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The Use of Roald Dahl's Literary Work in ELT

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Prohlášení

Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

V Olomouci dne

.....

vlastnoruční podpis

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List of Abbreviations

ELT – English language teaching

FEP BE – Framework Educational Programme for Basic Education

LC – Learning competencies

PSC – Problem-solving competencies

CoC – Communication competencies

SPC – Social and Personal competencies

CiC – Civil competencies

WC – Working competencies

DC – Digital competencies

S – Student

T - Teacher

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Abstract

This diploma project is concerned with the usage of literature in the context of English Language Teaching. In total, 10 lesson plans were constructed based on three books by Roald Dahl (*Charlie and the Chocolate Factory*, *Matilda*, and *The BFG*) and used in the English lessons in the lower secondary school. After the analysis of these books, it was discovered that in general, pupils enjoy Dahl's texts, and it is possible to use them in all grades at the lower secondary school as they help to fulfil five out of ten expected outcomes and although further research would be needed to prove the long-term effect of this, they possibly develop five out of seven key competencies as stated in the FEP BE.

And above all, watch with glittering eyes
the whole world around you
because the greatest secrets are always hidden
in the most unlikely places.
Those who don't believe in magic
will never find it.

- Roald Dahl

Introduction

Literature has always been a fundamental part of human life. As C. S. Lewis once expressed: “Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become.” The author expresses the importance of literature to humanity. Therefore, we teachers need to present the relevant and suitable literary texts to our learners so as not to impoverish them from this experience.

Although the *Framework Educational Programme for Basic Education* (FEP BE) defines literary education and expected outcomes related to this topic, it fails to incorporate it into foreign language teaching. Many authors (Collie 1990, Lazar 2009, Vraštilová 2014) deal with the topic of literature and the ways literary texts can be used to enrich foreign language teaching. Inspired by these pieces of research, **this diploma thesis aims to analyse the usage of Roald Dahl’s books in ELT and whether using these texts develops key competencies and language skills needed to fulfil the expected outcomes stated by FEP BE.** In the following paragraphs, we present the overview of the individual parts of the thesis to introduce its structure.

The theoretical part of the diploma project consists of three chapters. First of all, it presents the concept of literature in the context of ELT and deals with several topics related to it. It expresses reasons for using books in ELT as well as means of selecting literary texts for the lessons. Then the chapter focuses on the specifics of planning the lesson with a literary text and on the place of literature in the Czech curriculum. Finally, the first chapter identifies the age and specifics of the learners that the research aims at (the lower secondary level pupils), means of motivating them, and different learning styles that should be considered when teaching. Another chapter introduces the author Roald Dahl and describes his literary style as well as three of his books that are later used while creating the lesson plans – *Charlie and the Chocolate Factory*, *Matilda*, and *The BFG*. Finally, the last chapter of the theoretical part presents the concept of lesson planning and introduces several studies that are concerned with their analysis.

The practical part of this thesis presents created lesson plans while analysing the didactic potential of the individual books. It is also concerned with the analysis of the presented lesson plans and finally with discussing the importance of this research. Based on the aims of the

diploma project, three research questions are compiled for the practical part. They are as follows:

- **How are Roald Dahl's books accepted by students of different ages and levels of language?**
- **Does using literary texts develop the language skills needed to fulfil the expected outcomes stated in the FEP BE?**
- **Does using literary texts develop key competencies stated in the FEP BE?**

To answer these questions the presented lesson plans are analysed based on the previous criteria – learners' engagement, learning objectives, expected outcomes, and key competencies. The data for the analysis are gathered through the method of observation – the individual lesson plans are used at the lower secondary school and the pupils are carefully observed.

THEORETICAL PART

1. Using Literary Texts in ELT

Carter and McCarthy (2006, p. 926) define *a text* as “a stretch of language, either in speech or in writing, that is semantically and pragmatically coherent in its real-world context. A text can range from just one word (e.g., a SLOW sign on the road) to a sequence of utterances or sentences in a speech, a letter, a novel, etc.” With this in mind, we can state that in the context of English language teaching (ELT) it is necessary to use texts because English students need to be exposed to the language in both its forms – spoken and written. This statement is supported by Choděra and Ries (2000, p. 86) when they highlight the fact that quality coursebook texts stand at the base of foreign language teaching.

Choděra and Ries (2000, p. 86) also state that when using texts in ELT, teachers often work with texts that were created only for language teaching. As Thornbury (2005, p.104) explains, such texts do not present a realistic model of language use. They represent only a form of the language but not its communicative features. The opposite of these texts are so-called *authentic materials*. By this, we mean such texts that are not created to teach a language. They represent real-life communicative situations and therefore learners are exposed to the real language that is not distorted in any sense. Apart from timetables, forms, cartoons or pamphlets, literary texts are also representatives of authentic materials (Collie 1990, p. 6). They are unmodified and they were not created for educational purposes.

According to Nurrohmah, Suparman & Sukirlan (2015, p. 3), a literary text is a text from a literary work. It can be a short story, novel, play, poetry and so on. Lazar (2009, p. 5) explains that defining the term literature is not an easy task. However, for the context of her work connected with the usage of literature in ELT she defines it as “those novels, short stories, plays and poems which are fictional and convey their message by paying considerable attention to language which is rich and multi-layered.” Such definition is relevant to this thesis because we also focus on the usage of certain literary texts in ELT. Therefore, the importance of rich and multi-layered language needs to be highlighted.

With this in mind, this chapter focuses on the usage of literary texts in ELT. It is concerned with the reasons for using such texts and it also summarizes what types of books are suitable for educational purposes. Additionally, this chapter focuses on the types of activities that help teachers to implement literary texts into English lessons and that are the most

beneficial. Finally, we focus on the literary text in the context of the *Framework Educational Programme for Basic Education*.

1.1. Reasons for Using Books in ELT

In the following paragraphs, we summarize the main reasons why incorporating literary texts into English language lessons is beneficial. Although there are certain disadvantages of doing so, such as the lack of time and the fact that there is no specific requirement for using literary text in the curriculum (Collie 1990, p. 5), the number of advantages is much higher and the majority of authors who focus on this topic highlight its efficiency.

As we mention in the introduction to this chapter, literary texts are authentic materials. The fact itself is a fundamental advantage of using literary texts because they represent language in its natural form that is aimed at native speakers of said language. By being exposed to the language, the students become familiar with many different linguistic uses, forms, and conventions of the written language (Collie 1990, p. 6). A similar point is apparent in the work of Vraštilová (2014). She mentions that literary text connects the language with the contexts in which it is used. By doing so, the student's motivation increases, and they start to perceive the language as a means of communication (Vraštilová 2014, p. 52). In other words, the literary text can be understood as a representation of real situations and its authenticity can help teachers to motivate their students.

Another important reason for implementing a literary text into lesson plans is its connection to the culture of the country in which the text originated. Lazar (2009), Vraštilová (2014) and Collie (1990) agree that using literature in ELT helps learners to understand the culture of the countries where the language is spoken. For many students of a foreign language, reading books, listening to music, or watching movies is the only insight into the culture of the language that they are learning. It might help them to understand how people of different countries live, think, and behave in real-life situations (Collie 1990, p. 6). Lazar (2009, pp. 16-17) explains that fictional books often create an illusion of reality even though they are in fact works of fiction. In her work, she discusses the question of the credibility of such cultural representation. However, she admits that reading literature in English may encourage students to think in a broader sense about social, political, and historical events that they read about. Finally, she encourages using literature in ELT but only when teachers treat the texts critically. Taking into account that one of the main aims of teaching, in general, is to remove cultural barriers, prejudices and stereotypes (Hříbková 1999/2000, p. 80), using literature created

by people living in different cultures and different social conditions can help teachers to fulfil this task.

Apart from the cultural enrichment, another reason for using literature in the classroom is the enrichment of the language (Collie & Slater 1990, p. 6). Although it is sometimes objected that the kind of vocabulary that literary texts can give to the students is not the kind they need, different authors still argue that reading increases the students' vocabulary to a great level and helps them to use it more actively (Collie 1990, p. 6). Lazar (2009, p. 18) adds that even 'incorrect' language can be beneficial for understanding a foreign language and might help the students to become more sensitive to certain features of the language. Additionally, Duff and Malley (2007, p. 5) highlight the fact that from the point of linguistics, literary texts are rich in registers, styles, and different text types. All these arguments support the original point that the enrichment of the language is another valid reason for using literature in ELT.

Finally, personal involvement is an important reason for using literature in ELT. Collie (1990, p. 7) explains that "engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system." In other words, literature can help foreign language students to focus on the meaning behind the words instead of on the form. This is an important means of motivating students because as Collie (1990, p. 7) explains the students are more likely to be drawn into the book which results in their pursuance of the story development rather than their need to understand every single word in the text. Thus, they start to predict the meaning of the individual vocabulary items based on the context. Lazar (2009, p. 3) adds that literary texts help and motivate students to express their opinions, reactions, and feelings. By exposing students to complex themes and unexpected uses of language (Lazar 2009, p.15) not only do we encourage their imagination, but we also enable them to find literary texts relevant and meaningful to their own lives.

The authenticity of the literary text, cultural understanding, language enrichment, and personal involvement – are the main reasons why teachers should try to implement literary texts into their lesson plans. Although there are many texts in coursebooks, they are usually not authentic. Therefore, we use them mainly to explain some grammatical or lexical rules. By using literature, teachers bring more layers into language acquisition. Apart from learning new vocabulary items or grammatical rules, students might also become more understanding and accepting of different cultures. Lastly, they might become personally involved in the literary texts and find parallels with their own lives.

1.2. Selection of Literary Texts for ELT Lessons

The following subchapter focuses on the kinds of books or extracts that are suitable for use in ELT. Individual authors that focus on the topic of literary texts in ELT agree that choosing a book is not an easy task. There are many different criteria for selecting a text that is the most beneficial for the learners. Hausenblas (2012, p. 81-82) divides these criteria into four groups:

1. The main purpose of the text and the intention of the author.
2. The reader and the text.
3. The genre of the text and the author's delivery.
4. The form and linguistic devices connected to understanding.

The author focuses on literary education in general. However, these criteria can be beneficial in connection to the ELT as well. A similar division is clear in the work of Bučková (2011/2012, p. 10-11). She says that the most common criteria used when choosing a text are the author, genre, literary work, and theme. Teachers' decisions may be based on the fact, that they know the author, or they are familiar with their work. They can also focus on different genres that they think can be interesting for the students. Finally, they might need to find a text that covers a certain theme that they want to focus on in the classroom.

