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Using Literary Texts to Develop Vocabulary in English at Middle School Level

Využití literárního textu k rozvoji slovní zásoby v anglickém jazyce na druhém stupni základní školy

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Anotace

Cílem této diplomové práce je zkoumat, jak můžeme využít autentické anglicky psané literární texty k rozšíření slovní zásoby ve výuce angličtiny na druhém stupni základní školy. Literární texty, mohou být pro učení angličtiny motivující. Rozsah slovní zásoby pro druhý stupeň základní školy, tedy úroveň A2, není přesně specifikován v kurikulárních dokumentech, které nabízejí pouze obecná témata, ve kterých by si žáci měli slovní zásobu osvojit. Víme však, že žáci se lépe učí slovní zásobu, která je jim tematicky blízká, a kterou mohou skutečně využít ve svém životě. S tím souvisí autonomie žáka v oblasti výběru slovní zásoby a učení se, a strategie pro osvojování slovní zásoby, včetně odhadování neznámých slov z textu.

V teoretické části se diplomová práce zaměřuje na výběr slovní zásoby pro výuku s ohledem na věk a jazykovou pokročilost žáků a seznamuje s metodami a technikami výuky slovní zásoby. Dále se zabývá využitím autentických anglicky psaných literárních textů k rozšiřování slovní zásoby.

V praktické části byl proveden výzkum čtenářských preferencí žáků ve vybrané 8. třídě základní školy, který zjišťuje, jaké texty a literární žánry nejraději čtou ve volném čase a které by si přáli číst ve výuce. Na základě tohoto výzkumu byly vypracovány tři přípravy na vyučovací hodiny zaměřené na rozvoj slovní zásoby v souladu s Rámcovým vzdělávacím programem pro danou třídu a školním vzdělávacím programem.

Klíčová slova: slovní zásoba, rozvoj slovní zásoby, autentický text, literární text, čtení, anglický jazyk, výuka anglického jazyka

Abstract

This thesis aims to explore how authentic English literary texts can be utilized to expand vocabulary in English education at the middle school level. Literary texts can be motivating for learning English. The vocabulary scope for the middle school level, which corresponds to level A2, is not precisely specified in the curricular documents, which only offer general topics for learners to acquire vocabulary. However, we know that learners learn vocabulary better when it is relevant and applicable to their lives. This relates to the autonomy of the learner in terms of vocabulary selection, learning, and strategies for acquiring vocabulary, including guessing unknown words from a text.

The theoretical part of this thesis focuses on vocabulary selection for teaching, taking into account the learners' age and language proficiency. It introduces methods and techniques for teaching vocabulary. Furthermore, it explores the use of authentic English literary texts to develop vocabulary.

The practical part involves a survey on the reading preferences of learners in a selected 8th grade class to determine which texts and literary genres they enjoy reading in their free time and which ones they would like to read in English class. Based on this survey, three lesson plans were made aiming at developing vocabulary in accordance with the Czech Framework Education Program and the school's education program for the specific class.

Key words: vocabulary, developing vocabulary, authentic text, literary text, reading, English, teaching English

Contents

1   Introduction

Knowing vocabulary is a crucial part of knowing and using a language. We need it to express our thoughts, opinions, or wishes. Nobody likes to learn never-ending lists of words without context. We as teachers should introduce vocabulary in a way that helps our learners acquire the new words with ease and with the context, they need to understand their meanings. An authentic text can be the way. It gives the learners a chance to see vocabulary in context. Authentic texts provide unique opportunity to see the language in its most natural form.

This thesis combines these two aspects of learning a language. The theoretical part describes vocabulary as a language element, its aspects, and division into passive and active. It explains the importance of teaching vocabulary and shows the process of choosing vocabulary that is suitable for learners of the middle school (A2) level. Further, it describes the factors influencing vocabulary acquisition, various methods of teaching vocabulary, and its placement within the Common European Framework of Reference for Languages and the Czech Education Framework of Reference for Basic Education. The second half of the theoretical part focuses on authentic English literary texts, their benefits for teaching and learning a foreign language, and ways it can be used in the language class.

The practical part includes a survey conducted in an 8th grade class. The survey aims to understand the learners' general attitude towards reading, their reading competence, and preferences concerning literary genre. The survey uses a questionnaire as the main method of enquiry. The hypothesis of the result is, that the learners generally like reading fantasy books and stories. In the second part of the theoretical part three lesson plans, for 5 lessons, are created and two are realized in the classroom.

I chose to focus on these two aspects of learning a foreign language, because in my opinion reading is one of the main sources of new vocabulary. I personally like reading very much and I have always detested learning long lists of vocabulary. That is why I wanted to focus on connecting these two parts of language learning. From my perspective learners need to be encouraged to read more in general, but more importantly, it is crucial to show them that it is not impossible to read their favourite book in a foreign language.

I. Theoretical Part

2 Vocabulary

When we search the word *vocabulary* in the online Cambridge dictionary, we find one simple characterisation: "*all the words that exist in a particular language or subject*"[1]. Read (2000) points out that people generally tend to view vocabulary as a set of individual words with meaning as we can find them in this form in dictionaries.

2.1 Vocabulary components

Read (2000) states, that vocabulary consists of not only single words, but larger lexical items as well such as idioms or common phrases.

2.1.1 Word and Lexeme

A word can be defined in many ways, but the simplest definition is a good enough start. According to Carter (1996, pp. 5), we can perceive a word as "*the minimum meaningful unit of a language*" or in McCarthy's (1990) words as a freestanding item of language that has meaning. Neither of these definitions is the perfect one, Carter (1996, pp. 5-6) offers even deeper characterisation inspired by Bloomfield. "*… a 'word' is a word if it can stand on its own as a reply to a question or as a statement or exclamation. (…) a word has the kind of stability which does not allow of further reduction in form.*" The usage of the word 'word' while describing vocabulary seems to be quite problematic. That is why many other authors prefer to use the term lexeme.

Lexeme is an abstract unit that comprises different word forms (all the variants of one lexeme), as well as items consisting of more than one word form i.e., phrasal verbs, multi-word verbs, idioms, and all the possible meanings of their variants. A lexeme can be found as a single dictionary entry, it is the root representing the most common forms of one word (e.g., lexeme *run* represents: *run*, *running*, *ran*, *runs*). (Carter, 1996)

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[1]Cambridge Dictionary (ND), [online], [cit, 17.04. 2023].

2.1.1.1 Grammatical and Lexical Words

There is a prominent distinction between grammatical and lexical words. Grammatical words are "a *small and finite class of words which includes, pronouns (I, you, me), articles (the, a), auxiliary verbs (must, could, shall), prepositions (in, on, with, by) and conjunctions (and, but)*". (Carter, 1996, pp. 8) Those words are also called 'functional words' or 'empty words'.

Lexical words, also known as 'full words' or 'content words', in contrast, comprise "*nouns (man, cat), adjectives (large, beautiful), verbs (find, wish) and adverbs (brightly, luckily)*". (Carter, 1996, pp. 8) They carry information content and together with grammatical words, they create syntactical structures. While grammatical words are limited and finite in number, there is possibly an unlimited number of lexical words. Lexical words are also prone to change in meaning over time, on the other hand, grammatical words remain immune to modifications. (Carter, 1996)

2.1.2 Larger Lexical Items

As we previously discussed single words, their forms, and their possible distinction in meaning, we must not omit lager lexical items as important components of vocabulary. Phrasal verbs (e.g., move on, take off, …) and compound nouns (e.g., black bird, bus stop, …) are classified "*as lexical units consisting of more than one word form*". (Read, 2000, pp. 21) Phrasal verbs are generally made of a monosyllabic verb (e.g., go, put, take, …) and a preposition or adverbial (e.g., in, on, down, …). Compounds are created by combining two or more words to produce a single lexeme. The lexeme can be written as multiple words (black bird), hyphenated words (e.g., old-fashioned), or as a single word (e.g., firefighter). (Schmitt, 2005)

Next, we have idioms like 'hit the books', 'face the music', or 'keep your chin up'. These phrases and sentences are particularly difficult for second language learners as it is not sufficient to know the meaning of each individual unit to understand the full meaning of the whole piece. (Read, 2000) Schmitt (2005) shares this opinion and adds, that the knowledge and correct active use of idioms sets apart fluent speakers. Similar to idioms are proverbs. Proverbs often display cultural wisdom, which makes them unique and sometimes difficult to transfer to other cultural backgrounds.

Apart from idioms, McCarthy (1990, pp. 8) includes binomials (e.g., back to front, in and out) and trinomials (e.g., cool, calm, and collected; morning, noon, and night).

"*These are pairs and trios of words which display fixed membership and sequence and which like idioms, should be treated as single vocabulary items.*" Schmitt (2005) classifies these as fixed phrases.

Schmitt (2005) further talks about lexical phrases or chunks which he defines as formulaic expressions that are so common that they become memorized. They can be composed of phrasal verbs, compounds, or any string of words that are universally used together. To give an example here are a few commonly used lexical phrases: 'to make a long story short', 'Have you heard the one about …?', '… thinks nothing of …ing'.

2.2 Passive (Receptive) and Active (Productive) Vocabulary

The difference between passive and active vocabulary is an important factor in understanding the importance of one's knowledge of particular words. The distinction between passive and active vocabulary is closely related to the four language skills (listening, reading, speaking, and writing). The term passive, or receptive, corresponds with listening and reading. It "*carries the idea that we receive language input from others … and try to comprehend it*". (Nation, 2001, pp. 37) Using passive vocabulary involves the process of perceiving the word form while reading or listening, and recovering its meaning. In contrast, the term active, or productive, is connected to speaking and writing. The terms carry "*the idea that we produce language forms … to convey messages to others*". (ibid., pp. 37) Active vocabulary is used to express a meaning, or a thought, through writing or speaking by producing the appropriate written or spoken word form. (Nation, 2001)

Passive vocabulary consists of the active vocabulary and three other groups of words i.e., "*words that are only partly known, low frequency words not readily available for use and words that are avoided in active use*". (Nation, 2001, pp. 38) This theory is mainly based on usage not knowledge of the vocabulary. Some words can be passive, never used, and simultaneously well known to the speaker.

These two terms comprise all aspects involved in knowing a word. "*At the most general level, knowing a word involves form, meaning and use.*" (Nation, 2001, pp. 39-40) The table below further describes these aspects and the relations between them (in column 3, R = receptive, P = productive knowledge).

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Form	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	written	R	What does the word look like?
		P	How is the word written and spelled?
	word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	grammatical functions	R	In What patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	constants on use (register, frequency …)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

Table 1: What is involved in knowing a word (Nation, 2001, pp. 40)

To further describe and better understand what the table says we have to look at the receptive and perceptive knowledge of vocabulary separately. Knowing a word from the receptive point of view involves:

- o recognizing the word when it is heard,
- o knowing its written form (to recognize in reading),
- o recognizing its parts and their meaning,
- o knowing it has a meaning,
- o recognizing the meaning in a particular context,
- o knowing the abstract concept behind the word to understand it in different contexts,
- o knowing other related words,
- o recognizing the correct usage of the word in the context,
- o recognizing its typical collocations,
- o knowing how common or motivated the word is.

Knowing a word from the productive point of view involves:

- o knowing the correct pronunciation including stress and being able to reproduce it,
- o being able to write it correctly,
- o knowing how to construct the word and use the right word parts,
- o being able to use the word to express a particular meaning,
- o knowing when and how to use it in different contexts,
- o being able to come up with synonyms and opposites,
- o knowing how to use it correctly in an original sentence,
- o being able to use it correctly with typical collocations,
- o knowing when to use it in relation to the formality of the situation.

This shows how complex the concept of passive (receptive) and active (perceptive) vocabulary is. It seems that passive knowledge of vocabulary is much easier to obtain than active knowledge as it requires less effort (we do not need to know the exact spelling or pronunciation to recognize the familiarity of the word heard or read). Passive knowledge is also usually practised more frequently than active use. It is possible to say that a speaker has a much wider range of passive vocabulary compared to active. (Nation, 2001)

2.3 Why Vocabulary Is Important

"*Words are viewed as being key to communication*." (Webb & Nation, 2017, pp. 6) This statement clearly and simply sums up the basics of why learning vocabulary is crucial in life, not only for second language learners. Thornbury (2002) states that knowing words gets you further in communication than knowing grammar. Knowing vocabulary allows you to express your ideas and opinions clearly, more precisely, and with greater confidence.

McCarthy (1990, pp. vii) supports this notion saying: "*No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.*" Simply said, there is no communication or understanding without vocabulary.

Read (2000) presumes that the knowledge of the vocabulary of native speakers expands continuously throughout their adult life, while their grammatical competence stays stable. Knowing a word embodies not only the meaning of the word but also our experience with the world, as every social and cultural context significantly influences it. This statement applies to second-language learners as well. They acquire vocabulary via experience and derive meanings of words through the context in which they encountered them.

Nation (2001) points out the key role of vocabulary knowledge in relation to mastering the four language skills listening, speaking, reading, and writing. The Common European Framework of Reference keeps its focus on the four language skills rather than language elements among which vocabulary is placed.

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

| Basic User | 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 need. |
| | 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. |

Table 2: Common Reference Levels: global scale (Council of Europe, 2001, pp. 24)

In conclusion, despite the fact, that vocabulary is important for successful communication, we cannot neglect other aspects and knowledge needed for full acquisition and mastering of the target language.

3 Before Teaching

In the previous chapter, we discussed the importance of vocabulary in language acquisition and effective communication. But according to McCarthy (1990), although teachers consider vocabulary the biggest part of language acquisition, it is most of the times the least systematised aspect of language learning. It is a common practise for language teachers not to create lists of vocabulary their learners need to acquire. Frequently, the lists of suitable vocabulary are already created and decided for them, in course books or other chosen materials used in lessons. Regardless he points out, that teachers should pay more attention to at least evaluating these pre-designed lists while considering their learners' needs.

A teacher has to ask themselves and find answers to two very important questions while preparing their course: How much vocabulary do learners need to learn? and Which words are the most suitable and needed?

3.1 Vocabulary Size

Nation (2001, pp. 9) focuses on the question 'How much vocabulary do learners need to know?'. He is speaking about three items whose evaluation could help us with decision-making. These items are "*the number of words in the language, the number of words known by native speakers, and the number of words needed to use the language*".

When speaking of the number of lexemes or words in the English language, we can get up to 470, 000 entries in the Merriam-Webster Online Dictionary (2023). It is beyond a native speaker to master the complete lexicon of the English language, let alone is it possible for a second language learner. Every language is continuously expanding, new words are created every day. Everyone, native or non-native speaker, is constantly learning new words and new meanings of old words. (Torhnbury, 2002)

It is nearly impossible to precisely measure one's range of vocabulary, although there are many tests and studies that try to establish the approximate amount. I. S. P. Nation (2001) states that educated native speaker of English knows around 20, 000 word families (a headword and its derived and inflicted forms) while adding about 1, 000 word families per year. According to the team behind Test Your Vocab, adult native English speakers have a vocabulary of 20, 000 to 35, 000 words, which corresponds with Nation's estimate. Another vocabulary test assembled by Ghent

University (ND) is designed to tell you the approximate range of your vocabulary while collecting data to establish the most accurate number. Their results are not that much different from the previous ones, the website says, "*that a proficient native speaker will know some 40, 000 words of the list*"[2], on the other hand for a non-native speaker the estimate ranges from 6, 000 (medium proficiency speaker) to 20, 000 words (high-proficiency speaker). (Council of Europe, 2001) McCarthy (1990) supports this estimate by stating that adult speakers know tens even hundreds of thousands of words of their native language.

3.1.1 Language Learners' Vocabulary Size and CEFR

A similar approach was adopted by Milton and Alexiou (2009) while measuring vocabulary size within each level of the Common European Framework of Reference for Language (CEFR). "*CEFR provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe.*" (Council of Europe, 2001, pp. 1) It was developed as an objective tool for measuring a learner's progress in each stage of learning. CEFR describes what a language learner needs to learn, and what skills they need to develop in order to communicate and to use the language effectively. It unites works and opinions of language professionals with the needs of learners, to meet a common ground and to work together as best as possible in different learning environments of European countries. Milton and Alexiou (2009) state, that there exists a correlation between the size of one's vocabulary and their ability to use all four language skills, listening, speaking, reading, and writing. There was research constructed to measure the vocabulary size on different levels of proficiency. The results correspond with the table below. (Council of Europe, 2001)

CEF level	Cambridge Exam	XLex score (max. 5000)
A1	Starters, Movers and Flyers	< 1500
A2	Kernel English Test (KET)	1500-2500
B1	Preliminary English Test (PET)	2750-3250
B2	First Certificate in English (FCE)	3250-3750
C1	Cambridge Advanced English (CAE)	3750-4500
C2	Cambridge Proficiency in English (CPE)	4500-5000

Table 3: EFL vocabulary size (Milton & Alexiou, 2009, pp. 198)

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[2] *Ghent University vocabulary test* [online] (ND) [cit. 2023-04-18]

Measuring vocabulary brings a level of objectivity into the evaluation of one's placement within the proficiency levels as it is difficult to determine one's abilities in the language skills (reading, speaking, …) or their knowledge of grammatical structures without the assessor's bias. (Milton & Alexiou, 2009)

It is safe to say that a connection between the level of proficiency and the range of vocabulary can be found. "*As learners get better in their foreign languages, and move upwards through CEFR levels, they tend to know progressively more vocabulary.*" (Milton & Alexiou, 2009, pp. 203) The knowledge of specific vocabulary is also closely connected to the frequency with which a word appears and is encountered by the learner. We can use the Common European Framework of Reference as a safe guideline to confirm a certain level of proficiency by the range of vocabulary knowledge of a learner. We can also establish a rough list of vocabulary (by frequency of appearance and use) a learner needs, to get to a certain level of proficiency. (ibid.)

Nation (2001, pp. 14) states that "*a relatively small amount of well chosen vocabulary can allow learners to do a lot.*" Schmitt (2005) declares that a person can comfortably function in everyday conversation with a vocabulary of minimum 2,000 words.

3.2 Vocabulary Selection

Let us have a look at what words hide behind the number 2,000. How do we decide which word is important to know and which word we can leave out?

Gairns and Redman (1986) give a list of the main sources from which vocabulary enters the classroom. They identify four main sources: the course book (written and spoken texts, grammar activities, instructions, …), supplementary materials (texts, drills, role plays, video, …), learners, and specific vocabulary activities. The teacher is directly responsible for and in control of the last channel. "*For the rest, he can only exercise his judgement in whether to make an issue of an item once it appears.*" (Gairns & Redman, 1986, pp. 54) His/her main role is to decide on which individual items of the miscellaneous lexis are to be emphasised and which of these are to be omitted.

"*Words should be carefully selected according to their relative value.*" (Webb & Nation, 2017, pp. 226) Beginner learners should learn words from the Essential World List. Learners at the intermediate level are to be introduced to words form the second

and third 1,000 word frequency levels. For more advanced learners, the teacher should choose vocabulary accordingly to their needs. (ibid.)

3.2.1 Student and Teacher Responsibility

In the very beginning of learning a new language all learners need core vocabulary and they recognize its importance. This basic vocabulary is crucial for all foreign language learners to manage everyday situations. Once this survival vocabulary is mastered, selecting further vocabulary becomes more difficult. With a higher level of language competence, every learner starts to focus on different fields of interest which highly influences their need for a specific selection of vocabulary for self-expression. This obstruction strictly applies to vocabulary, as learning grammatical structures is perceived with relevance and importance, no matter the fields of a learner's interest. (Gairns & Redman, 1986)

With the reasons listed above, teachers often find it challenging to justify their choice of lexical items that are not seen as important by the learners. Most teachers end up choosing middle ground vocabulary to satisfy most learners, which is just enough to keep their interest in the language. This method is far from ideal for the learners, as they require an individual approach to get the best instruments to communicate their thoughts and opinions. (ibid.)

One of the solutions is accepting the differences in learners' needs and granting them more autonomy and responsibility for their own learning. The teacher can provide a text and dictionaries and let the more advanced learners choose the vocabulary they want to learn. While focusing on the vocabulary the teacher finds important with the learners who do not know the items, he/she can offer guidance to the other, independent, learners if necessary. (ibid.)

This approach may be criticised for being too free or not focused enough. However, it brings more advantages than disadvantages. Learning, what one wants to learn, results in the motivation of the learners, it also allows the learners to be responsible for making their own decisions and to recognize what is useful and what can be omitted. The results and effectiveness of this method are dependent on the type of learners and the homogeneity of the class. (ibid.)

It is clear that the learners must be involved in the vocabulary selection process while still being guided by the teacher.

3.2.2 Criteria for Selection

We already established that the chosen lexical items should be useful. The question is, how do we decide what is useful? According to Gairns and Redman (1986, pp. 57), every teaching situation is different, those differences and their context are crucial for determining the usefulness of every lexical item. The authors also list four criteria for selecting vocabulary i.e., *frequency*, *cultural factors*, *need and level*, and *expediency*.

3.2.2.1 Frequency

There is a substantial correlation between the frequency and usefulness of a lexical item. There have been studies made on frequency word-count. The most valuable for course planning is probably Hindmarsh's (1991) *Cambridge English Lexicon* which defines receptive vocabulary that is necessary for learners to successfully pass the Cambridge First Certificate Examination. It lists about 4,500 words with more than 8,000 semantic values. Lexical items are graded on a scale of frequency 1-5, which is an important feature for course designing. This scale provides a guide as to when particular lexical items should be introduced to the learners on their way to Cambridge First Certificate.

When deciding on what lexical items to teach we should not look at frequency only. Even though "*most coursebooks take for granted that most frequent words in the language must be presented in the early stages of language teaching*" (McCarthy, 1990, pp. 79), the context in which we are teaching, the learners' needs, and the semantic value they want to express is just as important in our decision making. Some words, that are frequently used in written language, do not necessarily transfer to everyday spoken language. We should always consider receptive and productive purposes of vocabulary. (Gairns & Redman, 1986)

Schmitt (2005, pp. 73) points out, that a learner not only needs to learn the most frequent words but that they need to acquire the words' meanings in various contexts as most of the content words are polysemous. He states that a learner "*must learn more than 2,000 meaning senses if they are going to have control over important vocabulary*".

