UNIVERZITA PALACKÉHO V OLOMOUCI

PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

Diplomová práce

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Usage of popular literature and YAL in ELT

Prohlašuji, že jsem závěrečnou práci vypracoval samostatně a použil jen uvedené prameny a literaturu.

V Olomouci 4. 6. 2021

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vlastnoruční podpis

ABSTRACT

This diploma thesis presents an overview of the current research regarding usage of literature in English language teaching. Special attention is given to young adult literature. This is mainly because this genre can provide many benefits over other types of text. Theoretical part deals with main issues connected to the topic. This includes historical background, challenges of text selection, benefits of using literature but also possible drawbacks and issues that teachers may come across. Practical part analyses six implemented lesson plans that are specifically created to use literature in English lessons. These lessons were created in accordance to the theoretical principles and follow an integrative approach. Based on the research of this thesis, using literature proved to be not only motivating to students, but also very useful for developing their English proficiency.

OBSAH

INTRODUCTION

Undoubtedly, there are many benefits of reading literature. Reading exercises our imagination; it transports us to other places or ages and makes us see the world from a perspective of someone else. For this reason, we also contemplate and reflect upon the current world that is around us. With the help of literature, we can therefore expand our horizons and even better understand ourselves, our emotions, and thoughts. Naturally, there are also other benefits of reading literature and some of them are connected to our language. For instance, reading can significantly enhance the range of our vocabulary.

It remains to be determined whether it is possible to effectively use literature as a foreign language learning tool. Naturally, there are different and, in many times, opposing opinions on this topic. While some researchers and language teachers emphasize the inherent importance of reading literature as a method for language acquisition and source of a wide variety of language activities, others criticize the usage of literature in English language teaching (henceforth ELT) classrooms. The complexity of literary language is one of the main arguments used against the usage of literature in ELT. This thesis aspires to provide new insights into this not so thoroughly researched topic.

The theoretical part of this diploma thesis aims to present an overview of the current research done on a variety of topics that are connected to the usage of literature in ELT, ranging from historical background, benefits, possible issues (including text selection) to the current approaches that are implemented in ELT classrooms. The practical part of this thesis uses some of the principles and main ideas in an actual ELT classroom to discover what are the main advantages and disadvantages of using literature as a language teaching tool. Specifically, the focus is on usage of young adult literature (henceforth YAL), for the reasons presented in the following chapters of the theoretical part. There were six lesson plans created in accordance to the principles presented in theoretical part. These lesson plans were subsequently implemented in practice. All of the lesson plans are evaluated by the author of the thesis with the help of a mentor teacher. Additionally, participants of the research were handed questionnaires, inquiring about their former experience with literature in ELT and their overall assessment of the lesson plans.

As was already implied, practical research done on this topic is still relatively scarce, so the thesis can provide a new perspective on the issue and can also serve as an inspiration for many teachers who are interested in implementing literature in their foreign language classes.

1   HISTORICAL BACKGROUND OF LITERATURE IN ELT

Despite the numerous benefits of using literature in ELT, it is still not a common practice to include various literary texts in order to help students with their understanding of English as a foreign language. This could be caused by the significant changes in attitudes towards using literature in ELT in the twentieth century. By the beginning of the twentieth century, language teaching was emerging as an active area of educational debate and innovation. (Richards, 2014, p. 3) This chapter presents a brief historical background of literature in ELT.

One of the oldest language teaching methods known as the "classical method" or the"grammar translation method" is based primarily on learning tasks that include work with literary passages. "Grammar translation dominated European foreign language teaching from the 1840s to 1940s". (Richards, 2014, p. 7) Typical activities of this approach may include for example translations, reading comprehension, memorization of lexical items and many other exercises that often use literary texts written in a target language as a teaching aid. (Çelik, 2014, p. 5) Originally, the main focus was on humanism and not on discourse. Literature was meant to be read by the elite classes and this teaching method mirrored the traditional approaches of 19th century England. (Kodama, 2012, p. 34) Nevertheless, grammar translation method is nowadays often described as a dead approach to English language teaching, not only because it has been primarily used for teaching Latin and Greek, but also because it does not meet the current demands of the second and foreign language speakers. (Çelik, 2014, p. 4) "… grammar translation had always relied on literature and indeed had seen the reading of literature as the ultimate reason for studying a foreign language." (Hall, 2016, p. 456)

World War II, internalization of education, globalization, internet and world-wide spread of English are just some of the many examples of different impulses for the change in language teaching methods and principles. Many of these changes in society that were happening during the second half of twentieth century called for a transition to a more communication-based approach. Oral proficiency became a priority and predominant use of literary texts in ELT became more of a former practice. (Richards, 2014, p. 8) "Until the 1980s, it was received wisdom that literature had no place in the teaching of English as a foreign language." (Falvey, 1997, p. 1)

In the last 40 years, the topic of literature usage in ELT classrooms is getting a lot of attention from teachers, students and linguists worldwide. Where the former approaches and

methods focused on "technique/procedure", methods and approaches that emerged after them are rather focusing on "content". This led to a change of perspective upon using texts in ELT. "Authenticity" of texts included in coursebooks for specific purpose (real-life situations) had to be questioned. (Falvey, 1997, p. 2) Revival of literature in ELT is essentially linked to the matter of authenticity. Literature was seen as authentic texts, providing opportunities for learning vocabulary, improving reading abilities and developing critical thinking. Authentic materials were used on many occasions in connection to the CLT (communicative language teaching). This new view of literature for ELT purposes introduced a whole new approach and last thirty years of twentieth century can be therefore seen as "revival of literature in progressive classrooms". Apart from direct language teaching, literature also became a topic for different psycholinguistic and discourse analyses. (Kodama, 2012, p. 35) Consequently, the issue of motivation and interest came into question. "To catch the imagination a text needs to be authentic in another sense – it should be writing that rings true, that connects directly with the students' own lives." (Falvey, 1997, p. 2)

Approach called "Whole Language" is one of the prime examples of literature becoming a centre of attention again in the ELT sphere. Even though Whole Language is to this day not a clearly defined term (discussions are being led on whether Whole Language is an approach, method, philosophy or belief), it has one key feature that is important to mention for the purpose of this thesis, and that is extensive usage of both fictional and non-fictional literature. The texts that are chosen for teaching aim to be authentic, in a sense that they are not artificially prepared for a specific language skill practice. Students are often encouraged to choose what they want to read based on their own interest. This means that these literary texts are not only chosen based on the syllabus, therefore they give reading activities a new intention with different goals. (Richards, 2014, p. 144)

As already mentioned, last forty years were crucial for the research of this topic. A lot of modern research work is being done every year and the topic is getting attention from various linguistic journals (for instance, ELT Journal, Modern Language Journal, Foreign Language Annals). The Journal of Literature in Language Teaching and Language and Literature, which deal with this issue in-depth, are especially worth mentioning. Similarly to other academic fields, there are often two opposing directions of thought, each promoting different opinions on the given matter. For instance, arguments against usage of literature in ELT were presented by W. Edmondson (see next chapter). Nevertheless, what Edmondson and his "opponents" agreed upon, is the fact that literature in ELT is still not thoroughly researched topic and therefore it is

not possible to make finite conclusions. (Paran, 2008, p. 16) "We need conceptual clarity regarding the role or roles foreign language literature can or should play." (Edmondson, 1997, as cited in Paran, 2008, p. 16) Unfortunately, the research that has been done so far on this topic is most often done only by experts in western universities and on some occasions in certain minor publications, including MA and PhD dissertations. Therefore, not only theoretical research, but also more teaching practitioners taking interest in this issue and willing to present their findings based on real results from different ELT classrooms are in demand. (Hall, 2016 p. 465) Even though importance of literature is being emphasized even in international curriculum (Common European Framework) and similar ideas are expressed by ACTFL (American Council on Teaching of Foreign Languages), ADFL (Association of Departments of Foreign Languages) or MLA (Modern Language Association) and in journals previously mentioned, it can be concluded that using literature in ELT is still not widely accepted as a common practice (it is rather incidental and random) because teachers are not trained to use literature in the right context. (Masayuki, 2015, p. 14–17)

In conclusion, through different methods and approaches used in ELT in the twentieth century, the role of literature changed significantly. From periods of decline to periods of uprising, especially in the last forty years, literature became a highly discussed topic. Even though this topic is being researched more and more every year, many scholars agree that we still lack not only theoretical research, but also the applied one.

1 BENEFITS AND DISADVANTAGES OF USING LITERATURE IN ELT

This chapter deals with most important benefits of using literature in ELT and with the possible issues that may occur for both students and teachers. There is a great variety of authors, scholars and teachers that presented their thoughts on this topic. Lazar (1993) lists, amongst others, these main benefits – "motivating material, access to cultural background, encouraging language acquisition, expanding student's language awareness, developing student's interpretative abilities and educating the whole person". (Lazar, 1993, p. 3, 15) Following subchapters provide a further analysis of some of the above listed ideas.

1.1 Language acquisition

"Literature has begun to assume a higher profile in contexts of second language acquisition, a dimension absent from the research radar in 1986." (Carter, 2007, p. 10) Language acquisition is one of the major principles of the so called "Natural approach". Based on this approach, acquisition of the second language is similar to the native one. The acquisition is unconscious and stands in opposition to language learning, which is a conscious intent to learn the language, usually through memorization of different grammatical rules. (Çelik, 2014, p. 81-82) The concept of "exposure" is crucial here, provided that students are meant to learn unconsciously. The input presented to students need to be engaging and should promote real communication and expression rather than practise it. (Morgan, Rinvolucri, 1983, p. 1)

While literature may provide appropriate input for language acquisition, it is crucial to bear in mind the level of students. Graded materials for younger students probably do not provide such stimulus for acquisition as authentic literary texts for upper levels of English proficiency. By expanding the purpose of literature from simple reading to activities such as dramatizations, miming, reading aloud or listening to audio materials, it is possible to enhance the acquisition through gestures, intonations or movements, which can often help students discover the meaning of words and sentences without external guidance. (Lazar, 1993, p. 17–18)

Additionally, literature also expands students' language awareness by making them aware of different aspects of English language. Some of the examples include literary language, collocations, metaphors, similes, poeticisms or different types of repetitions. Naturally, many

of these features can be found even in other types of discourse, including colloquial speech. Nevertheless, literature generally shows more diverse uses of language and seeing them on paper can be helpful for the students' awareness of them. (Lazar, 1993, p. 7, 18) "Language that illustrates a particular register or dialect is embedded within a social context, and thus, there is a basis for determining why a particular form is used. As such, literature is ideal for developing an awareness of language use." (Mckay, 1982, p. 530) On many occasions, critics of usage of literature in ELT point to the opinion that literary language is way too complex and challenging to be used in ELT classrooms. Hall (2006) responds to this by stating that these specific features that are seen as too complex are actually found in many other kinds of texts and, most importantly, that they are used in a variety of different ways for different goals. As a result, these features (such as figurative language or metaphors) draw attention to themselves because they are used in more creative, inventive ways. Features like dialects, accent representations or different kinds of registers are therefore present in all kinds of modern literature and rarely in isolation from each other. Literary texts in this manner prompt the students to notice and think about these specific items. Surely, these can to certain extent present themselves as challenging, but it is exactly this kind of challenge that language learner should want to expand their language awareness. (Hall, 2016, p. 458)

1.2 Language skills

"Quite in line with the principles of CLT, literature is rich with innumerable authentic tokens of language for the development of reading, writing, speaking and listening skills." (Khatib, 2011, p. 203) Writing can be practiced through various activities like completion of stories in cloze forms, or re-writing alternative ending or insight from the point of view of other characters from the book. Speaking can be practiced during discussions and activities connected to critical thinking. Via audio versions of different literary texts, it is also possible to practice listening comprehension. It is also convenient to add both extensive and intensive reading, alongside other reading activities such as skimming or scanning. Reading also helps to enlarge students' vocabulary and enhance their syntactic knowledge. (Khatib, 2011, p. 202)

