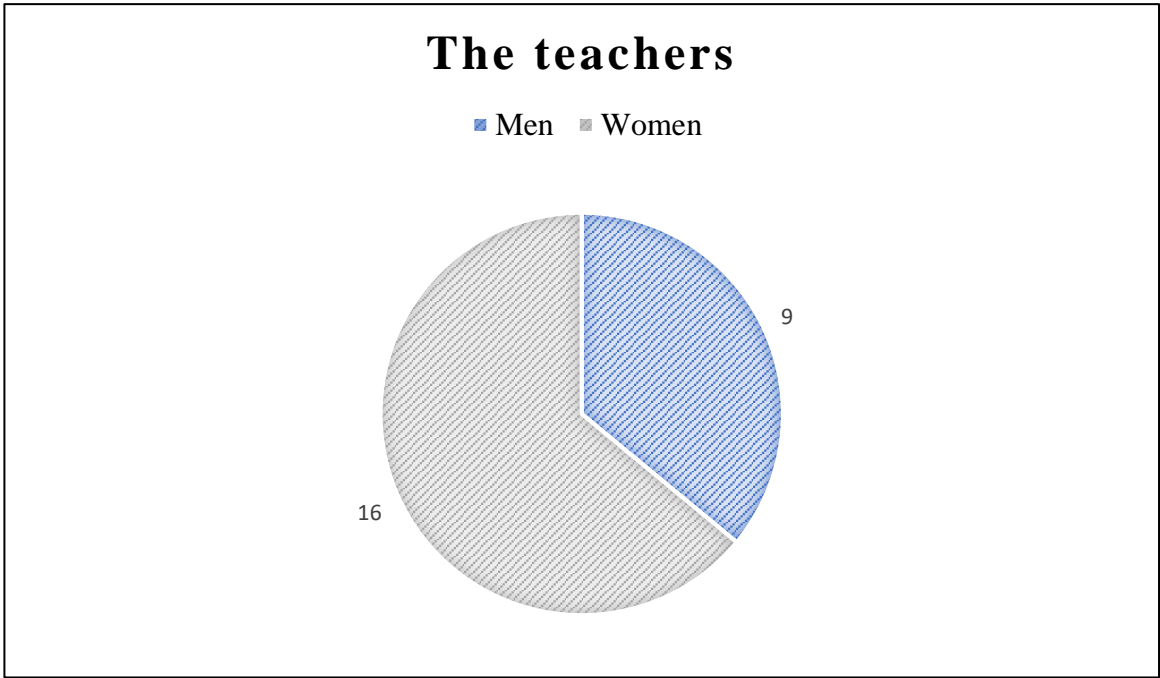


Figure 12: Teachers' gender distribution

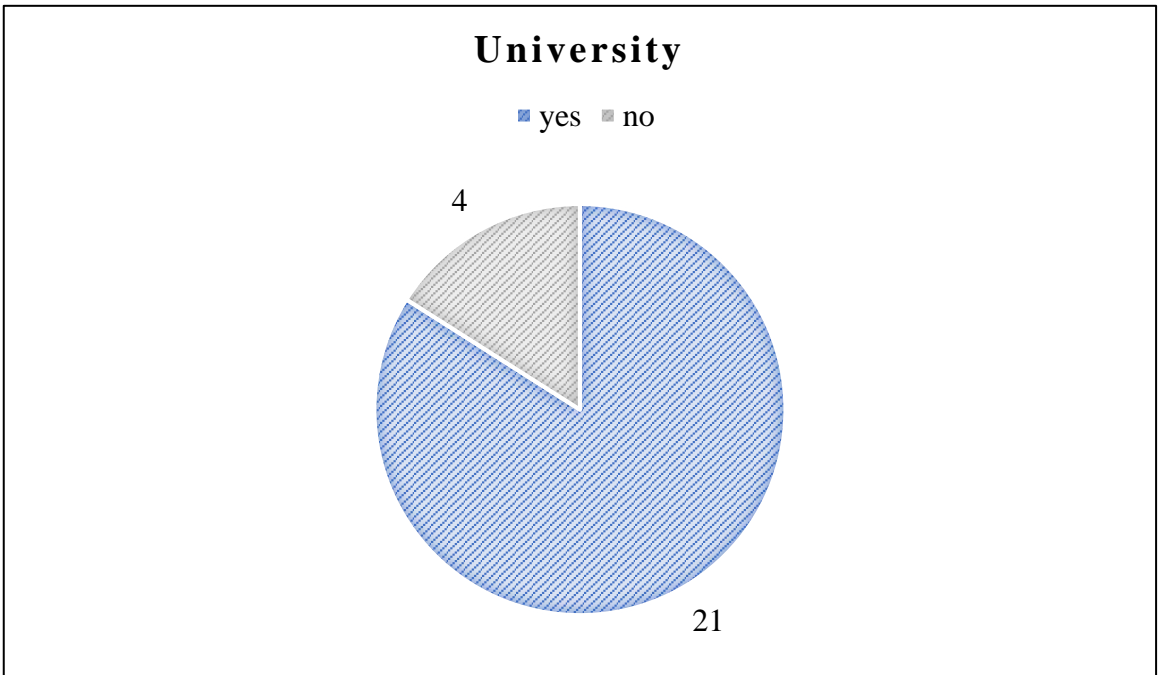


Figure 13: Q - I studied at university

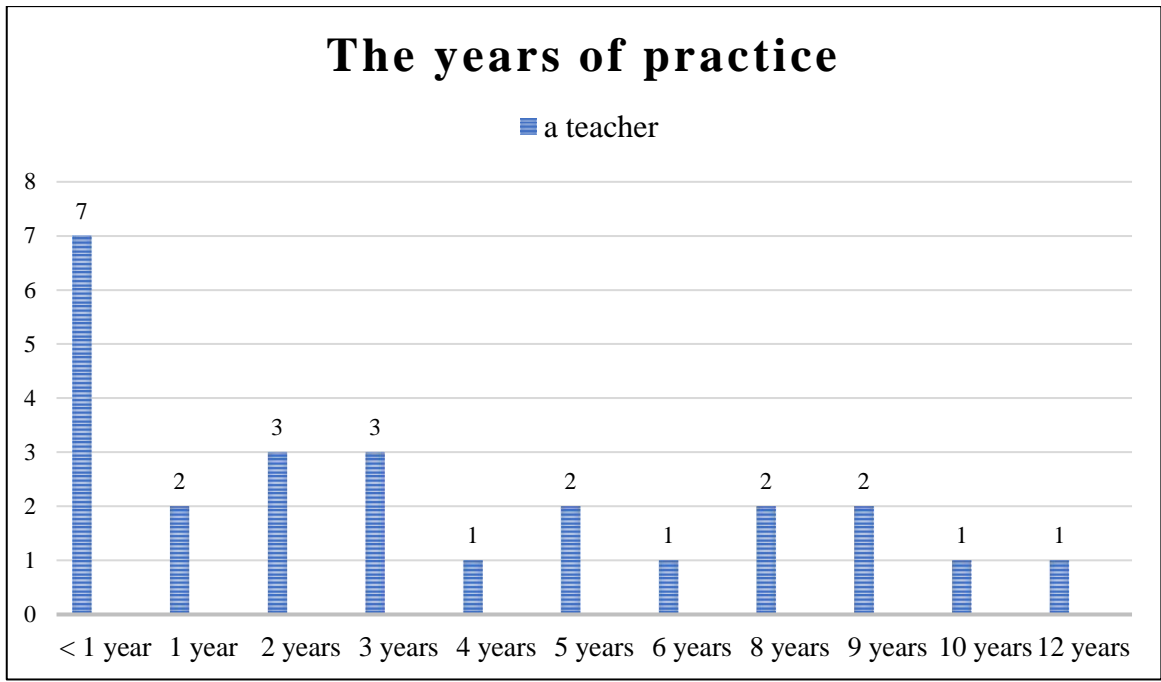


Figure 14: Teachers' years of practice