Another important aspect that teachers must consider when choosing a literary text is the appropriateness of materials (Vraštilová 2014, p. 65). Selected materials must correspond with the age of the learners and their level of English. Collie (1990, p. 8) explains that "it is much better to choose a work that is not too much above the students' normal reading proficiency." This is important because the process of reading should be, to a certain degree, a challenge for the students. Therefore, using a text that is too simple would not be very beneficial. Additionally, choosing a literary text that is too difficult is also not appropriate, because students might become frustrated and that is an undesirable factor for the learning process.

Another important factor worth considering is motivation. Individual authors (Bučková 2011/2012, p. 11; Barone 2011, p. 32; Collie 1990, p. 8) say that teachers should choose literary texts that correspond with the learners' interests. By doing so, learners are much more motivated and more likely to benefit from the texts. Collie (1990, p. 8) explains that the criteria for selecting books depend on the specific group of learners, their needs, interests, and mainly on the fact whether a literary text can arouse the learners' interest and provoke a strong reaction. When a teacher is unsure of their students' interests, Vraštilová (2014, p. 68) and Collie (1990,

p. 8) advise that a suitable solution for this is to create a questionnaire on the taste and interests of the students. They also add that another option is to choose several short extracts and let the students select the one they find the most appealing. Both these options help the teacher to decide what kind of literature students prefer and therefore is the most beneficial and enjoyable for them.

The main problem when selecting a book is the fact that many authentic literary texts are not suitable for utilization in a foreign language classroom. Wallace (1992, p. 78) explains that the main problem is often the complexity of the language used in the book. However, the length of the text is also a common problem. The most frequent solution for these is a modification of the text. However, when this happens, the text loses its authenticity. The teacher that alters the text represents another element that enters the relationship between author, text, and reader. Therefore, the reader does not communicate directly with the author, their style, cultural background, or the historical period in which the text originated (Kyloušková 2009/2010, p. 87). The loss of authenticity is a crucial factor that every teacher that wants to modify a text for their language classroom should consider. However, using a modified text is according to Vraštilová (2014, p. 66) almost a necessity when working with less competent students. The author explains that using authentic texts is possible only when it is not demotivating for the students. In other words, a teacher can use authentic material when the learners' level of English is sufficiently high. Additionally, Bučková (2011/2012, p. 12) even mentions a certain advantage that adapting texts may bring. She explains that when modifying texts, the teacher becomes a secondary author of the original text. This underlines the importance of their presence in the learning process.

To sum up, choosing a literary text is a difficult process and there are many criteria that the text must meet. Firstly, the teacher must decide what kind of text is the most appropriate for the learner. They must consider their interests, favourite genres, and also their level of English. Sometimes it is necessary to modify the text from the point of difficulty or length. After the text is selected, the teacher must find out whether it has a didactic potential by examining it from the point of its purpose, reader, genre, and form. After the whole process of selection is finished, planning of the lesson/lessons can begin. The following subchapter of this thesis is devoted to this topic.

1.3. Planning a Lesson with a Prosaic Literary Text

The previous subchapter is concerned with the topic of selecting literary texts for a foreign language lesson. In the following paragraphs, we focus on how the literature can be

incorporated into the English lessons. Lesson planning is a difficult process. This subchapter focuses on the individual activities of which the lesson is composed. Firstly, we summarise the main aims that the activities should have and then we present specific activities that the teacher can use.

Planning a lesson with a literary text involves many different stages. This thesis already mentions the first stage which consists of choosing the literary text. After the text is properly selected, which is a process that among others involves considering what is to be taught, how it should be taught, what materials should be used, how much time is needed, and how to evaluate the student (Aebersold 1997, p. 184), there comes the stage where the text is alternated. This part of the process is not always necessary. However, if it occurs, the teacher must approach it delicately. The last part of lesson planning is selecting and proposing activities to be used in the lesson (Vraštilová 2014, p. 70-71).

When selecting activities to use in a classroom, the teacher must focus on several points that need consideration. Although there are some types of activities that are more suitable when incorporating literature into the lesson plan, the teacher must always use a variety of activities. As Collie (1990, p. 9) points out – even the best approaches can become tedious when they are used exclusively. However, they do mention that pair and group work is very beneficial when discussing literary texts because it helps the learners to share personal and private thoughts. Lastly, it is appropriate when the majority of chosen activities helps students to explore their responses to literature. They should become confident enough to express and value their connection with the text (Collie 1990, p. 10).

The activities that teachers can use while working with a literary text can be categorised in different ways. For example, Collie (1990) separates activities into four categories based on their purpose – First encounters, Maintaining momentum, Exploiting highlights, and Endings. This approach can be useful when working with the whole literary work. They mention activities such as using the cover of the book, true or false exercise, or parallel reading. However, the most common way of categorising activities is formulated by Lazar (2009) and Vraštilová (2014). They divide these activities into three types – Pre-reading activities, While-reading activities, and Post-reading activities. The advantage of this approach is that we do not necessarily need to work with the whole book; we can use only a part of it.

When selecting activities, the teacher also needs to consider what literary form the text is. It is different when the teacher works with prose than when they work with poetry or drama. Since we use prosaic text in the practical part of this thesis, there is a chart below that

summarizes Lazar's (2009, pp. 84-86) categorization, where the author focuses on prosaic literary texts, such as short stories or novels.

Table 1: Categorization of activities

| PRE-READING ACTIVITIES | |
|--|---|
| 1. Helping students with cultural background. | Comprehension about the author's life or the historical background that is relevant to the story. |
| | Predictions about the genre of the story. |
| | Discussion about events in students' own country during the period of the story. |
| 2. Creating student interest in the story. | General predictions about the story. |
| | Discussion about the title of the story. |
| | Predictions based on the words or phrases selected from the story. |
| | General discussion questions. |
| 3. Pre-teaching vocabulary | Brainstorming a lexical set relevant to the story. |
| | Matching important words with their definitions. |
| WHILE-READING ACTIVITIES | |
| 1. Helping students to understand the plot | Overall questions to check the understanding. |
| | Writing a brief summary. |
| | Re-ordering of 'jumbled sentences' summarizing the plot. |
| | Sentence completion activities. |
| | Selection of the most suitable summary. |

| | |
|--|--|
| 2. Helping students to understand the characters | Matching adjectives from the list to the characters from the story. |
| | Ranking the characters from the story. |
| 3. Helping students with difficult vocabulary | Multiple-choice questions to encourage the guessing of meaning from the context. |
| | Matching words with their definitions. |
| 4. Helping students with language and style | Close textual analysis of a section of the text. |
| | Focusing on a particular grammatical problem. |
| POST-READING ACTIVITIES | |
| 1. Interpretation of the main themes of the story | Discussing different critical interpretations. |
| | General questions to debate. |
| | Speculate about possible symbolic associations. |
| 2. Helping students to understand a narrative point of view | Writing a brief character description of the narrator. |
| | Writing diary entries or a letter. |
| 3. Writing activities | Writing a few paragraphs using certain stylistic features of the story. |
| | Writing a review of the story |
| 4. Discussions | Reading and discussion of critical literary writings. |
| | Roleplay or acting out a scene from the story. |
| | Discussion or debate about the world-view of values depicted in the text. |

We use this categorisation while creating lesson plans in the practical part of this thesis and we incorporate individual activities mentioned here in the lessons.

In conclusion, there are many ways of dividing activities that can be used when using literature in ELT. We mainly use the categorisation presented by Vraštilová (2014) and Lazar (2009) that divides activities into three groups based on their time placement in the reading process and we present such activities that can be used when working with a prosaic literary text. This kind of division and the activities connected to it are later used in the practical part of this thesis when creating individual lesson plans.

1.4. Literature in the Czech Curriculum

In the practical part of this thesis, we present activities that are aimed at English language learners in the Czech Republic. The main documents that define education in the Czech Republic on a national level are the *National Educational Programme* and the *Framework Educational Programmes* (FEPs). While the National Educational Programme defines education as a whole, the FEPs focus on defining educational norms across various stages, one of them being basic education. Because we mainly focus on the children attending lower secondary school, we devote this subchapter to finding the place of literature in the *Framework Educational Programme for Basic Education*.

The FEP BE is a document that determines what educational goals must be met, therefore what the pupils should learn in a particular field and what knowledge, skills and habits should they obtain while attending basic education. The document also specifies the educational areas of basic education (such as *Language and Communication Through Language, Mathematics and its Application, or Information and Communication Technologies*) and a minimal number of teaching units needed to teach them. Lastly, the FEP BE defines the forms of education as well as the basic materials and other conditions under which education in a given field can take place.

The FEP BE also emphasises the role of key competencies in the educational system. According to the FEP BE (2017, p. 10) the key competencies represent “the system of knowledge, skills, abilities, attitudes and values that are important to the individual’s personal development and to the individual’s role in society”. The document also adds that forming and developing them should be the ultimate aim of the Czech educational system. There are seven main competencies that the FEP BE (2017, p. 10) focuses on – learning competencies, problem-solving competencies, communication competencies, social and personal competencies, civil competencies, working competencies and digital competencies.

All of them should be developed simultaneously because they are interlinked and complement each other. Therefore, when creating new activities, teachers should focus on implementing these competencies into them.

The FEP BE (2017, pp. 10-13) describes what a pupil should be able to do in terms of these competencies by the end of their basic education. We summarize some of these aims in the following chart:

Table 2: Key competencies

| KEY COMPETENCIES: | AIMS: |
|---|--|
| Learning Competencies (LC) | <ul style="list-style-type: none"> - Students search for information and use them within the learning process as well as in real life. - Students compare the pieces of knowledge gained by observations and experiments, evaluate them, and conclude them. |
| Problem-Solving Competencies (PSC) | <ul style="list-style-type: none"> - Students search for pieces of information that are suitable for solving problems, compare them and use acquired knowledge to solve problems. - Students think critically and make decisions that they can defend. |
| Communication Competencies (CoC) | <ul style="list-style-type: none"> - Students formulate and express their ideas. - Students listen and understand other people's utterances and participate effectively in debates. - Students comprehend various types of texts and make creative use of them for their development. |
| Social and Personal Competencies (SPC) | <ul style="list-style-type: none"> - Students cooperate with other members of the group. - Students contribute to discussions within a small group as well as to debate in the classroom. |
| Civil Competencies (CiC) | <ul style="list-style-type: none"> - Students respect other people's beliefs and personal values, and they can empathize. |

| | |
|----------------------------------|--|
| | <ul style="list-style-type: none"> - Students respect, protect and appreciate national traditions and the cultural and historical heritage of different countries. |
| Working Competencies (WC) | <ul style="list-style-type: none"> - Students use the knowledge they acquired in the classroom for the benefit of their future. |
| Digital Competencies (DC) | <ul style="list-style-type: none"> - Students operate common digital devices, applications, and services; use them within the learning process. - Students use appropriate procedures, methods and means to acquire, search for, critically assess, manage, and share data, information, and digital content. - Students create and edit digital content, combine different formats, and express themselves with the help of digital resources. |

In the practical part of this thesis, we work with key competencies and all activities described there mention which competencies they help to develop.