1.3 Literary competence

By studying literature, readers can also obtain literary competence. This means that teachers should not only instruct the students to obtain practical information from the text, but

also encourage them to look for hidden, symbolic meanings and become aware of them. Naturally, this mainly concerns literary texts and not so much texts of factual nature (for example academic articles, newspapers etc.), which we approach pragmatically. However, "literary competence" is not a clearly explainable term and it could also include abilities like simple understanding of the plot or being able to differentiate and value distinct literary genres. It is also important to mention the fact that meaning of a text is not always "fixed" and through the usage of literature students have the possibility to engage in discussions, develop critical thinking and present their opinions based on their own personality, beliefs or sociological aspects. This is another great opportunity for language acquisition. (Lazar, 1997, p. 3, 10–13)

Additionally, it is appropriate to differentiate between "usage" and "study" of literature. With "usage" we approach literature as a resource for teaching a language and not as the main subject of our study (for instance, literary analysis, historical context, information about the author etc.). It is assumable that developing literary competence is likely linked to study of literature. Nevertheless, similarly to language acquisition, students acquire literary competence incidentally, even if we use literature just as a resource material. Therefore, it is not needed to focus only on one approach because the results of both are intertwined. (Lazar, 1993, p. 13–14)

1.4 Motivation

By selecting appropriate literary texts that are in alignment with students' interests we can motivate them not only to be active in the lesson itself, but also encourage them to read literature on their own. "Research on creativity and on motivation is flourishing – and lending further weight to the case for using literature in language teaching both in and out of classrooms" (Masayuki, 2015, p. 14). First and foremost, it is needed to define motivation and its two main types. In short, motivation is an internal drive that makes people perform certain actions with the vision of a concrete goal. "Intrinsic" motivation comes from within, while "extrinsic" motivation is often caused by external factors. The teacher's job is to create a motivating environment in which both short-term and long-term achievements can be unlocked. More importantly, interesting, motivating content of the lesson is a key to success. In other words, teacher plays the role of a "motivational angel" and forms an environment which can create motivation in students, where, initially, does not have to be one. (Harmer, 2007, p. 98–100)

Reading can be perceived as an interaction between the author of the text and the reader. This interaction starts with decoding the language and ends with the reader grasping the presented concepts. These two stages often interact with each other. For example, if the reader is familiar with the concepts of the text, it is easier for him to deal with understanding of more complex linguistic structures. In other words, when a teacher selects literary texts for usage in ELT, it is advisable to examine both of these stages. Moreover, the interaction is dependent on the willingness of the reader to actually engage in it. For that reason, motivational factors are crucial to analyse before presenting different literary texts to students. (Mckay, 1982, p. 530)

Literature itself provides a great opportunity for motivating students through achievements. One of the main reasons for this is that literature is globally highly valued and solving problems related to it can be internally satisfying and create a sense of achievement. Naturally, a good plot is usually more captivating than an artificially made narrative included in traditional course books. Intriguing literary texts can engage students in complicated problems of adulthood and evoke strong emotional reactions. Relevance is key here; students tend to react better to things that they perceive as meaningful to their own lives. (Lazar, 1993, p. 15) The importance of emotions in connection to thinking and understanding is being recognized by many cognitive approaches to ELT. Based on the current research, emotions like empathy or suspense appear to be linked to memorization and learning itself. Through reading an engaging text, watching a movie or TV show students can experience these emotions and the task of the teacher is to help the students direct these emotions into fruitful language learning. "The desire to turn the page, to finish the book as well to re-read and to tell others about one's reading, including emotional involvement in it, are all signs of the kind of engagement that will facilitate language learning." (Hall, 2006, p. 461)

1.5 General educational goals

Worth mentioning is also the access to different cultural backgrounds that literature provides. "Literary texts in English reflect the rich and fascinating diversities of our world. They are written by authors living in many different countries and widely divergent cultures. By exposing our students to literature in English, it seems that we should be asking them to think about the range of cultures from which literature in English is produced."(Lazar, 1993, p. 16) Of course, it is recommended to encourage students to question the text and think critically to avoid plain acceptance of every cultural ideology that they might come in contact with.

(Lazar, 1993, p. 17). This cultural insight is also closely connected to the language itself. Texts of more "practical" nature that are often used in ELT today do not necessarily provide the reader a meaningful engagement with the common cultural values and ideas of foreign language speakers. On the contrary, this is one of the main assets that literature can provide. On top of that, through literature learners can engage in meaningful interactions between other users of the given language and share their own opinions. (Hall, 2016, p. 457)

Critics of the usage of literature in ELT often mention that this cultural insight is very hard for the students to comprehend. While this might be true to some extent, the question that should be asked is whether the benefits are worth the possible struggle for both students and teachers. If students and teachers work together to overcome these obstacles, they can cultivate appreciation, respect and tolerance of different cultures. (Mckay, 1982, p. 531) Usage of literature proves that language learning is not based solely on training, drills and practice. General knowledge that a person can obtain through literature, expands common educational goals by touching on other fields of study, such as politics, philosophy, art, history or religion. (Paran, 2008, p. 14)

1.6 Possible disadvantages of using literature in ELT

So far, this chapter dealt mainly with the substantial benefits of including literature in ELT. By all means, there are also many possible drawbacks and issues that every teacher should be aware of. One of the main arguments against the usage of literature is that it will not provide students with any benefits to their future professions or possible academic goals. First of all, it is important to stress that literary texts are not supposed to be the only type of texts students are introduced to. Secondly, reading literature definitely helps to evolve students' reading proficiency, which is undoubtedly a valuable skill for many professions. Second argument against the usage of literature is connected to one of the perceived goals of language teachers, i.e. their primary objective is to teach grammar. Based on these arguments, literature does not help with teaching grammar. This is also a matter of text selection. If teachers choose the right text, they can actually focus on some key grammatical aspects that are present in the text itself. Vocabulary exercises can also be conveniently added. (Mckay, 1982, p. 529–530)

By choosing texts of appropriate length, difficulty and qualities related to the students themselves, teachers can also avoid problems with reading skills. Readers of second language tend to be around 30% slower and teachers have to adapt to this inconvenience. Less successful

readers can miss main points of the text or things like humour, sarcasm or different types of references, due to time limits or simple lack of reading proficiency. (Masayuki, 2015, p. 15) The issues of text selection will be a topic of following chapter.

Another discussion about the possible drawbacks of using literature in ELT was opened up by W. Edmondson and A. Paran (2008). Main point of Edmondson's arguments is that literary texts do not provide any additional benefits when compared to information-based texts found in standard course books. Also, certain types of literature can actually be demotivating because of complexity and cultural insights that they provide are not worth the struggle, especially because other subjects may provide students with much better cultural awareness. Paran reacts to this by criticizing this isolationist view of language learning. Many of Edmondson's arguments are based on the text itself and they do not take into account the interaction between the text and the reader. While other information-based texts might provide the student with similar results considering language acquisition, vocabulary or grammar, they do not have the same motivational and general, educational value. In this way, student is not perceived as a human being, but rather a language learning "mechanism". (Paran, 2008, p. 13) "Where SLA is focused on language learning (a process), the shift today is to consider language learners (people), a view surely more consonant with the interests of educators" (Hall, 2016, p. 461) Through literary texts, students can explore their humanity and touch on issues related to life, death, love, health, morality, personal identity or sexuality. Moreover, these topics are experienced through a range of emotions, both positive and negative. "Hence literary texts and the responses they provoke in language users are central to real language use. At the least, they represent a resource which is foolish for a teacher to ignore." (Hall, 2016, p. 463)

To sum up, many of these "disadvantages" presented can be essentially resolved by proper text selection and inclusion of other types of texts. Key point of this chapter is that literature does provide additional benefits over other types of standardized texts found in course books. This includes the motivational factors, cross-curricular benefits, literary competence or cultural insights. Literary texts can also be a great tool for facilitating language acquisition and enhancing students' language awareness and interpretative abilities, while carrying the potential to engage students through a wide range of emotions.

2 TEXT SELECTION

The importance of text selection was stressed in previous chapter. This chapter goes more in depth about this topic. Choosing the right texts for use in ELT classroom is a complicated task. Teacher needs to keep in mind the level of students' English, their interests, needs, cultural background and many other factors. Because every student is different it is quite challenging to find texts that would be optimal for every single individual in the given class. Nonetheless, paragraphs below discuss some of the key concepts that every teacher should consider before using literary texts in an ELT classroom.

First and foremost, the teacher should identify level of students' English and their reading ability. If the text is too difficult to understand either from a linguistic or cultural perspective, it probably will not have the same benefits that were discussed in previous chapter. One of the possible solutions of this issue is simplification of the text itself. A teacher can reduce the level needed to read the text by reducing the variety of lexical items or by simplifying the syntax. However, by simplifying the text, students not only lose the access to the original artistic value of the text, but also the information from the text can become diluted. By removal of cohesive devices, the text can actually become less readable and beneficial for reading skill practice. (Mckay, 1982, p. 531) "Vital socio-cultural connotations can disappear as can subtle nuances in relationships between characters and in the emotional dynamics of the plot. As a result, learners sometimes feel they are struggling in the dark, and they are often good enough readers to sense that there is something they have not been told… What is needed, then, are non-shortened texts to which nothing has been done to reduce the pleasure of reading." (Ronnqvist, Sell, 1994, p. 126) As a result, the teacher's task is to find a text that is not too easy and not too hard for the students. If our goal is to encourage language acquisition, a good idea is to follow the natural approach principle of providing the students with tasks, activities and challenges that are slightly above their level of English. (Çelik, 2014, p. 82) Moreover, there is virtually no real way to alter a cultural insight that a concrete text provides to make it easier to read. A teacher needs to find balance between providing the students texts with themes that they resonate with and finding texts that are slightly challenging even from the cultural perspective. (Mckay, 1982, p. 532) One method of assessing students' reading ability is to provide them with a couple of engaging texts with varying level of difficulty. Follow-up questions related to text comprehension can reveal if the students understood the meaning properly. (Beach et al., 2010, p. 46) Additionally, when analysing students and their abilities,

one should also consider the gender ratio, ethnic background or possible learning disabilities of the students. (Beach et al., 2010, p. 3)

Secondly, developing a list of criteria can help with orientation between the many books that are being released every year. Choosing a concrete book suitable for English teaching does not depend only upon the literary quality or linguistic and cultural difficulty of the given piece of art. Even though these are significant factors, teacher should also bear in mind things like content and plot of the actual story. Ideally, the plot should mix both "fast-paced" action and more detailed depiction of the world the characters live in. These characters should be somehow relatable to readers, and in an ideal case they should face similar problems as the students themselves. For teenagers, it can be issues related to maturing, such as first love, sexuality, loneliness, relationships, or search for personal values. For younger children, the books would ideally contain completely different themes. It is also recommended to select books of wider range of genres, in order to allow the students to experience different emotions related to literature and expand their general knowledge of literature. (Beach et al., 2010, p. 92) Indeed, a teacher can also choose books that do not necessarily follow all of these criteria. In view of the fact that motivational factor is also connected to the teacher himself and his attitude towards and presentation of the concrete book play a vital role in sparking interest in students, teachers can have more freedom when selecting appropriate texts. Nonetheless, a teacher's own interest in the given book usually should not be the only factor governing the choices of concrete literary texts. (Beach et al., 2010, p. 5)

Thirdly, based on the topic of the reader – text interaction from the previous chapter, it is essential for the teacher to know the general interests of the students. By being aware of their literary preferences, favourite books, genres or themes a teacher can more effectively choose appropriate literary texts that will result in increased motivation of the students. Letting students participate directly on the choice of literary texts for ELT also proved an effective strategy. By doing this, students obtain a sense of responsibility which contributes to their level of engagement in the lesson itself. This student-centred approach allows students to express their own enthusiasm and passion about literature. (Beach et al., 2010, p. 10)

Finally, because the thesis is dedicated to the usage of YAL literature, it is important to emphasize here the value that this genre provides for the topic of this chapter. YAL literature can be perceived as one of the direct solutions for the issues of text selection. Because these texts tend to be easier to read and not so stylistically complex, students face less problems with

difficulty of the text comprehension as discussed in the first paragraph of this chapter. Potential to motivate students is also high when using YAL, because these books present themes and characters that students of appropriate age can relate to. Topic of YAL in connection to ELT is discussed in the following chapter. (Mckay, 1982, p. 532) On the other hand, when selecting canonical texts, such as Romeo and Juliet, teachers may face problems with students' motivation and their understanding of the language. Even though value of canon is undoubtable and comes from the name itself, there are still reasons why, for example, YAL literature is better for teaching purposes in certain situations. Naturally, canon has a great artistic value and also provides insights into different historical periods and cultural mindsets of the given periods. (Beach et al., 2010, p. 63) However, the styles and methods of teaching literature in many schools around the world through enduring long lectures about the self-evident value of different literary works have caused an unfortunate side effect. These specialized, canonical texts are now to certain extent perceived as too difficult and not suitable for presentation of language. If the goal is language teaching, it is better to see literature as a resource for language education and to choose texts that capitalise on the rewarding aspects of reading, such as enthusiasm and passion. Nevertheless, because the goal of this diploma thesis is to find uses for YAL in ELT and maximize the motivational factor, the following chapters will not focus on canon.