3.2.2.2 Cultural Factors

The studies of frequency of utterance are exclusively focused on native speakers of the English language. This fact indicates that that particular vocabulary is concentrating on their culture and their interests tied to their specific cultural experience. With second language learners, we have to consider their own cultural

background while choosing the right vocabulary for them to learn as they might want to express ideas outside of those of native speakers' experiences. We can find those differences in e.g., vocabulary concerning environment (learners living in Scandinavia would need different lexical items than those living in South America), or vocabulary of socio-cultural problems that are distinct in different parts of the world. (Gairns & Redman, 1986)

3.2.2.3 Need and Level

It is more than clear, that the aspect of need is crucial in the teacher's decision-making process. A learner who just wants to travel would need a different kind of vocabulary than a learner who needs English in their profession. The same logic can be applied to the level on which the learner's language skills are. A beginner requires a different package of lexical items (focused on survival) than a more advanced learner (broader expressive abilities). (ibid.)

A problem arises when the learners' needs do not align with their general English level. It is not easy to introduce highly technical vocabulary to a learner who has just started learning English as their second language. According to Gairns and Redman (1986), today's common practise is to favour level over need. It is crucial for a learner to master basic grammatical structures first as means to express more elaborate thoughts supported by the more advanced vocabulary that is learned later. If we introduced the 'above level' vocabulary to a beginner it could cause stagnation in their motivation to learn as they would not be e.g., grammatically equipped enough to use it in everyday life.

3.2.2.4 Expediency

The classroom is the most common environment in which a second language learner experiences the language itself, face to face. It is thus required to know some specific vocabulary in order to participate in classroom activities or to understand the instructions given by the teacher. One of these areas is grammatical terminology, not many teachers want to burden their learners with grammatical labels, but it is important to create a common ground for full understanding and acquisition of the target language. Knowing basic linguistic terminology also makes it easier for the learner to fully use dictionaries and grammar books. (ibid.)

Another area of useful words are those used in textbooks and language activity instructions e.g., true/false, tic/cross, gaps/blanks, fill in/cross out/leave out/underline, top/middle/bottom, etc. It is natural for learners to absorb these words and their meanings while working in the classroom without much explanation needed.

Other vocabulary is needed to ask relevant questions. "*High on a beginners' list of lexical priorities will be 'repeat', 'write' and/or 'spell', 'mean'. 'explain' and 'pronounce'.*" This, and other classroom vocabulary, is vital to enable the learners to work properly within the classroom. (ibid., pp. 64)

3.2.2.5 Learnability

Words occur to be easy or difficult to learn due to a variety of reasons. The ones seen as difficult may require special attention while teaching. Such a reason can be spelling. In English, there are more spelling irregularities than in some other languages. Even native speakers have problems with placing double consonants in some words.

Another difficult part of learning English as a foreign language is pronunciation which closely correlates with English not being a phonetic language. Words like 'worry' or 'sorry' are easier to pronounce as their spelling corresponds with pronunciation (the sounds correspond with the letters). Other factors of learnability are the syntactic properties of the words, their closeness in meaning, or the learners' experience with the world. (McCarthy, 1990)

3.3 How Much to Teach

To determine how much vocabulary to teach, we have to look at two criteria or more precisely two time periods in which we teach vocabulary. The first one is a single lesson (approximately 45-60 minutes) in which lexical items are introduced. Gairns and Redman (1986) suggest an average of eight to twelve items of productive vocabulary. The lower number is suitable for beginners and the upper number for more advanced learners. The second period of time is the duration of the language course. The number of lexical items corresponds with the EFL Vocabulary Size that we discussed earlier in this work (page 10, Table 3). The amount of productive vocabulary the learners need to learn closely correlates with their level of language proficiency.

3.3.1 Factors Influencing Vocabulary Acquisition

We can easily estimate the ideal number of new items that we want to introduce to our learners and expect them to grasp them, but it is not that simple. There are various factors, that influence the learners' ability to acquire the new item, which we have to consider in our decision making process when planning a lesson.

3.3.1.1 Exposure or Repetition

"*The greater the number of encounters, the more likely learning is to occur.*"
(Webb & Nation, 2017, pp. 61)

Learners living in an English-speaking country experience greater exposure to the language than those who live somewhere else. They also feel outer motivation coming from their environment, as they are surrounded by the language they need to learn to survive. The learners in their own country are dependent on their own inner motivation to learn the desired language. They are exposed to the language mainly in the classroom may not be enough. Those learners need to find the motivation to expose themselves to the language even outside their classroom e.g., through books, films, or traveling. (Gairns & Redman, 1986)

3.3.1.2 Similarity

The level of similarity of the form of the target item and its equivalent in the learner's native language is a key factor in acquiring it. International words, such as bank or alcohol, are easier to learn, as they exist in many languages. Such words often differ in pronunciation while the written form stays intact or undergoes small changes. We must watch out for false friends, words that look and sound similar but have different meanings (e.g., sympathetic x sympatický, actual x aktuální, etc.) (ibid.)

3.3.1.3 Illustrating Meaning

Concrete words which can be shown physically or demonstrated simply (e.g., a chair, to drink) are much easier to grasp by the learners, regarding their meaning than any abstract items (e.g., peace, courage). In homogenous monolingual classes such words can be presented through translation. In multilingual classes, this solution is not an available option. With increasing level of language proficiency and with more complex vocabulary meaning presentation gets much more difficult and time-consuming. (ibid.)

3.3.1.4 Learning environment

"*Factors such as the intensiveness of the course, the time of the day, whether the students are working or studying outside their language classroom will all have some bearing on the vocabulary load which they can handle.*" (ibid., pp. 68)

3.3.1.5 Language aptitude

Learners who are not as sensitive to language will not be able to absorb as many lexical items as those who have good memory for language items, are sensitive to phonology, and adopted effective language learning strategies. Those learners facing difficulties might need to train their language learning skills. (ibid.)

4 Teaching Vocabulary

We already discussed the key importance of learning and knowing vocabulary. Teachers know "*how communication stops when learners lack the necessary words*" (Allen, 1983, pp. 5). In the past, language courses were focused on grammar acquisition at the expanse of learning vocabulary. Professionals thought that grammar was the key to knowing a language. This belief began decreasing sometime during the 1980s and subsequently developing and mastering vocabulary teaching techniques got into the focus of scholars. (ibid.)

Another reason why vocabulary teaching was pushed to the side-lines in the past was the sole focus of linguists targeted on research on syntax and phonology. As a result, many people started to think, that knowing syntax and phonological aspects of a language are key elements to mastering it. There also occurred a theory that syntax is easier to describe and analyse, thanks to the finite character of its components and the relationships between them. Moreover, it is much easier to specify in curriculums which syntactic structures to teach, even though mistakes in vocabulary are less generously tolerated in the outside-classroom world than mistakes in syntax. Since the second half of the 20th century, there has been a revival of interest in vocabulary teaching. (Carter, 1996)

Even though vocabulary can be taught incidentally, unfamiliar vocabulary occurs in a text or a discussion, for now, we are focusing on planned and direct vocabulary teaching.

4.1 Learners

While teaching a foreign language we are going to encounter learners on different levels of language proficiency. The easiest distinction is dividing them into three categories: beginners, intermediate learners, and advanced learners. Each category has its own specific needs and there are different areas of vocabulary that need to be covered in lessons. Considering the attention of this thesis is focused on learners at the middle school level, I am going to concentrate on beginners and intermediate learners (A1/A2/B1 in European classification). (Allen, 1983)

4.1.1 Beginner Learners

As was stated in previous chapters, beginner vocabulary lessons contain words for persons and things surrounding the learners in the classroom and everyday life (e.g., girl, boy, teacher, pencil, walls, door, …). Introducing these words first has multiple reasons and benefits. The most apparent one is, that all these words have obvious meaning, and it is not difficult to make their meaning clear. Desks, chairs, doors, and windows are things the learners can see while hearing their foreign names. Furthermore, items in the classroom are touchable. "*This is important, because success in learning often depends on the number of senses which are used in the learning process.*" (Allen, 1983, pp. 7) There is a higher possibility that learners will learn a word when they can touch the object in addition to hearing and seeing the word. We should always try to at least let the learners see the object while hearing its name, as these two senses are often enough to focus their attention. (ibid.)

4.1.2 Intermediate Learners

Defining the intermediate stage of learning a second language is not as easy as defining the levels above and below. At the intermediate level, we often present very similar words to those taught at the beginner level. We teach the vocabulary of things from the learners' everyday life. We teach about persons and things. (Allen, 1983) This category is particularly important for this thesis as during the middle school level English language learners are supposed to be transferring from the beginner level to the intermediate.

The intermediate learners have one great advantage over the beginners "*they have learned a large number of English words which can now be used by the teacher for defining new vocabulary*" (ibid., pp. 45). As intermediate learners should hear only English from their teacher, it is very important for the teacher to be able to define English words by using exclusively other English words. Another reason to master the ability for basic English definitions is the nature of new vocabulary. At the intermediate level, we get closer to abstract things that cannot be defined through pictures or actions. (ibid.)

There is a more systematic approach to involve the most commonly used words in several categories like buildings, furniture, transportation, health, weather, …. Often, words form different categories are introduced together. They can be presented in a simple story; they may be taught because the grammar part requires them. To help the learners with vocabulary acquisition the teacher should advise them to keep a diary which is divided into sections by categories of the presented words. (ibid.)

4.2 Presentation

"By presentation, we mean those pre-planned lesson strategies in which learners are taught pre-selected vocabulary items." (Thornbury, 2002, pp. 75)

What can we, as teachers, do to help our learners learn vocabulary with ease while presenting new items? The most basic answer is: create a sense of personal need for a foreign word in the learner's mind. (Allen, 1983)

Before we start with the presentation it is advised to activate the learners' previous knowledge of related items as "*new knowledge is most efficiently absorbed when it is assimilated to the already known*". (McCarthy, 1990, pp. 108)

The learners need to learn both, the meaning and the form of a new item of vocabulary. Both these areas need to be introduced closely together to create close connection in the learners' minds. They simultaneously should be introduced to the written and spoken form of the word. Teachers stand before several options of how to present new words. We already discussed the factors of vocabulary selection: the level of the learners, the learnability of the new words, or the learners' likely familiarity with the new items. Then there is the presentation of meaning, which can be done in several ways e.g., translation, real objects, pictures, actions/gestures, definitions, and situations. (Torhnbury, 2002)

4.2.1 Presenting Meaning

As a point of reference for the classification of meaning presentation methods, I decided to use the work of Gairns and Redman (1986). They categorize the techniques into three sets: visual techniques, verbal techniques, and translation.

4.2.1.1 Visual Techniques

Visuals

Flashcards, photographs, blackboard drawings, wallcharts, and real objects, are categorised as visuals. They are widely used for communicating meaning and are especially useful for teaching concrete vocabulary items such as food, or classroom equipment, and certain thematic areas of vocabulary (professions, activities, places, people, …). They are also useful in following activities focused on practicing the new words. (ibid.)

Mime and Gesture

They are used to further illustrate the meaning by creating a situation to reinforce the concept. (ibid.)

These approaches are mostly utilised with beginner learners as they benefit from engaging more senses at once. We also discussed the fact, that beginner learners are introduced to vocabulary by naming concrete objects from their everyday life.

4.2.1.2 Verbal Techniques

Use of Illustrative Situations

This technique is most practical with abstract vocabulary. To ensure understanding, teachers usually use more than one situation or context to support learners in grasping the concept. (ibid.)

Use of Synonymy and Definition

Synonymy is used with low-level students in order to cover and restrict the length and complexity of the explanation needed. Definition on its own is often not adequate for grasping the meaning. The vocabulary item needs to be put into context as in different scenarios meaning could be different, or the usage may be inappropriate. (ibid.)

Contrasts and Opposites

When using opposites, we need to be aware of the importance of the context in which the opposition is true. If we describe 'short' as the opposite of 'long' we need to point out, that this is true in connection to the length of something. The word 'short' could be also the opposite of 'tall' which is true in relation to height, not length. (ibid.)

Scales

This can be a helpful means of reinforcing new items once learners have learned two related or contrasting gradable items. The whole class can create a scale together or we can give the words in mixed up form and let the learners decide the order. (ibid.)

Examples of the Type

To illustrate the meaning of superordinate words such as 'relatives', 'animals', 'means of transport', it is a common method to give examples of them e.g., sister, brother, cousin, mother, and father for 'relatives'. (ibid.)

4.2.1.3 Translation

Using translation to convey meaning can be valuable, timewise. It is quick and easy and helps to avoid long explanations and definitions. It is also useful to translate not-so-frequent vocabulary items that occur during other classroom work. In monolingual classrooms, teachers can effectively use translation to warn learners about so-called false friends, which were mentioned in one of the previous chapters. (ibid.)

The danger of translation comes with its frequent usage. If learners keep using their native language as a framework for the foreign language they are learning, they will fail in developing the necessary relations between items in the new language. Another aspect of overusing translation and the native language in the classroom brings a lack of listening exercises which leads to a lack of motivation. (ibid.)

4.2.2 Presenting Form

As was already mentioned it is crucial for vocabulary acquisition to introduce both forms of the word, spelling and pronunciation.

There are a few strategies on what to do while presenting new vocabulary items that are written in a textbook. We are usually provided with a list of words in alphabetical order and with corresponding pictures of the items on the side. Some teachers decide to read the list out loud as it is not allowing the learners to see the written form, while others pronounce the words letting the learners read them at the same time as hearing them. (Allen, 1983)

Both approaches have their advantages and disadvantages. Hearing the word in its correct form without seeing it written can be useful for learning the right pronunciation, as the English language does not hold one-to-one correspondence between pronunciation and spelling. In some cases, correct pronunciation is considered less important than the swift growth of vocabulary. Under this circumstance, learners are advised to look at the word while hearing it, since they tend to remember a word more easily if they use two senses at once. It does no harm repeating the word after the teacher, the more senses engaged in the learning process the easier acquisition. The most important thing is not to waste the whole lesson on seeing and saying new words. We need to also introduce the words as means of communication in other activities. (ibid.)

Nation (2001, pp. 95) combines the presentation of meaning and spoken form in his 'What is it?' technique. "*The teacher gradually communicates the meaning of a word by using it in context. When the learners think they know what the word means, they raise their hands. After enough hands are raised, the teacher asks a learner for a translation or explanation of the meaning.*" Not only does the teacher describe the meaning using only the English language, but they also give the learners the opportunity to contribute with their translation. Thornbury (2002), as well, points out the importance of the learners' active participation.

4.3 Usage and Practise

After presenting the meaning and both forms of the new word, we need to make sure the learners actively use the new words. Usually, the practice would take the form of kind of repetition or drill. But this does not guarantee that new vocabulary will move from shot-term memory into permanent memory. "*New knowledge needs to be integrated into existing knowledge.*" (Thornbury, 2002, pp. 93) If we put the new words to work, we ensure long-term retention and recall. Thornbury (2002) gives several examples of activities that put new vocabulary into practise.

4.3.1 Receptive Tasks

Including cognitively demanding tasks in lessons helps with moving words into long-term memory. Decision making tasks can be divided into the following types: identifying, selecting, matching, sorting, and ranking and sequencing. (ibid.)

Identifying

Identifying words means that learners locate words hidden in texts (spoken or written). Learners also apply the process of identification in tasks in which they have to search words in a 'word soup' or when they have to unscramble anagrams. (ibid.)

Selecting

These tasks are generally more complex than identification tasks, they involve recognising the words and making choices about them. An example of a selection task is 'the odd one out.' With this type of task, the right answer is not always the most important outcome. The learners' ability to justify their choice is often what counts. Another useful task applicable to vocabulary lessons is: 'Choose (a number) of words from this lesson to learn.' Learners can also choose words from their notebooks to 'test' their classmates. (ibid.)

Matching

Matching tasks involve not only recognizing the words but also connecting them with e.g., a picture, a translation, a definition, etc. (ibid.)

Sorting

These activities expect learners to sort words into given or guessed categories. (ibid.)

Ranking and sequencing

Ranking and sequencing activities are the most demanding ones. They require learners to put vocabulary items into order. This may entail arranging words on a scale. Learners can be asked to grade items according to preference or to order items chronologically. (ibid.)

4.3.2 Productive Tasks

The above-listed decision making tasks are strictly receptive, they let learners make judgements about words but do not force them to produce the words. However, productive tasks demand the application of the newly learned vocabulary to some kind of writing or speaking activity from the learners. We classify these tasks into two types: completion (of sentences and texts) and creation (of sentences and texts). (ibid.)

Completion

The most common tasks of the completion type are *gap-fills*. The productive process is most commonly writing. There are many formats of gap-fills, but they can be distinguished as open and closed. The open type is a task where the learner has to come up with the word on their own (there can be clues such as the first letter). In closed gap-fills the learner is provided with words, they need to decide which word suits which gap the most. The last example of completion tasks is *multiple choice* task. (ibid.)

Creation

In contrast with completion tasks where context is provided, creation tasks demand the creation of the context for given words. The typical instructions can look like this: "*Use each of these words to make a sentence which clearly shows the meaning of the word.*" or "*Write a short narrative (or dialogue) which includes at least five words from the list.*" (Thornbury, 2002, pp. 101) These types of tasks usually lead to speaking activities (reading aloud, performing dialogues, comparing, and explaining sentences, …).

Not all creation tasks necessarily start as writing activities. A questionnaire is a good example of a creation speaking task.

4.3.3 Games

Language games are extremely popular among both teachers and learners. Most word games known in the first language are usually suitable for and easily adapted into second language learning. Games that encourage recalling a word at speed (preferably) are considered most useful. The only disadvantage of language games is the fact, that they usually work with isolated words without context and do not require deeper mental demand, they should be used sensibly. Nevertheless, here are some examples of word games, that can be used in a classroom: 'word clap', 'categories', 'noughts and crosses', 'coffeepot', 'back to board', 'Pictionary', 'word soup', 'word race', 'spelling race'. (ibid.)

5 Vocabulary in the Czech Framework Education Programme for Basic Education

The Czech Framework Education Programme for Basic Education is a guideline, published by the Ministry of Education, for schools and other institutions specializing in elementary and middle school education to create specific and more detailed education programmes.

The document does not state a concrete list of vocabulary. The only requirement for the vocabulary of a foreign language is the development of adequate vocabulary for oral and written communication applied in discussed topics and communication situations; working with dictionaries. It is more focused on expected learning outcomes, it states:

Listening:
- o the learner understands basic information and sentences if pronounced slowly and clearly.
- o the learner understands the content of simple conversation about learned topics if pronounced clearly.

Speaking:
- o the learner is able to form questions about basic information and is able to react in everyday formal and informal situations.
- o the learner is able to speak about family, friends, school, free time, and other learned topics.
- o the learner is able to tell a simple story; knows how to describe persons, places, and items of everyday life and use.

Reading:
- o the learner is able to search for information in simple everyday authentic materials.
- o the learner understands short and simple texts and is able to search them for required information.

Writing:
- o the learner is able to fill in a form on basic information about themselves.
- o the learner is able to write simple texts about themselves, their family, school, free time, and other learned topics.
- o the learner is able to react to a simple written statement.

From this list, we are able to conclude at least some of the areas of vocabulary, that need to be learned i.e., family, hobbies, appearance (human body, clothes, colours, etc.), school (furniture, school supplies, items specific for the classroom, etc.), people (jobs, qualities, etc.). (MŠMT, 2021)

Although there is no specific list of words the document is still helpful. Other topics and vocabulary are included in the textbooks used in schools, which have been written on the basis of the CEFR.

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6 Using Authentic Literary Text in Teaching

Using authentic literary texts in teaching English as a foreign language has been the subject matter of discussion among language professionals for a while now. The debate on introducing literature into language teaching in a way that is beneficial for the learners and teachers has brought some interesting ideas. "*Many teachers consider the use of literature in language teaching as an interesting and worthy concern.*" (Hismanoglu, 2005, pp. 53)

Using literature as a tool rather than a goal is the main concern of this thesis. We are going to look at the ways we can introduce the form and meaning of a word to a class of learners through an authentic (literary) text as well as the suitability of different literary texts and genres.

6.1 Why Authentic Texts

The term communicative competence has recently become the focus of language teaching. It is not sufficient to teach only grammatical structures and separated vocabulary items as learners of a foreign language need to learn how to use these in context. They need to be exposed to the language in its natural form, which can be provided by using authentic texts such as literary works in language lessons. Exposure to authentic written and oral texts brings a positive influence on learners' listening and reading skills as well as their communicative competence. (Hwang, 2005)

Encouraging learners to use the newfound vocabulary increases their productive skills (speaking and writing) and supports further language acquisition. Using authentic materials also helps avoid unnatural patterns, that are inherent in the learners' mother tongue (Czenglish). (ibid.)

Using literature to teach language skills (reading, writing, listening, speaking) and language elements (grammar, vocabulary, …) is a popular method in foreign language teaching. Incorporating literature in language courses allows learners to see the language in its natural form, it also provides closer interactions with syntax, lexicology, or semantics of the language. (Hismanoglu, 2005) According to Collie and Slater (1990), there are four reasons why to use literature in the classroom: valuable authentic material, cultural enrichment, language enrichment, and personal involvement.

6.1.1 Valuable Authentic Material

When we say literature is an authentic material it means, that it was not primarily created with the purpose to be used for teaching. That texts are authentic means, that they are a part of native speakers' everyday lives. Timetables, city plans, cartoons, newspaper articles, and many more are included in language course books as teaching materials. Using literature adds a sense of completion to these available materials. It is suitable for learners who have already mastered the survival level of language learning. As literature was primarily intended for native speakers, learners get into contact with many different forms of the language and meanings, that are not necessarily included in the materials intended for teaching and learning. (Hismanoglu, 2005)

6.1.2 Cultural Enrichment

It is common knowledge that the ideal way to properly learn about a country, its culture, and customs is to travel and spend some time there, but for many language learners, this option is not available. "*For such learners, literary works, such as novels, plays, short stories, etc. facilitate understanding how communication takes place in that country.*" (Hismanoglu, 2005, pp. 54) The fictional universe of a novel, a play, or a short story creates a rich and vivid backdrop in which characters from various class and regional backgrounds can be portrayed. A reader of such work can easily explore and encounter the way, in which the characters see the outside world (their thoughts, feelings, traditions, culture, beliefs, fears, etc.). Literature can help the reader/learner get involved in a culture without being there and support their cultural literacy in case they decide to visit the country in the future. (ibid.)