Earlier in the text, we explained that the FEP BE specifies the educational areas of basic education; one of them being *Language and Communication Through Language*. Since this thesis is concerned with the literature in foreign language classrooms, this is the only area that is relevant for us. Its content is implemented in three educational fields – *Czech Language and Literature*, *Foreign Language*, and *Second Foreign Language*. Vraštilová (2014, p. 62) explains that the only field that is specifically concerned with literature is *Czech Language and Literature*. This field is divided into three other categories and one of them is Literary Education which focuses on interpretations of literary texts, literary theory and history, literary genres, and also critical thinking. However, there are no further divisions in *Foreign Language*.

When discussing the educational field of *Foreign Language*, the FEP BE focuses mainly on presenting the expected outcomes at the end of the pupils' basic education. These outcomes are later divided into the individual language skills that are to be practised during foreign language lessons. The practical part of this thesis is concerned with the ways of using literary

texts in the English language lesson to fulfil these outcomes, therefore, we provide an overview of these outcomes that are to be reflected in the lesson plans:

Table 3: Expected outcomes

LISTENING

the pupil will

| | |
|-----------|---|
| CJ-9-1-01 | understand the information in simple listening texts if pronounced slowly and clearly |
| CJ-9-1-02 | understand the content of a simple clearly pronounced speech or conversation that relates to the covered topics |

SPEAKING

the pupil will

| | |
|-----------|---|
| CJ-9-2-01 | ask for basic information and adequately react in basic formal and informal situations |
| CJ-9-2-02 | talk about their family, friends, school, leisure time and other covered topics |
| CJ-9-2-03 | narrate a simple story or a course of events; describe people, places and other things from their everyday life |

READING

the pupil will

| | |
|-----------|---|
| CJ-9-3-01 | search for required information in simple everyday authentic materials |
| CJ-9-3-02 | understand short and simple texts, search them for required information |

WRITING

the pupil will

| | |
|-----------|---|
| CJ-9-4-01 | fill in a form with basic information about themselves |
| CJ-9-4-02 | write simple texts related to themselves, their family, school, leisure time and other covered topics |
| CJ-9-4-03 | responds to a simple written communication |

(FEP BE 2017, pp. 28-29)

As has been explained in the previous paragraph, the FEP BE only specifies individual skills that the pupils must master. Therefore, if the textbook that is used in the classroom does not include any literary texts, the pupil usually does not have the opportunity to come into

contact with an authentic literary text in the classroom. However, Vraštilová (2014, p. 63) explains that the most important factor is always the teacher. The author points out that nowadays, there are English teachers in the Czech Republic who incorporate literary texts into their lessons and a lot of school libraries include foreign language or bilingual books in their registers. As we described, each elementary school must follow the FEP BE which is a document that determines what goals must be met. As both Vraštilová (2014) and Skopečková (2011) suggest, using literary texts helps teachers to meet these goals. They both mention the FEP BE and state that using literary text is consistent with the aims that are stated in the document.

Hereby we conclude this chapter that focuses on the use of literature in ELT. Literary texts are not only a great source of authentic materials, but they also represent the culture of the country where the text originated. Literary texts can also function as a motivating medium because students might become personally involved in the story. And although literary texts are often difficult and have to be adapted for classroom use, they still help students to increase their vocabulary and mainly to help them to use it more actively. When selecting a text for English lessons, the teacher must consider a lot of factors, the most important being its purpose, reader, genre, and form. After the text is selected, the text can be adapted. This part is not always necessary, but when it occurs the teacher needs to be sensitive with the materials. Then the stage of selecting activities comes. There are many types of categorisations of activities that can be used when working with a literary text in ELT. This thesis mentions two of them. Firstly, there is Collie's (1990) approach that focuses on the purpose of activities in connection with the literary text. However, the approach that is mainly discussed in this thesis is focused on the time placement of activities in the reading process. Lastly, this chapter focuses on the placement of literature in the Czech national curricular document, *Framework Educational Programme for Basic Education*. This document determines what educational goals must students meet at the end of their elementary school attendance. A considerable part of these goals consists of key competencies. These competencies ensure that the student becomes a part of the society that he/she lives in, and they are referred to in the practical part of this thesis.

1.5. The Learners

The thesis aims at teaching children in lower secondary school (children in 6th, 7th, 8th, and 9th Grade) and therefore it is necessary to identify this age and its specifics. It is also needed to focus on other aspects of these learners, such as motivation and various learning styles. Based

on these characteristics, the teacher decides what approaches to choose and how to behave in the classroom.

1.5.1. Age factor

One of the most prominent differences between the learners of foreign languages is their age. Each age group has different needs, competencies, and cognitive skills (Harmer 2015, p. 80). The author points out that one can expect young children to learn a foreign language through play, but adults are capable to use abstract thoughts to help them with language acquisition. Most of the researchers concerned with this topic differentiate between three age groups – young learners, teenagers (adolescents), and adults (Harmer 2015, Lightbown 2006, Ur 2012). Each of them learns languages different way and has diverse needs. In this subchapter, we briefly describe these groups and identify where the lower-secondary school students are on the spectrum, and what are the best ways to approach them.

The first group that has been mentioned are young learners. Such learners are 6 to 11 years old and based on Piaget's *Stages of Development* characterisation they belong to the concrete operational stage (Pinter 2017, p. 7). This stage is recognizable for its enthusiasm and open-mindedness. (Bastable 2017, p. 183) At this age, the learner is very motivated to learn and is naturally curious.

Secondly, there are adults. Cozma (2015, p. 1210) describes this age group as “persons over the normal age of traditional schooling (more specifically, over 23-25 years old), who freely choose to get involved in a particular form of instruction, in order to serve a professional, social or personal need or interest”. Piaget termed this age as the formal operational stage which ranges from 11 years onward. These learners are able to think in more abstract terms and they are capable of such logical operations as deductive reasoning (Pinter 2017, p. 7).

So far, we have built upon the typology by Jean Piaget. We mainly mentioned 2 of his stages – the concrete operational stage, and the formal operational stage. As we have already mentioned, the former is concerned with learners at the age of 7-11, and the latter with learners older than 11 years. However, many researchers do not agree with fitting such a great variety of learners into the formal operational stage when talking about learning a language. That is a reason why they often differentiate between adults and adolescents (or teenagers) when dealing with the topic. Teenagers are yet another specific age group and should be associated neither with adults nor children.

We may describe adolescence as the period of transition between children and adults. This period can also be described as “a turmoil” (Bastable 2017, p. 188) or “the age of transition, confusion, self-consciousness, growing, and changing bodies and minds” (Brown 2001, p. 92). Teaching adolescents is very specific. Their learning potential is greater than that of children because they have already entered Piaget’s formal operational stage. Therefore, they are capable of abstract thought (Bastable 2017, p. 189) and it is possible to explain grammatical rules to them and speak in theoretical terms (Ur 2012, p. 364). On the other hand, because of so-called “adolescent-specific problems of identity, relationship, physical change” (Ur 2012, p. 264) they might have problems with concentration and classes of adolescents are more difficult to motivate and manage. Harmer (2015, p. 84) advises that to successfully teach this age group, the teacher must make activities as relevant to students' lives as possible. When they can share their own thoughts or experiences, they are more concentrated. Additionally, both Harmer (2015, p. 84) and Ur (2012, p. 265) share the opinion that the students themselves are the greatest source of how to teach this age group. They suggest asking for their opinions for example through questionnaires or group discussions.

It is apparent that teaching different age groups requires completely different methods, materials, and teaching styles. As we have mentioned, the learners that this thesis focuses on are lower secondary school students, therefore, their age varies from 11 to 15 years old, which is the age of transition from children to adolescents. When considering Piaget’s typology, the students slowly transfer from the concrete operational stage, in which they are very open-minded and full of enthusiasm, but do not possess the ability to think in abstract terms, to the formal operational stage which is distinctive for its capability of more complex logical operations as well as abstract thinking. Such students vary in their level of development and therefore it is important to approach them based on their needs. As we explained, it is possible to ask for their opinions and incorporate their ideas and requests into the lesson.

1.5.2. Motivation

In the previous subchapter, we have identified three groups of learners based on their age – young learners, teenagers, and adults. We have described their differences and what should the teacher focus on when teaching the individual types. From the previous paragraphs, it would seem as though teaching these two groups a second language is completely different. However, there are some similarities between them. The most important one would be the need for motivation. According to Brown (2001, p. 72) motivation is “the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit”. In the context

of ELT, ‘goals to pursue’ would be tasks given by the teacher, or the overall language acquisition. To successfully learn a foreign language, it is necessary to be motivated, or in other words to devote a maximum effort to learning. Therefore, for the teacher, it should be the main task to keep learners’ motivation at a high level.

There are many kinds of motivation. Most researchers differentiate between extrinsic and intrinsic motivation. The latter represents that kind of motivation that comes from outside the learners (Harmer 2015, p. 90). It is based on the “perceived benefits of success in learning and penalties of failure” (Ur 2012, p. 10). By these standards, a motivated student would have a need to pass an exam or to be able to communicate on a trip to a foreign country. And these concepts are what makes the learner motivated (Harmer 2015, p. 90). On the other hand, there is intrinsic motivation that comes from inside the learners. Ur (2012, pp. 10-11) associates this kind of motivation with the activity of language learning itself. Motivated students are in this case “driven by a desire to succeed in class and by what happens in the lesson” (Harmer 2015, p. 90). Additionally, we can distinguish other two types of motivation as well – integrative and instrumental motivation. When discussing integrative motivation, Ur (2012, p. 10) and Harmer (2015, p. 90) explain that a motivated learner desires to learn the language to integrate into the community that speaks said language. On the other hand, instrumental motivation is concerned with the need to learn the language to gain an instrumental benefit (Harmer 2015, p. 90) Ur (2012, p. 10) adds that such benefit can be both educational and material, meaning the learners may be interested in a better job or progress in their school.

To gain the best results the teacher must keep the class motivated because the learners’ progress is highly dependent on their level of motivation. This thesis aims at learners in lower secondary schools who are 11 to 15 years old. As mentioned in the previous subchapter, this age marks the transition from childhood to adolescence. Pinter (2017, p. 45) describes a study that has been introduced by prof. Jelena Mihaljević Djigunović. She has examined young learners’ motivation over four years from the age of 9 to 13. She has reported that at the age of 11 the learners’ motivation noticeably drops. However, the level starts to increase when they reach the age of 13. Djigunović suggests that at first their excitement from learning wears off, but eventually “they became more aware of the practical usefulness of English for their future, and this gave them a new boost of motivation” (Pinter 2017, p. 45).