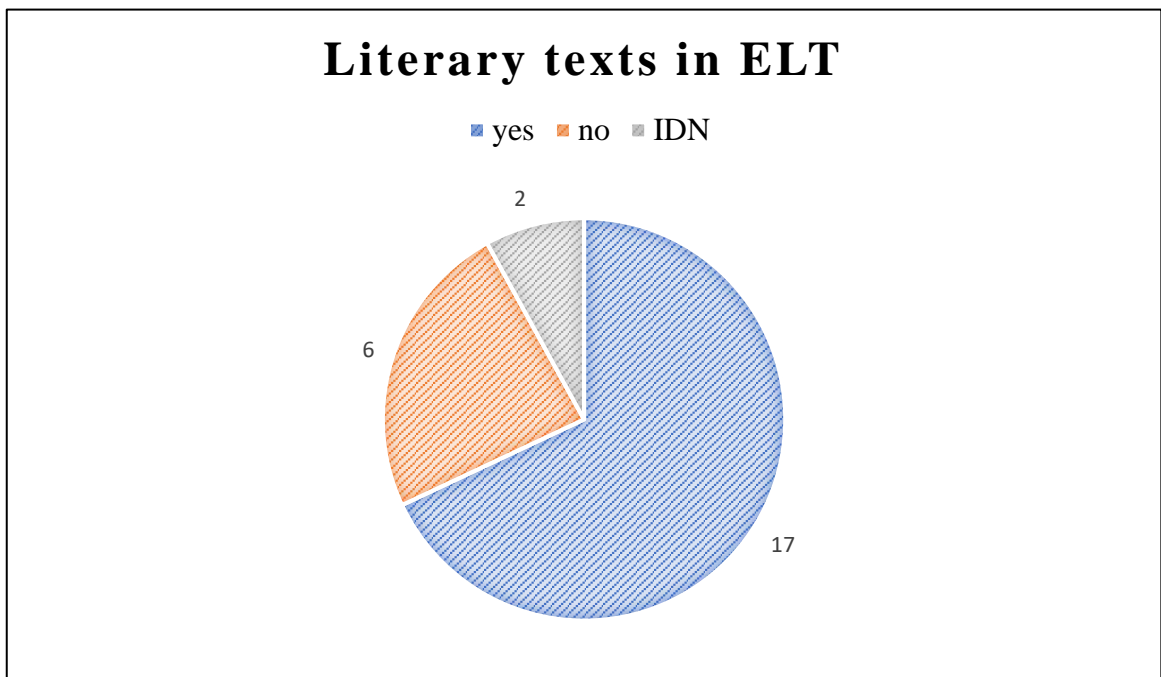


Figure 15: Previous teachers' education about the use of literary texts in ELT

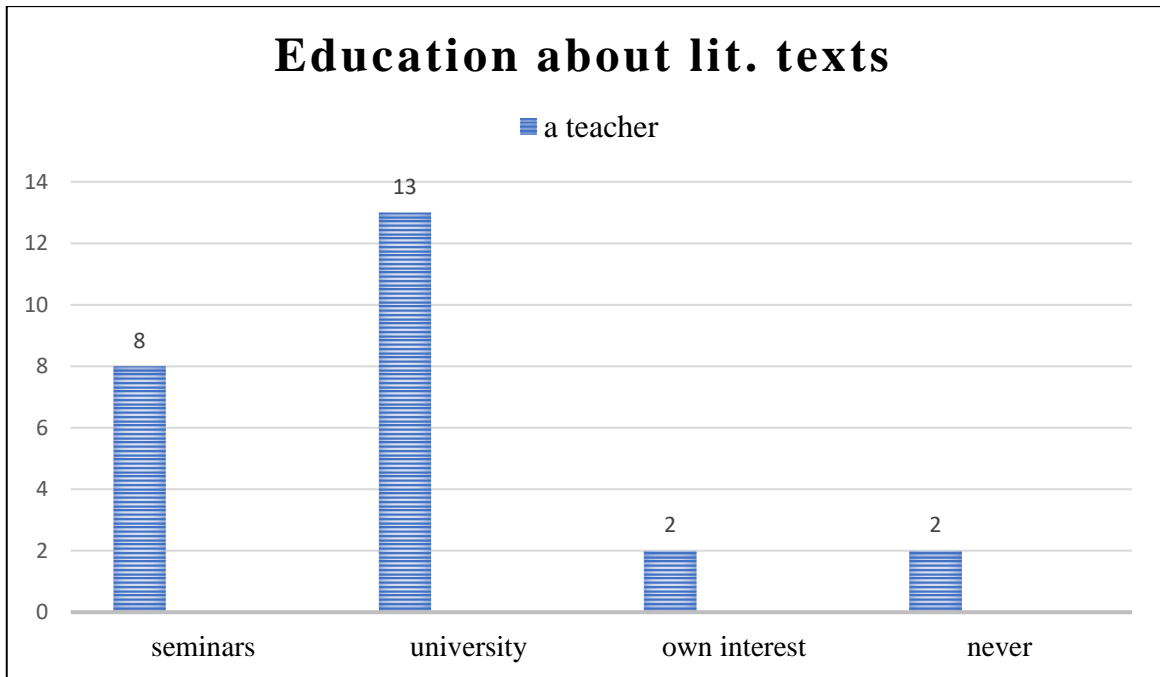


Figure 16: Teachers' way of education about the literary texts