All things considered, teachers who want to use literary texts in English classrooms need to spend considerable amount of time and effort when deciding which texts are suitable for language teaching and which are not. This chapter listed some of the most important factors that every teacher should consider. "In today's diverse classrooms, you may find yourself in a process of role identity confusion similar to that of your adolescent students, as you struggle to meet the needs of an entire classroom, while attending to the unique abilities, needs, preferences, and cultural backgrounds of individual students". (Beach et al., 2010, p. 28) Not only does the teacher need to be interested in what he is presenting to the class, it is also needed for the text to be of relevance to the students themselves. Whether it is through relatable characters, engaging story or favourite genres. From linguistic point of view, in an ideal case the text should be slightly challenging to facilitate language acquisition. For today's young adults, one beneficial approach is to choose works from YAL.

3 YOUNG ADULT LITERATURE

The last chapter examined the potential value of YAL genre for language teaching purposes. Before examination of the actual usage of YAL in ELT classrooms, it is required to define the term clearly, and present an overview of this literary genre.

Young Adult literature as a modern genre has not a long-lasting history. Beginning is usually dated to publication of The Outsiders by S. E. Hinton in the year 1967. This coming-of-age novel was one of the first that were directly published for young adults. To this day, it remains to be one of the most well-known and best-selling literary texts for young adults. Characters of this novel face real-life problems that many young adults face even today. This includes the issues of early life choices, social and emotional problems, and lack of financial independence. Indeed, there had been many other works even before year 1967 that appealed to young adults. An example being Treasure Island by R. L. Stevenson or The Adventures of Tom Sawyer by Mark Twain. Nevertheless, even though authors in this field have been very active since 1960s, YAL genre did not get much attention from academic scholars. (Trupe, 2006)

Today, the genre contains much more complex works, and its authors are on many occasions experimenting with uncommon form of writing. Some novels experiment with verse, multiple narrators and viewpoints and new forms like comics, graphic novels or electronic fiction and non-fiction also emerged on the scene. (Beach et al., 2010, p. 79) This modern, refined state of YAL has earned its own awarding ceremonies, concretely the Michael L. Printz Award and categorical National Book Award. However, this genre still has virtually no real canon, and for the teachers of language it can be hard to select the right books from the wide range of choices. Additionally, there is not much literary criticism on modern YAL (apart from simple book reviews), that would help teachers choose the right works for teaching purposes. (Trupe, 2006)

Naturally, themes that are often present in this genre are directly linked to adolescence and different problems young adults face and can relate to. Young adult learners and readers are usually between ages of twelve and eighteen, even though early adulthood has several definitions. (Wells, 2003, p. 1) These themes are in alignment with psychological research that has been done on young adults. Based on the findings, several key concepts and qualities of adolescence were found. This includes self-consciousness, sense of loneliness, sexual maturity, psychological instability and vulnerability, influence of peer groups and rebellious, emotional

behaviour. These qualities can be reflected in YAL through themes such as friendship (peer group relations), school, first love and sexual experience, problems with parents (divorce, single parents, remarriage), puberty and growth, first jobs and money, rebellion against others (usually parents), heroism or even first contact with racism and death. (Wells, 2003, p. 4–5) If our goal is to choose the right type of literature for ELT, finding works that discuss these themes may be a good idea, so the students can relate to the characters and find the texts appealing to them.

"In English Education, young adult literature is often viewed as a gateway drug used to entice readers to try the harder stuff." (Wolf et al., 2011, p. 316) Similarly to children's literature, one of the major views of YAL is that it is mainly preparing students to read more sophisticated books in the future. One of the notable obstacles that hinder academic study of this genre is the fact that YAL still lacks a clear demarcation of the field itself. For instance, it is hard to determine the end of children's literature and the starting point of YAL. The intent of the author is also not always a decisive factor because several books belong to the YAL genre even though they were originally published for adult audience. The distinction can be made with regards to different stages of moral development that correspond to the age of the reader or even simpler factors, like presence of sex in the story. (Wolf et al., 2011, p. 322)

"Popular literature in English is writing which has shown wide and continued acceptance, measured by sales, frequent imitation, adaptation to other cultural forms and general commercial success." (Colombo, 2013, para. 2) Some of the most famous and generally successful works that have characteristics of YAL like *Harry Potter*, *Hunger Games* or *His Dark Materials* became so popular that they have been adapted into movies and TV shows. In this day and age, the influence of technology essentially cannot be ignored, young adults use technology virtually every day. Whether it is television, smartphones or internet sites like YouTube or Netflix, young adult students get in contact with English through these sources and every teacher should be aware of this. (Joshi, 2019, para. 2) Many writers of YAL take the impact of technology on today's young adults and their lives into consideration and reflect it accordingly in their works. (Wolf et al., 2011, p. 323) By using technology, teachers can amplify the motivational factor of using literature in ELT by making them engage in relatable activities. For the purposes of the thesis, some of the activities from practical part use movie adaptations of different YAL books to engage learners better.

In conclusion, YAL is a relatively new and blooming field of literature. Also, there is not much academic research and literary criticism regarding YAL, partly because of the

ambiguity of the genre itself and the general view of YAL as a "steppingstone" to other kinds of literature. Nevertheless, there are many books of this literary category that have had an incredible success in the modern world. As a consequence of their success, several of these writings earned their adaptations into TV shows and movies. Themes of YAL are very relatable to young adults, mainly because the main characters are most often struggling with the same issues as they are in real life situations. Teachers can use this literature to engage students in different reading activities and if their goal is to maximize their motivation, it is also possible to use different adaptations and crossovers.

4 USAGE OF LITERATURE IN ELT

As mentioned in previous chapters the topic of usage of literature in ELT is not thoroughly researched. For the purposes of this chapter, I have to stress the importance of an article by Keita Kodama and another one by Jelena Bobkina and Elena Dominguez, which present an overview of the limited number of sources and the results of their research concerning methodology and practical use of literature in ELT classrooms. "An understanding of the already existing approaches to teaching literature in the EFL classroom is essential for teachers and educators to decide on the best way to use literature as a tool." (Bobkina, Dominguez, 2014, p. 252) Kodama, based on his research, defined four main approaches to literature in connection to ELT and CLT. Naturally, there are more academic scholars dealing with the issue. The following chapter examines different approaches and ideas concerning the usage of literature in language teaching classrooms.

4.1 Approaches

First approach deals with issues of stylistics in given literary texts. For example, a method called macrostructure analysis allows students to break texts down into major and minor topics. This technique helps students with interpretation of different meanings of literary texts. On the other hand, surface analysis allows students to focus on different uses of pronouns, transitivity structures or other grammatical features. This approach should to certain extent be useful for reading and writing practice in ELT classrooms. Nonetheless, Kodama points out the lack of practical research done on this approach. (Kodama, 2012, p. 38–39)

Second, language-based approach appears to be in opposition to the first approach. Its focus is on more interactive tasks and a wider range of activities. Main advocates of the approach also mention the mechanical nature of the first approach that may have negative impact on students' motivation and interest in reading. For that reason, stylistic analysis is not perceived as a main approach in ELT classrooms, but rather a useful technique for scaffolding of learners' reading. The language-based approach mainly uses group activities, focusing on interactions between learners and literary text through a wider range of activities. The teacher is more of a facilitator and coordinator rather than lecturer. (Kodama, 2012, p. 39–40) "Language-based approaches are normally less concerned with literary text as a product and more concerned with processes of reading. A process-centred, language-based pedagogy means

that the teacher has to come down from the pedestal." (Carter, Long, 1991, p. 7) For instance, activities include summarizing, chronological ordering, sentence completion, multiple choice questions or guessing meaning of different words based on context. (Kodama, 2012, p. 40–41) To sum up, this approach deals with literature as a source for linguistic activities with focus on the reader.

Third approach is called "reader-response". It builds upon the approach called "personal response", which aims to enhance learners' language production through task-based instruction. Main drawback of this approach is that it only deals with the learners' response to content and language of the given text. On the other hand, reader-response" is more focused on learners' genuine response to the text and allows multiple interpretations of the text. (Kodama, 2012, p. 41) "The key idea of the reader-response theory as an approach is that the reader is central to the construction of meaning, and that different readers read (respond) differently. Reading is therefore best seen not as narrowly decontextualised psycholinguistic process, but as events and practices in which the identities and conditions, previous experience and future hopes of readers contribute importantly to processes of active meaning construction from the text." (Hall, 2005, p. 84) In ELT sense, this approach is mainly used in connection to role-plays, improvisations, and discussions. It is therefore best used for speaking and fluency skill practice. For instance, discussions can be used with the incorporation of film adaptations of different literary texts. Comparing the two versions, finding similarities, differences and changes that have been made, both for better and worse, can be very beneficial for fluency practice and language awareness. (Kodama, 2012, p. 42) "…reader response approach would be really effective with regard to promoting learners' production of the target language through a wide range of tasks and activities of which learners fully use their language abilities to gain interpretation, which involves personal experience of reading literature in the classroom rather than a certain interpretation of the literary text." (Kodama, 2012, p. 42) Possible drawback of this approach is the difficult task of text selection, as discussed in previous chapters.

Last approach deals with usage of YAL. Kodama (2012) includes this as an approach designed to compensate for the problems related to difficulty of literary texts and lack of language proficiency of EFL students. To put it simply, YAL as an approach deals with the issue of accessibility of the literary texts. According to this approach, YAL is not so difficult to comprehend by language learners and is therefore a better option for students below the advanced level of proficiency. As discussed in previous chapters, the issue of students' motivation is also important and those in favour of this approach argue that canonical texts can

be way too difficult and impair students' interest in reading in a foreign language. Kodama also mentions conducted research projects that dealt with this issue and also one that examined the link between language proficiency and students' attitude towards literature. Based on the results, it was stated that students of advanced level of proficiency liked classics more than students at lower levels of proficiency. Level of language in the literary texts is therefore crucial and influences students' motivation, as mentioned in previous chapters. Overall, it appears that universal themes that students relate to make them motivated, and the authentic, natural language can facilitate language acquisition and enhance their vocabulary. Worth mentioning is also the potential to engage students' critical thinking in connection to different moral issues, values and cultural differences. Critical thinking allows students to reveal the hidden agenda in many texts. The role of the teacher is very important if the goal is to develop such advanced thinking skill. "Literature among other types of text types is fertile with ideas to critically look at." (Khatib, 2011, p. 203)

Kodama (2012) concluded his research with a presentation of a hypothetical framework, that combines these approaches together. Based on this framework, it is argued that the previously mentioned approaches are best to be used in combination and not separation. This is because on many occasions, these approaches complement each other and help teachers and students to deal with the possible drawbacks. A concrete example would be the difficulty of text selection when working with a reader-response approach. "Success of a reader-response approach is subject to learners' age and proficiency levels along with their literary competence." (Kodama, 2012, p. 49) Young adult literature as an approach is therefore more compatible to the levels of many second language learners. (Kodama, 2012, p. 49) Similarly, stylistic approach and language-based approach are criticized for the limitation of eliciting real, genuine responses of second language learners to the texts themselves. (Kodama, 2012, p. 51) By focusing solely on grammar or lexicon, many benefits of literature disappear and teachers and students will not experience their full potential. This is where reader-response approach presents its main benefits and compensates for the lack of focus on the reader.