6.1.3 Language enrichment

Literature brings a colourful range of individual vocabulary and syntactic items. Learners familiarize themselves with many aspects of the written language while reading. They have the opportunity to explore the syntax of a language, all the possible structures, and the various ways to connect ideas, which more over improves their writing. Implementing literature into the classroom encourages learners to be productive, to use the learned structures, and to communicate their newfound ideas and experiences. (ibid.)

6.1.4 Personal Involvement

Literature can aid in language learning since it encourages the reader's personal involvement. While reading a literary text, the learner gets involved in the development of the story itself. The meaning of individual lexical items or phrases becomes unimportant. As the story's conclusion approaches, the learner becomes eager to learn what occurs, because they feel a connection to specific characters, and they understand their feelings. The entire process of learning a language may benefit from this. It is clear at this point how important it is to match the learner's needs, expectations, and interests with the right literary work. (ibid.)

6.2 Types of Authentic Materials

A crucial component of teaching and learning a foreign language is the use of teaching materials. Everyone now has access to resources for educational content. One significant and comprehensive source for authentic materials is the internet. There are three categories of authentic materials listed: Authentic listening materials (e.g., radio, cartoons, songs, …), Authentic visual materials (e.g., street signs, pictures in newspapers and magazines, …), Authentic printed materials (e.g., reports, newspapers, novels, …). (Al Azri & Al-Rashdi, 2014)

This thesis is going to focus on printed materials, particularly literary works.

6.3 Using Different Genres of Literature

Literature comes in many different forms and genres. Each genre has its own specific features that can be beneficial for language learners. We are going to look at poetry, short stories, drama, and novels and try to identify the benefits they might bring to the language classroom.

6.3.1 Poetry

Poetry mostly consists of colourful metaphors and beautiful euphonic words. The usage of metaphors in poetry is incredibly significant for learning a language, as they are used by speakers every day. The reader learns to appreciate the writer's composition process by studying the poem's components (i.e., meter, rhyme, scheme, verse, and stanza). Reading poetry also develops the reader's sensitivity for words which may later transform into greater analytical ability. (Hismanoglu, 2005) (mondaysmadeeasy, 2022)

Poetry offers a different point of view towards language and its use by going above the known grammatical, syntactic, and vocabulary conventions. It triggers different interpretations from readers and simultaneously provides motivation to discuss these opinions. Not only does poetry summon feelings and thoughts, but it also familiarises learners with figures of speech (metaphor, irony, personification, etc.) as they are an important part of everyday language. (ibid.)

Apart from the above-mentioned inner processes, poetry brings about the phonetic and phonological properties of the target language. There is no other genre that is so dependent on stress placement, pitch, or intonation. Poetry also allows learners to study the semiotic elements of a language. Semiotics, simply put, studies how meaning is created and communicated, not only in language but also within the cultural background. "*Poems comprise so many cultural elements – allusions, vocabulary, idioms, tone that are not easy to translate into another language.*" (ibid., pp. 61)

6.3.2 Short Stories

In contrast to poetry, short story fiction shows people and their behaviour in everyday, concrete settings. Including short stories in classroom activities is beneficial as it provides relatively simple reading tasks (short stories are usually simple and short). They give learners an opportunity to get to know the culture and diverse groups of people. With its mysteries and wonders, a short story can trigger learners' motivation to read together with their motivation to communicate with each other. They can share their opinions, feelings, and anticipation for further development of the plot. Storytelling is a universal language, no matter what the learners' background is, everybody, to some extent, experiences situations portrayed in a story. (ibid.)

6.3.3 Drama

Drama is a useful tool to teach a language and its grammar in context. It enables the learners to learn how to use the language to communicate thoughts and opinions, and command and inform others. Dramatic presentations increase learners' understanding of the target language and culture. (ibid.)

It also triggers inner processes such as imagination, creative and critical thinking. It helps with mastering listening skills and strengthening comprehension. Experiencing

drama in addition to boosting empathy and awareness of others, nurtures peer respect and cooperation. (ibid.)

To sum it up, using drama in a classroom environment brings about a greater understanding not only of the target language and culture but also contributes to the development of learners' personalities and collective cooperation. Additionally, it provides a different approach to teaching, which can increase the learners' motivation to learn the language. (ibid.)

6.3.4 Novels

Similarly, to short stories, novels provide an insight into the everyday life and culture of the characters. They show the language in its pure form in connection to people's behaviour and experience. As for the learners, using novels in classrooms develops knowledge of distinct cultures, increases motivation to read, enhances critical thinking, and provides real-life like settings. (ibid.)

When choosing a book to be used in lessons, the language teacher should consider whether the novel has an engaging plot that will spark the interest of the entire class. The chosen novel should have themes and settings that capture the learners' imagination and explore the human condition. A suitable novel should have an engaging, action-packed plot and distinct, enduring characters. The content should be appropriate for learners' emotional and cognitive capacities. The story should also include certain themes and ideas that are being developed in class. (ibid.)

6.4 Teaching Vocabulary Through Authentic Literary Text

"Teachers should promote extensive reading because it can lead to greater vocabulary growth than any program of explicit instructions alone ever could." (Coady& Huckin, 1997, pp. 225)

In the very beginning, we discussed the importance of vocabulary in language teaching and learning. As was stated, vocabulary is the fundamental part of knowing a language and being able to express oneself.

Advanced learners are more likely to acquire vocabulary through reading than from provided lists of words. Reading provides good conditions for effective spelling and vocabulary acquisition as long as the text is within the learners' field of interest. The question, that stands out, is whether beginner learners have enough vocabulary knowledge to acquire new words through reading. It has been proven by many

researchers that children are more likely to acquire vocabulary through listening, rather than reading. The minimum vocabulary knowledge needed for reading comprehension is 3,000 word families. At this stage, a learner is independent enough to be able to guess the meaning of a word form context. (Coady & Huckin, 1997)

As was discussed above, simplified materials can be useful to some extent, but the authentic text is irreplaceable as it introduces words in their most natural form and context. Just like it is not expected from beginning native speaker readers to read difficult texts, beginner language learners should not be exposed to materials above their comprehension levels. We should always consider the learners' level of language proficiency when choosing a text. There is no harm done in using simplified texts with beginner learners as long as they are not used for an extended period of time and are replaced by authentic texts as soon as the learners' competences increase. (ibid.)

6.4.1 Intensive and Extensive Reading

Intensive reading demands a close study of short texts. Even though the main goal of intensive reading is to understand the text it also directs attention to vocabulary and grammar. It is considered a type of language-focused learning. When we add the pressure of a following test, the learners are more likely to learn more vocabulary while reading than those, who are just reading without testing. Intentional focus on vocabulary results in learning more lexical items. (Nation, 2001)

Extensive reading on the other hand focuses on the meaning of the text as a whole. "*For vocabulary growth, extensive reading texts should contain no more than 5% unknown tokens.*" (ibid., pp. 244) Repetition of unknown vocabulary is also a welcomed feature of a text aimed at vocabulary learning.

6.4.2 The Process of Choosing a Text

For learners to utilize reading to expand their vocabulary, they must read challenging materials, otherwise, they will encounter few unfamiliar words. When choosing authentic material for lesson purposes we need to consider, that learners need to have a solid vocabulary base to be able to understand the text and additionally learn new words.

While deciding on what authentic text to use in class, Hwang (2005, pp. 8) suggests current popular ones as "*they are superior in relevance to learners' lives here and now*

as well as in display of easy but realistic, ready-to-use language". She recommends using best-selling stories, TV newsmagazines, or talk shows but speaks against novels and poems that contain all sorts of complicated humour and linguistics.

Nation (2001) suggests that for a reading lesson to be successful the text has to correspond with the learners' level of language skills and knowledge. He also recommends the benefits of repetition, as texts with repeating vocabulary are more likely to contribute to vocabulary learning by reading. In case a newly encountered word is not met again soon enough, the learning process stops and there is no permanent acquisition.

Collie and Slater (2011) add that reading should be enjoyable. It should relate to learners' interests and trigger positive reactions. The books we choose therefore must be pertinent to the learners' experiences, emotions, or aspirations. They also suggest the chosen text not to be too much above the learners' standard reading proficiency. One of the important features mentioned is suspense, which motivates the learner to keep reading and makes overcoming difficulties more rewarding.

6.4.3 Working with the Text

What is the best approach to working with the text that was chosen?

One of the approaches is direct teaching, which in addition to the chosen text consists of a range of exercises focusing on vocabulary, grammar, or comprehension. As foreign language learners need to be properly introduced to high frequency words, their form, and meaning, it is crucial to implement direct methods as for low frequency words we can stick to the incidental learning approach. (Nation, 2001)

6.4.3.1 Pre-teaching

Pre-teaching vocabulary that occurs in the chosen text may be one way of increasing the readability of the piece, but it defies the purpose of reading for vocabulary learning. Teaching vocabulary items in advance is effective for the comprehension of separated lexical items, but it lacks effect in grasping the meaning of the text as a whole.

In the end, pre-teaching is time-consuming and as such, it should be reserved for high frequency words that occur in many texts and therefore will be encountered by the learner more often. Pre-teaching low frequency words is redundant and may mislead the learners' focus while reading the text. (ibid.)

6.4.3.2 Classification of Vocabulary Exercises with Reading Texts

There are several exercises that can be used to support vocabulary learning through reading. Nation (2001) lists five categories: apperceived input or noticing comprehended input, intake, interpretation or integration, and production or output.

Apperceived Input or Noticing

This is the most basic level of condition within which learning might occur. Repetition, salience, and prior knowledge are just a few of the factors that can influence noticing. There are several exercises that take advantage of the noticing condition, such as listing words to notice above the text, highlighting (underlining, italics, bolding) the targeted words, or using an asterisk. The word will become more salient the next time it is encountered as a result of consciousness raising. (ibid.)

Comprehended Input

This level could be the start of receptive retrieval. The vocabulary exercises at the level of recognition involve matching words to pictures or definitions and synonyms in the first or second language. (ibid.)

Intake

This level's vocabulary exercises incorporate the morphological analysis of words, which leads to the formation of words of various word classes by the addition of affixes. (ibid.)

Interpretation or Integration

These activities aim at guessing from context, matching collocations, and synonyms, or finding the odd one out. (ibid.)

Production or Output

At this level, learners are expected to recall the target word, find the word in the text to match it with a given definition, and answer questions triggering the usage of the target word. (ibid.)

Matching definitions to words in the text is an activity aiming at meaning. Usually, the definitions are listed after the text in the same order as the words occur. The process of learning involves noticing or retrieving the word, depending on the level of learners' previous knowledge. This activity is ideal for individual work and can be easily adapted to different proficiency levels. (ibid.)

Tasks of collocation matching are usually designed as two sets of words that must be matched into collocations. This activity can be done in pairs or groups to encourage discussion among learners. (ibid.)

Answering questions is the most complex activity as it tests comprehension and strengthens the meaning–form connection. The questions should be designed to force the learner to use the target vocabulary in their answer. This task not only requires writing skills but also encourages speaking as the learners can be additionally asked to share their answers with the class. (ibid.)

6.4.3.3 Working with Learners

Nation (2001) states the importance of knowing the goal of a task, the conditions that assist learning and learning supporting features of vocabulary exercises. Considering and knowing these three attributes can help the teacher with estimating the most effective way to use the tasks.

Collie and Slater (2011) strongly suggest using learner-centred activities such as role-playing, improvisations, writing, discussions, or questionnaires. All those activities help with the learners' motivation to read in the target language.

Group work

They suggest working in groups. In a group peer help is the advantage. The learners can provide explanations and contexts to those, who may be lost. It also encourages risk-taking and boosts confidence. (ibid.)

Exploring learners' responses

When reading a literary text in the classroom, we should try activating the learner's attention to their own responses to the text. We should encourage them to pay attention to their feelings and thoughts connected to the text and its characters. This may bring about the desire to read the rest of the text or re-read it at home. (ibid.)

Using the target language

We should always encourage the usage of the target language inside the classroom. Translating the text in their head slows the learners down and makes it more difficult to develop their language skills. Learners should be guided towards enjoying the literary universe as it is written, without any language or cultural translations. (ibid.)

6.4.3.4 Activities Before Reading

The first thing to do, when bringing a literary text into a classroom we need to activate the learners' attention and draw them into the text. We want them to be interested. When the learners are motivated enough to start reading the text, they need to be certain, that reading the text is not impossible. They need assurance, that they can go through the text and overcome the difficulties that may occur on the way. This can be achieved by warm-up activities which activate the learners' knowledge and experience. We can also target some possible lexical difficulties and possibly pre-teach some vocabulary. (ibid.)

The Title and Cover design

Warm-ups are used to set the mood, to spark interest and curiosity. One of the possible activities is to use the title and cover design. We can show the cover to the learners and let them describe what they see, they can even come up with some ideas about the people on the cover or the place they can see. The teacher can also introduce the book and its author. After that, the text is handed out and reading can start. (ibid.)

Setting the mood

The teacher guides the learners' imagination. They instruct learners to create a mental picture of a scene from the beginning of the literary work by describing it. After that, they talk about what they feel, see, or say in a group. They discuss all the pictures created in their minds and one or two learners can be asked to describe their versions to the rest of the class. (ibid.)

Visuals

We can always bring some pictures to the classroom to activate the learners' attitudes toward the theme of a book. We can show different people or scenes, that may occur in the text. (ibid.)

The Theme

By selecting the main theme of the text, we can let learners explore the situation before reading. We can let them imagine being in a specific situation and ask them what they would or would not do. To create a material based on the theme e.g., a letter, a poster, a note. This can lead to a discussion on the learners' creations, what feelings they bring out etc. After that, they can start reading and see, how the characters solved the problems. (ibid.)

Working with keywords

We can choose a number of keywords from the text and give them to groups of learners. They discuss the possible links between the words or sentences. When the narrative pattern is decided they can create a story of their own. They can write the ideas or just say them out loud. (ibid.)

Listening-in

This listening activity can be created by the teacher. They can record a discussion between friends about something they read or seen on television, it can be two people coming out of a theatre or cinema, or an interview, etc. This gives context of the literary work without spoiling the plot. (ibid.)

The Author

We can introduce the author in many ways. We can create a poster card with pictures connected to the author's life, with places linked to their work. The learners then speculate about the meaning of the items shown. They can later write the author's biography based on the montage, or match extracts from the author's work to the pictures. Based on photographs of the author at different stages of their life, the learners can be asked to build a character description. (ibid.)

6.4.3.5 Activities While Reading

Star diagrams

Assuming that keywords have not been identified and used as a warm-up before reading, the learners are instructed to find the keywords from the first section of the text. Learners work in groups, they skim the text and extract words from various categories: mood, movement, feelings, etc. This activity is aimed at vocabulary development. (ibid.)

Sentence whispers

The class is divided into lines of learners. The teacher gives a different sentence from the text to the first in line. The learner is asked to read the sentence, remember it, and whisper it to the one sitting next to him/her. The last learner in line is asked to say the sentence out loud as the first one reads it. The possible differences in the text can be discussed and the learners may speculate about further development of the plot. (ibid.)

Choose the prediction

After reading the first part of the text, learners are given a variety of possible continuations of the plot. They are supposed to choose the one, they suppose the author used. The whole class may discuss their choices and the reasons behind them. This activity is suitable for individual or group work depending on the number of learners in a particular class. (ibid.)

Sealing the time capsule

Learners make assumptions about the development of the storyline or about the ending of the literary work. They write their opinions down on flashcards which are collected and sealed in an envelope. When everybody is finished with the entire text (a novel, a short story, a play), the envelope is opened, and the endings are discussed in the context of the ending of the book. (ibid.)

6.4.3.6 Reading at Home

When working with a long literary work, learners may be asked to read the majority of the novel at home. The best way to approach this difficult situation is to give the learners worksheets, which help with comprehension. These worksheets can be additionally used in class as follow-ups. There are many forms of worksheets that may be used e.g., question-and-answer worksheets, 'Do it yourself' questionnaires, Complete the sentences, True or false, Summaries, Choosing a moral, and many more. (ibid.)

6.4.3.7 Activities After Reading

When learners are done reading a particular piece of work every teacher wishes for their learners to keep their own sense of the literary work. The goal is to involve learners in communicating their views and reviews. The activities listed by Collie and Slater (2011) all activate many language skills, some are focusing on visuals, some on speaking or listening, and others on writing or role-play. (ibid.) I am going to list just a few.

Cover designs

Designing their own paperback cover brings out the learners' feelings about the literary work. They can create something in response to their reading experience. This activity can be done in groups or individually. (ibid.)

Writing the back cover description

To prepare for this activity, learners hear about three back cover descriptions of three different literary works. They are supposed to rank these descriptions from the most appealing to the least appealing one. Subsequently, they write their own descriptions for the book they have been reading. At least one quote from the book should be involved. (ibid.)

Point of no return

Learners are divided into groups. They are instructed to decide at which point in the narrative of a novel, a play, or a short story just read, the characters came to the point of no return. This means, they should decide, where the ending became inevitable. This activity can be done in the form of discussion or writing. (ibid.)

Writing tasks

The learners can be asked to write a letter from the character to different people or to write another chapter based on the last one. Another option is to write an essay or a review. (ibid.)

There are many activities, that can be used with a literary text. I listed those, that I find suitable for a classroom of middle school learners based on my own teaching experience. For more information about all the options see Collie and Slater (2011).

7 Summary of the Theory

We already know that vocabulary is not just individual words. Vocabulary is an enormous group of many different components and complicated structures. We discussed words, lexemes, and larger lexical items, their characterizations, and their properties. We learned that grammatical words, although limited in number, are just as important as lexical words that carry a deeper meaning. Passive and active vocabulary was mentioned as well as their connection to the four language skills and what it means to know those items. We learned that vocabulary plays a key role in language learning and its further usage in communication of all kinds.

In my opinion, we as teachers need to know all these aspects mentioned above before we step inside a classroom. We need to consider each and every one of these to be able to pass on our knowledge successfully and to introduce the language in a way, that is helpful for our learners. Knowing the difference between passive and active vocabulary is crucial when deciding what words to focus on in our lessons. What words should be actively practiced and repeatedly mentioned? The understanding of how complicated larger lexical items, such as idioms and phrasal verbs, can be is vital regarding our role as mentors. We need to understand that they are closely bound to people's experiences with the world and culture. This puts us in a position of not only language teachers but also a sort of cultural experience mediators.

How do we select vocabulary to teach and how do we present it to our learners? That is another important question to ask ourselves before creating a lesson plan on vocabulary acquisition. We need to know our learners; we need to understand their needs and interests. On the other hand, we need to let them take responsibility for their own learning. They need our guidance, to be able to acquire the language correctly and actively, but they are also responsible for their choices and independent learning outside of the classroom.

While selecting vocabulary we need to take into account not only the learners' interests but also the usefulness of the words, the frequency they occur in written and spoken language. For active vocabulary acquisition, we need to know if a word is useful and frequent enough to try and pass it to our learner's active vocabulary or if it is sufficient to know the word passively. Both these options have their specific approaches. If we want the learners to learn a word for active use, we need to give them enough

time to acquire and use it. We need to design such practice tasks that force them to use the word, to work with it, to make decisions about them and most importantly to relate the words to their own personality. When a word becomes a personal matter, there is a higher possibility of properly learning it and moreover actively using it.

We also discussed the factors that influence vocabulary acquisition. As was mentioned repetition is the key. But it is not the only thing that helps with learning. We also need to be aware of the similarities of the two languages, the target language and the learners' mother tongue. When a foreign word is similar in its form to a word in the native language it is much easier to not only learn and remember the word but also to recognize, to actively use it, and to overall understand the concept hiding behind the name. In my opinion, one massive advantage is learning aptitude. When a learner is generally talented and sensitive to language, they are directly more likely to acquire any vocabulary and other aspects of the target language. Those learners who are not as gifted need to be provided with more precise guidance and attention. They need to be taught some learning strategies to compensate for their disadvantages.

I already stated some of the more important factors to be considered before teaching. Now let us have a look at the teaching process itself. First of all, we need to take into account the level on which our learners currently find themselves and to which they need to proceed. The focus of this thesis is on A1/A2 learners. Those who are not total beginners, already know how to talk about themselves, their families, and hobbies, but at the same time, they are mostly still not able to operate in the abstract part of the language. We need to focus on their progress from very concrete vocabulary, that can be touched and seen in the world around them towards the more abstract and more complicated concepts. Some of our learners are going to be more successful than others, but we need to try to at least find some motivation and purpose in their learning process.

Presentation of the new vocabulary is mainly in the teachers' hands. We select the items; we prepare some tasks to introduce them and subsequently help the learners learn them. There are many ways to present new vocabulary, but the key thing to remember is to introduce the form (spoken and written) and the meaning in close proximity. The easiest way to present a meaning is obviously a translation, in my opinion, this is not always the best approach. We want our learners to create a connection between the concrete thing and its foreign name. We do not want them

to constantly translate words in their heads. The best technique to present the meaning of something is to show it, touch it, or describe it in the target language. The more we use the target language in class the more effective the acquisition is. We need to let the learners work with the new words, to not only perceive but also produce them. If we want the learners to learn new vocabulary, we need to create such an environment which allows making and correcting mistakes and which provides enough practise.

Now let me finally concentrate on the authentic texts that can be used for presenting new vocabulary. I have listed many reasons why to use them. We also know that reading literature develops not only language skills but some soft skills too, like empathy or people skills. Literature also brings emotional enrichment and develops problem solving skills. Living through someone else's story can help with problem solving in real life.

The process of choosing a literary text, which is suitable for a particular class, mirrors the very process of choosing vocabulary items to be taught. We need to know the learners' needs, their language skill level, and most importantly their interests. All these aspects are connected with motivation and attention. If we choose a text that manages to grasp the learners' attention right in the beginning we can be sure, that they would be willing to work with it.

II. Practical Part

The practical part of this thesis is divided into two parts. The first half contains a survey that was carried where a questionnaire was used as the main research tool. I decided to give this questionnaire to learners of eighth grade at a school in České Budějovice. The aim is to learn about their reading habits in Czech and English, their book preferences, and how confident readers they are.