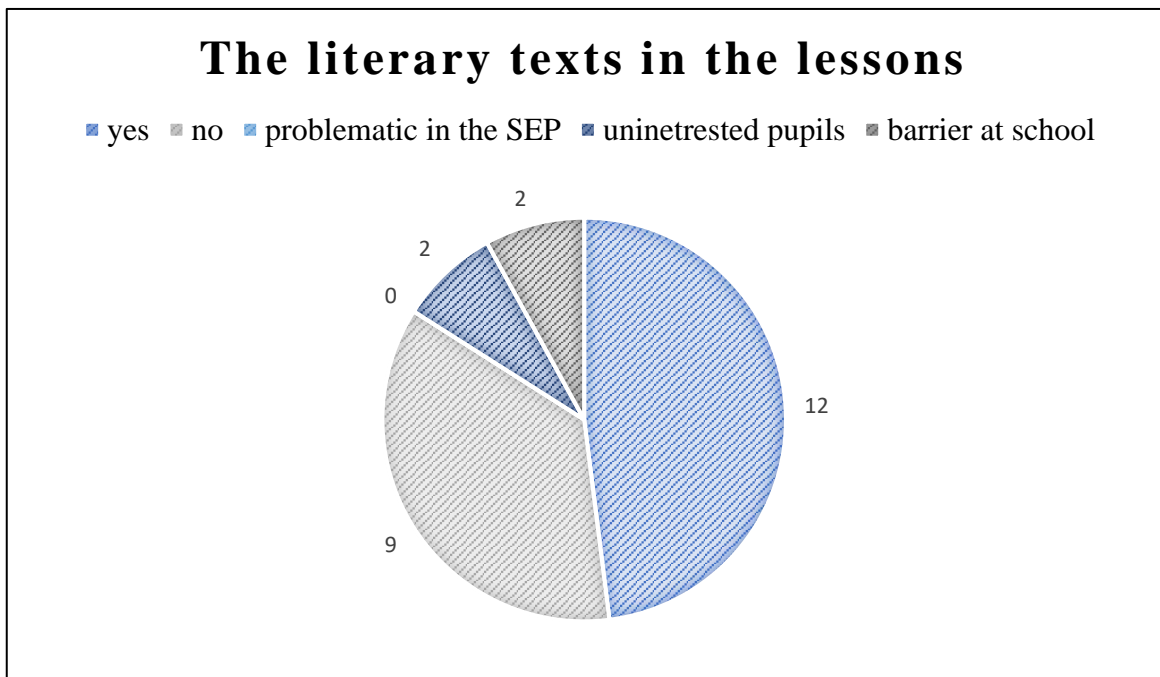


Figure 17: Teachers' use of the literary texts in their lessons

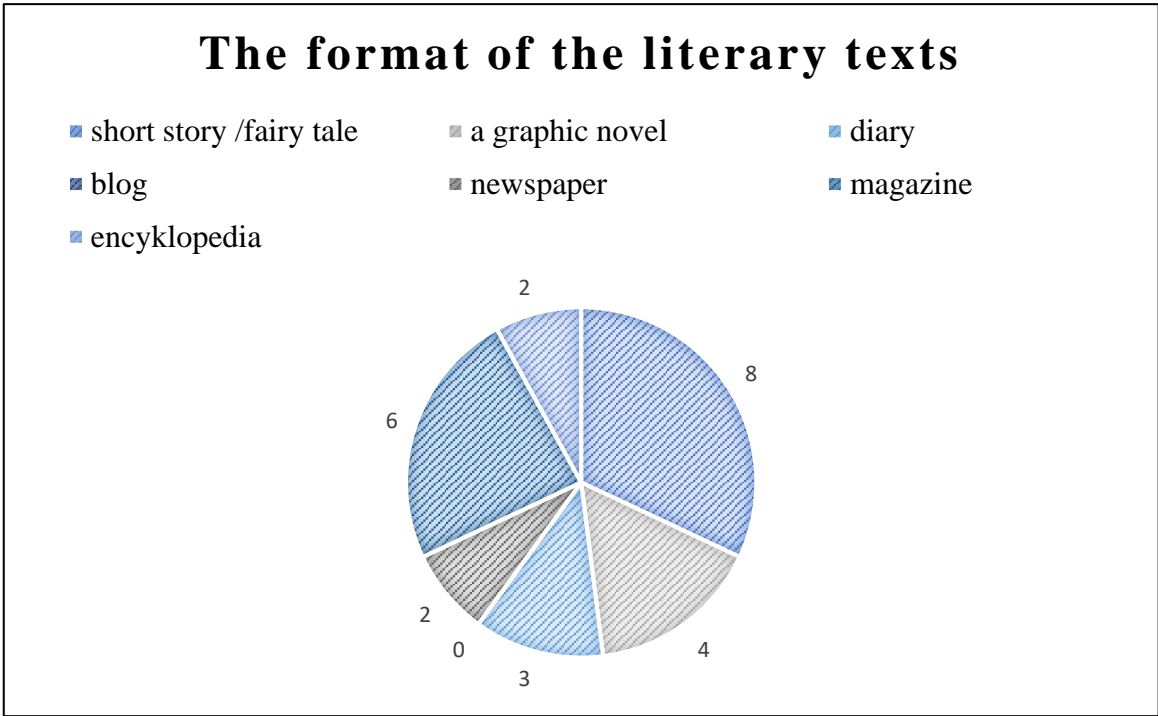


Figure 18: Favourite format of the text in ELT

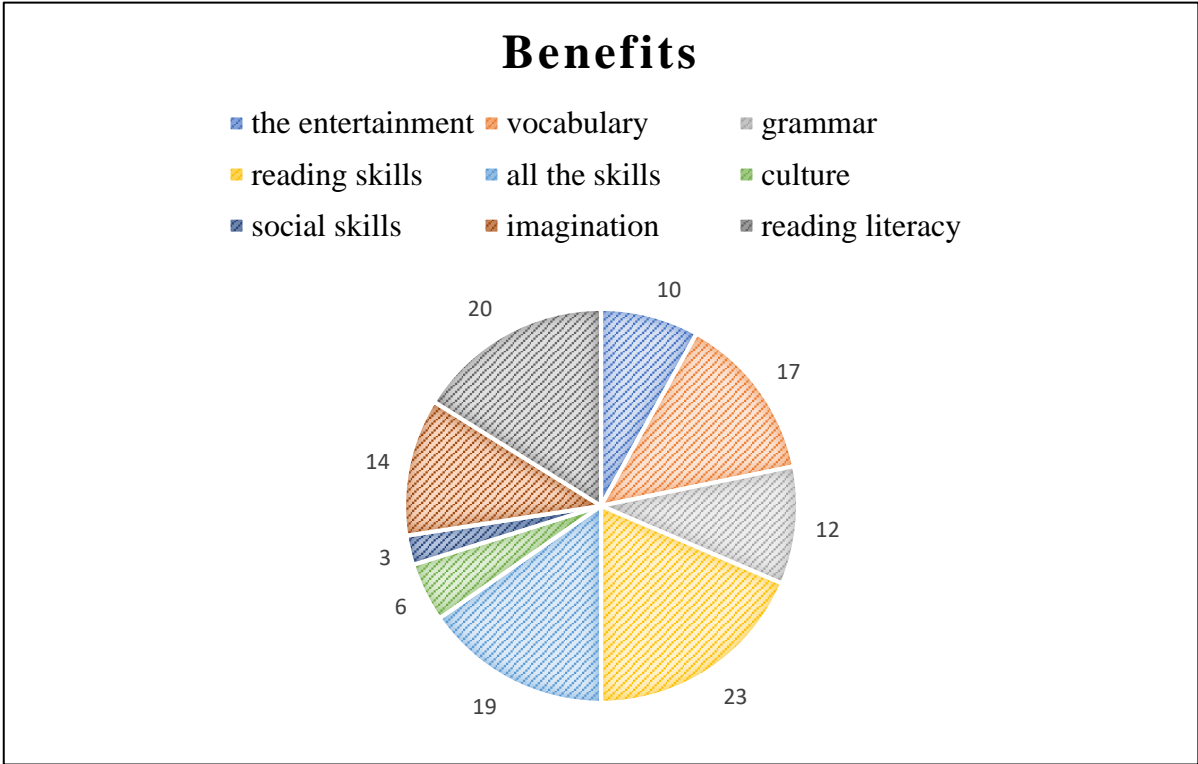