Certainly, there are several other authors who attempted to summarize the ongoing research on the topic of methodological approaches to using literature in ELT. For example, Bobkina and Dominguez (2014) attempts to outline most of the approaches that were presented by different authors, especially in the last twenty years. The article acknowledges the multiplicity of different theories, approaches and methods related to the issue.

Several of the authors indirectly agree on a type of methodology that can divide usage of literature into two possible categories. First category deals with extrinsic factors of the text such as social, political and historical background. This includes also the biographical information about the author and about artistic movements those authors may belong to. Language and literature are therefore seen as "cultural artifacts" that are examined through a wide range of cultural notions. This approach usually requires more advanced levels of language proficiency and knowledge of different literary conventions. Additionally, learners may come in contact with multiple different disciplines such as psychology, philosophy, ethics, theology, pedagogy or history. Nevertheless, this approach usually has a teacher-centred nature and thus probably is not the best option to adequately engage students. (Bobkina, Dominguez, 2014, p. 253) Second category deals with language of the given literary texts. Here, the students can focus on analysing literary language and enhancing their language awareness. "Literary texts are seen as a wide source of contextualized linguistic features that can be systematically implemented through a wide range of activities. No attention is given to the literary quality of the texts." (Bobkina, Dominguez, 2014, p. 253) On the lexical level, students can study denotations, connotations, different types of register or style. Organization of units of expression can be studied at the grammatical level, while some narrative and symbolic features are described on the structural level. Literature is an exceptional tool to practice all of the basic language skills. Here, a teacher has a wide variety of activities to choose from. Some of the interesting examples may include summarization of the plot, cloze test or jigsaw reading. (Bobkina, Dominguez, 2014, p. 252–254) It is also possible to consider a third category that deals with the personal experience of the learners. The focus is on fostering students' personal growth through literature. This approach is closely connected to reader-response theory mentioned in previous paragraphs and can be viewed as one of the more holistic approaches to language learning where students are in an active role. (Bobkina, Dominguez, 2014, p. 256)

While there are many authors with several different categorizations of methodologies, most of them agree on some sort of an integrated approach. This integrative "mid-approach" includes linguistic, cultural, and personal elements. "Most scholars indicate that none of the above mentioned approaches to literature teaching in the EFL classroom is complete enough to be implemented independently." (Bobkina, Dominguez, 2014, p. 255)

In conclusion, this chapter presented main approaches to using literature in ELT. Kodama (2012) presented an overview of sources from the last twenty years of the twentieth century, while Bobkina and Dominguez (2014) used more modern sources created in the last

twenty years. Both authors' research projects show that teachers should aim for an integrative approach that combines a wider variety of activities in order to make full use of the potential literature has for language teaching. Considering all of the above, teachers can, with the help of literary texts, focus on, among other things, grammar, classroom activity, student reaction and proficiency as well. All these characteristics appear to complement each other and should be in an ideal case used in combination. (Kodama, 2012, p. 52–54)

4.2 Research

Indubitably, the interest towards the topic of usage of literary texts in ELT is growing each year. The last chapter provided an overview of the methodology presented by scholars in the last forty years. Even though literature can be on many occasions a useful tool to develop English proficiency and have many other benefits, the empirical research done on this matter is still scarce. "The acknowledgment of the value of the use of literature for the language classroom does not mean that teachers have reached a consensus in terms of how to implement literature in their classrooms, what kind of texts they should use, or when is the best moment to start using literary texts. In fact, there is still controversy concerning these issues among language teachers and educators." (Bobkina, Dominguez, 2014, p. 257) Even though teachers generally lack empirical investigations that analyse the impact of literature on students, there are some studies that dealt with the role of literature in the ELT. These studies had highly positive results which proved that using literary texts can facilitate development of linguistic and cultural knowledge. Therefore, it can be essentially concluded that literature has a lot to offer to the language learner. Nevertheless, the empirical research lacking tends to be connected to evaluation of learners' response and attitude to reading in foreign language. There is also a need for evaluation of some new approaches to the integration of literature in a language classroom. The practical part of the thesis will focus on using YAL literature to engage students, while using an integrative approach.

5 PRACTICAL PART

Theoretical part of the thesis dealt with a variety of different topics related to the usage of YAL in ELT, including the possible approaches of implementation. This part of the thesis presents six lesson plans that explore the possible usage of literary texts in English teaching/learning classrooms.

The activities of different lesson plans presented here were created in accordance to the principles discussed in the theoretical part. Lesson plans were tested in practice at Slovanské gymnázium Olomouc and subsequently evaluated. The obtained results were interpreted. Nevertheless, because of the coronavirus crisis present in the Czech Republic during the time that this research was conducted, only a limited number of lesson plans could be implemented in practice. These six lesson plans were tested in two different classes and are a subject of further analysis in following chapters. These lesson plans and subsequent results that they provided were analysed by methods of questionnaires and observations. Additionally, it is important to mention that these lesson plans were implemented in an online format through MS Teams application.

5.1 Preparation

5.1.1 Goals

One of the main goals of this research was to successfully implement YAL into ELT classrooms. Theoretical principles presented in theoretical part of the thesis provide many sources of ideas and topics for a practical research, most of them agreeing on an integrated approach. The activities of implemented lesson plans not only aim to enhance pupils' English proficiency, but also to motivate them and make them more interested in the usage of literature as a language learning material. The social, political and historical background of the used texts is not a subject of the implemented lesson plans. The designed lesson plans were piloted in English classes of Slovanské gymnázium Olomouc with the help of a mentor teacher present during the whole research process.

Pupils were expected to enjoy working with different books from YAL genre, especially because it provides a unique way of learning a language through an engaging medium. In an ideal case, this enjoyment would result in more interest in reading and in learning a language

through literature. Additionally, it was also expected to experience a possible pupils' aversion towards literature, especially because reading literature in a foreign language may seem as a difficult and challenging task at first.

5.1.2   Research questions

All lesson plans were created with specific research questions in mind. These questions explore different ways of implementing YAL in the ELT process, their advantages, and disadvantages. Questionnaires given to students provided answers concerning their experience with reading in general, their motivation and subjective opinion of the whole research process. The data that is subsequently evaluated comes mainly from questionnaires and observations.

The research questions are as follows:

1.   What are the ways of implementing YAL in ELT?

2.   What are the advantages and disadvantages of using YAL in ELT from teachers' point of view?

3.   Had students already been exposed to some type of literature in ELT classrooms?

4.   Is usage of YAL in ELT motivating to students?

5.   Can YAL be used for improving English proficiency?

5.1.3   Selected materials

As was previously stated, there were six lesson plans implemented in total. Because of the unfortunate circumstances that were affecting our lives globally during March 2021, there was not an opportunity to conduct a longer, more detailed research, therefore many alterations had to be made. For example, pupils had limited time to read texts in advance or in lessons themselves. It was therefore needed to provide pupils with just shorter passages from selected books. For that reason, these books were also selected based on their general popularity and success in the literary world. On most occasions, pupils knew the story in advance and were familiar with the main characters, plot or genre, which significantly helped with preparation of these lesson plans and with their subsequent implementation. Additionally, last lesson in each of the two classes was dedicated to activities based on a concrete book that pupils had chosen

themselves. As discussed in theoretical part of the thesis, allowing students to take part in the preparation of the activities has a beneficial effect on their motivation and emotional investment. The other books were chosen based on the discussion with the mentor teacher. In this situation, main criteria were linguistic difficulty and age appropriateness of the texts. Final choice of materials therefore included *Harry Potter* by J. K. Rowling and *Hunger Games* by Suzanne Collins. Based on the pupils' choice, *Divergent* by Veronica Roth and *Twilight* by Stephenie Meyer were used in last lessons of each class. Each of these pieces of popular literature can be classified as the YAL genre and have their own movie adaptations.

5.2 Implementation

5.2.1 Research participants

The lesson plans were implemented at Slovanské gymnázium Olomouc (henceforth SGO), a prominent grammar school located in Olomouc, Czech Republic. SGO is suitable for ELT research especially because it specializes in teaching foreign languages, mainly French and English. It has innovative teaching programmes and multiple foreign teachers, guaranteeing an excellent teaching environment. Moreover, SGO also gives pupils an opportunity for studying abroad or for taking several international exams in foreign languages. The Maturita exams at the end of pupils' studies also assesses whether pupils have a basic understanding of literary concepts and their ability to interpret texts written in English.

Two classes that were chosen for this research were recommended by the mentor teacher himself. First group consisted of eleven pupils. At the time of this research, group was in 9th grade, meaning that they were approximately 15 years old. In the second group there were also eleven students and they were in their first year of high school. Both groups consisted mostly of females and were said to be excellent at English language, but lacked discipline and motivation. Classes did not include anyone with special learning needs. However, there were two pupils who were not from the Czech Republic and did not understand any other language than English. Indubitably, these pupils were above the levels of others and in normal circumstances required extra work. Based on the information provided by the mentor teacher, pupils were approximately at A2/B1 level of English. Naturally, the level of pupils' English proficiency was taken into consideration when creating concrete activities. Placing excessive demands on pupils could result in a negative attitude towards reading literature. Additionally,

their specific language learning needs were assessed with the help of the mentor teacher and obtained information was subsequently used when creating each lesson plan.

5.2.2 Process

The time span of the research stretched over two weeks through six regular-length online lessons. The main methods included an introductory questionnaire, which aimed at exploring pupils' reading habits, experience with reading literature in English lessons and their general attitude towards usage of literature in English lessons. The obtained data was then used as a basis for creating six different lesson plans, each focusing on different aspects of language based on the pupils' needs. The activities and lesson plans mainly focused on practicing the four main language skills, developing literacy, enhancing pupil's vocabulary and grammar, while simultaneously implementing a wide range of activities including some in accordance to the language-based and reader-response approach. Second questionnaire was given to pupils after all of the lesson plans were implemented and it served as means to analyse whether their opinions changed and how they rate their experience with using literature in English lessons. Additional data was obtained through method of informal testing and analysis of different writing tasks pupils were asked to make. The analysis of implemented lesson plans and results from both questionnaires is a subject of following chapter.

5.2.3 Context of online teaching

As previously stated, all of the lesson plans were implemented in an online environment. This in fact presented many challenges and obstacles within the research itself. The application used for teaching at Slovanské gymnázium Olomouc was MS Teams.

Firstly, it was required to learn all the necessities of using MS Teams application before the research itself, the necessary background skills included creating lessons, assigning homework, checking attendance, or uploading and sharing materials. Naturally, there are many other computer programs that allow us to teach online. However, using these could potentially be more time consuming because pupils would have to navigate in a new learning environment as well. For this reason, only MS Teams and web page youtube.com were used in the lessons.

Secondly, it proved difficult to make all of the pupils active. To certain extent, managing the class is easier, because there is rarely someone interrupting. Nevertheless, making pupils speak and be active in each lesson is much more challenging in the online format. It seems that

capturing pupils' interest in the early stages of the lesson is even more crucial than usual. There are multiple ways of dealing with the issue, for example the teacher can use a short game, song, or quiz to captivate pupils' attention. Visual aids such as pictures or videos can be used even in online environment. Additionally, making the subject relevant to their lives or future careers can also help motivate the students. During the research some of these methods were utilized to create an engaging introduction to each lesson.