The second part focuses on creating three lesson plans for this specific class. The lesson plans are built on the information retrieved from the survey and correspond with the Czech Framework Education Programme for Basic Education and the school's education programme. Two of the lesson plans are used in class and reflected. The last one will be given to the English teacher for further use and possible source of motivation in the following school year.

8 Research Methodology

For my research, I decided on the following steps:

- o conduct a survey in which a questionnaire would be used as the main method of enquiry in an 8th grade class.
- o create three lesson plans based on the results of the survey.
- o teach one or two of the lessons and get feedback from the class.

8.1 The School and Class Characteristics

Based on the information from the school's website, the school in České Budějovice is one of the youngest schools in town. It is a regular elementary school in the middle of a residential area. Approximately 1000 learners are attending the school. Every grade, 1st to 9th grade, is divided into two to three classes. The school has two classrooms dedicated to language teaching, equipped with headphones and interactive boards. Other classrooms have interactive boards as well. (ANTEE s.r.o., 2023)

According to the information given by the class teacher, the class in, which I conducted my research, is composed of learners of one grade from three different classes. The group consists of selected learners with higher language proficiency, based on their attendance in extracurricular English lessons conducted by the school at the elementary school level. They use the Project series textbook, Level 3. There were 18 learners present, no one with special educational needs.

9 Questions and Answers

My initial research questions were:

- o How much do they read in Czech?
- o Why do they read?
- o What do they read?
- o Do they like reading?
- o Do they read in English? If so, how often do they read?
- o Do they want to read in English?
- o How confident readers of English are they?
- o How satisfied are they with the reading texts in their textbook?

Based on these questions I created a questionnaire, that I subsequently gave the learners to fill in. After consulting with the teacher, I decided to make an English and a Czech version of the same questionnaire and let the learners decide which version is more comfortable for them. Out of 18 learners present, only 6 decided on the Czech version.

Before the questionnaire was given to the learners, I showed them the questions on the interactive board, and we went through them one by one, to ensure understanding. The learners were instructed to circle their answers. In questions with more possible answers, they were asked to write 1 next to the most important one. They were given the option to write longer answers in Czech. There was no time limit given for answering.

The first two questions are aimed at general information about the class. I asked about their age and gender. Out of 18 learners present, there were 8 boys, 8 girls, and 2 of the learners did not want to specify their gender. The age of this group was between 13 and 14. The following questions are numbered 1-16, 14 of those questions are closed with suggested answers and two questions are open. Questions number 3, 5, 6, and 10 offer the option of a custom answer in the 'other' option. Questions number 4, 12, and 16 are primarily closed but include an additional open question.

Questions number one and two are concentrating on how much the learners read in Czech. Those are: *How often do you read in Czech? How many books have you read in the past year?*

1. HOW OFTEN DOU YOU READ IN CZECH?

Figure 1: Q 1. How often do you read? (Source: Original.)

From Figure 1, above, we can see that this class is quite diverse. We have:

- o 4 learners, who read every day,
  - o 2 girls, 1 boy, and 1 learner who did not want to specify their gender,
- o 3 learners who read a few times a week,
  - o 3 girls,
- o 4 learners who read once a week,
  - o 1 girl, 3 boys,
- o 3 learners who read a few times a month,
  - o 1 girl, 2 boys,
- o and 4 learners who read less,
  - o 1 girl, 2 boys, and 1 learner who did not want to specify their gender.
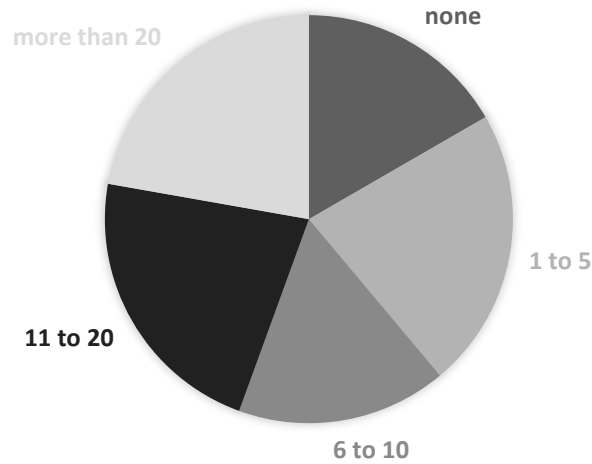
2. HOW MANY BOOKS DID YOU READ IN THE PAST YEAR?

Figure 2: Q 2. How many books did you read in the past year? (Source: Original.)

We have:

- o 4 learners who read more than 20 books,
  - o 3 girls, 1 learner who did not want to specify their gender,
- o 4 learners who read 11 to 20 books,
  - o 3 girls, 1 boy,
- o 3 learners who read 6 to 10 books,
  - o 1 girl, 2 boys,
- o 4 learners who read 1 to 5 books,
  - o 1 girl, 3 boys,
- o and 3 learners who did not read a single book in the bas year,
  - o 2 boys, and 1 learner who did not want to specify their gender.

We can see that the majority of frequent readers are girls. The highest number of books read in the past year was 29. One learner specifically wrote that he read one book in a foreign language.

I assume, that at least half of the learners will be willing to read in English class while the other half will demand a higher focus on motivation. Overall, I assume that the reading literacy in this class is at an adequate level for further work. Some of the learners read more than I initially expected.

Questions number three and four focus on why the learners read and how they choose the texts, they read. I wanted to find out, who or what is their point of reference while they choose their reading materials. I was looking for answers to the following questions: *Why did you read them?* (Referring to the number of books written to the previous question.) and *How do you choose books to read?*
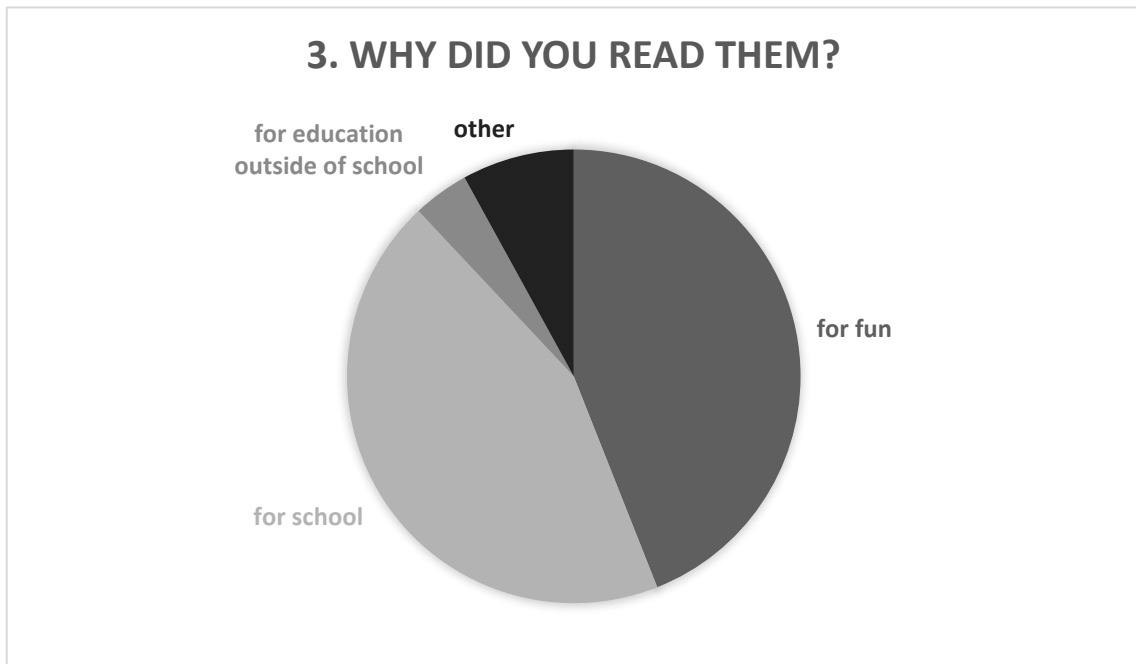

3. WHY DID YOU READ THEM?

Figure 3: Q 3. Why did you read them? (Source: Original.)

Figure 3 shows, that the learners read either for fun or because they have to read for school. This question had the option of multiple answers. They were asked to number their preferences, but the majority left their answers without numbers.

- o 5 learners chose options: 'for fun' and 'for school' without showing their preference for either of these options,
- o 1 learner chose options: 'for fun' and 'for school' stating, that the later one was more important,
- o 1 learner chose options: 'for fun' and 'for school' stating, that for fun is the more important reason,
- o 4 learners opted for only 'for fun',
- o 4 learners opted for only 'for school',
- o 1 learner answered with 'for education outside of school',
- o 2 learners chose 'other', and both of them stated, that they do not read at all.
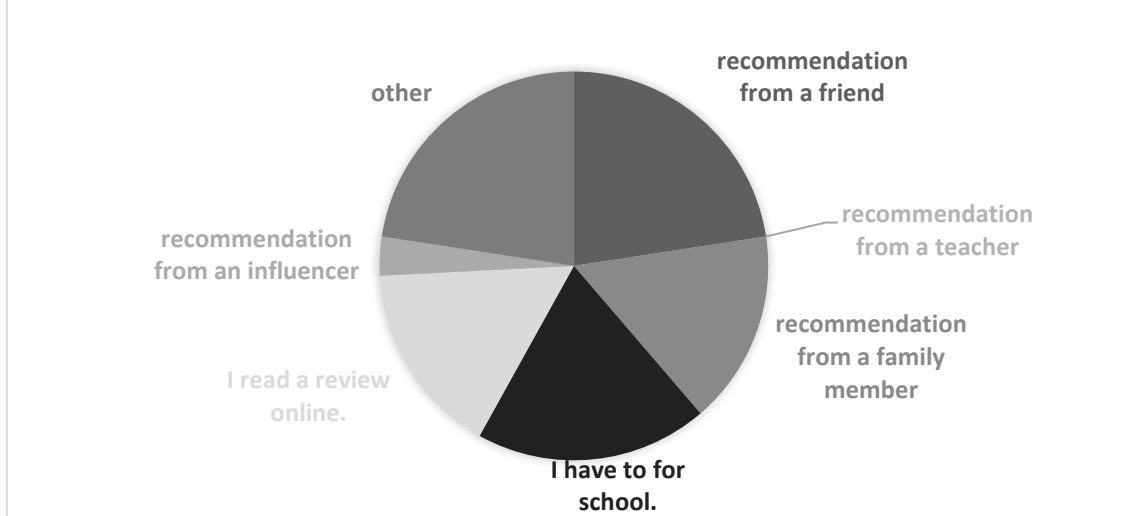
4. HOW DO YOU CHOOSE BOOKS TO READ?

Figure 4: Q 4. How do you choose books to read? (Source: Original.)

Figure 4 answers my question about the point of reference applied to the process of choosing a reading material. I gave six specific answers, I also left space for their custom answer in the option 'other'. The learners were allowed to choose more than one answer, they were instructed to number their preferences. Figure 4 shows the number of times the learners chose each option.

- o   7 learners rely on a recommendation from a friend,
- o   no one chose 'recommendation form a teacher'
- o   5 learners chose 'recommendation from a family member',
- o   6 learners chose 'I have to for school',
- o   5 learners read a review online,
- o   1 learner relies on an influencer's recommendation,
- o   and 7 learners chose the option 'other'.

Many of the answers were a combination of 'recommendation from somebody' and that they 'have to read for school'. The answers 'recommendation from a teacher' and 'I have to for school.' could be combined into one, but I decided to leave them separate as a recommendation is different than obligation.

When we have a closer look at the custom options, the most common one was: "*I see a book in a book shop and I find it (the cover) interesting.*", another common answer was: "*I do not read at all.*"

We can see that the main motivation to read is either the leaners' interest in reading or they are requirements coming from school.

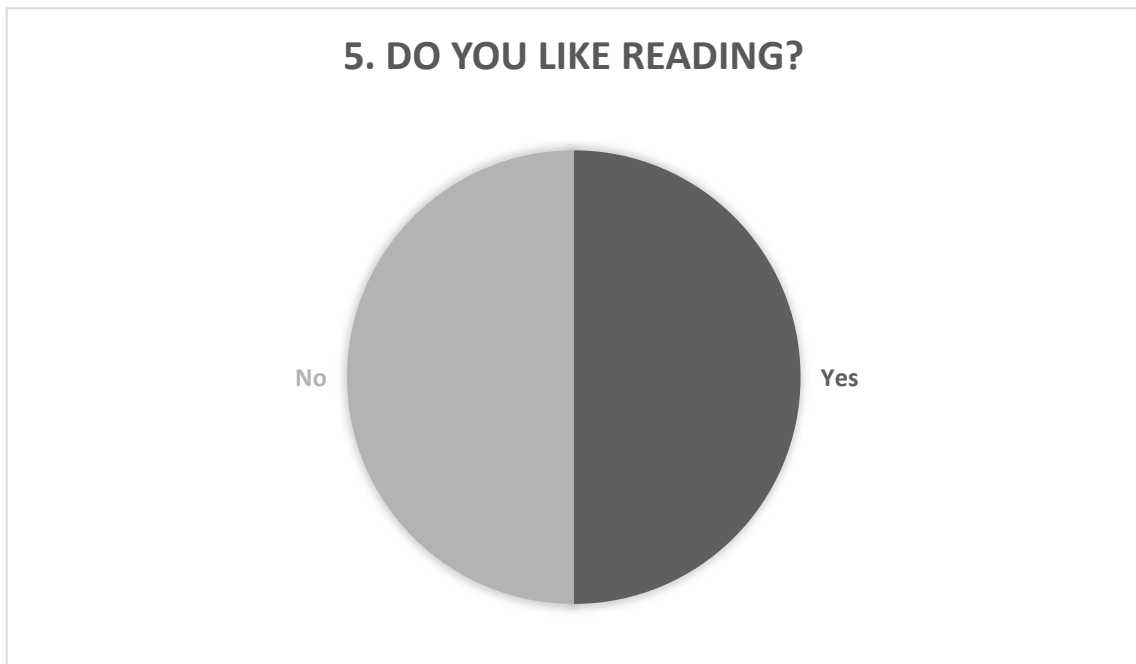Question number 5 was a clear one: *Do you like reading?*

Figure 5: Q 5. Dou you like reading? (Source: Original.)

Figure 5 shows, that the class is divided exactly in half.

- 8 learners answered Yes,
    - 6 girls, 1 boy, and 1 learner who did not want to specify their gender,
- 9 learners answered No.
    - 2 girls, 6 boys, and 1 learner who did not want to specify their gender,
- 1 learner gave both answers.

The more interesting answer resulting from this question is the 'why' part. I asked the learners to give a reason for their answers.

- Yes: "*I stop thinking about everything. It is a form of relax for me.*", "*It is fun.*", "*It is my hobby.*", "*It is good for my feelings.*", "*It is like escape from reality, entertainment and relax.*" (Source, Research.)
- No: "*It is useless and boring.*", "*I prefer film or series adaptations.*", "*It is a waste of time.*" (Source, Research.)
- The one indecisive learner gave two valid reasons why he likes and does not like reading: "*I like reading when I read what I want. I do not like reading when I read for school.*"

It is safe to say that the learners prefer to choose what they read rather than have it chosen for them.

The following five questions (6-10) are focusing on what the learners like to read, and what kinds of books and texts they prefer. The questions are: *Do you read something other than books? What is your favourite book? Who is your favourite author? What is your favourite literary genre? and What is your favourite form of text to read?*

Question number six *Do you read something other than books?* Is again a multiple-choice question. The learners were allowed to choose more than one answer and were given the option to customize their answer in the 'other' option.

6. DO YOU READ SOMETHING OTHER THAN BOOKS?
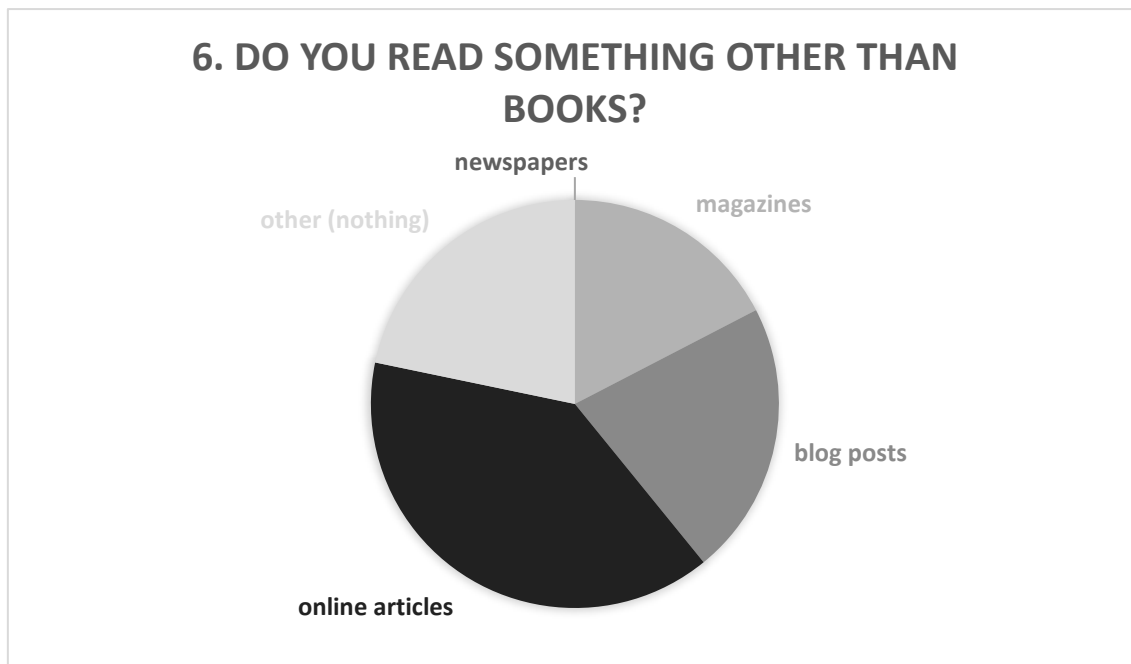
Figure 6: Q 6. Do you read something other than books? (Source: Original.)

Figure 6 shows:

- o nobody reads newspapers,
- o 4 learners read magazines,
- o 5 learners read blog posts,
- o 9 learners read online articles,
- o and 5 learners chose the option 'other' where 4 wrote "*nothing*" and 1 learner wrote "*manga (Japanese comic books)*"

When I went through the questionnaire before I handed it out, the learners and I discussed that under online articles we understand social media posts and video descriptions too.

Question number *7. What is your favourite book?* Is one of the two purely open questions in the questionnaire. The answers were:

- o 5 learners did not answer or answered, that they do not have a favourite book.
- o Stranger Things: Rebel Robin by Amy Rose Capetta
- o His Dark Materials: The Golden Compass by Philip Pullman
- o The Boy in the Striped Pyjamas by John Boyne (appeared two times)
- o Two Little Savages by Ernest Thompson Seton
- o Diary of a Wimpy Kid by Jeff Kinney
- o Throne of Glass by Sarah J. Mass (appeared two times)
- o Muffin a čaj by Theo Addair
- o A Good Girl's Guide to Murder series by Holly Jackson
- o Elena series by Nele Neuhaus
- o Survivors series by Erin Hunter
- o Murders in the Rue Morgue by E. A. Poe
- o The Raven by E. A. Poe
- o The Assommoir by Emile Zola
- o Letters to the Lost by Brigid Kemmerer
- o George's Secret Key collection by Lucy and Stephen Hawking

Question number 8. *Who is your favourite author?* Is also a purely open question. The learners gave their own answers:

- o 12 learners did not answer or answered that they do not have a favourite author.
- o Colleen Hoover, Sarah J. Maas, Tahereh Mafi, Leigh Bardugo
- o E. A. Poe, J. K. Rowling, F. M. Dostoevsky
- o Erin Hunter
- o Theo Addair, Sarah J. Maas
- o J. R. R. Tolkien
- o D.C. Comics

Asking about favourite literary genre was one of the main focuses of this thesis as I predicted that the most favourite genre would be fantasy fiction. Question number 9. *What is your favourite literary genre?* is a closed question with four main categories: poetry, fiction, non-fiction, and drama. The category of fiction is additionally divided into nine other subcategories (mystery, detective, historical, realism, fantasy, romance, sci-fi, dystopian, and horror). The learners were given the option to choose more than one answer.
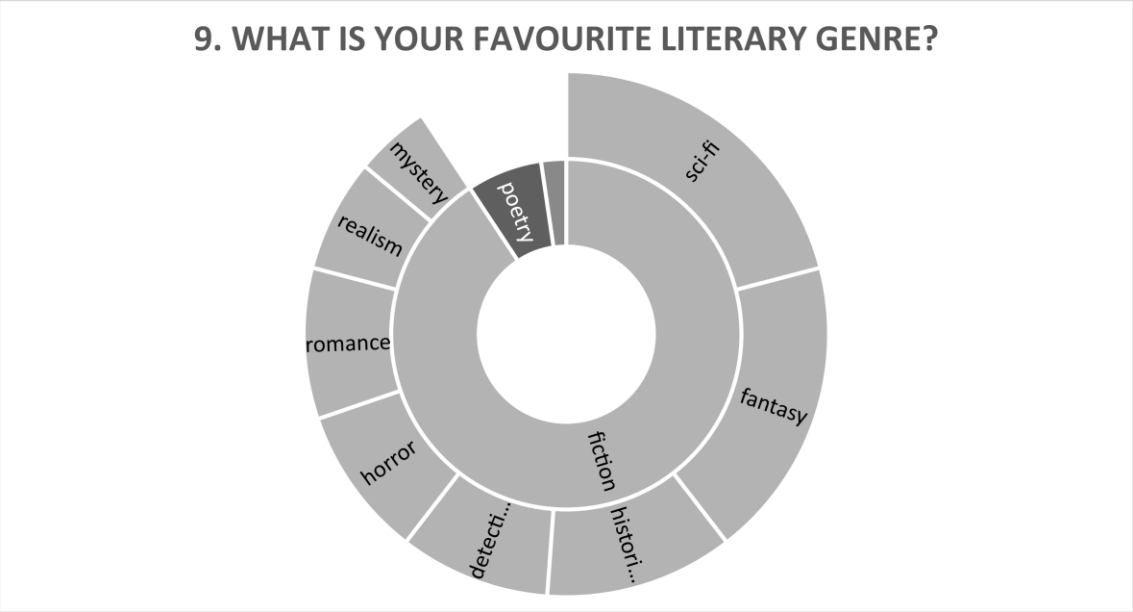
Figure 7: Q 9. What is your favourite literary genre? (Source: Original.)