Figure 19: Benefits for pupils when working with a literary text in ELT

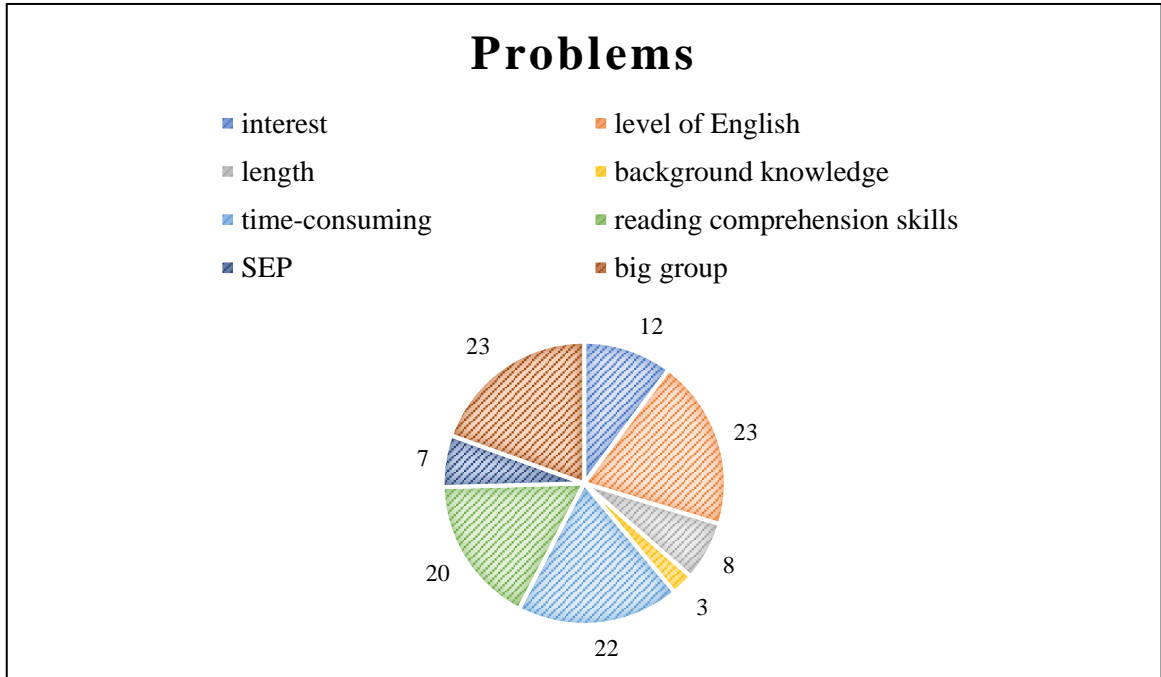


Figure 20: Problems when working with a literary text in ELT

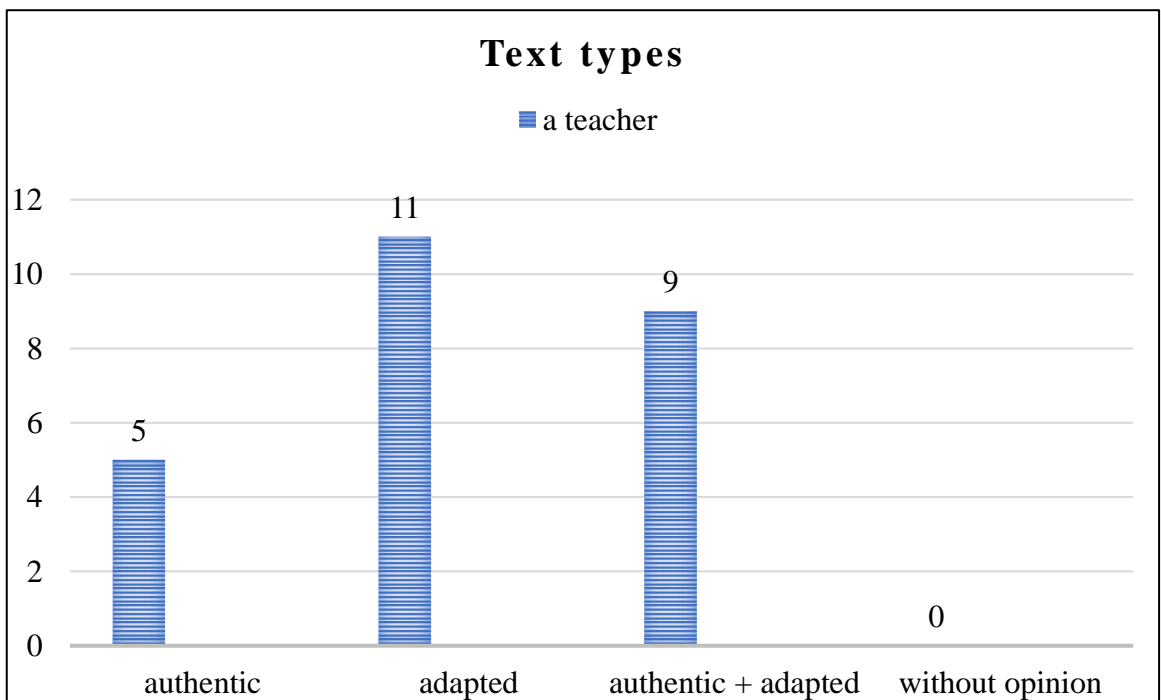


Figure 21: Teachers' text types preferences