Finally, as was pointed out by the mentor teacher, attention span of pupils is much shorter in online teaching. Most of the pupils had no camera available at the time of this research. Consequently, it is virtually impossible to determine whether the person is actually sitting behind the computer screen and working properly. The number of pupils actively participating in the lesson is lowering with each minute of the lesson. It is therefore needed to constantly call out names and have a stricter attitude in each lesson. Additionally, it is not recommended to exceed the standard time limit.

All in all, the context of online teaching had to be shortly introduced here because it significantly impacted both preparation and implementation of different activities based on the theoretical principles mentioned in the first part of the thesis.

5.3 Evaluation of the initial questionnaire

The initial part of the research aimed to obtain useful information about the general reading habits and attitude towards reading literature in a foreign language from all research participants. This was done prior to the implemented lesson plans by assigning questionnaires to all of the pupils. In these short questionnaires, the following set of mostly multiple-choice questions was presented to eleven pupils in each class:

1.   How often do you read books in your free time?

2.   Do you enjoy reading books?

3.   What is your favourite book?

4.   Have you ever read some literature in ELT classes?

5.   Would you like to read literature in ELT classes?

6.   Would you be more interested in reading a book that has a movie/TV show adaptation you can watch?

7.   Do you think reading books in English language could help you with your English proficiency?

8.   Do you think reading books in English language during your English lesson would be too difficult for you?

Answers of the first class were rather unexpected. Most of them claimed that they never (or almost never) read books. Nevertheless, quite surprising was that based on the answers, most of the class actually enjoyed reading. Third question inquired about the pupils' favourite books . For the purposes of the research, main focus was on discovering how many books will be from the YAL genre. Most popular answer was *Harry Potter* by J. K. Rowling with four votes out of eleven participants. Worth mentioning are also *Outsiders* by S. E. Hinton, *Eragon* by Christopher Paolini or *Letters to the Lost* by Brigid Kemmerer. Other of the favourite books classified as sci-fi and fantasy genre aimed mainly at adults. Concerning the fourth and fifth question, seven out of eleven pupils had prior experience with reading literature in ELT classes and eight expressed interest in reading literature in future lessons. Pupils later stated that these books were simple short stories from the school library. Eight pupils also alleged that movie/TV shows adaptations of different books have no impact on their interest in the books themselves. Last two questions also appeared on the subsequent questionnaire that was handed after all the lesson plans were implemented. Comparison of the answers is a subject of the following chapter. All in all, this class had certain experience not only with reading books in English classes, but with YAL genre as well. Most of the students disclosed their enthusiasm for working with books in English classes which was a positive sign in this part of the research.

Based on the answers, the second class had more experience with reading in general. Out of the eleven pupils, four were daily readers and four read books once a week. There was only one participant who allegedly never (or almost never) read books and also did not enjoy reading. Two pupils read books approximately once a month. Similarly to the first group, a number of favourite books fell under the YAL genre. For instance, pupils again seemed to enjoy *Harry Potter* by J. K. Rowling or *Eragon* by Christopher Paolini. Other books from the YAL genre included *Paper and Fire* by Rachel Caine, *Six of Crows* by Leigh Bardugo, *City of Bones* by Cassandra Clare and *One of Us Is Lying* by K. M. McManus. Other of the books were mainly detective fiction and romance novels. However, seven pupils had no prior experience with reading literature in English classes. Four remaining participants confirmed that the used literature was again few

short stories from the school library. In contrast to the first class, a vast majority of pupils expressed that the possibility of watching a movie/TV show adaptation has indeed an influence over their interest in the book versions. The same number disclosed their interest in using literature in English lessons. To sum up, the second group seemed to encompass more experienced readers with much larger variety of favourite books.

Considering all of the above, both groups had mostly no experience with reading literature in their English classes. On the other hand, more than half of the students had their favourite book belonging to the YAL genre. Additionally, based on their answers, a vast majority also found this subject interesting and expressed their motivation for the upcoming lessons.

5.4 Lesson plans

Before the actual implementation of different activities, the mentor teacher had presented both classes general information about the research, time plan and literature as a teaching tool. Lessons took place over two weeks' period. It is crucial to emphasize the importance of observation as a method of gathering data during the lessons. During observation, data is obtained through an examination of participants in their natural conditions, in this case in an online classroom. Additionally, each lesson was followed by an extensive conversation with the mentor teacher. Main goal of these conversations was to reflect on the whole lesson, its possible accomplishments, imperfections, and modifications. The following set of materials can serve as a source of inspiration and motivation for any teacher interested in implementing literature in their English classes. Lesson plans 1–3 were implemented in a class that is in ninth year of elementary school and lesson plans 4–6 in first year of high school. Lesson plans 1 and 2 are seemingly similar to 3 and 4 in a sense that they use the same YAL books. Nevertheless, the activities had been altered to meet the needs of each class.

5.4.1　Lesson plan 1

Aims:

- Pupils will understand basic literary terms (plot, narrator, genre, characters, symbolism…)

- Pupils will be able to explain certain examples of symbolism in *Harry Potter* by J. K. Rowling

- Pupils will learn new vocabulary items

- Pupils will participate in speaking activities

Time:

- 45 minutes

Materials:

- Pictures of animals from *Harry Potter*, PowerPoint presentation, PC, internet connection (online lesson)

Procedure:

First stage – Introduction

- Pupils are asked following set of questions related to *Harry Potter*:

1. "Do you know *Harry Potter*?"

2. "Have you only seen the movies or also read some of the books?"

3. "Can you name the four main houses?"

Second stage – Literary terms

- Pupils discuss the possible meanings of basic literary terms (plot, narrator, genre, characters…)

- Pupils discuss these terms in connection to *Harry Potter*

Third stage – Houses of *Harry Potter*

- Pictures of four different animals that represent houses in *Harry Potter* are shown on PowerPoint presentation (see Appendix 3). Pupils are then asked the following set of questions:

1. "Can you name these animals?"

2. "Can you assign these animals to the right houses?"

3. "What qualities do you think each animal represents?"

- Pupils are presented with a short list of new vocabulary (main qualities of each house, e. g. intelligence, bravery, confidence, loyalty, slyness…).

- Pupils translate the unknown vocabulary with the help of a dictionary.

- Pupils assign qualities to according house based on their opinion.

- Pupils discuss whether the animal truly embodies given qualities and if there is any other animal that they would choose instead.

Fourth stage – Discussion

- Pupils think about the system of houses in *Harry Potter*. Pupils are asked the following set of questions:

- "Do you think sorting kids to different houses is fair?", "Why/why not?"

- "Would you like your school to be doing similar sorting at the start of your studies?"

Fifth stage – Homework

- Pupils think about a completely new house, they write down its name, qualities and representative animal.

Anticipated problems:

- There is always a possibility that some of the pupils will not know *Harry Potter* at all. Nevertheless, this does not interfere to great extent with these concrete activities. Even without knowing the houses and the plot of *Harry Potter*, pupils can still participate in the discussions and make valid assumptions about animals and their qualities.

- Some of the questions that demand an answer to start a discussion may appear too difficult to understand for pupils at this level of English proficiency. These questions were repeated on many occasions and also translated either by the teacher or by a designated pupil. This ensured that everyone understood the question and was able to participate in the discussions.

Evaluation:

Based on the discussion with the mentor teacher, pupils were to revise the topic "animals" in the following lessons. This lesson partially aimed to complete this goal. Moreover, it was also needed to make pupils familiar with some of the basic literary terms that would be used in the next lessons. Apart from practicing speaking and learning new words, pupils also practiced writing via their homework. Speaking was mainly practiced through an introduction of guiding questions mentioned above. Speaking was mainly focused on the topic of symbolism. Each pupil was speaking at least once and there was always room for further discussion on each of the questions.

It was expected that most of the class would know *Harry Potter* franchise. This prediction was true because literally everyone from this class had seen at least some of the movies and most of them had also read some of the books. Pupils were also able to name all four main houses in English. Additionally, pupils were also familiar with some of the key literary terms.

Naming the animals proved to be a simple task for pupils. Snake, eagle and lion were recognized straight away, but badger was identified with the help of a dictionary. Because pupils knew the franchise in advance, there was no problem with assigning animals to the right houses. Limited range of vocabulary was apparent when pupils were asked to come up with qualities that each animal may represent. Snake was associated with word "evil", lion with "brave", badger with "nice" and eagle with "smart". It was therefore convenient that pupils were later presented with a vocabulary worksheet containing some of the less known words. After translating and assigning these qualities, pupils were asked to discuss their opinions about the animals and the qualities they represent. This part of the lesson appeared to be the liveliest. Quite engaging for the pupils was also the discussion about house sorting. Asking them a question that was relevant to their lives clearly captured their interest and motivated them to participate in discussion. Most of the class agreed that they would like to have such school system because they would enjoy the rivalry and competition between each other.

During the lesson, pupils were briefly introduced to the usage of literature for learning language, therefore expectations were not high. Surprisingly enough, this lesson went quite well based on general activity of pupils and their enthusiasm about sharing opinions. It is also a representative example of a lesson that does not rely on the text, but uses literature as a wide source of ideas for language activities. The remaining lesson plans specifically work with texts.

5.4.2 Lesson plan 2

Aims:

- Pupils will be able to read and understand a short extract from *Hunger Games* by Suzanne Collings

- Pupils will participate in a discussion

- Pupils will be able to find examples of past simple tense and irregular verbs in a short extract from *Hunger Games*

Time:

- 45 minutes

Materials:

- Short extract from *Hunger Games*, PowerPoint presentation, PC, internet connection (online lesson)

Procedure:

First stage – Introduction

- Pupils are asked following questions about *Hunger Games*

1. "Do you know *Hunger Games*?"

2. "Have you read the book or only seen the movies?"

3. "Do you know which genre *Hunger Games* belongs to?"

Second stage – Text

- Pupils take turns to read aloud a short extract from *Hunger Games* (see Appendix 1).

- Pupils note down any unknown words.

- Pupils underline every example of past simple tense and irregular verbs.

- Pupils explain reasons for usage of past simple tense in those concrete examples.

Third stage – Discussion

- Pupils talk about the first emotion they felt after reading the extract.

- Pupils discuss the sacrifice that the main character made for her little sister. Pupils are asked the following set of questions:

- "Who is the main character of the story?"

- "Which one word would you use to describe the sacrifice that the main character made?"

- "Would you do something similar for your sibling?"

Fourth stage – Video

- Teacher plays a video from the movie *Hunger Games*, which depicts the same part of the story that pupils read in the given extract.

- Pupils listen and watch the video carefully to note down any differences between the movie and book version.

- Pupils discuss the unique benefits of the book and movie versions.

- Pupils discuss which version they personally enjoyed more.

Anticipated problems:

- Similarly to the first lesson, there is always a possibility that some of the pupils will not know *Hunger Games* and its story. In this case, there were two pupils completely unfamiliar with this franchise. Nevertheless, a thorough understanding of the story is not needed for the activities. Some students were asked to explain

the backstory to the rest of the class, so everyone was at least partially familiar with the choosing ceremony and its importance in the main storyline.

- • The lesson also included many activities that take a considerable amount of time to complete. Teacher must be well prepared especially concerning the video part of the lesson. It is recommended to have the video ready in advance not to lose any time.

Evaluation:

In this lesson, pupils were meant to revise past simple tense and irregular verbs. This was established based on a conversation with the mentor teacher. Moreover, the lesson focused on speaking and listening skills.

Based on the answers from the pupils, *Hunger Games* is not as well-known as *Harry Potter* which was used in their previous lesson. There were two pupils who did not know *Hunger Games* at all. Specifically, most of the pupils only knew the movie version. Guessing the genre of this YAL novel was not an easy task for pupils of this age. Nevertheless, most of the answers were "adventure" and "sci-fi", which is quite accurate.