Figure 7 shows:

- 3 learners chose poetry,
- 17 learners chose fiction,
  - 2 learners chose mystery,
  - 5 learners chose historical fiction,
  - 3 learners chose realism,
  - 8 learners chose fantasy,
  - 4 learners chose romance,
  - 9 learners chose sci-fi,
  - nobody chose dystopian fiction,
  - 4 chose horror fiction,
  - and 4 chose detective fiction,
- 1 chose non-fiction,
- and nobody chose drama.

My initial assumption about the popularity of fantasy fiction was not far from the truth. In many cases, science fiction, which got the most votes, is closely intertwined with fantasy fiction.

We already know that the learners mostly read books, voluntarily or not, but I was interested in what other forms of reading material they had or if they preferred some of them more than books. Question *10. What is your favourite form of text to read?* should find an answer. As well as the majority of this questionnaire, this question was closed. I designed four possible answers. The learners were allowed to write their customised answer in the option 'other' as well.
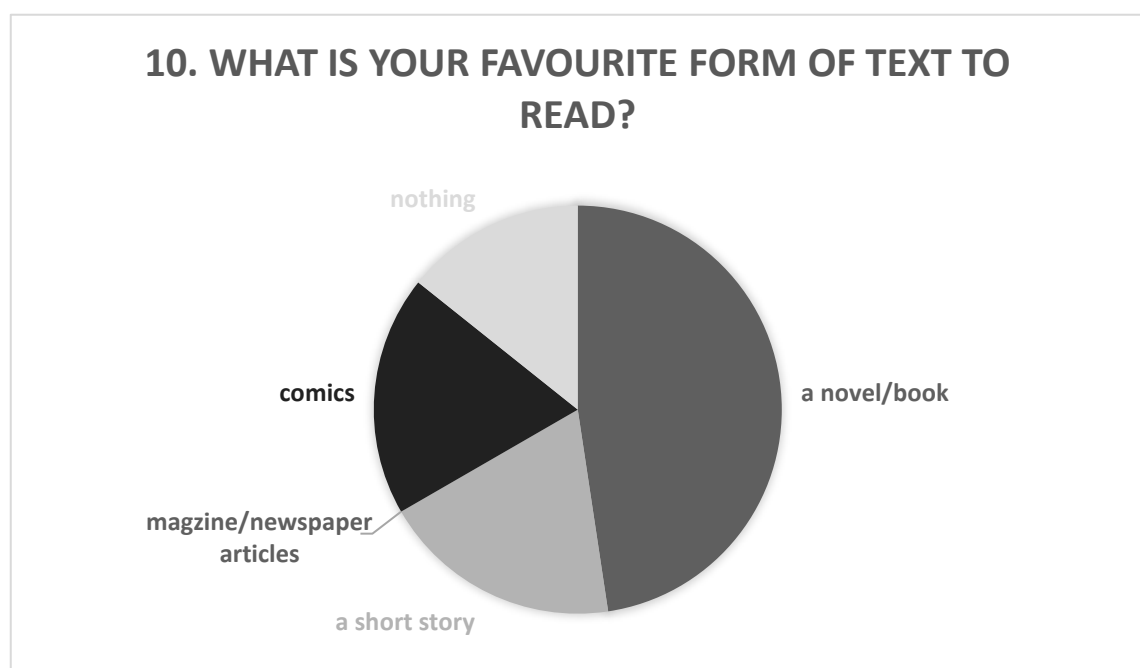
Figure 8: Q 10. What is your favourite form of text to read? (Source, Original.)

Figure 8 shows:

- o 10 learners chose a novel or a book as their favourite form of text,
- o 4 learners chose a short story,
- o Nobody chose a magazine or newspaper article,
- o 4 learners chose comics,
- o And 3 chose the option 'other', all three custom answers were one-worded "*nothing*".

Even though it was not stated to choose more than one option, four learners chose two options in the following combinations: a short story-comics, a novel/book-a short story, a novel/book-comics, and a short story-a novel/book.

I wanted to know the learners' preferences to gain some inspiration for my own decision-making process of choosing a text for my lesson plans. I wanted to find out, if the majority of the learners preferred one particular genre or one particular form of text, to make the lesson more appealing for them.

Knowing a book before reading it in a foreign language can be a sort of motivation for learners who are not as comfortable with the language. It can also help with grasping the contexts in case the vocabulary is too difficult in some parts. On the other hand, knowing the ending can rob the learners of their excitement from the plot development. All these aspects will be considered in the lesson plans.

The next three questions aim to understand the learners' attitudes towards English as a language and to reading in the target language. The questions are: *Do you like English? Do you read in English in your free time? Would you like to read more in English classes?*

Question number *11. Do you like English?* Checks the learners' attitude toward the language as a whole. Before the learners started working on the questionnaire, I clarified, that the question is not only asking about their school experience but also about their out-of-school experience with the language.
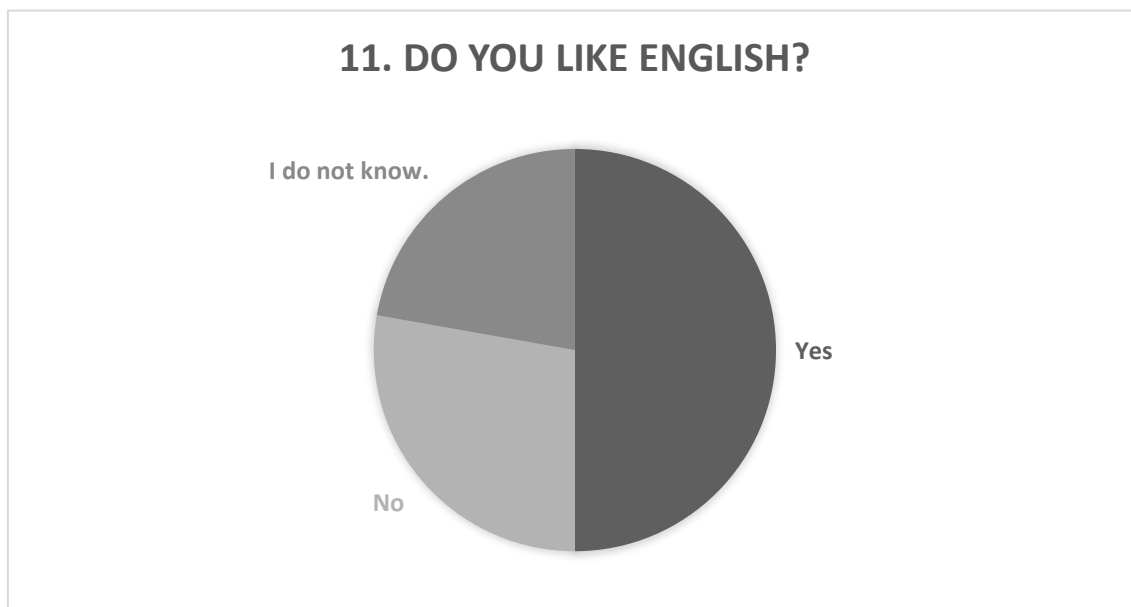
Figure 9: Q 11. Do you like English? (Source: Original.)

Figure 9 shows:

- o 9 learners like English,
- o 5 learners do not like English,
- o and 4 learners do not know.

Question *12. Do you read in English?* lets us know, whether the learners read in English as much as they read in Czech. This part contained an additional question asking what they read if they read in English.

12. DO YOU READ IN ENGLISH?

Yes

No
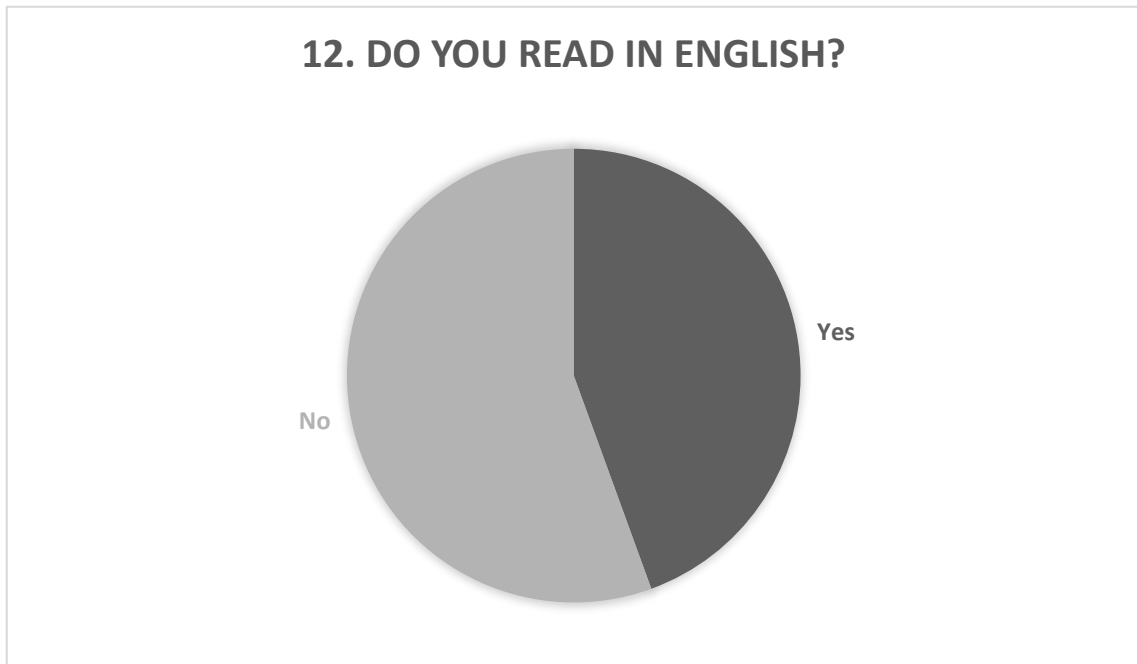
Figure 100: Q 12. Do you read in English? (Source: Original.)

Figure 10 shows:

- 8 learners read in English,
- 10 learners do not read in English.

To the additional question: If yes, what do you read? the learners wrote the following answers:

- interviews,
- short stories,
- internet articles
- detective stories
- Heartstopper by Alice Oseman
- Shatter Me by Tahereh Mafi, Maybe Someday by Colleen Hoover
- The Little Prince

Even though the learners do not read in English as much as they read in Czech, few are very capable readers.

Question *13. Would you like to read more in English class?* gives basic information about the learner's satisfaction with the quantity of reading exercises used in the English class.
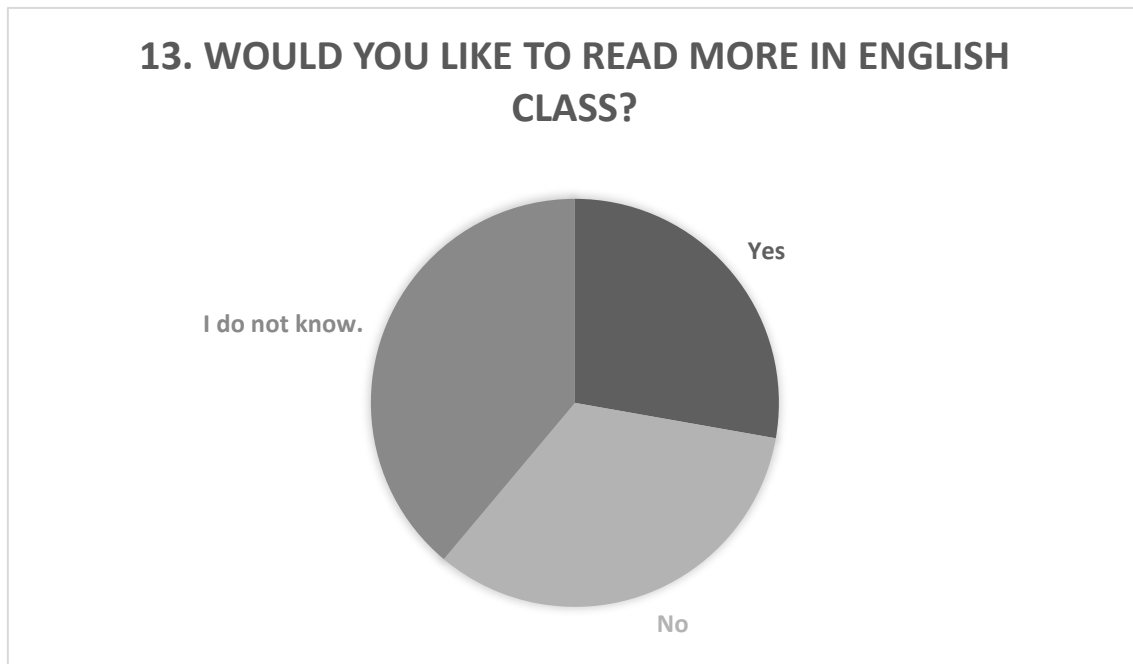
Figure 111: Q 13. Would you like to read more in English classes? (Source: Original.)

Figure 11 shows:

- o 5 learners answered Yes,
- o 6 learners answered No,
- o and 7 learners answered I do not know.

From the information above I assume, that the learners have quite a positive attitude towards the English language. Some of them even like reading in English in their free time. Overall, those learners who read frequently in Czech like to read in English as well. This does not apply to all the frequent in-Czech-language-readers, but to the majority of them, it does. According to their answer, not many learners are keen on reading more in English class, but some of them are not sure. This leaves room to work on their motivation.

The next two questionnaire items are multiple-choice gap-fills. These items focus on the learners' confidence in reading, their reading and comprehension skills, and their general attitude toward the texts provided in the textbook used in the English class.

Item number *14. When we read in English class (from a textbook) I usually:* asks about the learners' reading comprehension and understanding of the text. The learners were given three options to choose their answers from: 'have no problem understanding the text', 'do not understand some of the vocabulary, but I get the main idea.', 'do not understand the text at all'.

Figure 122: Q 14. When we read in English class (from a textbook) I usually: (Source: Original.)

Figure 12 shows:

- o 6 learners usually have no problem understanding the text,
- o 11 learners usually do not know some of the vocabulary, but understand the main idea of the text,
- o and 1 learner usually does not understand the text at all.

Generally speaking, those learners who have no problem understanding the text or do not know some of the vocabulary, but understand the text also stated, that they like reading and some of them even read in English.

Item number *15 When we read in English class (from a textbook) I usually:* concentrates on the learners' attitude towards the text provided in the textbook used in English class. Once again, the learners were provided with three possible answers: 'enjoy reading the text', 'find the text rather boring', and 'do not care'.
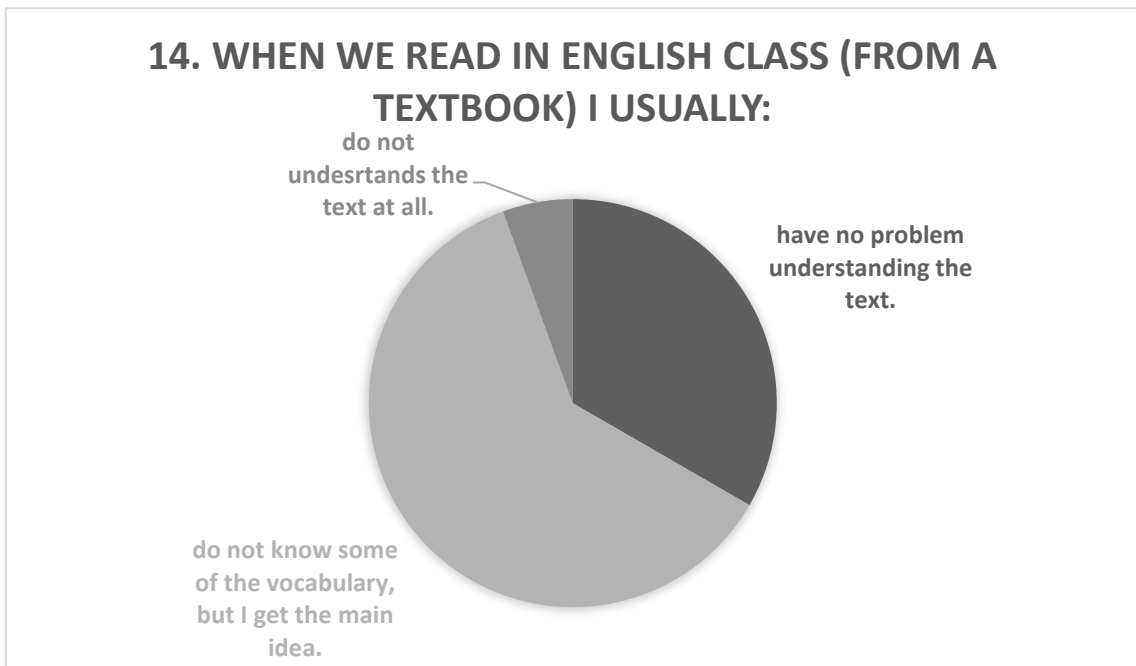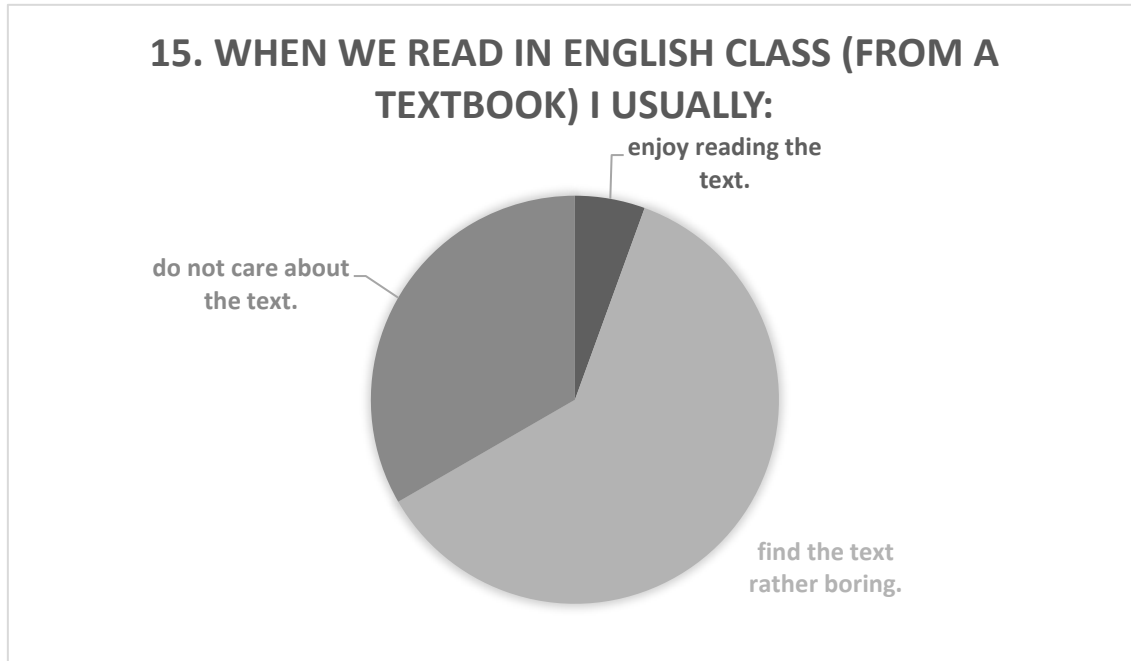

Figure 133: Q 15. When we read in English class (from a textbook) I usually: (Source: Original.)

Figure 13 shows:

- o 1 learner usually enjoys reading the text,
- o 11 learners usually find the text rather boring,
- o and 6 learners usually do not care.

This piece of information is not too surprising to me. This class quite enjoys reading, which means, that many of the texts found in their textbooks can seem boring for them as they are primarily intended for learning, but not so much for enjoyment. The only surprising information coming out of the last two questions is that the learner who usually does not understand the text at all, usually enjoys reading it.

The last question, number *16 Do you read other texts than those form the text book in English class?* was asked to get a perspective of the reading activities the learners are used to encountering in the classroom. The learners were asked to answer Yes or No and to additionally write what form the other reading texts used in class usually have.

16. DO YOU READ OTHER TEXTS THAN THOSE FROM THE TEXTBOOK IN ENGLISH CLASS?
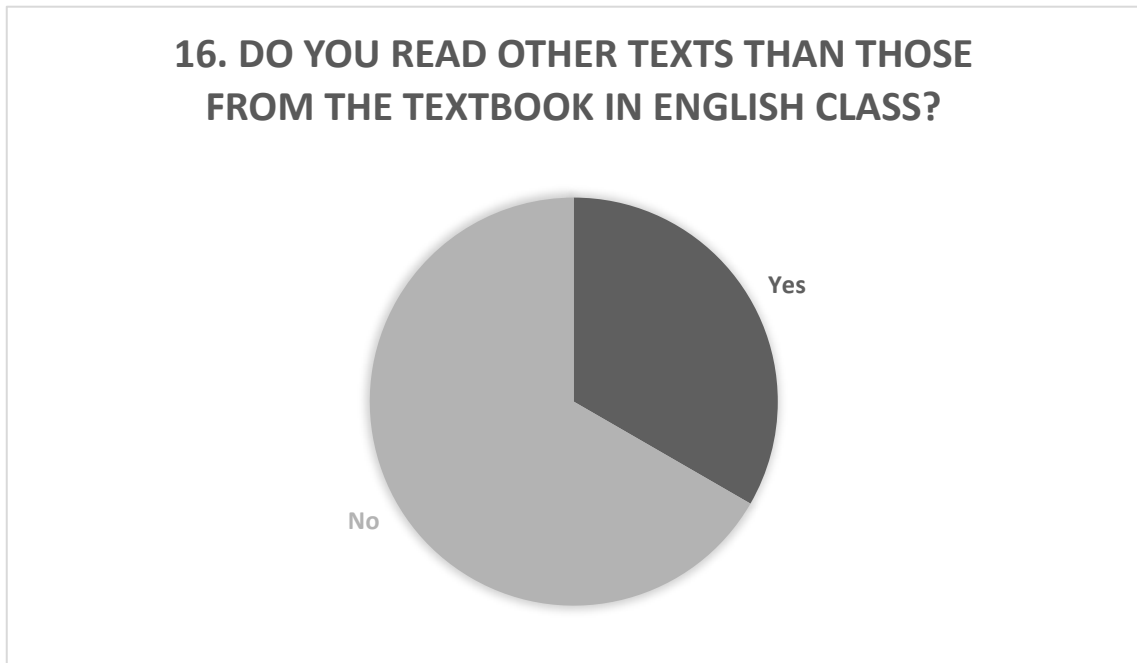
Figure 144: Q 16. Do you read other texts than those from the textbook in English class? (Source: Original.)