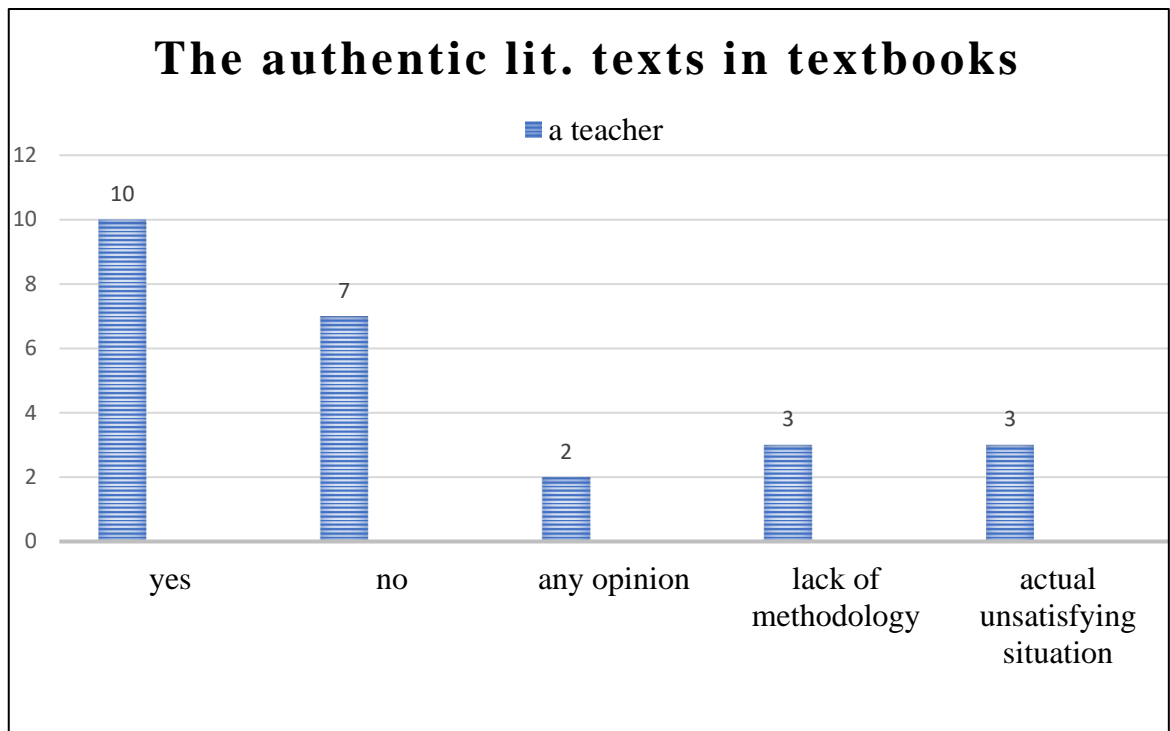


Figure 22: Authentic literary texts in textbooks

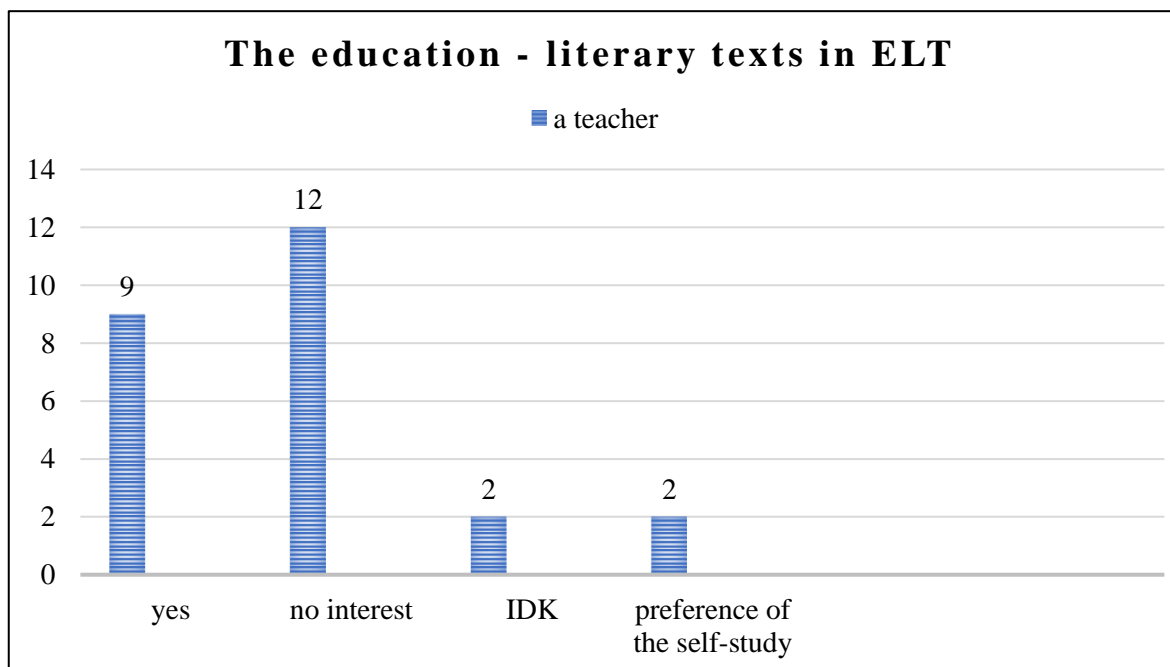


Figure 23: Teachers' willingness to study the topic of using literary texts in ELT