Reading aloud took a considerable amount of time. On the other hand, pupils had an opportunity to ask further questions about meaning of some of the sentences. Each paragraph was summarized by a quick translation. Difficult words and expressions were not translated straight away during reading, not to disturb the speech of each student. The extract proved to be quite difficult for the pupils. Nonetheless, pupils learnt many new words and expressions and definitely enhanced their vocabulary. Additionally, the difficulty of the text did not seem to inspire a negative attitude towards the text. Pupils were seemingly curious and took the text as a challenge. Their prior knowledge of the story probably made them more intrigued to discover the differences in the book version. Some of the pupils also admitted that they liked to look for examples of past simple tenses and irregular verbs in the text. One reason behind this was that they saw the actual usage in an authentic material.

Third and fourth stages were to certain extent based on the reader response approach. This part of the story that pupils were introduced to is somewhat touching and inspiring. The main character is approximately of the same age as the pupils and sacrifices her own safety and future to save her younger sister from certain death. This topic captured the interest of pupils probably because it was so relatable to them. The first emotion they described was mostly sadness, some also felt inspiration by the main character. The one word they used to describe

the main character and her actions was mostly "hero", "fearless" and "courage". Using audio-visual material also proved successful because majority of pupils actively participated in the discussions. Some of them introduced very valid arguments supporting the book version of *Hunger Games*. For instance, pupils noticed that in the text, the author can describe in much more detail how someone is feeling. Emphasis on feelings of main characters was especially important in this part of the story. There were two pupils that did not talk on their own, so they had to be asked to share an opinion. Nonetheless, comparing both versions proved to be a very engaging activity for the students.

In the final stage of the lesson, pupils were also asked to discuss and suggest a concrete book that they would like to work with in the next lesson. Letting pupils participate in the choice of materials was meant to enhance their motivation and interest in working with literature in the next lesson. After a short discussion, *Divergent* by Veronica Roth was agreed upon.

5.4.3   Lesson plan 3

Aims:

•   Pupils will be able to read and understand a short extract from *Divergent* by Veronica Roth.

•   Pupils will be able to put the paragraphs into the correct order.

•   Pupils will be able to guess the meaning of a variety of words based on the context of a sentence.

•   Pupils will be able to explain in their own words what a dystopia is.

•   Pupils will be able to write a paragraph about their own dystopian world.

Time:

•   45 minutes

Materials:

•   Short extract from *Divergent* by Veronica Roth, PowerPoint presentation, PC, internet connection (online lesson)

Procedure:

First stage – Introduction

- Because *Divergent* was chosen by the pupils themselves, it was expected that most of the pupils would know its story and characters. There was not anyone without prior knowledge of this novel. Pupils were asked the following set of questions:

- "Do you know which genre *Divergent* belongs to?"

- "What is a dystopia?"

- "Do you know any other dystopian novels?"

Second stage – Text

- Pupils receive a worksheet with five paragraphs from *Divergent* that are in mixed order (see Appendix 2), their task is to silently read those paragraphs and put them into the correct order.

- Pupils are asked to guess the meaning of several words based on the context of the sentences those words appear in.

- Pupils underline any other unknown words.

- Pupils try to find certain parts of the text that give the reader some information about the dystopian world of this book.

- Pupils explain how this dystopian world works based on their knowledge of the story.

Third stage – Writing

- Pupils are asked to write a short description of their imaginary dystopian world.

Anticipated problems:

- Creating a dystopian world can be quite a difficult task for pupils of this age. For this reason, they were not restricted by minimum number of words. Additionally, it was also emphasized that this activity was mainly made for the practice of creativity. Naturally, pupils practiced their writing skills, but it was also

appropriate to not make them think too extensively about grammar and sentence structure in order to give them an opportunity to freely express their inner ideas and thoughts. For this task, pupils also had a permission to use dictionaries.

Evaluation:

This was the final lesson of the first class. Focus here was to practice reading comprehension, writing, speaking, and to implement some of the activities from a language-based approach in the second stage of the lesson. By choosing *Divergent* for this lesson, a possibility opened up to talk about dystopia as a relatively unknown genre for the pupils.

Talking about dystopia as a genre seemed to interest most of the pupils. Even though they did not know the definition of the term at first, after a short explanation by the teacher some of the pupils actually came up with several other typical dystopian novels on their own. It was therefore not necessary to ask the following question based on the lesson plan. For instance, several pupils knew *Animal Farm* and *1984* by George Orwell. Nevertheless, they also admitted that they did not read the books themselves, only heard of them in other subjects. The discussion was not as lively at this point when compared to previous lessons and activities, but pupils seemed to appreciate learning new information about literary genres.

Language-based activities of the second stage took more time than was initially expected. Pupils needed a considerable amount of time to read the paragraphs and organize them in the logical order. It was surprising that they were able to discover the meaning of every single word ("trimming", "knot", "frown", "abandon") based on the sentence. Pupils were chosen randomly for this task and they did not know the meaning beforehand. Naturally, there were several other unknown and difficult words that had to be translated for the students (e .g. "vanity", "self-indulgent" or "scolding").

In three out of the five paragraphs, pupils could find several information about the dystopian world of *Divergent*. Because pupils were familiar with the story, it did not take them long to find all the necessary information for this task. First of all, they mentioned the factions that the society of *Divergent* is separated into. Secondly, pupils talked about birthday celebrations in different factions. Finally, they described the possible consequences of the "Choosing Ceremony" that were mentioned in the last paragraph of the text. After the ceremony, characters of the story can be separated from their families. The theme of family issues is typical for YAL genre and opened up a possibility for discussion.

Because of the time management problems in the second stage of the lesson, it was needed to allow pupils to finish the writing assignments after the lesson and send it to the MS Teams application as a homework. As was already mentioned in "anticipated problems", it was emphasized to pupils that they should not focus on grammar or spelling too much and rather focus on their creativity. Freewriting as a method of writing can enable students to focus on fluency and production of language. (Grabe, Kaplan, 1996, p. 244). This writing activity was put at the end of the lesson, when the pupils may already be motivated and have some ideas about dystopia that they consider worth sharing. Pupils were also assured that this task will not be criticized by the teacher. As a consequence, pupils wrote some very interesting and original ideas. Some of them depicted the world as one large battlefield, while others preferred the theme of mind control by the government. Pupils later revealed that they enjoyed this writing process, especially because they did not have to pay close attention to the accuracy of language.

5.4.4   Lesson plan 4

Aims:

- Pupils will understand basic literary terms (plot, narrator, genre, characters, symbolism…).

- Pupils will translate and understand mottos of each house from *Harry Potter* by J. K. Rowling.

- Pupils will learn new vocabulary items.

- Pupils will participate in speaking activities.

Time:

- 45 minutes

Materials:

- Worksheet with mottos of houses from *Harry Potter*, PowerPoint presentation, PC, internet connection (online lesson)

Procedure:

First stage – Introduction

- Pupil are asked following set of questions:

- "Do you know *Harry Potter*?"

- "Have you only seen the movies or also read some of the books?"

- "Can you name the four main houses?"

Second stage – Literary terms

- Pupils discuss the possible meanings of basic literary terms (plot, narrator, genre, characters…).

- Pupils discuss these terms in connection to *Harry Potter.*

Third stage – Mottos

- Pupils think about the qualities each house represents and write them down.

- Pupils are presented with mottos of each house; these mottos have missing names of according houses.

"You might belong in Gryffindor, Where dwell the brave at heart, Their daring, nerve, and chivalry Set Gryffindors apart;

You might belong in Hufflepuff, Where they are just and loyal, Those patient Hufflepuffs are true And unafraid of toil;

Or yet in wise old Ravenclaw, if you've a ready mind, Where those of wit and learning, Will always find their kind;

Or perhaps in Slytherin You'll make your real friends, Those cunning folk use any means To achieve their ends." (Rowling, 1997, p. 86)

- Pupils with the help of a teacher or dictionaries translate all of the mottos and difficult words.

- Pupils assign mottos to the right houses.

- Pupils compare the qualities they wrote down in the first step with the qualities mentioned in each motto. Pupils are asked a following set of questions:

- "Did the qualities you thought of earlier match these mottos?"

- "Do you think the mottos fit the portrayal of these houses both in the books and in the movies?"

Fourth stage – Discussion

- Pupils think about the system of houses in *Harry Potter*. Pupils are asked the following set of questions:

- "Do you think sorting kids to different houses is fair?", "Why/why not?"

- "Would you like your school to be doing similar sorting at the start of your studies?"

Fifth stage – Homework

- Pupils write a short paragraph about the house they would like to be assigned to. They had to include reasons and some of their character traits that they think would be suitable for the given house.

Anticipated problems:

- As was stated in the first lesson plan, there is a possibility that some of the pupils will not know *Harry Potter* at all. These activities were again made with this possible issue in mind.

- Poetic language of the used mottos may discourage some students. It is important to offer help to pupils with the translation and explain why this part of *Harry Potter* was written in such way (it is a part of the song that "sorting hat" sings in each choosing ceremony).

- Because this lesson is created for pupils of first year of high school, it is possible that they will perceive *Harry Potter* as too juvenile for them. This can be solved by acknowledging this fact at the start of the lesson, and therefore assuring pupils that the teacher is aware of their age and matureness and can look at the issue from their point of view.

Evaluation:

Apart from focusing on vocabulary, there were no prior needs set by the mentor teacher for this lesson. This was an introductory lesson; it was therefore also needed to introduce some key literary terms to the pupils. Because this class was already attending high school, it was appropriate to choose a more challenging activity than in "lesson plan 1". Pupils also practiced speaking by answering guiding questions and participating in discussions.

The class was also familiar with *Harry Potter* franchise. There were even more people who read the books than in the previous class. Pupils did not find *Harry Potter* an inappropriately chosen material and were seemingly enthusiastic about it. Naming all of the houses in English was not a problem for the pupils. Considering the literary terms, pupils were familiar with most of them because of their Czech language subject. In the first year of high school there is usually some sort of introduction into literary studies. Consequently, pupils did not need further explanation of the terms and a simple translation was sufficient.

Pupils of this class seemed to have a wider vocabulary range than the first class. The qualities that they assigned to each house included "brilliant", "tireless", "confident" or "heroic". Nevertheless, some of the more advanced vocabulary that was presented in the mottos seemed to surprise pupils. There were several pupils unable to translate some of the sentences. After they had been given an opportunity to work with dictionaries, the pupils managed to translate all of the sentences perfectly. After that, assigning mottos to houses was an effortless task. In the following assignment pupils were to compare the newly acquired vocabulary with the words they wrote down earlier. As a consequence, pupils saw that many of the words were synonyms. Answers for the last question of this stage were also interesting. Most of the pupils noted that in the movies there is not enough emphasis on the qualities of Ravenclaw and Hufflepuff. Some of the pupils also appreciated that books went into more detail considering the issue. It was impressive that pupils decided to mention this unique benefit of the books over the movies on their own.

It is also appropriate to mention the success of the discussion and subsequent homework that was assigned to students at the end of the lesson. Both of these activities aimed to be relevant to the pupils. Pupils consequently revealed that they found the writing assignment very interesting, because they had the chance to think about themselves and their own personality in connection to the imaginary world of *Harry Potter*.

5.4.5 Lesson plan 5

Aims:

- Pupils will read and understand a short extract from *Hunger Games* by Suzanne Collins.

- Pupils will participate in a discussion.

- Pupils will be able to find examples of phrasal verbs in a short extract from *Hunger Games.*

- Pupils will be able to write a short story connected to the plot of *Hunger Games.*

- Pupils will be able to write a short evaluation of their partner's work.