Considering the previously mentioned study, motivating children at this age is necessary. Ur (2012, p. 11) points out that with the learners of this age, teachers “have a crucial role to play in increasing motivation to learn”. The author suggests three main ways of influencing learners’ motivation. Firstly, teachers should often show the learners how important it is

to know English. With older learners, it is possible to work on self-motivating strategies, so they know how to deal with the loss of motivation. Secondly, Ur (2012, p. 11) highlights the fact that the teacher should foster learners' self-image. A similar idea can be seen in Pinter (2017, p. 46). The author suggests fostering learners' self-esteem as well as their self-confidence and cooperation by offering stimulating activities. Lastly, it is important to ensure those classroom activities are interesting. In the previous subchapter, we have described that each age group is specific and therefore, the teacher must consider which kinds of activities are typical for each age. Only with such activities can the teacher motivate learners.

To recapitulate, the teacher can achieve the best results only with motivated learners. Each person can be motivated by external (extrinsic motivation) or internal (intrinsic motivation) sources. Their motivation can also be dependent on their need to integrate into a foreign language speaking community (integrative motivation) or the need to gain certain benefits (instrumental motivation). For the learners that this thesis aims at (children and adolescents), the teacher's role is to create motivating conditions for learning. This can be achieved by reminding them of their need to know the language, fostering their self-image, or by ensuring the classroom activities are interesting for them. In the following text, we focus on another concept that the teacher needs to consider when preparing activities – learning styles.

1.5.3. Learning styles

Even with learners of the same age, there can be differences in the way they approach learning tasks. Each person has their “preferred way of absorbing, processing, and retaining new information and skills” (Lightbown 2006, p. 59) There are different approaches to this topic. Researchers (Lojová 2011, Pinter 2017, and Harmer 2015) mention perceptual differences, personality factors, or multiple intelligences. In our text, we focus on the perceptual differences which differentiate between those who learn through what they see – *Visual style*, what they hear – *Auditory style*, or through movement – *Kinaesthetic style* (Harmer 2015, p. 87).

Firstly, there are people who belong to the category of those that learn through seeing things. To support visual learners the teacher needs to let learners use their sight for them to understand the information or at least complete spoken commentary with pictures or charts (Lojová 2011, p. 48). Such students prefer using books, digitalized materials or written text that is structured and complemented with colourful highlights and graphical pieces of information. Lojová (2011, p. 48) also recommends reading foreign-language texts, books, and magazines to these learners. When practising speaking, it is suitable to use pictures, films, or videos. The

authors also suggest letting students share their experiences. When teaching writing, it is beneficial to let learners complete texts, create graphic materials (such as flashcards, postcards, posters, maps...) or play written word games (Lojová 2011, p. 49). When using listening exercises, it is helpful to supplement them with pictures, or texts. When selecting a recording, it is also helpful to find one that represents realistic and natural situations (Lojová 2011, p. 50). Lastly, when teaching reading, it is beneficial to complete the text with pictures. Visual learners could also appreciate reading comics and watching films or videos with subtitles (Lojová 2011, p. 50).

The second group of people are those that learn by hearing. Auditory learners most remember the information that was acquired verbally. Therefore, they need to hear the teacher's interpretation of the discussed material in the classroom to understand it. Such learners benefit from hearing classmates' answers and when studying they need to read the text aloud (Lojová 2011, p. 50). In the classroom, auditory learners prefer a discussion or dialogues when practising speaking. They also excel at all kinds of drill exercises or activities that aim at questions and answers. When practising writing, such learners benefit from dictations or completing texts based on verbal information. Other activities suitable for such learners include writing dialogues and scenes or completing lyrics from a song. Auditory learners excel at activities that practise listening skills. Apart from songs, it is possible to use recordings of stories, novels, and poetry. Lastly, when practising reading it is helpful to include reading aloud or visual reading of a recorded text (Lojová 2011, p. 52).

The last group of learners are so-called kinaesthetic learners. They react in a positive way to those activities that involve movements, touch, or manipulating things. The most recommended style of learning for such students is experiential learning (Lojová 2011, p. 52). In the language classroom, such students benefit from using cards, 3D models and real objects that they can manipulate. Games, role-playing, project work or presentations are all highly recommended activities with kinaesthetic learners. When focusing on speaking, any communicative activities are suitable when connected with movement. They can also role-play or present projects. When writing, it is beneficial to use some creative activities, such as a creation of a magazine or poster, writing scenes or writing into maps, graphs, or pictures. The Total Physical Response activities, searching for and relocating objects in the classroom based on instructions, and drawing according to directions are all very helpful activities for kinaesthetic learners. When the learners practice reading, the teacher can include such activities as reading followed by a dramatization of the text or reading dialogues together with role-playing (Lojová 2011, p. 54-55).

Every teacher needs to understand that there is always a variety of learners in every class. Therefore, Pinter (2017, p. 16) proposes that “teachers need to incorporate a mix of activities into their classrooms to ensure that everybody’s preferences are catered for, at least some of the time”. In this subchapter, we have introduced several activities that are beneficial for specific groups of learners, however, it is never possible that a single method or textbook would suit the needs of all learners (Lightbown 2006, p. 59). That is the reason why it is recommended to combine individual types of activities. Not only will the learning cater for all groups of learners, but the lesson will also be more memorable and enjoyable.

Before we move on to the next chapter, we briefly summarise this chapter which focuses on English language teaching. This topic is very broad and involves a variety of concepts and rules. This chapter has aimed to highlight only the parts that are relevant to the overall theme of this thesis. Firstly, we introduce the language systems (grammar and vocabulary) and language skills (reading, listening, writing, and speaking). Both these concepts are important because the practical part of this thesis builds upon them. Because the aim of the practical parts is lower secondary school students, it is also important to identify this age group. Their age varies from 11 to 15 years old, which is the age of transition from children to adolescents. This age of transition is marked by their loss of motivation. Therefore, we also focus on this concept. The teacher can achieve the best results only with motivated learners, this can be achieved by reminding them of their need to know the language, fostering their self-image, or by ensuring the classroom activities are interesting for them. Lastly, there is the concept of learning styles that have needed to be introduced. In every classroom, there is a variety of learners. In this thesis, we have divided these learners into three groups – those who learn through what they see – Visual style, what they hear – Auditory style, and through movement – Kinaesthetic style. Since each style has its own specifics, the teacher needs to incorporate a variety of activities into the lessons. Only this way everyone’s preferences are catered for. The following chapter is also concerned with the ELT, but it closely focuses on its relationship with literature and literary texts that can be used in English language lessons.

2. Roald Dahl – His Life and Literature

The topic of this thesis is the literary work of Roald Dahl and its usage in English language lessons. We have already focused on the ELT as well as its connection to literature. The following text is then concerned with Roald Dahl himself. It covers the important events of his life, mainly those that somewhat influenced his writing, after that it discusses the author's literary style and introduces his children's books. Lastly, there is an analysis of the three books that were chosen to be used in the practical part of this thesis – *Charlie and the Chocolate Factory*, *Matilda*, and *The BFG*.

2.1. The Author and his Life

The following text focuses on Roald Dahl and his life. However, this text does not offer the author's full biography, it only focuses on those parts of his life, that are vital to his writing and the overall feeling of his books. Nonetheless, both his life and his writing are very complex. As Sturrock (2010, p. 16) states: "Dahl was full of contradictions and paradoxes." Born 13th of September 1916 in Wales to his Norwegian parents, this author lived through a lot – both good and bad – in his 74 years of life.

When Dahl was little, both his sister and father died. This had a big influence on his life and relationship with his mother. He was sent to boarding school and this period of his life later fundamentally influenced his writing for children. In many of his stories, Roald portrays the characters of mean adults (teachers included). It was those years at boarding school that gave him enough material for such characters. He also tried to escape from the boredom of school life into his fantasy and often used writing (especially letters) to distract himself. As Sturrock (2010, p. 75) points out: "As if, out of the gloom, he had constructed a sunnier alternative reality, which not only reassured his family back in Bexley but entertained the writer at the same time." Even at such young age, Roald aspired to be a humourist and entertainer. He was seen as a skilful narrator, a quality that stayed with him throughout his life and imprinted itself into his texts.

Before becoming a full-time writer, Roald tried different jobs and positions in society. During the World War II he served in the Royal Air Force, but the severe injuries he obtained in 1940 shortened his army experience. Later he became a spy, a part of his life that bewilders many that knew him, since he was the type of person that could not keep a secret. His daughter confirms that by saying: "Dad never could keep his mouth shut, he gossiped like a girl." (Sturrock, 2010, p. 205)

In 1953 Roald married Patricia Neal, who became his partner for 30 years. Together they had 5 children. During their marriage, there were many difficult moments for both of them. One of their daughters died and that put Roald Dahl into a very dark place for some time. He was not able to stay in anyone's company and shut down everyone including the rest of his family from his life (Sturrock, 2010). At one moment, Patricia suffered from a stroke which resulted in her going into a coma. Even though they spend most of their adult lives together, Roald never seemed to dedicate himself fully to his wife. Later they got divorced and he found a new partner, Felicity "Liccy" Crosland. Sturrock (2010, p 448) comments as follows:

Roald had done much with his life. He had fought back from the brink of death. He had shot down and killed men. Flying in his Hurricane over the Mediterranean, he had aspired to touch the face of God. He had mixed with presidents and movie stars. He had slept with some of the most beautiful women in the world. He had made a career out of writing and kept his family together through a series of terrible personal disasters. But he had never yet fallen in love (Sturrock 2010, p 448).

And it was only with Liccy that this aspect of his life changed.

Even though Roald Dahl is nowadays well known, especially for his children's books, it was only later that the author started writing children's literature. Firstly, he wrote exclusively for adults. From time to time, he created a character that would benefit from a child reader or presented his stories to a younger audience. In the 1960s Roald wrote his first children's stories and with those, he stayed until his death on 23rd November 1990.

Roald Dahl lived quite a long life full of adventures. There were many bright moments in his life, he met many famous people and beautiful women and wrote some marvellous stories. On the other hand, there were some dark moments as well. Especially at the end of his life, he suffered from severe pains in his back and head, used painkillers and was often ill. But until the very end of his life, he managed to bring joy to both himself and others through his writing.

2.2. Dahl's Literary Style

A big part of Dahl's ability to speak to children lies within the fact that he himself stayed a child throughout his whole life. Sturrock (2010, p. 40) explains that only because he had forever stayed "Boy" in his mind and soul was he able to portray characters and create stories that are from children to children.

His seductive voice, the subversive twinkle in his eye, and his sense of the comic and curious gave him an ability to mesmerize almost every child who crossed his path – yet he could also remember and reimagine his own childhood with astonishing sharpness. The detail might sometimes be unreliable, but what never failed him was an ability instinctively to recreate and understand the child’s point of view (Sturrock 2010, p. 40).