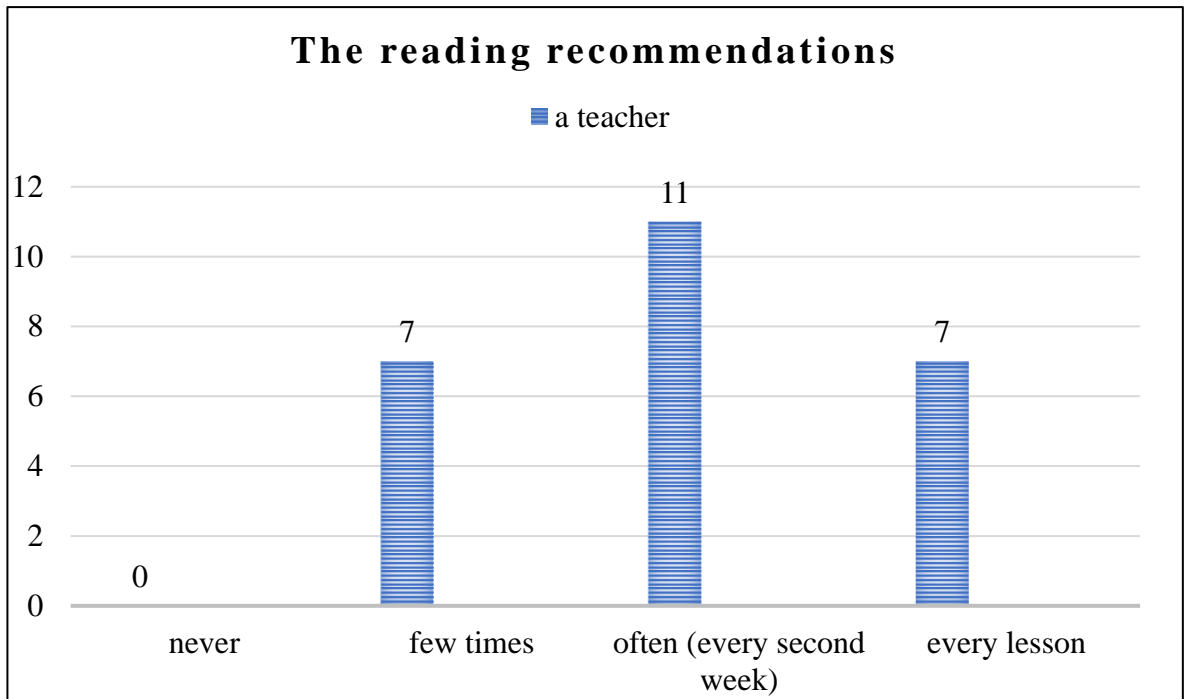


Figure 24: How often teachers recommend a book to their pupils

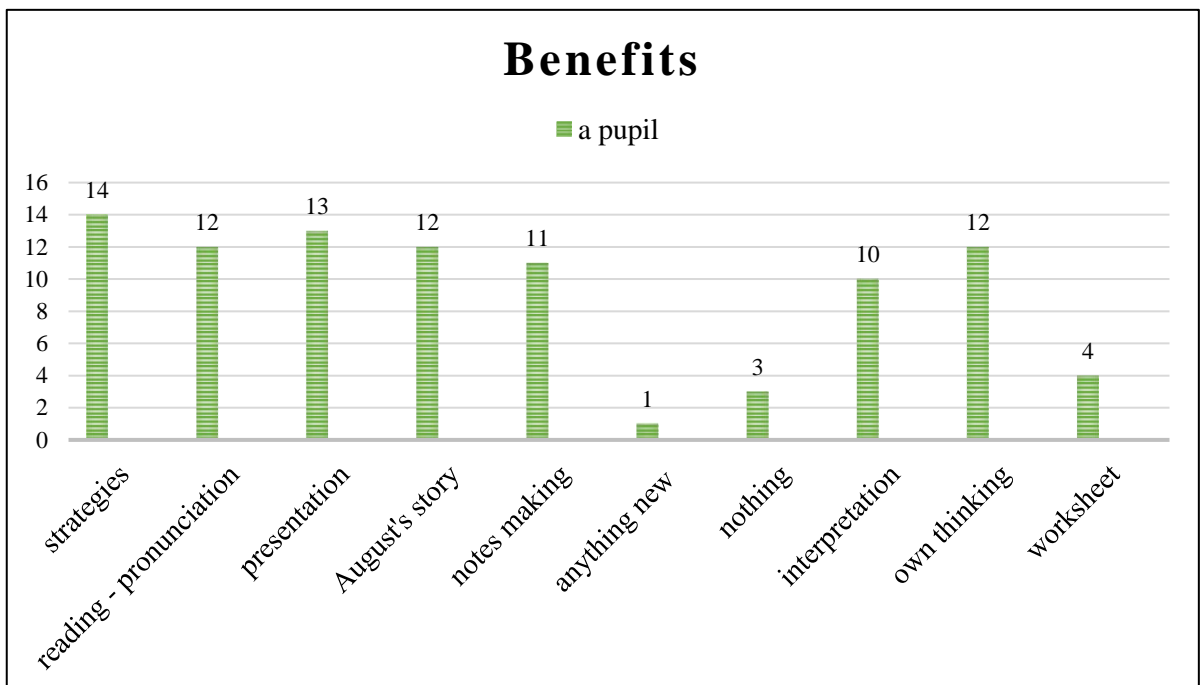


Figure 25: Benefits of the research activities (multiple choice)