Time:

- 45 minutes

Materials:

- Short extract from *Hunger Games*, PowerPoint presentation, PC, internet connection (online lesson)

Procedure:

First stage – Introduction

- Pupils are asked following questions about *Hunger Games:*

4. "Do you know *Hunger Games*?"

5. "Have you read the book or only seen the movies?"

6. "Do you know which genre *Hunger Games* belongs to?"

Second stage – Text

- Pupils take turns to read aloud a short extract from *Hunger Games* (see Appendix 1)

- During the reading, pupils underline every example of a phrasal verb.

- Pupils make a list of any unknown words and sentences they do not understand.

Third stage – Discussion, reading comprehension

- Pupils talk about the first emotion they felt after reading the extract. Shortly after, pupils are asked following set of questions:

- "Who is the narrator of this story?"

- "Who is the main character of this story?"

- "Who is the person being chosen for the *Hunger Games*?"

- "How would you describe the feelings of the main character at the beginning and at tthe end of the extract?"

- "Which one word would you use to describe the situation that the little girl is in?"

Fourth stage – Writing

- Pupils write their own version of the story from the point of view of Primrose Everdeen. (evaluation – write instructions on what they should focus on)

- Pupils are divided into pairs and send their writing assignment to their partner.

- Pupils write a short commentary to their partner's work.

Anticipated problems:

- During this lesson, it is especially important to monitor pupils' work. Considerable amount of time is taken by the writing activities of the fourth stage. Teacher needs to organize, and monitor pupils work carefully, because there is a high possibility of distraction, especially during online lessons. In online settings, the teacher can separate pairs into working rooms and make sure everyone has their camera switched on.

Evaluation:

In this lesson, pupils were meant to revise phrasal verbs and practice writing. This was established based on a conversation with the mentor teacher. Additionally, pupils also practiced speaking by participating in discussions and by answering the guiding questions of the teacher.

Based on the pupils' response, Hunger Games was very well-known in this class. There was no one who did not at least see the movies. Some of the pupils also noted that Hunger Games belonged to their list of most favourite books of all time. After a couple of guesses that were not quite accurate, pupils correctly assigned Hunger Games to the "sci-fi" and "dystopia" genre. Even though previous class was not familiar with the definition of the latter genre, this class was able to accurately describe it and even name some of the other representative novels.

This class was undoubtedly better at reading than the previous one. Both lessons used the same extract from Hunger Games, and both were meant to be read out loud by the pupils. Pupils read the extract in much smaller amount of time and had also less questions about the meaning of words and sentences. Nevertheless, reading and translation of the unknown words and sentences still took more time than was anticipated. finding phrasal verbs was a fairly challenging task. Not only did it take a lot of time to complete, but many of the initial guesses were incorrect. It seemed that pupils were not introduced to the topic to such great extent, or the text was way too difficult for them and required simplification. Overall, in both classes this text proved to be quite difficult to read for the pupils of this age and level of English. In this case, a modification of the text could be helpful for further usage.

On the other hand, questions from third stage did not seem to be difficult to answer. Pupils easily recognized the narrator, main character and her sister. The emotions they described included sadness, pity, or disappointment. Because these questions were answered rather quickly, pupils were meant to share their answers for the last two questions into the chat. By doing this, pupils could very quickly share ideas and thoughts. This proved to be one of the notable benefits of the online format of teaching. After reviewing and discussing their ideas, it was needed to quickly transition into the next writing activity. This was done to make pupils express those emotions while they were still present.

During the writing activity, pupils were assigned into pairs and were to comment on each other's work. Pupils were again asked to write freely, without much attention to grammar and accuracy of language. It was virtually impossible to judge their enthusiasm about the task during the writing itself, but the results were beyond satisfactory. This class proved to be very

creative during the assignment and some of the pupils even changed the whole atmosphere of the original storyline. Written feedbacks were quite brief, but usually accurate and tactful. Additionally, a book had to selected for the final lesson. After a short discussion, *Twilight* by Stephenie Meyer was agreed upon by the pupils.

5.4.6   Lesson plan 6

Aims:

- Pupils will read and understand a short extract from *Twilight* by Stephe.nie Meyer.

- Pupils will be able to describe and compare two pictures.

- Pupils will participate in discussions/

Time:

- 45 minutes

Materials:

- Short extract from *Twilight*, PowerPoint presentation, PC, internet connection (online lesson)

Procedure:

First stage – Introduction

- Because *Twilight* was chosen by pupils themselves, it was expected that most of the pupils would know its story and characters. There was not anyone without prior knowledge of this novel. Pupils were asked the following set of questions:

- "Do you know which genre *Twilight* belongs to?"

- "What is a romance?"

- "Do you know any other novels, movies or TV shows about vampires?" (Play on the fact that its popular amongst girls.)

Second stage – Vampires

- Pupils are asked the following set of questions about vampires:

- "What does a vampire look like?"

- "How do you think he acts?"

- "What does he eat?"

- "What does he fear?"

Third stage – Text

- Pupils are presented with a short text from *Twilight*, a part describing the looks of one of the main vampire characters:

  "Time had not made me immune to the perfection of his face, and I was sure that I would never take any aspect of him for granted. My eyes traced over his pale white features: the hard square of his jaw, the softer curve of his full lips — twisted up into a smile now, the straight line of his nose, the sharp angle of his cheekbones, the smooth marble span of his forehead — partially obscured by a tangle of rain-darkened bronze hair. . . ." (Meyer, 2009, p. 10)

- Pupils read and, with the help of a teacher and dictionaries, translate the text

Fourth stage – Pictures

- Two pictures of vampires are presented with the help of PowerPoint presentation (see Appendix 4-5)

- Firstly, pupils compare the picture of the actor who played Edward Cullen, one of the main characters of *Twilight* with the description presented by the text. Pupils are asked the following set of questions:

- "Do you think the actor looks like Edward Cullen as described in the text?"

- "Are there any differences?"

- Secondly, pupils compare the first picture to the second one, that depicts *Nosferatu* (a main vampire character from the 1922 movie *Nosferatu*). Pupils are asked the following set of questions:

- "Can you describe the older version of a vampire?"

- "Which one is scarier?"

- "Which one word would you use to describe them?"

- "Why were his looks changed so drastically in *Twilight*?"

- "Which representation of vampires do you like more?"

- "Can you guess the year of the old movie?"

Anticipated problems:

- This class consisted mainly of female pupils, which may be one of the possible reasons why *Twilight* was chosen as a main source of language learning activities for the lesson. It can be expected that male pupils will not share the same enthusiasm when working with this concrete romance novel. It is therefore recommended to create questions and activities that could also interest male participants.

Evaluation:

This was the final lesson of the second class. Focus here was to practice reading, speaking, and picture description. In the lesson, pupils also see the development of movie industry and how vampires, initially being scary figures, evolved into a completely new type of supernatural being in the last years. This is also an example of a general learning opportunity that literature provides. Because pupils worked with much longer and more complicated text in

the last lesson, it was appropriate to choose a shorter and simpler text that focuses solely on one concrete topic.

Pupils seemed enthusiastic about the novel they had chosen. They were able to very easily describe romance as a genre, and list several other vampire-related works, especially movies and TV shows. It was apparent that their choice of the novel was justified by their interest in the genre. Basic questions about vampires were understandable for pupils, and answers were elicited in turns. Pupils seemed especially interested when talking about vampires and their fears. Some of them also named weapons they would use to defend themselves. Shorter text presented an appropriate challenge to the pupils. Only a few of the adjectives had to be consequently translated.

When describing the first picture, pupils also learned some new adjectives (e.g. "chiselled", "pale", "handsome"), some pupils described the actor as "pretty" which offered a chance to teach the difference between "pretty" and "handsome". Generally speaking, pupils did not find any major differences and believed that the actor was rightfully chosen for his role. The second picture also offered a possibility to learn new vocabulary (e.g. "fangs", "claws", "shroud"). Naturally, pupils understood that the second, older picture was meant to depict a vampire as a scary creature. Consequently, pupils were seemingly engaged in the discussion about the reasons for the change of vampires over the last century. Besides, pupils were amazed by the fact that the movie was almost one hundred years old. All in all, this lesson was relatively successful. The lively discussion and work with pictures helped pupils learn new words and also express their opinion in English.

5.5 Evaluation of the subsequent questionnaire

Subsequent questionnaire was handed to pupils after all of the lesson plans were implemented. This questionnaire aimed to discover how pupils perceived the entire experience with using YAL in their English classes. The following set of questions were presented to both classes:

1. Do you think reading books in a foreign language could help you with your English proficiency?

2. Do you think reading books in a foreign language during your English lessons would be too difficult for you?

3. Did you enjoy working with different books in the last lessons?

4. Would you like to work with books again in the future lessons?

5. Any other comments about the last three lessons?

The first and second questions were also in the initial questionnaire. Pupils were aware of the fact that the aim of this questionnaire was to discover whether any changes in opinions were made during the course of the research. Results of the questions can be seen in the charts below.

Table 1 - First class

Question	Response	Number of students (pre → post)
Do you think reading books in a foreign language could help you with your English proficiency?	Strongly agree	4 → 3
	Agree	7 → 6
	Moderately agree	0 → 1
	Disagree	0 → 0
	Strongly disagree	0 → 1
Do you think reading books in a foreign language during your English lessons would be too difficult for you?	Strongly agree	1 → 0
	Agree	1 → 1
	Moderately agree	5 → 1
	Disagree	3 → 8
	Strongly disagree	1 → 1
Did you enjoy working with different books in the last lessons?	Yes	10
	No	1

Question	Response	Number of students
Would you like to work with books again in the future lessons?	Yes	9
	No	2

Table 2 - Second class

Question	Response	Number of students (pre → post)
Do you think reading books in a foreign language could help you with your English proficiency?	Strongly agree	5 → 8
	Agree	4 → 3
	Moderately agree	1 → 0
	Disagree	0 → 0
	Strongly disagree	1 → 0
Do you think reading books in a foreign language during your English lessons would be too difficult for you?	Strongly agree	0 → 0
	Agree	5 → 2
	Moderately agree	1 → 2
	Disagree	2 → 3
	Strongly disagree	3 → 4
Did you enjoy working with different books in the last lessons?	Yes	9
	No	2
Would you like to work with books again in the future lessons?	Yes	7
	No	4

Considering the first class, results from the first question actually show slightly negative results. Two participants out of eleven changed their opinion about using books written in a foreign language as a learning material. These two pupils perhaps were not aware of their improvement or simply did not enjoy the lessons and the choice of books or activities. Nevertheless, results from the second question show a positive change. A considerable number of participants viewed themselves as more able to handle working with texts written in a foreign language. Third and fourth questions show very positive results, a majority of participants enjoyed working with YAL and wished to work with such books again in the future.

Second class expressed their positive opinion about using literature in ELT even in the first question, where three additional participants chose to strongly agree. Considering the second question, three participants also changed their opinion for the better. Even though nine participants enjoyed the whole process, four also suggested that they would not want to work with literature again. Additional comments that were the subject of fifth questions included mostly praise of the teacher and his activities. Participants especially enjoyed the change of methods and materials used during their English lessons. Overall, based on the questionnaires, the implementation of YAL in ELT was relatively successful.

5.6 Summary of the results

The positive results of the questionnaires were mentioned in the previous subchapter. Participants had also an opportunity to share their opinions on all of the lessons during a short discussion. Based on the questionnaires, verbal feedbacks of the participants and mentor teacher, observations of the teacher and methods of informal testing, it was also concluded that using YAL can indeed have numerous benefits in ELT classrooms. Participants of the research were not only motivated and engaged in most of the activities, but they also showed signs of improvement in many language skills, including writing, speaking or reading. Naturally, literature helped participants to also improve their vocabulary. Considering some of the theoretical principles mentioned in the theoretical part of the thesis, it was also confirmed that an integrative approach is a suitable choice for many practical reasons. Participants were exposed to a number of activities and had an opportunity to learn in several different ways. Sticking to a single approach could lead to boredom or loss of interest in literature. Some of the disadvantages of using YAL in ELT include time demandingness. Lessons took a lot of time and energy to prepare and implementing them on regular basis may be too demanding for

everyday teachers of English language. Texts have to be selected very carefully, special attention must be paid not only to the difficulty of language, but also to the age appropriateness or general interests of students. Nevertheless, YAL also has several benefits over other types of literature and incorporating classical works in ELT classrooms can prove to be even more challenging task.