That is the reason why Dahl was able to create the stories from the child’s point of view. Sturrock (2010, p. 45) even mentions that very often, Dahl went to such lengths he portrayed adults as the enemies and was on the side of the children.

Dahl was able to pinpoint the very essence of being a child - the paradoxes and opposite feelings that were sometimes present in a child’s mind. “The acute sense of the ecstasy and agony of childhood – of the strange opposition of happiness and sadness, reality and fantasy, success and failure – was something that Dahl never forgot. It remained familiar to him all his life. He remembered with ease how a child sees the world.” explains Sturrock (2010, p. 62). Dahl himself highlights that sometimes it was hard to recall those childhood years, but he could do it well. He compared the memories of being a child to a forest: “The mind of a child is a dark wood. It is full of secret half-civilized thoughts that are forgotten like dreams a short time afterwards.” (Sturrock, p. 518)

From his stories, it would seem Dahl despised adults. To some extent, it might have been true. However, more likely he was just not fond of “boring” people. He was always able to find humour in the small things in life and expected the same from others. As was suggested by Sturrock (2010, p. 95), Dahl also disliked authorities. He tended to be suspicious of people that felt it necessary to use their power (rank or title) in their life. This can be well seen in some of his characters, such as Miss Trunchbull in *Matilda*. Much of this comes from his own school years, during which he encountered many teachers that made his life difficult. Pinsent (2012, p. 71) comments that “given Dahl’s ambivalence about schooling, it is perhaps ironic that his fiction has been widely used in classrooms to foster interest in reading, particularly among boys.”

One of the parts of Dahl’s writing, that is inherently connected to his personality and style, is the language. We can find a parallel in his Norwegian heritage. Growing up in a family whose first language was not English resulted in him sometimes struggling with words at school, something his teacher often reminded him of. Feeling attacked by this, he later made the wordplay a part of his personality and incorporated it into his writing style (Rudd 2012, p. 53). It cannot be argued that his writing style plays a big part in becoming so intriguing for so

many young readers. Rennie (2016) describes it as “exuberantly inventive”. The author does not take language too seriously, by this wordplay he entertains his readers. Especially in *The BFG*, language is the central theme. Dahl invented over 300 words exclusively for this story. Usually, the author takes ordinary words and somehow changes them into something “more”, such as with the words “wondercrump” or “kidsnatch”. He also takes advantage of English suffixes and adds them to already existing words (“murderful”, “rotsome”, “maggotwise” etc.). Dahl also plays around with creating new creatures (“proghopper” or “slimescraper”) and the names of his character (like Augustus Gloop from *Charlie and the Chocolate Factory* or Miss Trunchbull from *Matilda*). Sometimes, he uses alliteration to make his characters more memorable (such as Willy Wonka) or just to make his lines more amusing (such as in *The Twits* – “I’ll swish you to a swizzle! I’ll gnash you to a gnozzle! I’ll gnosh you to a gnazzle!” or some expression from *Matilda* – “witless weed”, “glob of glue” or “fleabitten fungus”). He often incorporated puns or onomatopoeia into his texts showing his love for the language (Rennie 2016, Rudd 2012). His way of using the language is closely connected to the need to surprise and create stories, that are somehow “shifted” from the norm, such as using insects as main characters (*James and the Giant Peach*) or changing the form of some of the people in the story (e.g. in *Charlie and the Chocolate Factory*) (Rudd 2012, pp. 52-53).

Some authors connect Dahl with the tradition of nonsense. That could surely be true to some extent. Rudd (2012, p. 54) also points out that his writing lies within the oral tradition, “reaching back to nursery rhymes, jokes and folk tales – themselves once relayed in ephemeral, chapbook form.” His qualities of oral storytelling can be seen in the way he serves his stories “as though they are unfolding in the here and now, before the reader’s eyes.” (Rudd 2012, p. 64) He usually writes in the present tense and stimulates our senses such as in the story of *Charlie and the Chocolate Factory*, using illustrations as support. This way, his stories can present themselves as a dream or reader’s fantasy.

The last aspect of Dahl’s writing is the role of humour in his books. This topic is popular among many critics and other writers, such as Cross (2013), Bergson-Shilcock (2002), Brittain (2002), and West (1990). It comes without any surprise that Dahl’s stories are just very funny for children. So much so there is a prize established in his name (Roald Dahl Funny Prize, given since 2008 by Michael Rosen to honour the funniest children’s books).

Although sometimes Dahl’s humour is on the edge between funny and simply cruel or disgusting, it serves as an important tool for the children on their way to adulthood. Stallcup (2012, p. 38) emphasizes the way it can help children work through some taboos coming together with the ever-changing bodies:

Texts that play humorously with such taboo topics scrape uneasily against childhood's somewhat furtive desires: the desire to secure control over one's own body, the desire for one's body to be free of the control of others, the desire to have control over the all-powerful adults in one's life and, of course, the taboos placed upon expressing all such illicit desire (Stallcup 2012, p. 38).

Often using the topic of bodily functions, Dahl appeals to young readers, who find his texts funny (Nicholson, 2000).

The author also creates a space for surprise, changing his stories unexpectedly and thus creating the element of humour in his books. Readers never know what to expect and sometimes the outcome is simply amusing. The author is also not afraid to come to the very edge, describing disgusting occurrences, such as the case of Mr Twig's beard or the overall behaviour of Miss Trunchbull. Stallcup (2012, p. 45) even suggests that sometimes, Dahl's humour is somewhere on the verge of horror.

Children are in a position, where they usually need to listen to adults in their lives, resulting in them wanting more power. Dahl is giving them this in his stories, creating heroes, that overcome the difficulties and win against all the odds. Young readers appreciate this type of "humour resulting from situations in which the undervalued, underestimated, misunderstood, overlooked, low-status, or physically awkward protagonist turned the tables on the powerful, be it adults, their own peer group, pirates, or imaginary monsters." (Munde, 1997, p. 224) Regardless of the reasons, Dahl has created powerful stories that made many children laugh holding his books and therefore they can be used as a passageway into their reading.

As was stated above, Dahl uses innovative techniques and language in his writing, creating captivating stories that have made generations of young readers laugh and pick up yet another book from his work. Full of obscure creatures and funny encounters, Dahl's books offer characters the children can identify with, as well as adults that can sometimes make the children's lives miserable but get punished for their behaviour at the end of the day. In the following text, we closely introduce the titles that are used in this thesis, describing the key motifs and themes.

2.3. The Selected Books

When selecting the books for the practical part of this thesis we decided to take advantage of Dahl's innovative and captivating style and to use his ability to catch readers' attention. Even

though sometimes on the verge of being disgusting or simply unacceptable, there is a potential in using his writing. Pinsent (2012, p. 82) comments as follows:

They [Dahl's books] are popular with children who might otherwise have resistance to reading. Provided that these books are not the only ones they encounter, Dahl's novels can positively enhance children's imaginations by opening up a vast range of possibilities, including what they might do if they possessed the powers of some of the characters.

After careful consideration, three of his stories – *Charlie and the Chocolate Factory*, *Matilda* and *The BFG* – were selected. Each of them is unique in a different way, showing some part of Dahl's talent to deliver amusing stories to children that can be – at the same time – used as an educational tool, helping children to fall in love with the written word and – in the case of ELT – enhance their language skills.

2.3.1. Charlie and the Chocolate Factory

One of the best-known books ever written by Roald Dahl, *Charlie and the Chocolate Factory* is a playful story that the children in English classes had usually already either read or watched as a movie. Any of the parts can be easily used in literary classes or English lessons as long as the target age is carefully considered and necessary modifications to the language are made.

In this story, Dahl presents a group of various children that come from very different backgrounds. In the centre, there is Charlie – modest, kind boy that comes from a very poor family. The other children are shown in a less pleasing way – they are spoiled, naughty, and come from rich families. The motif of money (either the abundance or absence of it) permeates the whole story. One by one, the characters are being punished for their behaviour until only Charlie remains and can become the new owner of the chocolate factory. The characters are presented based on their differences and Dahl pictures Charlie and the rest of them in an opposed manner. Almost in a fairy-tale-like way, we can easily identify the difference between the “good” and the “bad”. Charlie is “the good one” and the other children are each in a different way “bad” or “rotten”. We can see character traits such as envy, greed or arrogance. One of the characters even has tendencies toward addiction. From the very beginning, it seems that Charlie is favoured by the author, and he finds the golden ticket even though he does not have such resources as the other children.

Dahl often presents characters that can be seen as bad in his stories and in his very black-and-white way punishes them for their behaviour or actions. Here, it is no different. All children except for Charlie are punished and removed from the factory, each in a different, unique way.

Even though the children are mostly portrayed as bad, there is one ongoing motif that connects them all – family. They all come to the factory with someone from their family and they are all, to some extent, supported by their family. Family is an ongoing theme across all of Dahl’s books. Often, he presents adults that are bad and takes the side of the children (Sturrock, 2010). Here we can see children that act rather inappropriately, which can be connected to the way they had been brought up – not teaching them the value of money or good manners.

As in all of his writing, Dahl presents this story in a very playful way and uses language as a means of enjoyment – in this case in the form of songs/poems that are scattered across the whole book. We can also find examples of alliteration or onomatopoeia as well, such as in the name Willy Wonka (Rennie, 2016, Rudd, 2012).

A big theme in this book is food – more specifically sweets. Dahl himself was a big fan of chocolate and in his school years, he took part in testing chocolate bars (from this experience he most probably got his idea about the chocolate factory). Even later, in his adult life, he was very fond of chocolate and one of the objects in his writing hut (the place where he regularly wrote his stories) was a big ball of chocolate wrappers he collected during his lunch breaks when he ate chocolate as a desert (Sturrock, 2010, p. 395). Children love sweets so this is a way to capture their attention and make the book more appealing to them.

The motif of family and playfulness of the whole book are possibly the reasons why this story is still one of the most favourite by children. Such as in classical fairy tales the bad ones are punished, and the good ones are rewarded – only here the prize is not a princess and half of the kingdom but a chocolate factory and a new start for Charlie and his family. Presented to young readers, it can function as a token of hope, showing them that even the most unlikely ones can “turn the tables”.

2.3.2. Matilda

The level of English being slightly harder in this book, we need to choose wisely, which parts can be used for the English lessons. Still, Matilda is one of the classical pieces of Roald Dahl’s children’s writing presenting many different aspects of the story the children can identify with.

One of the main themes in this book is school. Dahl draws on his own school-year experience (Sturrock, 2010, p. 75, Pinsent, 2012, p. 70) and introduces two very different teachers – kind Miss Honey that wants to help Matilda and treacherous Miss Trunchbull that – as her name suggests – is a bully and only wants to harm the children.