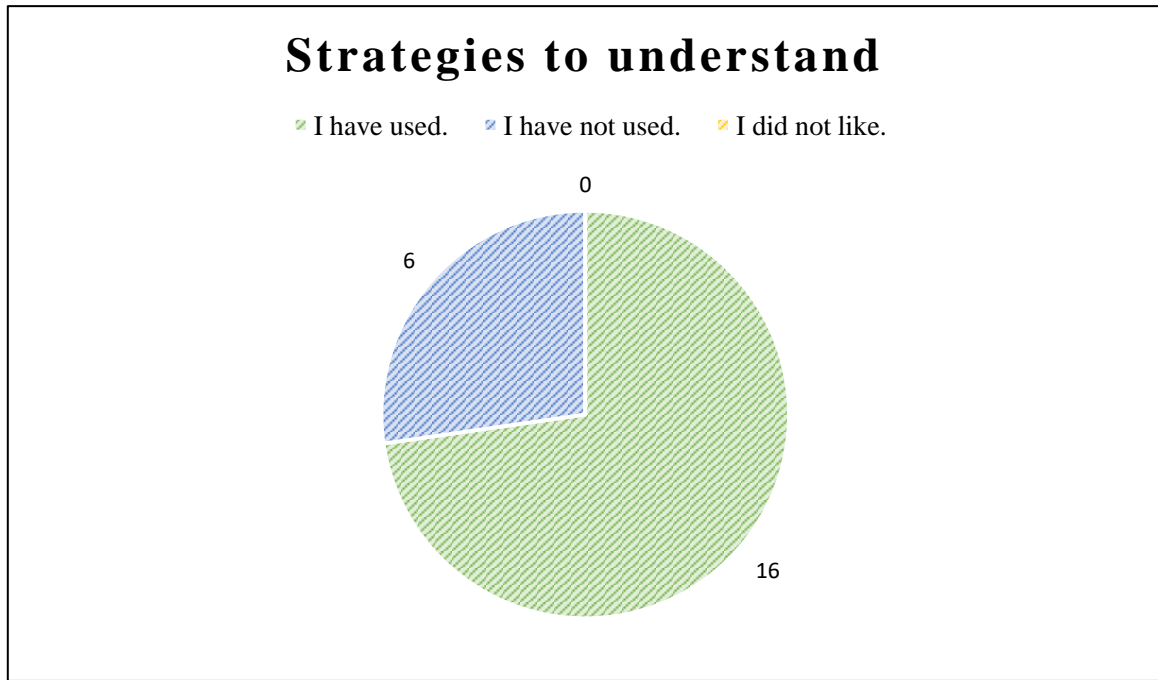


Figure 26: Strategies to understand

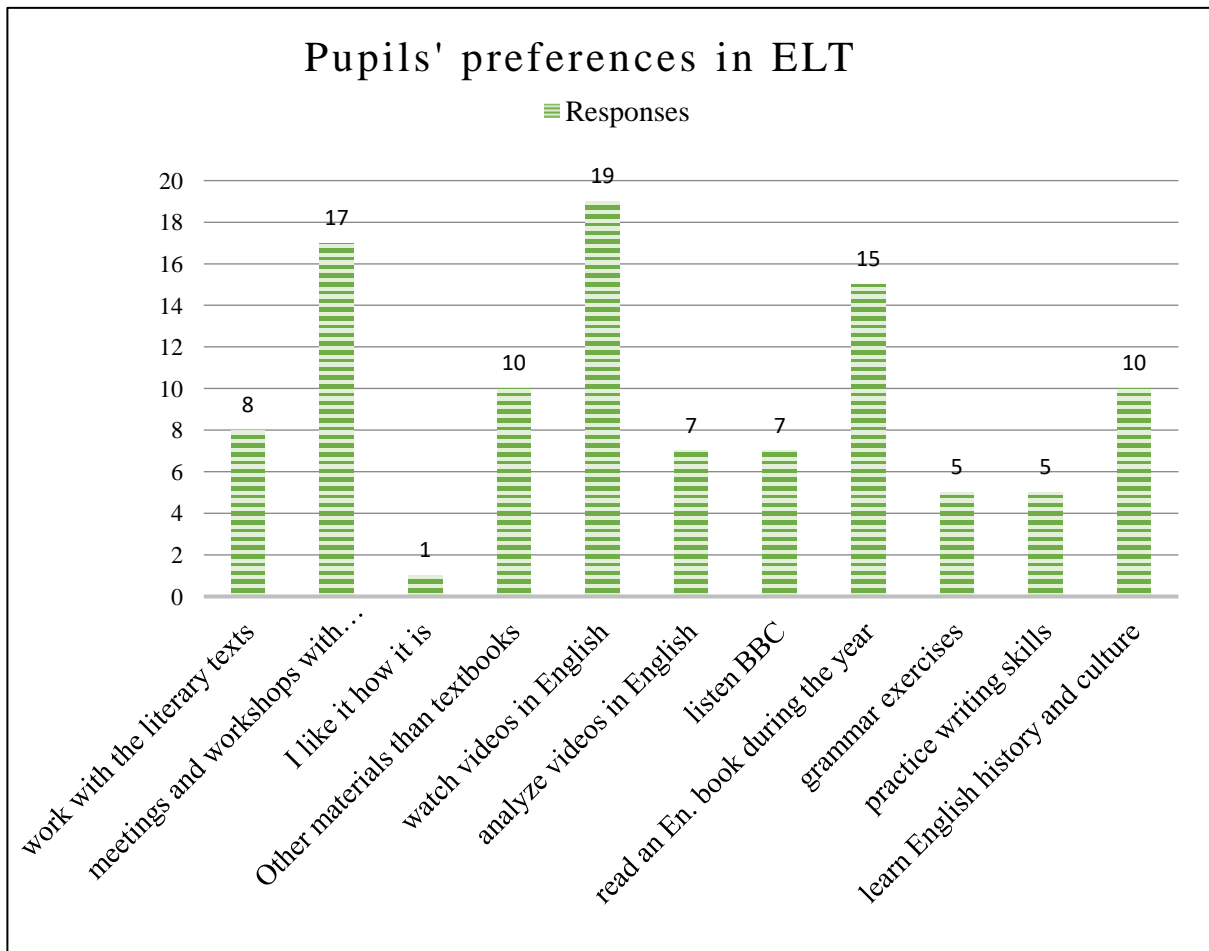


Figure 27: Pupils' preferences on activities in ELT (multiple choice)

List of abbreviations used in text

CEFR - Common European Framework of Reference for Languages

ELT – English Language Teaching

FEP EE – Framework Education Programme for the Elementary Education

NEP - National Education Programme

OECD - Organization for Economic Co-operation and Development

SEP - School Education Programmes

US – United States

YA lit. – Young Adult Literature

ANOTACE

Jméno a příjmení:	Tereza Mikulenková
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Blanka Babická, Ph.D.
Rok obhajoby:	2018

Název práce:	Využití britské a americké literatury ve výuce anglického jazyka na druhém stupni ZŠ
Název v angličtině:	Using British and American literature in ELT at lower secondary schools
Anotace práce:	Diplomová práce se zabývá využitím britské a americké literatury ve výuce anglického jazyka na druhém stupni ZŠ. Hlavním cílem práce bylo přiblížit autentické literární texty žákům a učitelům na druhém stupni základních školy. Praktická část obsahuje vyhodnocení dotazníků a aktivit se zaměřením na využití literárních textů v hodinách anglického jazyka.
Klíčová slova:	žák, literatura, anglický jazyk, čtení, ELT, britská literatura, americká literatura, učitel, metoda, přístup
Anotace v angličtině:	This thesis deals with the using of British and American literature in the ELT at lower secondary schools. The main output of the thesis was to bring closer authentic literary texts to pupils and teachers at lower secondary grades. Practical part contains evaluation of the questionnaires and activities with focus on the using of literary texts in the English lessons.