Figure 14 shows:

- o 6 learners said Yes,
- o 12 learners said No.

Those who said yes added, that the reading texts are mostly in the forms of short stories, internet articles, or comics.

To be honest, I am not sure if these answers are conclusive. When I asked the teacher about this, she told me, that they sometimes use some other reading materials than those provided in the textbook.

9.1 Research Conclusion

This particular class of 8th-grade learners seems to be quite diverse. This class is not a homogenous class of learners of the same level of language skills. On the other hand, according to the class teacher, these should be the more advanced learners from their grade.

Considering my initial research questions, I think that I found a relatively clear answer to every single one of them. I decide to write a summary of the questions I found important to comment on in greater detail.

9.1.1 How much do they read in Czech?

The answer is quite a lot. All of the learners are passionate readers. But considering the number and composition of learners in the class, the results are conclusive. The fact that the majority of the class reads at least once a week is a great premise for a positive response to involving more reading tasks in class.

9.1.2 Why do they read?

The learners read ether for fun, or because they are obligated to do so for schoolwork. Usually, the learners chose both of these options, and many times they considered them to be of the same value.

Contrary to their schoolwork-oriented reading, they do not choose their books on the basis of their teachers' recommendations. They, often, make their choices based on their friends' recommendations or just because they find the materials' visuals appealing. This information is valuable as I assume, they like talking about what they read with others, which can be useful in my lesson planning.

In the theoretical part, it had been stated that reading allows a sort of escape, a form of relaxation. This statement was proven by the research to be correct.

This question is closely connected to the one concentrating on the popularity of reading among the learners. Regarding the question, of whether they like reading, the majority of answers was yes, and some learners were not sure. I think that it leaves room for improvement. It is also crucial to know, that we can work with the learners on their reading literacy even in English class. In my opinion, it is possible to excite the learners, who are not sure, for reading.

9.1.3 What do they read?

As I stated at the very beginning of this thesis, I assumed, that the most popular genre among the learners would be fantasy fiction. My assumption was sort of proven to be true by this research. Even though the most voted for was science fiction, those two genres are often similar in their themes. Both are based on imaginary worlds, introduce new elements that deviate from the norms of the real world, and offer new rules and the possibility to escape from our everyday lives. There are some very distinct differences as well, such as the use of scientific principles and discoveries in science fiction, or the focus on magic and the supernatural in fantasy fiction. (MasterClass, 2021)

When I closely analysed the answers to the question of favourite books, some of the books were realistic fiction, historical fiction, detective fiction, or mystery.

As far as the preferred form of a reading text is concerned, most of the learners read books. The other popular forms are online articles and short stories. I expended that comics would be a more popular form than novels, but I was wrong.

9.1.4 Do they read in English?

I did not presume that reading in English would be common. So, the responses did not surprise me much. On the other hand, I found out, that some of the learners are experienced readers in English. If I were to identify these skilled readers, I could use their experience in my lesson planning for more difficult tasks or group work.

This area of enquiry is closely connected to whether the learners want to read in English. Based on the answers it looks like the learners are rather satisfied with the amount of reading they do in the English classes. Only a fraction of the learners expressed their desire to read more in English. This information allows me to prepare myself for possible problems with the learners' will to work with me while bringing my lesson plans to life.

11 Lesson Plans

Based on the information retrieved from the questionnaire. I decided to design the following lesson plans. When I was deciding on what texts I wanted to use, I encountered some difficulties and uncertainties that not even the specialised literature or internet search was able to resolve.

My first question was: How much of the text can I omit for it to stay authentic? I was sure, that I would not change a single word in any reading text. What I was not sure about was, if I could take out a paragraph with little to no relevance to the storyline but with rather complicated vocabulary and pretend, that it was never there.

I wanted to find at least one piece of classical literature (either a book or a short story) and one contemporary book with a relatively easy vocabulary. I was able to realize two lessons. The first lesson plan was based on Gaiman's book *Coraline*. The second lesson plan is based on Bradbury's short story *The Rocket*. The lesson plan serves as a suggestion for future use. I was not able to realize this lesson plan due to its time demand.

The school's education programme, similar, to the Czech Framework Education Programme for Basic Education, does not closely specify the learners' skills. For reading the instructions are: the learner: understands short and simple texts, searches for desired information in them, searches for desired information in simple everyday authentic materials; for vocabulary, the instructions are: traveling, English-speaking countries, working with a dictionary.[3] (Author's translation)

11.1 Coraline by Neil Gaiman

Coraline by Neil Gaiman covers most of the aspects retrieved from my research. It is a fantasy novel, full of mystery, and horror. Even though it is more of a children's book rather than a book targeted at teenagers, the language is, in my opinion, adequate for learners at the A2 level of language proficiency.

To begin with, I intended to design a one-lesson lesson plan. I chose an extract from the first half of the book (pages 52-54). In this part of the book, the horror elements start appearing, which makes it more interesting for the learners. It also allows one to develop not only vocabulary but also soft skills, like empathy and self-awareness.

The full text and handout for the lesson plan are available in *Attachment 2*.

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[3] The schools' education programme is available at the deputy director's office. (ANTEE s.r.o., 2023)

11.1.1 Warm-up

I started the lesson just like every other lesson, I asked the learners to talk about their day. The next task was to ask each other questions, about anything they wanted to know. The whole class takes turns asking and answering, the questions should not repeat, and every single learner gets to ask and answer a question.

11.1.2 Pre-reading

I shortly introduced the lesson plan. I told the learners, that I prepared a lesson, based on the questionnaire they filled out for me. I told them, that the main activity for the lesson was reading.

I followed this introduction with questions targeting the learners' feelings, their previous knowledge, and their own experience with being scared. It also set the mood of the extract. I wanted them to feel what it feels like to be scared in a familiar environment.

Teacher: "*Have you ever been scared in your home, or a place you were staying at? Maybe a cottage or a summer camp? Why were you scared? What happened?*"
Some of the answers were:

Learner 1: "*I once was scared at home when my parents were away.*"

Learner 2: "*I am scared every time I am home alone.*"

Learner 3: "*I was scared, at my cottage. It is in a small village. One night somebody walked into our garden. It was our neighbour, but at the time, I did not know it.*"

Learner 4: "*I was scared at home after I played a horror video game.*"

Teacher: "*What helped you not to feel scared anymore?*"
Some of the answers were:

Learner 1: "*I switched on the lights in every room.*"

Learner 2: "*I watch TV, a comedy or something.*"

Learner 3: "*I found my grandpa and we went to look.*"

Learner 4: "*I don't know, I went to sleep.*"

Teacher: "*Now we are going to read about a girl, who just moved into a new home. She met all her strange neighbours. She likes exploring the house, but something strange happens to her…*"

11.1.3 While Reading

I gave the text to the learners. I asked them to read it. Some words I thought they would not know were highlighted. I asked them to try to guess the meaning of the words from the context. I also instructed them to underline any words, they do not understand.

It took about 10-15 minutes for the learners to read the text. I asked them if they understood what happened. Everybody said that they did. I gave them the handout and asked them to read the text again and finish exercise number 1 (Match the words below with the correct meaning.).

1. **Match the words below with the correct meaning.**

to stroke	to suppose	to back away	to hesitate
to beckon	to burst	to be startled	

to move, to make a step from something = _____ to back away _____

to forcefully get out of something/somewhere = _____ to burst _____

to softly move a hand over something = _____ to stroke _____

to think or believe something is true = _____ to suppose _____

to call somebody to you by moving your hand, arm, or finger = _____ to beckon _____

to be surprised or scared = _____ to be startled _____

to pause before saying or doing something = _____ to hesitate _____

When the learners were done with exercise number 1, we checked the answers together. There were no great difficulties with guessing the meaning of the words from the text. The most problematic words were:

- o to suppose – it appears in a simple sentence in the text *"I **suppose**," said Coraline. "It's much more interesting than at home."* (Gaiman, 2012, pp. 53)
- o to hesitate – it appears in a single sentence in the text *"Coraline **hesitated**. She turned back."* (ibid., pp. 55)

Not many learners actually underlined any unknown words, but those who underlined e.g., a spool, grown-ups, drifted, scuttled off, mouthed. I asked the class to help with describing the meaning of the words. We were able to put the meanings together, either by using English descriptions, synonyms, Czech translations, or simple actions.

Exercise 2 (Answer the following questions about the text) was focused on comprehension.

2. Answer the following questions about the text:
Where did Coraline meet with her other parents?

In the garden

Did Coraline like when her other mother touched her hair?

No

What did Coraline have in her pocket?

Stone with hole in it

Why did Coraline want to leave her other parents?

She is scared of the buttons

What were Coraline's other parents' eyes made of?

Black buttons

Answering these questions did not bring any problems. The only misunderstanding occurred with the third question. A learner thought, that Coraline had a hole in her pocket. But the rest of the class was able to make it clear to them. I asked the learner to read the part where they retrieved the information from.

11.1.4 After Reading

I asked the learners to discuss in groups of 4 the following questions:

- o Why did Coraline leave her real parents?
- o How did Coraline feel at the beginning and the end of the extract?
- o Do you sometimes want to leave the real world?

Some of the answers were:

- o *"She was not happy." "Her real parents did not pay attention to her." "The other parents were nice to her." "They were interested in her." "They liked her."*
- o *"First, she was happy. Then she was scared." "At the beginning, she was curious, about the other world. Later she was frightened and wanted to leave."*
- o *"Yes, when I have too much homework." "Yes, when I am too tired to do things." "When I fight with my friends." "When I am bored." "No, I am happy all the time."*

65

The last task (number 3) from the handout went back to the vocabulary retrieved from the text. I did not concentrate on the active use of the words as most of them should go to the learners' passive vocabulary. I was aiming at recognizing the words in a written or spoken text.
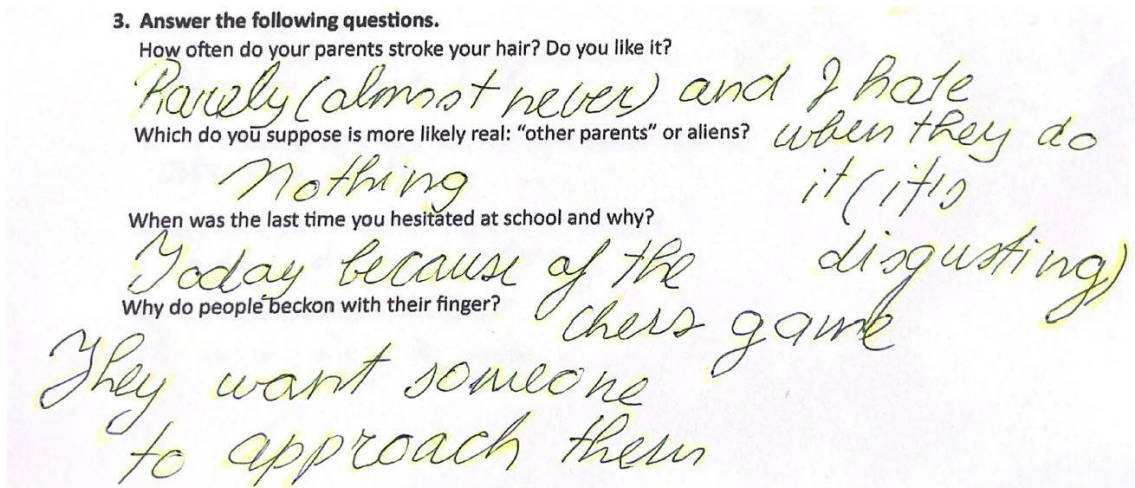
11.1.5 The End of the Lesson

I asked the learners to write down their feelings about the lesson. I gave them the following guidelines:

- o I liked …
  - o "*I liked the manner Coraline talked like she didn't talk much and she was kinda relatable.*"
  - o "*The text was kinda readable.*"
  - o "*The text was interesting, even tho I already saw the film.*"
  - o "*I liked that it was fun.*"
- o I did not like …
  - o "*I do not like the book.*"
  - o "*I didn't like that I am lazy and wasn't trying hard.*"
  - o "*I did not like the book.*"
  - o "*I do not know.*"
- o I want/ do not want to read the book.
  - o "*No.*"
  - o "*I am not going to read the book because I can remember the film clearly. Even tho the book might be different, I still don't want to read it.*
  - o "*I don't want to read the book.*"
  - o "*No, I hate it, but I don't know why.*"
- o Today I worked on … %
  - o "1000 %", 25 %, 40 %, 63%, 100 %, etc.

11.1.6 My Evaluation

From my point of view, the lesson was successful. Even though some of the learners said, that they did not like the text. There were not many who did not work at all. Some of the boys were difficult to motivate to work with the text, but there was some previous tension between us created during my teaching practise.

Overall, the learners worked even better than I anticipated. I expected more problems with concentration and understanding of the text. The class was cooperating, and they easily worked in groups. The learners were willing to help each other. Even the boys seemed interested in the story, although it is about a girl. We even discussed her age and the film adaptation of the book. If I remember correctly, 2 learners read the book and maybe 3 saw the film.

It could be interesting to let the class read the whole story or its shortened version, and then see the film together and compare the two forms. Or half of the class could read the book or its shortened version, and the other half could see the film and they could compare their experience, feelings, plot development, etc.

11.2 The Rocket by Ray Bradbury

The short story *The Rocket* by Ray Bradbury is a typical example of science fiction. I used the story to introduce Unit 2 – Future in the Project Level 3 textbook (Hutchinson, 2018). This unit focuses on the vocabulary of space travel and the universe. I decided to use an extract from the short story (full text and handout are available in *Attachment 3*).

11.2.1 Warm-up

I used Word Association as a 5-minute warm-up activity. The given topic was travel. The learners, one by one, were to come up with a word connected to traveling. The rule was not to repeat the words, this ensured, that the learners listened, to what their classmates said. When the whole class took turns, I introduced the topic of the lesson.

T: "*We just came up with words connected to our everyday traveling. But today, we are going to talk about space travel. What is space?*"

L: "*Space is where the Sun and the stars are.*"

11.2.2 Pre-reading

I gave the learners five questions to discuss in small groups.

T: "*Can we go to space? Do you want to go to space? Where do you want to go in space? What do you want to see? Where do we learn about space?*"

Learners: "*People go to space, but we can't go. Rich people go to space, like Elon Musk. I want to see my home from space. I want to go to Mars. I don't want to go. I don't want to stay there. The 'raketas' explode sometimes. We learn about space in physics class. Elon Musk talks about space a lot, he wants to go.*"

11.2.3 While reading

After the discussion, I gave the learners the text and I introduced it: "*We are going to read a text about a poor man, who wants to travel to space. Read the text on your own and highlight every word you think is connected with space travel*."

The highlighted words: *rockets, space, Mars, Saturn, Venus, ride up, fly, trip, stars*

I let the learners write the words on the blackboard. We discussed the meanings of the words. We connected *Mars, Saturn*, and *Venus* to the word *planets*. The learners came up with the word *spaceship* as a synonym for the word *rocket*. We created sort of

a mind map on the blackboard with the words.[4] I could also create a padlet (an online platform for brainstorming), but the learners are not usually allowed to use mobile phones in class.

I gave the learners the handout and instructed them to read the text again and answer the questions about it in Task 1.

Task 1: Answer the following questions about the text:

1. Why did Fiorello Bodoni go outside?

    To watch the rockets

2. What was Fiorello Bodoni's biggest dream?

    He wanted to go to Mars.

3. What does the old man say about flying rockets?

    It is for rich people.

4. How much money has Fiorello Bodoni saved?

    three thousand dollars

5. Does the old man support Fiorello's dream?

    No

11.2.4 After Reading

In the meantime, I instructed the learners to finish Task 2. Some of the learners were quick to finish Task 1, so they even managed to write the sentences, slower learners managed to write down the words from the blackboard.

Task 2: Write down the words from the blackboard. Write sentences using at least 4 words from the blackboard.

Planets: Venus, Saturn, Mars
rockets = spaceships, stars, ride up, fly, trip
Venus, Saturn and Mars are planets.
I want to fly to Mars. Rockets take you
to space.

We discussed their answers to Task 1 questions. I asked additional questions: "*Have you ever seen a rocket? Do you agree with the old man? What is your biggest dream?*"
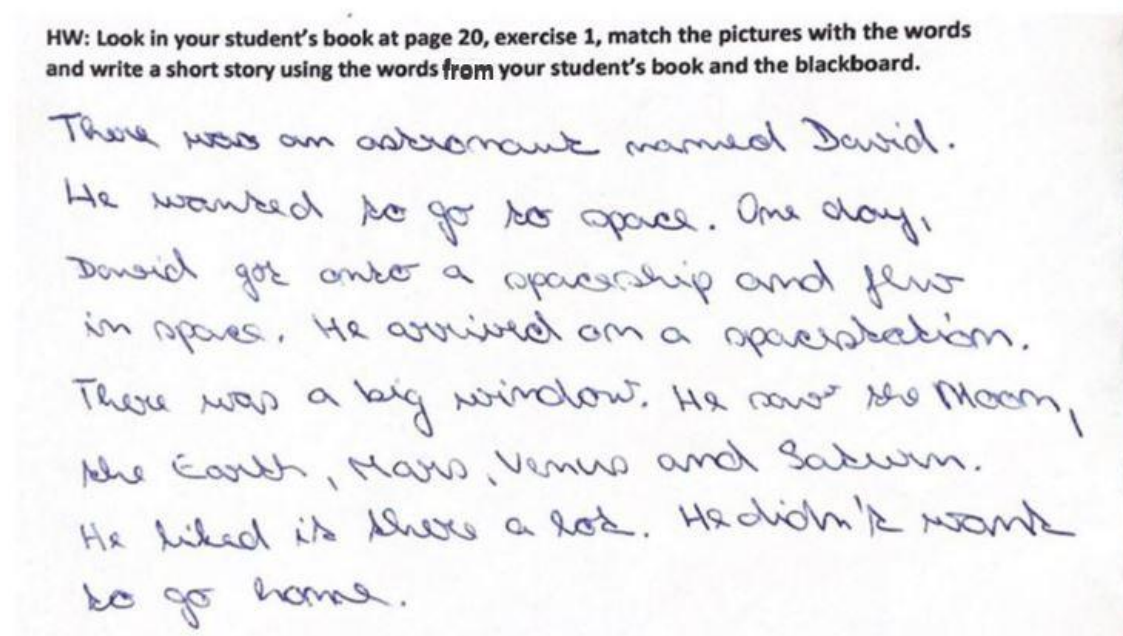
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[4] Unfortunately, I forgot to take a picture of the mind map.

Answers: *"Rockets are in Marvel movies." "I watched a video about Apollo 11." "The old man is right, rich people have rockets." "The man was rude, but I think he was right. The man isn't an astronaut, he can't go to space." "My dream is to have money and not work." "I want to travel a lot." "My biggest dream is to have a horse."* etc.

11.2.5 The End of the Lesson

At the end of the lesson, I assigned the homework. I asked the learners to write at least 10 sentences. I did not want the story to be too long. I also asked the learners if they enjoyed the story (show thumbs up/down). Some of the learners asked to read the rest of the story, the class teacher agreed to send it to them, so they could read it in their free time.

HW: Look in your student's book at page 20, exercise 1, match the pictures with the words and write a short story using the words from your student's book and the blackboard.

There was an astronaut named David.
He wanted to go to space. One day,
David got onto a spaceship and flew
in space. He arrived on a spacestation.
There was a big window. He saw the Moon,
the Earth, Mars, Venus and Saturn.
He liked it there a lot. He didn't want
to go home.

11.2.6 My Evaluation

I think the lesson was successful. I managed to motivate even the learners who did not usually respond well to my lessons. I think that the lesson was interesting for the learners given the theme and the relatively easy vocabulary. The words were mostly known to the learners as they were mostly international words.

Some of the learners did not bring the homework claiming, they lost the handout. We used the text in the following lessons as means to introduce new grammar (verb will). I did not include the lesson plan as it is not focused on vocabulary.

11.3 The Tell-Tale Heart by Edgar Allan Poe

I decided to choose this text because I wanted to introduce at least one piece of classical literature to the learners. *The Tell-Tale Heart* is not usually classified as fantasy literature, but if we look at the results of the survey, many learners chose the categories of mystery, horror, and, realistic fiction were frequently mentioned as well.

This particular text can be used, not only, outside of the textbook but also in the context of the Project Level 3 textbook (Hutchinson, 2018). In Unit 5, the project part is focusing on famous people, so we could introduce Edgar Allan Poe as a famous American author and use this text to illustrate his work. In Unit 6 the textbook introduces the topic of health issues. It concentrates only on physical health issues, we could use this text to illustrate the struggles of mental health, which is an important part of peoples' lives. Nowadays, the topic of mental health is often talked about. It is easy for the learners to come across on the Internet, and I find it important to include this topic in lessons about health.

I divided the text into four parts. The lesson plan is made for three 45-minute lessons and includes home reading. The full text and handout are available in *Attachment 4*.

11.3.1 Lesson 1

11.3.1.1 Warm-up

Depending on the topic, we decide to use the text with I suggest two options: a discussion: *What can we do, to stay healthy?* first, the learners talk in pairs, then they share their ideas with the class or *Guess who!* the learners choose a famous person and try to describe them, and the rest of the class guesses who the famous person is, the one whose guess is right is next in line to describe their famous person.

This activity should not take more than 10 minutes.