In the story, we are presented with a very intelligent character of Matilda, but still can see all her other qualities as well, such as impatience or the absence of mercy and anger that later lead to her obtaining “magical” skills. Overall, Dahl uses this story well to display a wide range of feelings children can have at a young age, perhaps showing them it is normal to feel this way. He also pinpoints the motif of being different. Matilda is very different from her parents and for this reason, she does not always fit in. Furthermore, Matilda’s parents are showing ignorance and do not understand the benefits of her intelligence, only wanting her to later get married and be like them – ignorant to most of the world, living their lives without any good impact on society.

More than ever, we can see Dahl’s love for the written word here, he uses the character of Matilda, an avid reader as a medium to show this fondness for books. Matilda is, on one hand, a normal child with everyday worries but on the other hand, a person that loves books and reading and often finds herself running away from her own problems into the fictional worlds.

For those similar to Matilda, this can be used as a good example that being “different” is completely fine and each person has different skills and different Here, we are yet again presented with very different people with different opinions on the world, be it the case of Miss Honey and Miss Trunchbull or Matilda and her parents. Even the difference between being a child and becoming an adult is very visible here.

In *Matilda*, Dahl presented a rather “normal” world that is full of different characters who are all in a way the same, perhaps suggesting that we can always show kindness and respect towards others no matter how different we are from each other.

2.3.3. The BFG

Perhaps the most innovative in connection to language, *The BFG* offers many ways in which it can be used in the classroom, either focusing solely on the language or taking the story as a whole into account as well. Since the book was used for pupils whose English is not a mother tongue, some modifications had to be done in order to make it more understandable, while capturing the unique style Dahl presented here at the same time.

It is often stated that the character of *The BFG* was based on Dahl himself and he sometimes presented himself as this “friendly giant”, being a child whose parents are not originally British, Dahl sometimes felt misunderstood and had to listen to his teachers complaining about the level of his language and his problem with words. This later strongly influenced his writing and can be most seen in the story with *The BFG* – a giant that also means well but can sometimes struggle with words (Pinsent 2012) In this way, we can stress the motif of prejudice against some type of people or creatures in general and that some people perceive others in a very black-and-white way.

The BFG presents its readers with the characters of giants; mythical creatures. Although such a fantastical approach is not exclusive for this book, it can be recognised very strongly here, because people and giants are mixed together and therefore readers can see them interact.

The motif of a family is again present here, only in this case the main character of Sophie has no parents and perhaps later *The BFG* can be seen as a father figure. However, the dynamics between them is playful and sometimes it rather seems that Sophie is the adult one and *The BFG* her child (especially when she teaches him English).

As was already mentioned, this story is written in a very innovative way – using puns, language jokes and misspellings to amuse the readers. This is giving the story a rather lite feeling and balances nicely the theme of absent parents and Sophie’s loneliness.

A big part of this book is the motif of dreams (and nightmares) – in a literal as well as metaphorical sense. *The BFG* catches dreams and blows them to children at night. As the story unfolds, we can also see some of the fantasies and dreams the main characters have. As well as the good dreams, the story also presents the nightmares (or fears) children can have, perhaps showing them it is normal to be afraid sometimes.

Overall, the book presents its readers with relatable characters that are not perfect but their flaws are what makes them human. And as long as we act with kindness, it does not matter whether we know how to spell the words we use. It gives its readers hope for better tomorrows and suggests that for each of us, there is a dream waiting.

3. Lesson Plans and their Analysis

This thesis aims to prove that it is possible to use literary text in the ELT as a means of fulfilling the expected outcomes of the pupils and practising the individual key competencies stated in the FEP BE. The most reliable way of assuring that the lesson plans do meet the goals is by analysing the individual lesson plans proposed in the practical part of this thesis. This thesis has already mentioned lesson planning when discussing literature and its usage in the ELT. We have described that lesson planning involves many different steps, such as choosing the literary text itself or selecting individual activities (See subchapter 1.3.) Although it is important to select and divide the individual activities, there is more to the concept of lesson planning in general that needs to be mentioned.

According to Brown (2001, p. 149), a lesson plan is “a set of activities which represent ‘steps’ along a curriculum”. It is highly recommended to prepare a written lesson plan for every lesson. Both Ur (2012) and Harmer (2015), for example, explain that a lesson plan is a guide for teachers to refer to. When they forget something during the lesson, they can easily consult their lesson plan. Ur (2012, p. 23) also adds that writing makes one think more concretely and practically, thus making the preparation more effective. However, Woodward (2001) states that what we call ‘lesson planning’ is not only concerned with the process of writing a lesson plan. According to the author, it is everything the teacher does in order to make preparations for the next lesson.

As we described in the previous paragraphs, lesson planning is a very beneficial activity that the majority of researchers recommend to every teacher. However, there are no standard forms of what the lesson plan should look like. Most researchers agree that certain elements should always be included, such as a goal, objectives, activities, media, and assessment (Brown 2001). A goal can be described as “a general change that is hoped to be achieved by learners within completing a course or program”. Therefore, it describes the future state of the learner at the end of the whole journey.

On the other hand, there are objectives, which are tied to the individual teaching unit. They describe what the teacher expects the students to accomplish by the end of the lesson (Sesiorina 2014, p. 86). When formulating objectives, it is important to include all aspects of the so-called “ABCD”. This refers to the criteria of an operational definition of behaviour stated by Findlay and Nathan (1980, pp. 225-226), but it has been described in greater detail by many other researchers, such as Sari (2020, pp. 29-30), Richards (2001, p. 139), and Sesiorina (2014, pp. 86-87). According to these authors, the letter “A” stands for Audience.

It refers to students as subjects. “B” is for Behaviour, which is an activity defining behaviour or performance to be learnt represented by an action verb. “C” means Conditions. They are also represented by a verb, but the verb in question expresses the conditions under which the student can achieve the expected behaviour. Lastly, “D” represents Degree which describes the minimum level of performance that the students must be able to demonstrate. Only by incorporating all these aspects, the objectives are complete and convey all the important information needed for operationalizing (Sesiorina 2014, p. 86).

Other important elements of a lesson plan are individual activities. Since this thesis aims at using literary texts in ELT, it is necessary to include activities before reading, after reading and while reading (See subchapter 1.3.). After activities, there are two other elements that should be mentioned in the lesson plans. Firstly, there are media. Wright (1985) pinpoints three principles that selected media should fulfil. According to the author, they should be practical, appropriate, and effective. After media, the lesson plan should also include an assessment. According to Cameron (2005), the assessment should be able to measure the activities that are formulated in the objectives and the individual items of the assessment should correspond with the activities from the lesson. Lastly, the author recommends the assessment to be focused on social interaction and thus be done in group work or orally. Since this thesis analyses only certain elements of the lesson plans, mainly its connection to the FEP BE, it is not necessary to include all the mentioned categories in the lesson plans presented in the practical part. However, the content of the lesson plan analysis is closely tied to this division as it focuses on the objectives, as well as the activities.

Overall, there have been several studies and pieces of research by many different authors that have focused on lesson plan analysis. For example, Sesiorina (2014) analyses lesson plans based on the criteria that have been described earlier in this thesis – goals, objectives, activities, media, and assessment. On the other hand, Latifa (2017) focuses only on a portion of these aspects when the author analyses the lesson plans through behavioural objectives theory. Another example is Ndiokubwayo (2020), who uses the Lesson Plan Analysis Protocol (LPAP) and Lesson Plan Evaluation Form (LPEF) to analyse lesson plans from Rwandan Physics teachers. Additionally, Rahayu (2021) has been concerned with the implementation of Outcome-based education to teach English, whereas the author focuses on the following three areas – objectives, teaching materials, and assessment. Lastly, Drost’s study (2015) explores not individual lesson plans but how teacher educators teach and evaluate lesson plan alignment.

Based on this overview of studies that have been concerned with the topic of lesson plan analysis, it is safe to say that there are many categories that the researchers can focus on. The choice of categories for the analysis described in the practical part of this thesis has been inspired by the existing pieces of research mentioned above while the Czech curriculum was taken into consideration.

To gather the data for the analysis, an observation has been selected as an additional method. The observation concerned with this diploma project takes place during English language lessons when teaching according to the lesson plans presented in the practical part of this project. Ferjenčík (2010, p. 151) clarifies that observation is one of the most basic techniques for this purpose because observing the surroundings is one of the main everyday tasks for most people. Cohen (2000, p. 305) points out that “observational data are attractive as they afford the researcher the opportunity to gather ‘live’ data from ‘live’ situations”. One of the disadvantages that using observation proposes is that the observer cannot comprehend everything that takes place during the process. However, the overall versatility and simplicity of this method may be enough to surpass this disadvantage.

This chapter concludes the theoretical part of this thesis by introducing the concept of lesson plans and more importantly, their analysis, which is the main method used in the practical part of this thesis. It also presents observation as an additional method for gathering data to complete the analysis.

PRACTICAL PART

As has been previously mentioned, this diploma project is concerned with the usage of Roald Dahl's literary work in ELT. Therefore, the following research questions have been compiled:

- How are Roald Dahl's books accepted by students of different ages and levels of language?
- Does using literary texts develop the language skills needed to fulfil the expected outcomes stated in FEP BE?
- Does using literary texts develop key competencies stated in the FEP BE?

To answer these questions, we have selected 3 books by Road Dahl and created 10 lesson plans which were later used in English language lessons at a lower secondary school.

The practical part of this project consists of the overview of these lesson plans and their analysis. The main method that has been used is observation because the data for the analysis were gathered while observing the students during the lessons. Both the observation and analysis are concerned with the following aspects:

1. Learners' engagement,
2. learning objectives,
3. expected outcomes,
4. key competencies.

Ad 1) While observing the students it was evaluated whether they enjoyed the texts and cooperated in the lesson. At the end of each lesson, the students were asked to rate the lesson on a scale from one to five. Based on their average answer there was selected one of the options from the 5-point Linkert scale which for constructed for this purpose:

- The learners were extremely engaged and cooperated with the teacher.
- The learners were moderately engaged and cooperated with the teacher.
- The learners were somewhat engaged and cooperated with the teacher.
- The learners were only slightly engaged and barely cooperated with the teacher.
- The learners were not at all engaged and did not cooperate with the teacher.

Ad 2) After analysing each lesson plan from the point of view of learner's engagement, there are learning objectives. It is necessary for learning objectives to consist of all the parts of the so-called "ABCD" (See chapter 3). Therefore, we analyse whether the objectives in the lesson plans have all the following criteria – audience, behaviour, condition, and degree.

Ad 3) In the context of the Czech Republic, one of the main documents that define Czech education is *The Framework Educational Programme for Basic Education*. This document focuses mainly on presenting the expected outcomes at the end of the pupils' basic education. Therefore, other important aspects to focus on in the analysis are the expected outcomes. In the theoretical part, we present their overview as stated in the FEP BE. In the analysis, we present what skills are practised during the lesson and which specific activities practice them.