Klíčová slova v angličtině:	pupil, literature, English language, ELT, reading, British literature, American literature, teacher, method, approach
Přílohy vázané v práci:	14 příloh, CD ROM Lesson plan – Motivation, My goals Presentation - Motivation Handout – My goals

	<p>Lesson plan – Strategies to understand</p> <p>Presentation – Strategies to understand</p> <p>Handout – Strategies to understand</p> <p>Lesson plan – Reading</p> <p>Presentation - Reading</p> <p>Reading – <i>Ordinary</i> (R. J. Palacio - <i>Wonder</i>)</p> <p>Worksheet – Reading</p> <p>The Questionnaire for the pupils I.</p> <p>The Questionnaire for the teachers</p> <p>The Questionnaire for the pupils II.</p> <p>Figures of the questionnaires</p>
Rozsah práce:	138 stran
Jazyk práce:	AJ

RESUMÉ

Magisterská diplomová práce je zaměřena na využití amerických a britských textů ve výuce anglického jazyka na druhém stupni základních škol. V teoretické části bylo nastíněno období adolescence z pohledu vývojové psychologie, pojetí vyučování cizích jazyků na druhém stupni základních škol, literatura a vzdělávání se zaměřením na čtenářskou gramotnost a čtenářství v českém prostředí a samotné pojetí literatury ve výuce cizích jazyků se zaměřením na kurikulární dokumenty, čtenářské strategie, metodologii a fenomén literatury pro děti a mládež. Hlavní náplní praktické části bylo zavedení autentických literárních textů do výuky anglického jazyka. Celý proces byl monitorován z pohledu žáků a učitelů na základě aktivit, pozorování a dotazníků. Všechny komponenty praktické části nabízí ucelený pohled na využití literatury ve výuce anglického jazyka na druhém stupni základních škol.