11.3.1.2 Pre-reading

Use the visual for the story (available in *Attachment 4: Lesson Plan 3*) and the title of the short story. Let the learners guess the plot and the mood of the story based on the information. First, show the picture to the class. Ask additional questions about the picture: *What do you see in the picture? What can the story be about based on the picture? What is the mood of the story based on the picture? Do you think the man is the*

main character? Why is the heart under the floor? What happens in the story? Then, give them the title: *Have you heard the title? What does the title mean?* (Let the learners guess the meaning, and give them some hints. The heart tells tales. When something or someone tells tales, they usually lie, or they tell someone's secrets to get them in trouble.) *Do you know who wrote it? Is it a book? Is it a short story? Is it a play?*

While the learners share their ideas, I write a list of their guesses, on the blackboard or into a word document. A padlet can be created and the learners can write the ideas on their own, this requires using a mobile phone in class. Keep the guesses for further use.

I do not think that the learners would know the English name of the story. It is possible to give them the Czech translation, but I would refrain from doing so. The learners probably know the author from their Czech lessons, which may help them guess the genre and the mood of the story.

11.3.1.3 While Reading

Give Part 1 of the text (available in *Attachment 4*) to the learners. Let them read it on their own. Give them at least 15 minutes to read it, the text is not long, but it is quite complicated. You can let the learners work with a dictionary (paper or online).

T: "*Read the text once and underline the words you do not understand. There are some words already translated for you. Read the text again and try to match the words in **bold** to the pictures in Task 1 in your handout.* "

Task 1: Match the words from the text to the pictures below.

| nervous | mad | a disease | caution | to disturb |
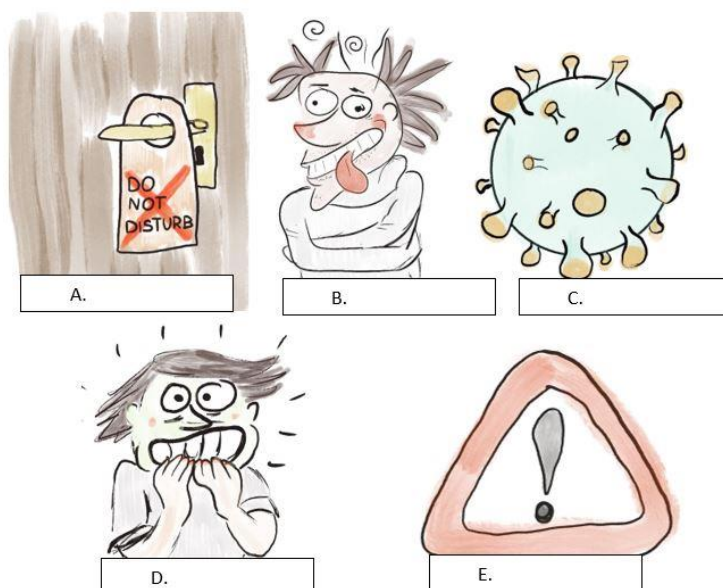
11.3.1.4 After Reading

"*First, let's have a look at the words you did not understand and underlined. Is there anyone who did not understand the text at all?*"

If the majority of the class has no problem understanding the text, we let someone summarize it, so those who did not understand can grasp the context better. If the majority of the class has a problem understanding the story, I would read the text together and focus on comprehension rather than the highlighted words.

After discussing the words that the learners identified as unfamiliar and summarising the story check the answers in Task 1. Ask the learners which picture they matched with which word and let them give a short definition, synonym, or even a translation. We need to focus on proper pronunciation and spelling of the words as we want them to become part of the learner's active vocabulary. It should be mentioned that the word *caution* is frequently used with the verb *take*, so the learners know how to use it in a sentence.

Task 2: Use the words from Task 1 in sentences about the narrator. E.g.:

- o *The man thinks he is not mad.*
- o *He did not want to disturb the old man's sleep.*
- o *The narrator felt very nervous.*
- o *He thinks the disease is not bad.*
- o *He took caution when he went to the old man's room.*

Discussion: *How do the words describe people's health? Are we talking about physical health? How serious is it when someone is nervous/mad?*

11.3.1.5 The End of the Lesson

T: "*Ok, we know that the narrator is probably mentally ill. What is his problem? Why does he want to kill the old men? What do you think happens next? Will he kill the old men? What happens to him if he does kill him?*"

Give Part 2 of the text (available in *Attachment 4*) to the learners to read at home. Instruct them, to read it at least twice. First, they should underline words they do not know, then they should try to guess the meaning of the words from the context if they cannot guess, they should use a dictionary. Give the Reading at Home – Task 3, briefly explain the exercise.

11.3.2 Lesson 2

11.3.2.1 Warm-up

Give the learners the handout and ask them to finish Task 4. They are supposed to fill in the gaps with the words they learned in the previous lesson.

Task 4: Fill in the gaps with the words you learned last lesson (mad, nervous, a disease, caution, to disturb)

1. The loud storm _____ the children's sleep and woke them up.
2. Take _____ when you work with electricity.
3. She was _____ about the maths test.
4. The scientists want to find a cure for a dangerous _____.
5. The man is _____ because he speaks to imaginary people.

Talk about the text the learners read at home. Ask about what happened, and how they felt while reading the text. Talk about the difficulty of the text and the vocabulary they highlighted as unknown. Check their answers to Task 3 questions.

Task 3: Are the sentences about the text true (T) or false (F)? Correct the false sentences.

1. The narrator makes a lot of noise at night. T/F
2. The old man's room is completely dark when the narrator comes in. T/F
3. The narrator kills the old man on the 10th night. T/F
4. The old man is scared to death, not killed. T/F
5. The narrator hears the old man's heart beat louder and faster. T/F
6. The narrator feels guilty after killing the old man. T/F

11.3.2.2 Pre-reading

Ask the class to summarize the story. Each learner can say only one sentence about it. Let them retell the story one by one. E.g., "*There is a man. He is crazy. He says that he is not crazy. He goes to an old man's room every night. He hates the old man's eye. But he does not hate the old man. He does not want his money. He does not want to disturb the old man. He asks the old man about his night every morning. On the eighth night, he goes to the old man's room. He wakes him up by accident. He hears the old man's heart beat loud. He kills the old man.*"

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After the summary, give the learners Part 3 of the text (available in *Attachment 4*). Let them read the text on their own. Let a few good readers read the text out loud for the whole class as a second reading.

11.3.2.3 While Reading

The only task at hand is to again underline unknown vocabulary and look it up in a dictionary if needed.

11.3.2.4 After Reading

Ask the learners about the way the narrator got rid of the body. What did he do with it?

Now use the YouTube video *The Tell-Tale Heart by Anette Jung*[5] as comprehension support. Do not show the whole video, only the part, the learners have read (stop at 4:50). Keep the ending for the last lesson. Let them speculate, who the three men are, how the story ends, what happens to the narrator, etc.

At the end of the lesson, let the learners know, that next lesson they are going to read the ending of the story.

11.3.3 Lesson 3

11.3.3.1 Warm-up

Shortly summarise the story yourself using the words, the learners learned in the first lesson (mad, disease, passion, and disturb)[6] e.g.: "*So far, we have read about a man, who says he is not mad. But he acts like a madman. He thinks his disease is something positive. He looks after an old man, who he likes very much, but his eye makes him nervous, he even says that he hates the eye. Every night, he goes to the old man's room and watches him sleep. He does not want to disturb him, so he keeps quiet. One night, he wakes the old man up. The old man gets scared, and the narrator can hear his heart beat very loudly. What did the narrator do?*" Now let the learners finish. The expected answer is: "*He killed the man and hid his body under the floor.*"

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[5] https://www.youtube.com/watch?v=wDLLHTdVSgU&t=413s .
[6] Frequent exposure to new vocabulary helps with acquisition.

11.3.3.2 Pre-reading

Work with the guesses from the first lesson. Rule out those, that are not true, based on the text the learners have read so far. Remind them of the ending of the last extract. "*Three men came to the narrator's door, we discussed, who they could be. They might be neighbours, family members, police officers, the old man's friends, or the narrator's friends.*" Now let's find out, what actually happens.

Hand out Part 4 of the text (available in *Attachment 4*), and let the learners look at the text while you read it out loud.

11.3.3.3 While Reading

As this part is more about listening than reading, it is not possible for the learners to use a dictionary, but they should try to listen for the gist. The aim of this exercise is for the learners to finally find out about the ending of the story.

Give the learners the handout (available in *Attachment 4*) and let them answer the questions in Task 5. This is a multiple-choice exercise. Give the learners some time to finish the exercise after hearing the text. Let them use the written version of the text to find the answers they did not manage to catch while listening.

Task 5: Choose the correct answer:

1. Who was at the door?
   a. Three police officers
   b. Three neighbours
   c. Three friends
2. What did the narrator say about the loud noise (the shriek)?
   a. He had a bad dream.
   b. The old man shrieked.
   c. A neighbour had a bad dream.
3. What did the protagonist show to the three people in the old man's room?
   a. The dead body.
   b. His chair.
   c. The old man's treasures.
4. How did the narrator feel when the three people are in the room?
   a. Relaxed.
   b. Nervous.
   c. Angry.
5. What did the narrator hear?
   a. The three people talking.
   b. The old man's heartbeat
   c. The rain outside.
6. How did the story end?
   a. The narrator stayed at home.
   b. The narrator was taken to prison.
   c. The narrator showed where he hid the old man's body.

11.3.3.4 After Reading

Check the answers in Task 5 and discuss them. Go back to the predictions about the story. Let the learners discuss what they read in groups. What really happened? Did you guess right? How did you feel while reading the story? Did you expect the story to end like this?

The learners stay in groups and write down, what the turning point of the story was. What could the narrator do differently.

At the end of the lesson ask the learners: *Did you enjoy reading the text?* (thumbs up/thumbs down) *What new vocabulary do you remember? Will you read another Edgar Allan Poe story?*

12 Conclusion

The theoretical part of this thesis aimed to cover the issue of vocabulary development through authentic literary text. In the first part of the theoretical part, vocabulary was described as a language element, its components were listed, and the importance of vocabulary in the teaching and learning process was explained.

The next chapter focused on the teachers' responsibility in the process of selecting vocabulary that is suitable for learners at the middle school level. It also shows the place of vocabulary within the Common European Framework of Reference for Languages. The amount of vocabulary to teach to learners is discussed as well. The rest of the first part of the theoretical part was devoted to the process of teaching vocabulary. The ways to present, use, and practise vocabulary were explained and listed, and the placement of vocabulary within the Czech Framework Education Programme for Basic Education was shown.

The second half of the theoretical part covered the issue of using authentic literary texts in language class. It explained the benefits of using authentic texts in language learning and teaching. Further, it connects the issues of teaching vocabulary and reading. It was focused on the ways an authentic literary text can be used to develop and teach vocabulary. The different stages of using literature in class were described and sample activities were listed.

The practical part was devoted to a survey done in an 8th grade class. The survey used a questionnaire as the main method of enquiry. It aimed to learn about the class's attitude towards reading in general, their reading competence, and their preferences concerning literary genre.

The results of the survey showed that this particular class of 8th grade learners was quite diverse. The class consisted of learners of different levels of language skills. The questionnaire helped me to find answers to my initial research questions.

Regarding the frequency of reading, not all of the learners were passionate readers. But the fact that the majority of the class reads at least once a week was a great premise for a positive response to involving more reading tasks in class. The learners read either for fun or because they are obligated to do so for schoolwork. Usually, the learners chose both options, and many times they considered them to be of the same value.

Contrary to their schoolwork-oriented reading, they do not choose their books on the basis of their teachers' recommendations. They, often, make their choices based on their friends' recommendations or just because they find the materials' visuals appealing. This information was valuable as I assumed, they liked talking about what they read with others, which was useful in my lesson planning.

It turned out that the most popular literary genre among the learners is fiction, more specifically fantasy and science fiction. When I closely analysed the answers concerning favourite books, some of the books were realistic fiction, historical fiction, detective fiction, or mystery.

As far as the preferred form of a reading text was concerned, most of the learners read books. The other popular forms listed by the learners were online articles and short stories. I expected that comics would be a more popular form than novels, but the questionnaire did not prove it.

Reading in English was not very common among the learners, but few learners turned out to be quite experienced readers in English. I was able to identify about six skilled readers in the class, who had no problem understanding the text I prepared for the lesson.

The survey showed that the learners are rather satisfied with the amount of reading they do in the English classes. Only a fraction of the learners expressed their desire to read more in English. This information allowed me to prepare myself for possible problems with the learners' will to work with me while bringing my lesson plan to life.

The two lessons I taught in the class were based on an extract from Gaiman's *Coraline* and an extract from Bradbury's short story *The Rocket*. I was able to overcome some of the expected problems e.g., the learners' laziness and boredom. A few learners did not want to work with me at all, which was probably not caused by the lesson, but rather by our previous encounters which were not always pleasant. But overall, the lessons were successful, and I would not hesitate to use the lesson plans again. To compare the two, Bradbury got more positive feedback than Gaiman. It was perhaps caused by the genre and the different themes of the two stories. *Coraline* is more of a children's book whereas *The Rocket* is intended for young adults and teenagers.

The possible further examen of the issue of using authentic literary materials to develop vocabulary could be focused on long-term observation of the connection between learners' vocabulary development and their reading habits.

13 Resumé

Teoretická část této diplomové práce si kladla za cíl postihnout problematiku rozvoje slovní zásoby prostřednictvím autentického literárního textu. V první polovině teoretické části byla popsána slovní zásoba jako jazykový prvek, byly vyjmenovány její složky a vysvětlen význam slovní zásoby v procesu výuky a učení se.

Následující kapitoly byly zaměřeny na odpovědnost učitelů v proces výběru slovní zásoby tak, aby byla vhodná pro žáky 2. stupně základní školy. Dále komentují postavení slovní zásoby v kontextu Společného evropského referenčního rámce. Následně se zabývají množstvím slovní zásoby, které je potřeba žáky naučit, aby jim bylo umožněno se rozvíjet a posouvat svou jazykovou úroveň. Konec první poloviny teoretické části byl věnován procesu výuky slovní zásoby. Byly vysvětleny a uvedeny způsoby prezentace, použití a procvičování slovní zásoby. Dále byla slovní zásoba zasazena do kontextu Rámcového vzdělávacího programu pro základní vzdělávání.

Druhá polovina teoretické části se zabývala problematikou používání autentických anglicky psaných literárních textů v hodině cizího jazyka. Vysvětlila výhody používání autentických anglicky psaných textů při studiu a výuce jazyků. Dále propojuje problematiku výuky slovní zásoby a čtení. Mapuje způsoby, jakými lze autentický anglicky psaný literární text využít k rozvoji a výuce slovní zásoby v cizím jazyce. Byly popsány různé fáze používání literatury ve třídě a k nim uvedeny příklady aktivit.

Praktická část byla věnována výzkumu provedenému v konkrétní 8. třídě sídlištní základní školy. Ve výzkumu byl využit dotazník jako hlavní metoda dotazování. Cílem dotazníkové šetření bylo zmapovat postoj třídy ke čtení obecně, jejich čtenářské kompetence a preferované literární žánry.

Výsledky průzkumu ukázaly, že tato konkrétní třída žáků 8. ročníku byla značně různorodá. Třída byla složena ze žáků různých úrovní jazykových znalostí. Díky dotazníku se mi podařilo zodpovědět připravené výzkumné otázky.

Zjištěná data od žáků ukázala, že ne všichni byli vášnivými čtenáři, tento údaj byl předem předpokládán. Skutečnost, že většina třídy čte alespoň jednou týdně, byla příznivým předpokladem pro pozitivní odezvu na zařazení více četby do vyučování. Data dále projevila, že žáci čtou buď pro zábavu, nebo protože musejí kvůli školní práci. Žáci nejčastěji zvolili obě možnosti a mnohokrát je považovali za stejně hodnotné.

Na rozdíl od četby zaměřené na školní práci si žáci knihy nevybírají na základě doporučení učitelů. Často se rozhodují podle doporučení svých přátel nebo jen proto, že považují vzhled knih za přitažlivý. Toto zjištění poskytlo cennou informaci, která byla následně užitá ve výuce. Žáci si rádi o tom, co četou, povídají s ostatními.

Ukázalo se, že nejoblíbenějším literárním žánrem mezi žáky je beletrie, konkrétně z řad žánrů fantasy a sci-fi. Po podrobné analýze oblíbených knih a autorů, došla jsem k zjištění, že některé žáky uvedené knihy byly z řad realistické, historické, detektivní nebo mysteriózní.

Pokud jde o preferovanou formu četby, většina žáků čte knihy. Další oblíbené formy textu, které studenti uvedli, byly online články a povídky. Čekala jsem, že komiks bude populárnější než kniha, ale dotazník tuto skutečnost neprokázal.

Čtení v angličtině nebylo mezi žáky příliš běžné, ale objevilo se několik, kteří se ukázali jako zkušení čtenáři anglických textů. Ve třídě se mi podařilo identifikovat přibližně šest šikovných čtenářů, kteří neměli problém porozumět textu, který jsem na hodinu připravila.

Průzkum dále ukázal, že žáci jsou spokojeni s množstvím četby v hodinách anglického jazyka. Pouze zlomek z dotazovaného vzorku vyjádřil přání číst více. Tyto informace mi daly příležitost připravit se na možné problémy s ochotou studentů se mnou pracovat při realizaci příprav vyučovacích hodin.

Dvě vyučovací hodiny, které jsem ve třídě odučila, byly založeny na úryvku z Gaimanovy knihy *Koralina* a na úryvku z Bradburyho povídky *The Rocket*. Podařilo se mi překonat některé z očekávaných problémů, například lenost a znuděnost žáků. Několik žáků se mnou vůbec nechtělo pracovat, což pravděpodobně nebylo způsobeno chybnou přípravou hodiny, ale spíše napětím, které mezi námi vzniklo během předchozích vyučovacích hodin (ne hodin anglického jazyka). Celkově byly obě vyučovací hodiny úspěšné. Neváhala bych přípravy znovu využít. Pro srovnání, Bradbury dostal více pozitivní zpětnou vazbu než Gaiman. Pravděpodobně to bylo způsobeno žánrem a odlišnými tématy obou příběhů. *Koralina* je spíše dětská kniha, zatímco *The Rocket* je určena spíše pro teenagery.

Případné další zkoumání problematiky využívání autentických anglicky psaných literárních textů k rozvíjení slovní zásoby by se mohlo zaměřit na dlouhodobé pozorování možných korelací mezi rozvojem slovní zásoby žáků a jejich čtenářskými návyky.

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Attachments

Attachment 1: Questionnaire – English and Czech versions

Dear learners,

thank you for your time you gave to answer these questions. My research is about reading and learning vocabulary in English classes. Your answers will help me understand your feelings about reading.

Your answers are anonymous. Please circle your answer, you can write longer answers in Czech. If you choose more answers, please write 1 next to the most important one.

I am a. a boy   b. a girl   c. I do not want to say.

I am __84__ years old.

1. How often do you read in Czech
   a. every day
   b. a few times a week
   c. once a week
   d. a few times a month
   e. less

2. How many books have you read in the past year?
   tenhle rok 20tin že, i minulý rok 20

3. Why did you read them? (You can choose more than one answer.)
   a. for fun
   b. for school
   c. for education outside of school
   d. other reason (What is the reason?)

4. How do you choose books to read? (You can choose more than one answer.)
   a. recommendation from a friend
   b. recommendation from a teacher
   c. recommendation from a family member
   d. I have to for school.
   e. I read a review online.
   f. recommendation from an influencer
   g. other (give an example)

5. Do you like reading? Why?
   a. Yes   *its like escape from reality*   b. No

6. Do you read something other than books?
   a. newspapers
   b. magazines
   c. blog posts
   d. online articles
   e. other (give an example)

7. What is your favourite book?
   - Throne of Glass - Sarah J. Naas
   - Mutna čoj - Theo Addain
   - A Good Girl's Guide To Murder series

8. Who is your favourite author?
   Theo Addain and Sarah J. Haas

9. What is your favourite genre?
   a. poetry
   b. fiction
      i. mystery
      ii. detective
      iii. historical
      iv. realism
      v. fantasy
      vi. romance
      vii. sci-fi
      viii. dystopian
      ix. horror
   c. non-fiction (e.g., biography)
   d. drama

10. What is your favourite form of text to read?
    a. a novel/book
    b. short story
    c. magazine/newspaper article
    d. comics
    e. other (what)

11. Do you like English?
    a. Yes
    b. No
    c. I do not know.

12. Do you read in English in your free time? If yes, what do you read?
    a. Yes   b. No
    Ken+Stepper by Alice Oseman

13. Would you like to read more in English classes?
    a. Yes
    b. No
    c. I do not know.

14. When we read in English class (from a textbook) I usually:
    a. have no problem understanding the text.
    b. do not know some of the vocabulary, but I get the main idea.
    c. do not understand the text at all.

15. When we read in English class (from a textbook) I usually:
    a. enjoy reading the text.
    b. find the text rather boring.
    c. do not care about the text.

16. Do you read other texts than those from the textbook in English class? If yes, what form do they have (magazine article, short story, comics, ...)?
    a. Yes   b. No
    mostly some internet websites

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Milí žáci, milé žákyně,

děkuji Vám za váš čas, který věnujete vyplnění tohoto dotazníku. Výzkum se zaměřuje na čtení a slovní zásobu v hodinách anglického jazyka na 2. stupni ZŠ. Vaše odpovědi mi pomohou pochopit Váš vztah k četbě.

Dotazník je anonymní. Prosím zřetelně zakroužkujte své odpovědi, delší odpovědi můžete psát v českém jazyce. U některých otázek je možnost vybrat více odpovědí, pokud tak učiníte, prosím napište číslo 1 k odpovědi, která Vám přijde nejdůležitější.

Jsem ⓐ chlapec   b. děvče   c. Nechci uvést.

Je mi __14__ let.

1. Jak často čteš v češtině?
- a. každý den
- b. několikrát za týden
- ⓒ jednou za týden
- d. několikrát za měsíc
- e. méně

2. Kolik knih jsi přečetl/a za poslední rok? _5_

Za poslední rok jsem přečetl 5 knih ve škole a 1 doma ve svém volném čase.