Ad 4) Additionally, the FEP BE also emphasises the role of key competencies. Therefore, they are the last aspect that the analysis focuses on. With every lesson plan, we note down the specific key competencies that are being implemented into the lesson.

In the following part of this thesis, we firstly present the individual lesson plans and also argue why the individual books were chosen. For this argumentation we use the criteria presented by Hausenblas (2012, pp. 81-82) that are used when selecting a text for a classroom usage:

1. The main purpose of the text and the intention of the author.
2. The reader and the text.
3. The genre of the text and the author's delivery.
4. The form and linguistic devices connected to understanding.

(See subchapter 1.2)

In the second half of the practical part, we provide the observation and analysis of each of the lesson plans that were used in English language lessons. Finally, we give the overview of this analysis and later discuss the findings, interpret the results, and make recommendations for implementation and future research.

4. Lesson Plans

This chapter presents the individual lesson plans that were created using the literary texts by Roald Dahl. When selecting the individual books to base this part on we carefully chose the books *Charlie and the Chocolate Factory*, *Matilda*, and *The BFG*. To prove their didactic potential, we used the criteria stated by Hausenblas (2012) who divides them into four groups (See subchapter 1.2). It was important to record this process as well as the individual lesson plans. Therefore, we briefly discuss this topic with every presented book.

4.1. Charlie and the Chocolate Factory

The first book that was chosen to be incorporated into the lesson plans is *Charlie and the Chocolate Factory*. The main purpose of the text and the intention of the author is to show the reader that each person gets what they deserve. It is not important to have a lot of money or other possessions, the most important is to be a kind person.

Concerning the reader and the text, the story covers many important motifs that might be beneficial not only to children (at the elementary school level) but also to adults. However, the thesis focuses on the pupils aged 11-15 years old. For such children, the story provides many important motifs and themes that can be incorporated into a lesson, such as diversity, the importance of family, or playfulness (See subchapter 2.3.1.).

From the point of the genre of the text and the author's delivery, the book could be observed as a modern fairy tale. The author often uses the means of stereotyping and hyperbole to point out some ills of the society, such as greed, poverty, or addiction and in the factory, the most absurd and unrealistic situations occur. All these are typical themes and motifs used in modern fairy tales.

Lastly, we comment on the form and linguistic devices connected to understanding the story. This criterion is closely tied to the learners' level of English. Overall, the language in the story is quite simple. Although some expressions are too difficult for the children, the text is suitable for the students visiting the lower secondary school. Nonetheless, the texts were usually adapted and simplified to be more suitable for the individual grades of the learners.

4.1.1. Family Matters

Class: 6th Grade

Duration: 45 minutes

Learning objectives:

- The student will be able to correctly identify and categorise individual family members while reading a text.
- The student will be able to correctly determine whether the statements are true based on the provided text.
- The student will be able to successfully collaborate to design a house using either written instructions or a group discussion.

Materials: worksheet (Appendix 1), writing accessories, a sheet of paper for each group

Procedure:

Organizational part

Teacher (T) welcomes students (Ss) and introduces the topic and aims of the lesson.

Pre-reading activities

1. 90 seconds, 1 topic

Ss are divided into pairs. T sets a timer for 90 seconds. At this time, Ss write down as many words as possible that are related to the topic of *Family*. After the timer rings, Ss count their words and the pair with the most vocabulary items can read them aloud.

While-reading activities

2. Family Tree

T hands out worksheets. Ss read the text and based on the information complete the tree diagrams with the names of the family members. T then asks students questions, such as *Who is Charlie's mother?* or *Who is Grandpa Joe's son* etc.

3. True or False

Ss read the sentences and based on the text they decide whether the sentences are TRUE or FALSE. Ss also correctly rewrite those sentences that are false.

Post-reading activities

4. Posters

Ss are divided into two groups. Each group is given a blank sheet of paper and a different set of instructions. Group 1 draws the family's house exactly as it is stated in the text. Group 2 designs a new house for the family. After the students are finished, the whole class discusses the differences between these two houses.

End of the lesson

T assesses the lesson and invites Ss to give the evaluation.

4.1.2. Those Who Got Lucky

Class: 6th Grade

Duration: 45 minutes

Learning objectives:

- The student will be able to successfully identify characters based on the short description and previous knowledge.
- The student will be able to correctly match the information to the characters from the text based on the previous reading.
- The student will be able to ask YES/NO questions about the characters from the text successfully enough to identify the character.

Materials: worksheet (Appendix 2), writing accessories

Procedure:

Organizational part

Teacher (T) welcomes students (Ss) and introduces the topic and aims of the lesson.

Pre-reading activities

1. Matching

T asks if Ss know who the main characters in the book Charlie and the Chocolate Factory are, and then T elicits their answers. T hands out Ss worksheets. Ss work in pairs, they look at the names and descriptions of the individual characters and match them with pictures.

While-reading activities

2. Unscrambling vocabulary items

Ss read the text. After they are finished, they unscramble the expressions on the other side of the worksheet. They can work in pairs. When they are finished with unscrambling, they search for the expressions in the text to find out which character each expression is associated with and write their name in the correct box.

3. Completing sentences

Ss complete sentences with the names of the characters. After they are finished, Ss read the completed sentences aloud.

Post-reading activities

4. Guess who

One S stands in front of the class and selects one of the characters. The rest of the Ss ask them YES/NO questions to find out which character was selected. The S who finds it out first

switches the role with the first student and selects another character. This process is repeated several times.

End of the lesson

T assesses the lesson and invites Ss to give the evaluation.

4.1.3. My Lucky Day

Class: 8th Grade

Duration: 45 minutes

Learning objectives:

- The student will be able to complete the missing information based on the given text correctly.
- The student will be able to correctly answer questions from the given text.
- The student will be able to successfully perform a dialogue using pre-written questions.

Materials: worksheet (Appendix 3), writing accessories

Procedure:

Organizational part

Teacher (T) welcomes students (Ss) and introduces the topic and aims of the lesson.

Pre-reading activities

1. Discussion

T hands out worksheets. Ss look at the pictures of a ticket and discuss the topic of *Charlie and the Chocolate Factory*. T can ask the following questions:

What is in the picture?

Do you know the book or movie “Charlie and the Chocolate Factory”?

Can anyone summarise what it is about?

What happens in the story?

How many characters are in the story?

Reading activities

2. Finding the missing information

Ss read the backside of the ticket and complete the front side with the missing information.

3. Comprehension questions

Ss answer the questions concerning the text written on the ticket. Then they discuss their answers in pairs.

Post-reading activities

4. Dialogues

Ss read the short follow-up text where the journalists come to interview the founder of the last golden ticket. Ss divide into pairs and in each pair, there is one interviewer and one interviewee. The interviewer questions the interviewee using questions from the worksheet and tracks their answers. After the interview is finished, they can switch roles and repeat the process.

End of the lesson

T assesses the lesson and invites Ss to give the evaluation.

4.1.4. Off She Goes

Class: 9th Grade

Duration: 45 minutes

Learning objectives:

- The student will be able to tell a story based on the key pictures using the correct language.
- The student will be able to correctly order individual events in the disarranged text.
- The student will be able to summarise a text by selecting the correct option out of the three headings.
- The student will be able to describe the main character from the given story using correct adjectives.

Materials: worksheet (Appendix 4), writing accessories

Procedure:

Organizational part

Teacher (T) welcomes students (Ss) and introduces the topic and aims of the lesson.

Pre-reading activities

1. Telling a story

T hands out worksheets. Ss look at the five pictures and in pairs, they try to come up with stories that involve things illustrated in the pictures.

Reading activities

2. Ordering paragraphs

Ss read the text and put the individual paragraphs into the correct order. T can advise them to look for similar words at the end and beginning of each paragraph.

3. Choosing the heading

After Ss put paragraphs into the correct order, they select the most suitable heading for the story.

Post-reading activities

4. *Description of the main character*

T asks who the main character of the story is (Veruca Salt). Ss use the letters of her first and last name to describe her using suitable adjectives. Ss can work in pairs. When they are finished, they can share their adjectives with the rest of the class.

End of the lesson

T assesses the lesson and invites Ss to give the evaluation.

4.2. Matilda

In this part, we focus on another children's book by Roald Dahl – *Matilda*. The main purpose of the text and the intention of the author is to show that intelligence is a strength and it is nothing that one should be ashamed of. To prove this, the author chooses a small young girl, Matilda, as the hero of this story. Matilda is the strongest character in the book only because of her high intelligence, outsmarting everyone around her.

Concerning the reader and the text, the book provides many topics that might be fascinating for children at the lower secondary school level. The story being somewhat unrealistic and absurd might be interesting for the readers and because the story revolves around the topic of school, they might be able to relate to it. Moreover, the readers at this age often find themselves in conflict with authorities and they struggle with the lack of power over them. This is something that the story focuses on because the author himself is always on the side of children which is not always the case with adults.

From the point of the genre of the text and the author's delivery, the book could be observed as a modern fairy tale. As in *Charlie and the Chocolate Factory*, the author often uses exaggeration which is typical for fairy tales. In this case, it is mainly apparent in the character of Trunchbull but in Matilda's parents as well. There are also some unrealistic events, for example, Matilda's ability to move objects with her mind. There is also a very apparent distinction between good (Matilda, Miss Honey) and evil (Miss Trunchbull, Matilda's parents).

Lastly, we comment on the form and linguistic devices connected to understanding the book. The language in the story is more advanced and difficult than in the previous book. This might be because Matilda is much more intelligent than the characters in *Charlie and the Chocolate Factory* and is also an avid reader, thus, the language is influenced by this. Therefore, the teacher must be more careful with selecting the text for the lesson plans and must make more significant changes than with the previous book.

4.2.1. The Teacher of Our Dreams (or Nightmares)

Class: 7th Grade

Duration: 45 minutes

Learning objectives:

- The student will be able to correctly answer questions related to the previous reading.
- The student will be able to accurately write a description using the vocabulary items from the previous reading.
- The student will be able to correctly identify characters based on the previous reading.

Materials: worksheet (Appendix 5), writing accessories, dictionaries

Procedure:

Organizational part

Teacher (T) welcomes students (Ss) and introduces the topic and aims of the lesson.

Pre-reading activities

1. *Brainstorming*

T writes “teacher” on the board. T asks Ss what they think a good teacher should be like. Ss brainstorm ideas and write them on the board. T hands out worksheets and explains that they are going to read descriptions of two teachers. Ss read the text out loud.

While-reading activities

2. *Matching words with their definitions or synonyms*

T explains that in the text there are some more difficult words. Ss match the highlighted words from the text with their synonyms or definitions in exercise 1. They can use dictionaries if necessary.

3. *Comprehension questions*

T asks questions to check Ss’ comprehension:

Are these women similar?

Who rarely smiles?

How does Miss Trunchbull move?