CONCLUSION

The diploma thesis presented several important topics regarding usage of literature in ELT. Subsequently, six lesson plans were created and implemented based on the theoretical principles described by relevant literature. During the implementation of the lesson plans, a wide range of activities was used in accordance with an integrative approach, that was suggested to be optimal based on several sources.

Answers from questionnaires and verbal feedbacks showed that participants of the research generally enjoyed the process of implementation and were motivated to use literature in further English lessons. YAL proved to be an efficient way of avoiding issues with language difficulty of the texts. Furthermore, because the participants were young adults too, they were generally interested and motivated by the choice of materials. Because some of the selected books can also be assigned to popular literature, there were more opportunities to also work with adaptations of the given books. Informal testing and observations were used to gather information about the language development of the participants and results were quite positive. Research therefore fulfilled the expected results.

Nevertheless, there are also some limitations to the research. Firstly, every lesson plan took a long time to prepare. It is therefore unlikely that usage of literature in ELT could be implemented on daily basis. Text selection needs to be altered according to the age of learners, their level of English proficiency, language needs, and interests in literature. Secondly, this research was implemented in online classrooms. Results and methods in standard type of teaching could be different. There are many factors that make online teaching unique and they are, unfortunately, mostly limiting. Finally, because of the limited number of implemented lessons, there is still a lot of room for additional research. This small-scale research only provided a limited probe into the issue of using literature in English lessons.

All things considered, the research proved that literature, specifically YAL, can indeed have a vital role in ELT classrooms. It is an authentic material that does not only exercise readers imagination, but also provides them with many opportunities to acquire and learn a foreign language.

RESUMÉ

Diplomová práce se v rámci praktické části věnuje analýze šesti vyučovacích hodin, ve kterých byla použita literatura pro mladistvé jakožto motivační a učební materiál. Tyto hodiny byly vytvořeny dle teoretických principů z teoretické části práce. Obecným cílem práce bylo najít možnosti užití této literatury, výhody a nevýhody těchto materiálů a také zhodnotit názory žáků na dané hodiny. Pomocí dotazníků se zjišťovaly zkušenosti žáků s literaturou, jak ve školním, tak mimoškolním prostředí. Po odučení všech připravených hodin žáci obdrželi druhý dotazník, ve kterém pomocí odpovědí na otázky měli zhodnotit celý proces výuky anglického jazyka s použitím literatury pro mladistvé. Dle těchto dotazníků byli žáci s výukou spokojeni a projevili zájem o další vyučovací hodiny s podobnou tématikou. Dle pozorování a neformálního testování bylo prokázáno, že literaturu pro mladistvé lze používat nejen jako motivační materiál, ale také jako vhodný prostředek k osvojování znalostí, dovedností a hodnot.

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APPENDICES

- Appendix 1 – COLLINS, Suzanne. *The Hunger Games*. New York: Scholastic, 2014. ISBN 978-1-407-15333-9.

Effie Trinket crosses back to the podium, smoothes the slip of paper, and reads out the name in a clear voice. And it's not me.

It's Primrose Everdeen.

One time, when I was in a blind in a tree, waiting motionless for game to wander by, I dozed off and fell ten feet to the ground, landing on my back. It was as if the impact had knocked every wisp of air from my lungs, and I lay there struggling to inhale, to exhale, to do anything.

That's how I feel now, trying to remember how to breathe, unable to speak, totally stunned as the name bounces around the inside of my skull. Someone is gripping my arm, a boy from the Seam, and I think maybe I started to fall and he caught me.

There must have been some mistake. This can't be happening. Prim was one slip of paper in thousands! Her chances of being

chosen so remote that I'd not even bothered to worry about her. Hadn't I done everything? Taken the tesserae, refused to let her do the same? One slip. One slip in thousands. The odds had been entirely in her favor. But it hadn't mattered.

Somewhere far away, I can hear the crowd murmuring unhappily as they always do when a twelve-year-old gets chosen because no one thinks this is fair. And then I see her, the blood drained from her face, hands clenched in fists at her sides, walking with stiff, small steps up toward the stage, passing me, and I see the back of her blouse has become untucked and hangs out over her skirt. It's this detail, the untucked blouse forming a ducktail, that brings me back to myself. "Prim!" The strangled cry comes out of my throat, and my muscles begin to move again. "Prim!" I don't need to shove through the crowd. The other kids make way immediately allowing me a straight path to the stage. I reach her just as she is about to mount the steps. With one sweep of my arm, I push her behind me.

"I volunteer!" I gasp. "I volunteer as tribute!"

There's some confusion on the stage. District 12 hasn't had a volunteer in decades

and the protocol has become rusty. The rule is that once a tribute's name has been pulled from the ball, another eligible boy, if a boy's name has been read, or girl, if a girl's name has been read, can step forward to take his or her place. In some districts, in which winning the reaping is such a great honor, people are eager to risk their lives, the volunteering is complicated. But in District 12, where the word *tribute* is pretty much synonymous with the word *corpse,* volunteers are all but extinct.

- Appendix 2 - ROTH, Veronica. *Divergent*. New York: Harper Collins, 2014. ISBN 978-0-062-38724-0.

A)

It is too late to look away, but instead of scolding me, she smiles at our reflection. I frown a little. Why doesn't she reprimand me for staring at myself? "So today is the day," she says. "Yes," I reply. "Are you nervous?" I stare into my own eyes for a moment.

B)

In my reflection, I see a narrow face, wide, round eyes, and a long, thin nose—I still look like a little girl, though sometime in the last few months I turned sixteen. The other factions celebrate birthdays, but we don't. It would be self-indulgent. "There," she says when she pins the knot in place. Her eyes catch mine in the mirror.

C)

There is one mirror in my house. It is behind a sliding panel in the hallway upstairs. Our faction allows me to stand in front of it on the second day of every third month, the day my mother cuts my hair. I sit on the stool and my mother stands behind me with the scissors, trimming. The strands fall on the floor in a dull, blond ring.

D)

Today is the day of the aptitude test that will show me which of the five factions I belong in. And tomorrow, at the Choosing Ceremony, I will decide on a faction; I will decide the rest of my life; I will decide to stay with my family or abandon them. "No," I say. "The tests don't have to change our choices."

E)

When she finishes, she pulls my hair away from my face and twists it into a knot. I note how calm she looks and how focused she is. She is well-practiced in the art of losing herself. I can't say the same of myself. I sneak a look at my reflection when she isn't paying attention—not for the sake of vanity, but out of curiosity. A lot can happen to a person's appearance in three months.
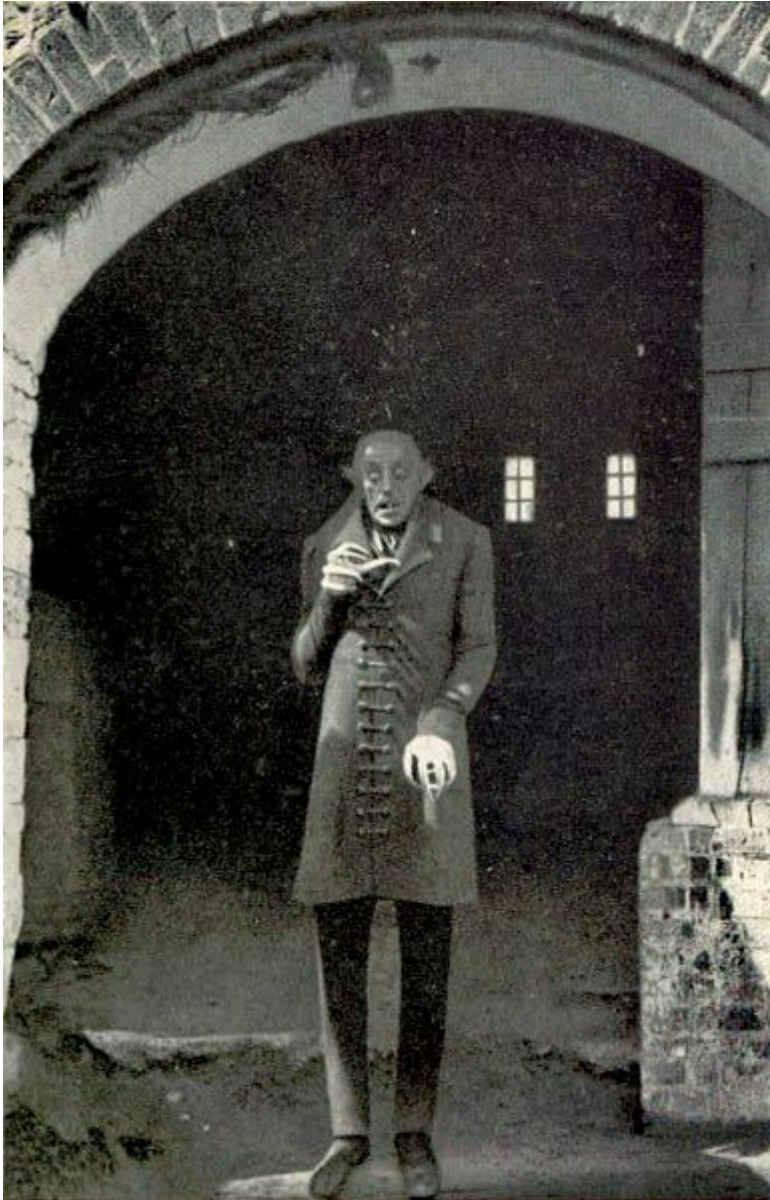
Pictures

Appendix 3 – *Hogwarts Houses*, create by Atomhawk Design Ltd. Retrieved from:
https://pottermore.com/

Appendix 4 – *Edward Cullen as portrayed by Robert Pattinson in the Twilight film series*.
Retrieved from https://twilightsaga.fandom.com/wiki/Edward_Cullen

Appendix 5 – *Count Orlok as portrayed by Max Schreck in a 1922 silent film Nosferatu.*
Created by F. W. Murnau, Henrik Galeen and Fritz Arno Wagner. Retrieved from:
https://upload.wikimedia.org/wikipedia/en/0/08/Schreck.jpg

LIST OF ABBREVIATIONS

ACTFL
ADFL
YAL
ELT
MLA
SGO
SLA

ANOTATION

Jméno a příjmení:	Mario Pokorný
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Jiří Flajšar Ph.D.
Rok obhajoby:	2021
Název závěrečné práce:	Užití populární literatury a literatury pro dospívající ve výuce anglického jazyka
Název závěrečné práce v angličtině:	Usage of popular literature and YAL in ELT
Anotace závěrečné práce:	Diplomová práce se věnuje analýze šesti vyučovacích hodin, ve kterých byla použita literatura pro mladistvé jakožto motivační a učební materiál. Cílem práce je najít možnosti užití této literatury, výhody a nevýhody těchto materiálů a také zhodnotit názory žáků na dané hodiny.
Klíčová slova:	Literatura, literatura pro mladistvé, populární literatura, výuka anglického jazyka, metody výuky anglického jazyka
Anotace v angličtině:	The diploma thesis analyses six implemented lesson plans that are specifically created to use young adult literature in English lessons as a motivating and teaching material. Aims of this thesis are to find ways of implementing young adult literature, explore possible benefits and drawbacks and evaluate the opinions of all participants on the research process.
Klíčová slova v angličtině:	Literature, young adult literature, popular literature, english language teaching, methods of English language teaching

Přílohy vázané k práci:	CD
Rozsah práce:	74 stran
Jazyk práce:	Anglický jazyk