3. Proč jsi ty knihy přečetl/a? (Můžeš vybrat více odpovědí.)
- 1 ⓐ Baví mě to.
- 2 ⓑ kvůli škole
- c. kvůli vzdělání mimo školu
- d. z jiného důvodu (uveď) _____

4. Baví tě číst? Proč ano/proč ne?
⓪ Ano   b. Ne
píše ano/ano, je ráda, když je něco nového, nějaké knihy (povídá čeština)

5. Jak si vybíráš, co budeš číst? (Můžeš vybrat více odpovědí.)
- 1 ⓐ podle doporučení kamaráda/kamarádky
- b. podle doporučení učitele/učitelky
- ⓒ podle doporučení rodiče
- d. musím kvůli škole
- e. podle recenze na internetu
- f. podle doporučení od influencera/influencerky
- g. jiný důvod (uveď) _____

6. Čteš něco jiného, kromě knih?
- a. noviny
- b. časopisy
- c. příspěvky na blogu
- 2 ⓓ články na internetu
- 1 ⓔ jiné (uveď) _NE_

7. Jaká je tvá oblíbená kniha? _vícedílka_

moje oblíbená nejvíce knih od S. Kingbinga (nový jiol ve psíc) HARRY JR.GOO VESMÍRNÉ DOBRODRUŽSTVÍ

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8. Kdo je tvůj oblíbený autor?
nevím, ale oblíbila bych četl některé cestopisů

9. Jaký je tvůj oblíbený žánr?
- a. poezie
- b. beletrie
  - i. mysteriózní
  - ⓘⓘ detektivní
  - iii. historický
  - iv. realismus
  - v. fantasy
  - vi. romantický
  - ⓥⓘⓘ sci-fi
  - viii. dystopický
  - ix. horor
- c. literatura faktu (např. životopis, cestopis)
- d. drama
- e. jiné (uveď) _____

10. Jakou formu textu nejraději čteš?
- ⓐ kniha
- b. povídka
- c. článek v časopise/novinách
- d. komiks
- e. jiné (uveď) _____

11. Patří angličtina mezi tvé oblíbené předměty?
- ⓐ Ano
- b. Ne
- c. Nevím

12. Čteš v angličtině ve svém volném čase? Pokud ano, co čteš?
- ⓐ Ano   b. Ne
dobůsing

13. Chtěl/a bys v hodinách angličtiny více číst?
- ⓐ Ano
- b. Ne
- c. Nevím

14. Když čteme v hodinách angličtiny (z učebnice) obvykle:
- a. nemám problém textu rozumět.
- ⓑ neznám nějaká slovíčka, ale rozumím hlavní myšlence textu.
- c. textu vůbec nerozumím.

15. Když čteme v hodinách angličtiny (z učebnice) obvykle:
- a. mě čtení textu baví.
- b. mi přijde text nudný.
- ⓒ je mi to jedno.

16. Čtete v hodinách angličtiny i jiné texty než ty, které jsou v učebnici? Pokud ano, jakou mají formu? (např. článek, povídka, komiks, …)?
- ⓐ Ano   b. Ne
KOMIKS

This lesson aims at developing vocabulary through reading, reading comprehension, and speaking skills. This lesson plan is designed for one 45-minute lesson. The learners should be given at least 15 minutes to read the text for the first time, depending on their skills.

Coraline by Neil Gaiman (2012, pp. 52-55)

Her other parents were waiting for her in the garden, standing side by side. They were smiling.

"Did you have a nice time?" asked her other mother.

"It was interesting," said Coraline.

The three of them walked back up to Coraline's other house together. Coraline's other mother **stroked** Coraline's hair with her long white fingers. Coraline shook her head.

"Don't do that," said Coraline.

Her other mother took her hand away.

"So," said her other father. "Do you like it here?"

"I **suppose**," said Coraline. "It's much more interesting than at home."

They went inside.

"I'm glad you like it," said Coraline's other mother. "Because we'd like to think that this is your home. You can stay here for ever and always. If you want to."

"Hmm," said Coraline. She put her hands in her pockets and thought about it. Her fingertips touched the stone that the real Misses Spink and Forcible had given her the day before, the stone with the hole in it.

"If you want to stay," said her other father. "There's only one little thing we'll have to do, so you can stay here for ever and always."

They went into the kitchen. On a china plate on the kitchen table were a spool of black cotton and a long silver needle and, beside them, two large black buttons.

"I don't think so," said Coraline.

"Oh, but we want you to," said her other mother. "We want you to stay. And it's just a little thing."

"It won't hurt," said her other father.

Coraline knew that when grown-ups told you something wouldn't hurt it almost always did. She shook her head.

Her other mother smiled brightly and the hair on her head drifted like plants under the sea. "We only want what's best for you," she said.

She put her hand on Coraline's shoulder. Coraline **backed away**.

"I'm going now," said Coraline. She put her hands back in her pockets. Her fingers closed around the stone with the hole in.

Her other mother's hand scuttled off Coraline's shoulder like a frightened spider.

"If that's what you want," she said.

"Yes," said Coraline.

"We'll see you soon, though," said her other father. "When you come back."

"Um," said Coraline.

"And then we'll all be together as one big happy family," said her other mother. "For ever and always."

Coraline backed away. She turned and hurried into the drawing room and pulled open the door in the corner. There was no brick wall there now— just darkness; a night-black underground darkness that seemed as if things in it might be moving.

Coraline **hesitated**. She turned back. Her other mother and her other father were walking towards her, holding hands. They were looking at her with their black-button eyes. Or at least she thought they were looking at her. She couldn't be sure.

Her other mother reached out her free hand and **beckoned** gently with one white finger. Her pale lips mouthed, "Come back soon," although she said nothing aloud.

Coraline took a deep breath and stepped into the darkness, where strange voices whispered and distant winds howled. She became certain that there was something in the dark behind her: something very old and very slow. Her heart beat so hard and so loudly she was scared it would **burst out** of her chest. She closed her eyes against the dark.

Eventually she bumped into something, and opened her eyes, **startled**. She had bumped into an armchair, in her drawing room.

The open doorway behind her was blocked by rough red bricks.

She was home.

1. **Match the words below with the correct meaning.** (5-8 minutes + time for discussion)

to stroke	to suppose	to back away	to hesitate
to beckon	to burst	to be startled	

      to move, to make a step from something = _____

      to forcefully get out of something/somewhere = _____

      to softly move a hand over something = _____

      to think or believe something is true = _____

      to call somebody to you by moving your hand, arm, or finger = _____

      to be surprised or scared = _____

      to pause before saying or doing something = _____

2. **Answer the following questions about the text:** (5 minutes + time for discussion)
    Where did Coraline meet with her other parents?

    Did Coraline like when her other mother touched her hair?

    What did Coraline have in her pocket?

    Why did Coraline want to leave her other parents?

    What were Coraline's other parents' eyes made of?

3. **Answer the following questions.** (5 minutes)
    How often do your parents stroke your hair? Do you like it?

    Which do you suppose is more likely real: "other parents" or aliens?

    When was the last time you hesitated at school and why?

    Why do people beckon with their finger?

This lesson plan is for one 45-minute lesson. It aims to develop vocabulary on space travel through reading. It aims to develop reading, speaking, and writing skills as well. There is the text for the lesson and handout are available below. The rest of the short story can be found in *R is for Rocket* by Ray Bradbury (1962).

The Rocket by Ray Bradbury (1962, pp. 46-48)

Many nights Fiorello Bodoni would awaken to hear the rockets sighing in the dark sky. He would tiptoe from bed, certain that his kind wife was dreaming, to let himself out into the night air. For a few moments he would be free of the smells of old food in the small house by the river. For a silent moment he would let his heart soar alone into space, following the rockets.

Now, this very night, he stood half naked in the darkness, watching the fire fountains murmuring in the air. The rockets on their long wild way to Mars and Saturn and Venus!

"Well, well, Bodoni."

Bodoni started.

On a milk crate, by the silent river, sat an old man who also watched the rockets through the midnight hush.

"Oh, it's you, Bramante!"

"Do you come out every night, Bodoni?"

"Only for the air."

"So? I prefer the rockets myself," said old Bramante. "I was a boy when they started. Eighty years ago, and I've never been on one yet."

"<u>I will ride up in one someday</u>," said Bodoni.

"Fool!" cried Bramante. "You'll never go. This is a rich man's world." He shook his gray head, remembering. "When I was young they wrote it in fiery letters: THE WORLD OF THE FUTURE! Science, Comfort, and New Things for All! Ha! Eighty years. The Future becomes Now! Do we fly rockets'? No! We live in shacks like our ancestors before us."

"Perhaps my sons -" said Bodoni.

"No, nor their sons!" the old man shouted. "It's the rich who have dreams and rockets!"

Bodoni hesitated. "Old man, I've saved three thousand dollars. It took me six years to save it. For my business, to invest in machinery. But every night for a month now I've been awake. I hear the rockets. I think. And tonight I've made up my mind. <u>One of us will fly to Mars</u>!" His eyes were shining and dark.

"Idiot," snapped Bramante. "<u>How will you choose</u>? <u>Who will go</u>? If you go, your wife will hate you, for <u>you will be just a bit nearer God</u>, in spare. When you tell your amazing trip to her, over the years, <u>won't bitterness gnaw at her</u>?"

"No, no!"

"Yes! And your children? <u>Will their lives be filled with the memory</u> of Papa, who flew to Mars while they stayed here? What a senseless task <u>you will set your boys.</u> <u>They will think of the rocket all their lives</u>. <u>They will lie awake</u>. <u>They will be sick with wanting it</u>. Just as you are sick now. <u>They will want to die</u> if they cannot go. Don't set that goal, I warn you. Let them be content with being poor. Turn their eyes down to their hands and to your junk yard, not up to the stars."

"But -"

"Suppose your wife went? How would you feel, knowing she had seen and you had not? She would become holy. You would think of throwing her in the river. No, Bodoni, buy a new wrecking machine, which you need, and pull your dreams apart with it, and smash them to pieces."

The old man subsided, gazing at the river in which, drowned, images of rockets burned down the sky.

"Good night," said Bodoni.

"Sleep well," said the other.

Task 1: Answer the following questions about the text: (5 minutes + time for discussion)

1. Why did Fiorello Bodoni go outside?

2. What was Fiorello Bodoni's biggest dream?

3. What does the old man say about flying rockets?

4. How much money has Fiorello Bodoni saved?

5. Does the old man support Fiorello's dream?

Task 2: Write down the words from the blackboard. Write sentences using at least 4 words from the blackboard. (5-8 minutes)

HW: Look in your student's book at page 20, exercise 1, match the pictures with the words, and write a short story using the words from your student's book and the blackboard.

Attachment 4: Lesson Plan 3 – The Tell-Tale Heart by Edgar Allan Poe

This lesson plan aims at developing vocabulary through reading, reading comprehension, and speaking skills. The lesson plan is designed for three 45-minute lessons. Apart from the reading text and the handout, a picture and a video are included to support comprehension through visual material. The lesson plan includes home reading.

The Tell-Tale Heart by Edgar Allan Poe (2005, pp. 110-111) – Part 1 (Lesson 1)

TRUE!—**nervous**—very, very dreadfully nervous I had been and am; but why *will* you say that I am **mad**? The **disease** had sharpened my senses—not destroyed—not dulled them. Above all was the sense of hearing acute[7]. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily—how calmly I can tell you the whole story.

It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! yes, it was this! One of his eyes resembled that of a vulture— a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees—very gradually—I made up my mind to take the life of the old man, and thus rid myself of the eye for ever.

Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen *me*. You should have seen how wisely I proceeded—with what **caution**— with what foresight—with what dissimulation[8] I went to work! I was never kinder to the old man than during the whole week before I killed him. And every night, about midnight, I turned the latch of his door and opened it—oh, so gently! And then, when I had made an opening sufficient[9] for my head, I put in a dark lantern, all closed, closed, so that no light shone out, and then I thrust in my head. Oh, you would have laughed to see how cunningly[10] I thrust it in! I moved it slowly—very, very slowly, so that I might not **disturb** the old man's sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay upon his bed. Ha!—would a madman have been so wise as this? And then, when my head was well in the room, I undid the lantern cautiously—oh, so cautiously—cautiously (for the hinges creaked)—I undid it just so much that a single

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[7] acute = ostrý, bystrý, intenzivní
[8] dissimulation = přtetvářka
[9] sufficient = dostatečný, vhodný
[10] cunningly = lstivě, mazaně

thin ray fell upon the vulture eye. And this I did for seven long nights—every night just at midnight—but I found the eye always closed; and so it was impossible to do the work; for it was not the old man who vexed[11] me, but his Evil Eye. And every morning, when the day broke, I went boldly into the chamber, and spoke courageously to him, calling him by name in a hearty tone, and inquiring[12] how he had passed the night. So you see he would have been a very profound old man, indeed, to suspect that every night, just at twelve, I looked in upon him while he slept.

(… to be continued…)

The Tell-Tale Heart by Edgar Allan Poe (2005, pp. 111-112) – Part 2 (Reading at home)

(…) Upon the eighth night I was more than usually cautious in opening the door. A watch's minute hand moves more quickly than did mine. Never before that night had I *felt* the extent of my own powers—of my sagacity[13]. I could scarcely contain my feelings of triumph. To think that there I was, opening the door, little by little, and he not even to dream of my secret deeds[14] or thoughts. I fairly chuckled at the idea; and perhaps he heard me; for he moved on the bed suddenly, as if startled. Now you may think that I drew back—but no. His room was as black as pitch with the thick darkness (for the shutters were close fastened, through fear of robbers), and so I knew that he could not see the opening of the door, and I kept pushing it on steadily, steadily.

I had my head in, and was about to open the lantern, when my thumb slipped upon the tin fastening, and the old man sprang up in the bed, crying out—"Who's there?"

I kept quite still and said nothing. For a whole hour I did not move a muscle, and in the meantime I did not hear him lie down. He was still sitting up in the bed listening;—just as I have done, night after night, hearkening[15] to the death watches in the wall.

Presently I heard a slight groan, and I knew it was the groan of mortal terror. It was not a groan of pain or of grief—oh, no!—it was the low stifled sound that arises from the bottom of the soul when overcharged with awe. I knew the sound well. Many a night, just at midnight, when all the world slept, it has welled up from my own bosom, deepening, with its dreadful echo, the terrors that distracted me. I say I knew it well. I knew what the old man felt, and pitied him, although I chuckled at heart. I knew that he

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[11] to vex = rozzlobit, rozčílit, otravovat, obtěžovat
[12] to inquire = dotazovat se, vyptat se
[13] sagacity = prozíravost, chytrost
[14] a deed = skutek
[15] to hearken = naslouchat

had been lying awake ever since the first slight noise, when he had turned in the bed. His fears had been ever since growing upon him. He had been trying to fancy them causeless, but could not. He had been saying to himself—"It is nothing but the wind in the chimney—it is only a mouse crossing the floor," or "it is merely a cricket which has made a single chirp." Yes, he has been trying to comfort himself with these suppositions; but he had found all in vain. *All in vain*; because Death, in approaching him, had stalked with his black shadow before him, and enveloped the victim. And it was the mournful influence of the unperceived shadow that caused him to feel—although he neither saw nor heard—to *feel* the presence of my head within the room.

When I had waited a long time, very patiently, without hearing him lie down, I resolved to open a little—a very, very little crevice in the lantern. So I opened it—you cannot imagine how stealthily, stealthily[16]—until, at length, a single dim ray, like the thread of the spider, shot from out the crevice and full upon the vulture eye.

It was open—wide, wide open—and I grew furious as I gazed upon it. I saw it with perfect distinctness—all a dull blue, with a hideous veil over it that chilled the very marrow in my bones; but I could see nothing else of the old man's face or person: for I had directed the ray as if by instinct, precisely upon the damned spot.

And now have I not told you that what you mistake for madness is but over-acuteness of the senses?—now, I say, there came to my ears a low, dull, quick sound, such as a watch makes when enveloped in cotton. I knew *that* sound well too. It was the beating of the old man's heart. It increased my fury, as the beating of a drum stimulates the soldier into courage.

But even yet I refrained and kept still. I scarcely breathed. I held the lantern motionless. I tried how steadily I could maintain the ray upon the eye. Meantime the hellish tattoo of the heart increased. It grew quicker and quicker, and louder and louder every instant. The old man's terror *must* have been extreme! It grew louder, I say, louder every moment!—do you mark me well? I have told you that I am nervous: so I am. And now at the dead hour of the night, amid the dreadful silence of that old house, so strange a noise as this excited me to uncontrollable terror. Yet, for some minutes longer I refrained and stood still. But the beating grew louder, louder! I thought the heart must burst. And now a new anxiety seized me—the sound would be heard by a neighbor! The old man's hour had come! With a loud yell, I threw open the lantern and leaped into the room. He shrieked once—once only. In an instant I dragged him to the floor, and pulled the heavy

---

[16] stealthily = kradmo

bed over him. I then smiled gaily, to find the deed so far done. But, for many minutes, the heart beat on with a muffled sound. This, however, did not vex me; it would not be heard through the wall. At length it ceased. The old man was dead. I removed the bed and examined the corpse. Yes, he was stone, stone dead. I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. His eye would trouble me no more.

(… to be continued …)

The Tell-Tale Heart by Edgar Allan Poe (2005, pp. 112) – Part 3 (Lesson 2)

(…) If still you think me mad, you will think so no longer when I describe the wise precautions I took for the concealment of the body. The night waned, and I worked hastily, but in silence. First of all I dismembered the corpse. I cut off the head and the arms and the legs.

I then took up three planks from the flooring of the chamber, and deposited all between the scantlings. I then replaced the boards so cleverly, so cunningly, that no human eye—not even *his*—could have detected any thing wrong. There was nothing to wash out—no stain of any kind—no blood-spot whatever. I had been too wary for that. A tub had caught all—ha! ha!

When I had made an end of these labors, it was four o'clock—still dark as midnight. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart,—for what had I *now* to fear? There entered three men,

(… to be continued …)

The Tell-Tale Heart by Edgar Allan Poe (2005, pp. 112-113) – Part 4 (Lesson 3)

(…) There entered three men, who introduced themselves, with perfect suavity, as officers of the police. A shriek had been heard by a neighbor during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed to search the premises.

I smiled,—for *what* had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search—search *well*. I led them, at length, to *his* chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them *here* to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim.

The officers were satisfied. My *manner* had convinced them. I was singularly at ease. They sat, and while I answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears: but still they sat and still chatted. The ringing became more distinct:—it continued and became more distinct: I talked more freely to get rid of the feeling: but it continued and gained definitiveness—until, at length, I found that the noise was *not* within my ears.

No doubt I now grew very pale;—but I talked more fluently, and with a heightened voice. Yet the sound increased—and what could I do? It was *a low, dull, quick sound— much such a sound as a watch makes when enveloped in cotton*. I gasped for breath—and yet the officers heard it not. I talked more quickly—more vehemently; but the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations, but the noise steadily increased. Why *would* they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observation of the men— but the noise steadily increased. Oh God! what *could* I do? I foamed—I raved—I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder—louder—*louder*! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God!— no, no! They heard!—they suspected!—they *knew*!—they were making a *mockery* of my horror!—this I thought, and this I think. But any thing was better than this agony! Any thing was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die!—and now—again!— hark! louder! louder! louder! *louder*!—

"Villains!" I shrieked, "dissemble no more! I admit the deed!—tear up the planks!— here, here!—it is the beating of his hideous heart!"
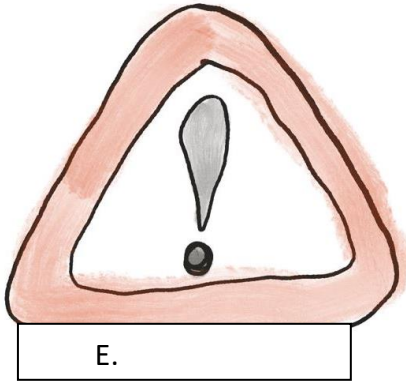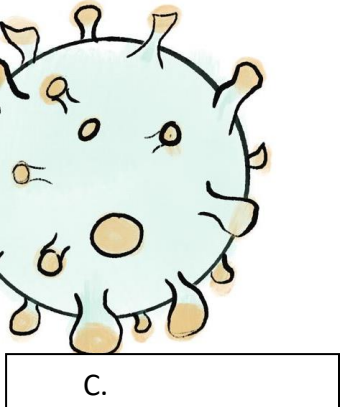
Pre-reading activity for Lesson 1 (10 minutes)

Picture 1: Tell-Tale Heart (2009)

Task 1: Match the words from the text to the pictures below. (Lesson 1) – 15-20 minutes, reading time included.

nervous	mad	a disease	caution	to disturb

.

A.

B.

C.

D.

E.

Task 2: Write sentences about the narrator of the story, use the words from Task 1.
(Lesson 1) – 5 minutes

Task 3: Are the sentences about the text true (T) or false (F)? Correct the false sentences. (Reading at home)

1. The narrator makes a lot of noise at night. T/F

2. The old man's room is completely dark when the narrator comes in. T/F

3. The narrator kills the old man on the 10th night. T/F

4. The old man is scared to death, not killed. T/F

5. The narrator hears the old man's heart beat louder and faster. T/F

6. The narrator feels guilty after killing the old man. T/F

Task 4: Fill in the gaps with the words you learned last lesson (mad, nervous, a disease, caution, to disturb) (Lesson 2[17]) – 5-8 minutes

1. The loud storm _____ the children's sleep and woke them up.
2. Take _____ when you work with electricity.
3. She was _____ about the maths test.
4. The scientists want to find a cure for a dangerous _____.
5. The man is _____ because he speaks to imaginary people.

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[17] Video available at: https://www.youtube.com/watch?v=wDLLHTdVSgU&t=413s .

Task 5: Choose the correct answer: (10-15 minutes)

1. Who was at the door?

    a. Three police officers

    b. Three neighbours

    c. Three friends

2. What did the narrator say about the loud noise (the shriek)?

    a. He had a bad dream.

    b. The old man shrieked.

    c. A neighbour had a bad dream.

3. What did the protagonist show to the three people in the old man's room?

    a. The dead body.

    b. His chair.

    c. The old man's treasures.

4. How did the narrator feel when the three people are in the room?

    a. Relaxed.

    b. Nervous.

    c. Angry.

5. What did the narrator hear?

    a. The three people talking.

    b. The old man's heartbeat

    c. The rain outside.

6. How did the story end?

    a. The narrator stayed at home.

    b. The narrator was taken to prison.

    c. The narrator showed where he hid the old man's body.