Is Miss Honey dangerous?

Who is scarier?

Do children like Miss Trunchbull?

4. *Matching teachers with the illustrations from the book*

T instructs Ss to look at the pictures in exercise 2. T explains that these are the illustrations from the book. T asks Ss which of these characters they think is Miss Honey and which one is Miss Trunchbull and why.

Post-reading activities

5. *Matching words to the characters*

T instructs Ss to look at the words in exercise 3. T explains that we use such words for describing people. Ss match these words to both characters from the previous exercise.

6. *Description*

Ss write a short description of their favourite teacher as homework. They can use the vocabulary items from the previous exercise.

End of the lesson

T assesses the lesson and invites Ss to give the evaluation.

4.2.2. Oh no, she's smart

Class: 9th Grade

Duration: 45 minutes

Learning objectives:

- The student will be able to correctly form reported speech when being provided with a direct speech sentence.
- The student will be able to complete a letter persuading based on the previous reading using the correct devices.

Materials: worksheet (Appendix 6), writing accessories, coloured pencils (at least two colours for each student)

Procedure:

Organizational part

Teacher (T) welcomes students (Ss) and introduces the topic and aims of the lesson.

Pre-reading activities

1. *School subjects*

T hands out a worksheet to each S. Ss match school subjects with the individual utterances from pupils that describe these subjects. After Ss are finished, T checks the exercise and explains that the class is going to read a story about a teacher talking to the parents of one of her pupils.

While-reading activities

2. Colour-coding

After Ss read the text, T explains that they need 2 colours for highlighting the direct speech in the text. They use one colour for the parents and the second colour for the teacher (Miss Honey). After Ss are finished, they can compare their results in pairs.

3. Reported speech - revision

T instructs students to quickly read the frame that revises the rules for creating reported speech. T then writes two examples of direct speech on the board:

My mum said: 'Your friend is in hospital.'

He said: 'I'll do it later.'

T instructs Ss to transform these sentences into the reported speech. Two of the Ss that know the correct answers walk to the board and each one writes down one sentence.

4. Reported speech – pair work

Ss are divided into pairs, and they transform the highlighted sentences in the text (direct speech) into reported speech. One of them focuses on the sentences said by Miss Honey and the second student on those said by the parents. They write the sentences in their notebooks. When they have their sentences prepared, they take turns to read them and by doing so they summarize the whole conversation.

Post-reading activities

5. Letter to the parents

T asks Ss:

Was Miss Honey successful with Matilda's parents?

Did she convince them that Matilda is very smart?

After a short discussion, T explains that Ss must write a letter to the parents convincing them that being smart is beneficial for Matilda's life and her future well-being.

End of the lesson

T assesses the lesson and invites Ss to give the evaluation.

4.2.3. Glass half tipped

Class: 7th Grade

Duration: 45 minutes

Learning objectives:

- The student will be able to summarise a text by selecting the correct option out of the three possibilities.

- The student will be able to answer questions related to the previous reading by selecting the correct option.
- The student will be able to play out a scene portraying an emotion from a list in such a manner that it can be guessed by other students.

Materials: worksheet (Appendix 7), writing accessories

Procedure:

Organizational part

Teacher (T) welcomes students (Ss) and introduces the topic and aims of the lesson.

Pre-reading activities

1. Word search

T hands out a worksheet to each S. Ss search for ten emotions in the word search. When they find words, they write them on the lines next to the word search. T chooses one S to write all the emotions on the board, so Ss can check they have found everything.

While-reading activities

2. Summary

Ss read the text. They also read the three sentences on the other side of the worksheet and choose which one best summarises the text they have just read

3. Multiple-choice questions

Ss work in pairs and use the information from the text to answer multiple-choice questions.

Post-reading activities

4. Roleplay

T divides Ss into groups of three or four students. Each group chooses one emotion from the list drafted in the word search, and they prepare a scene in which they play out a situation that causes someone to feel the selected emotion.

End of the lesson

T assesses the lesson and invites Ss to give the evaluation.

4.3. The BGF

Lastly, there is *The BFG* which we focus on in this subchapter. The main purpose of the text and the intention of the author is to highlight the importance and value of standing up to bullies and injustice. The BFG is a character that always gets picked on by the other giants. Luckily with the help of a small orphan girl, Sophie, he stands up to them. The story also shows that one should not judge people (or giants) based on their appearance. Although giants are generally associated with negative qualities, the BFG proved to be quite the opposite. Even though everyone is different, they deserve the same amount of respect.

Considering the reader and the text, there are many interesting topics that the pupils at the lower secondary school level might enjoy or be enlightened by in the story of *The BFG*. Firstly, the language itself is very interesting because Dahl's text is full of jokes, grammar mistakes and newly created words. All these make the text very entertaining to read. The image of the giant country is very thrilling and brings something new and adventurous to the readers. The motif of dreams is also very important in the story as the BGF collects dreams and blows them into the heads of children at night, which the readers may find fascinating.

From the point of the genre of the text and the author's delivery, the book could be observed as a modern fairy tale, the same as the previous books. Whether it is the existence of the so-called giant country (or the giants themselves), or the stereotyping, exaggeration, and absurd situations, there are many concepts typical for the genre of modern fairy tales in the story of *The BFG*.

Finally, we comment on the form and linguistic devices connected to understanding the book. The level of the language of the story is not as advanced as in *Matilda* but presents other difficulties for the teachers who might desire to use these texts in the English lessons. When creating the giants, Dahl created a specific kind of language for them as well. In his speech, the BFG makes a lot of grammatical mistakes and uses newly created words. Therefore, in the centre of the story stand the BFG, who drinks "frobscottle", eats "snozzcumpers" and "whizzpops" after having too much fizz, has his own lexicon that is very different from Sophie's speech. This is similar to the way some adult words are understood by children only in context.

4.3.1. As Ugly as It Gets

Class: 7th Grade

Duration: 45 minutes

Learning objectives:

- The student will be able to correctly identify characters based on the previous reading.
- The student will be able to correctly form a comparative and superlative form of adjectives using vocabulary from the previous reading.
- The student will be able to write a text comparing themselves with the characters from the previous reading using correct forms of comparative and superlative adjectives.

Materials: worksheet (Appendix 8), writing accessories

Procedure:

Organizational part

Teacher (T) welcomes students (Ss) and introduces the topic and aims of the lesson.

Pre-reading activities

1. Practising comparative and superlative adjectives

Ss stand up and take turns to say the correct form of the adjectives (*small – smaller – the smallest*). After that, T hands out a worksheet to each of the Ss. Ss complete the table in the first exercise. After they are finished, T checks if their answers are correct.

While-reading activities

2. Adjectives from the text

Ss read the text and they underline all adjectives that describe the giants. T checks with them and writes them on the board. T with Ss discuss their meaning and find their opposites.

3. Identifying the characters

T explains that one of the giants is called Bloodbottler and they can see him on the other side of the worksheet. Ss use the information from the text to identify the other two characters.

4. Filling the gaps

Ss look at the selection of adjectives and use their correct form to complete the sentences about the characters from the pictures (and the text).

Post-reading activities

5. Writing a comparison

Ss write a short text in which they compare themselves with the giants. After they are finished, Ss can read their texts aloud or they can share them with classmates in pairs.

End of the lesson

T assesses the lesson and invites Ss to give the evaluation.

4.3.2. The Frobscottle

Class: 6th Grade

Duration: 45 minutes

Learning objectives:

- The student will be able to design and describe a drink by correctly using the expression found in the previous reading.

Materials: worksheet (Appendix 9), blank sheets of paper, writing accessories

Procedure:

Organizational part

Teacher (T) welcomes students (Ss) and introduces the topic and aims of the lesson.

Pre-reading activities

1. Brainstorming

T writes the word “FROBSCOTTLE” on the board. T encourages Ss to guess what the meaning of this word could be. T writes the Ss’ ideas on the board. T hands out worksheets with the extract from the book.

While-reading activities

2. Comprehension questions

Ss skim the text and answer the following questions:

What is “frobscottle”?

What is special about it?

What does it taste like?

What creatures drink it?

Who is the BGF?

3. Vocabulary for describing food or drinks

Ss are instructed to find all expressions from the text that are used to describe drinks or food and write them down. After they are finished, T elicit their answers and they brainstorm other expressions that are suitable for this.

Post-reading activities

4. Designing fantasy drinks

T reminds Ss that “froboscottle” is a drink for giants. T asks if the students know any other fantasy creatures. Ss write examples on the board. T divides students into groups of 3 or 4 students and each group is given a fantasy creature and a blank sheet of paper. Ss create drinks for their fantasy creature. They name it, design the bottle, and describe it using the expressions from the previous exercise.

End of the lesson

T assesses the lesson and invites Ss to give the evaluation.

4.3.3. The Essence of Dreams

Class: 9th Grade

Duration: 45 minutes

Learning objectives:

- The student will be able to adequately discuss a text and make predictions about the text based on a picture and guideline questions.
- The student will be able to successfully summarise the plot of the story by re-ordering sentences describing the story.
- The student will be able to answer questions related to the previous reading by selecting the correct option out of three possibilities.

Materials: worksheet (Appendix 10), writing accessories

Procedure:

Organizational part

Teacher (T) welcomes students (Ss) and introduces the topic and aims of the lesson.

Pre-reading activities

1. Discussing the picture and making predictions about the text

T hands out a worksheet to each S. Ss are instructed to look at the picture showing a giant holding a net. Ss describe a picture using “There is/are” construction.

Ss answer T’s questions:

What do you think the net is for?

What is the giant doing?

What is the jar for?

What do you think the text is about?

While-reading activities

2. Re-ordering of the sentences summarizing the plot

Ss read the text and the sentences below the text that summarise the plot. Ss re-order the sentences so they correspond with the text.

3. Multiple-choice questions

Ss read the questions and choose the correct one out of the three suggested options. After that, each S shares and corrects their answers with a classmate. After the students are finished, T checks the correct answers with them.

Post-reading activities

4. Jar of dreams

Ss fill the jar with their own dream. T explains that it can be a happy dream, sad dream, or even a nightmare. Then they describe the dream to their classmates or write the description in their notebooks.

End of the lesson

T assesses the lesson and invites Ss to give the evaluation.

5. Analysis and Reflection

5.1. Family Matters

Observation

The lesson was taught to a class of 18 pupils from 6th Grade. This class is usually divided for their English lessons but because of the absence of their teacher, they were joined. Even with only a half of this class, the children are very lively, and it is difficult to manage this class. Therefore, the lesson could not be as communicative as it was supposed to be. The children had to be calmed down and they were slowly losing their motivation. However, they cooperated very well and were not afraid to share their opinions. Everything went according to the lesson plan and no activities had to be skipped or adapted for the students.

The students are rather competitive, therefore, they enjoyed the initial activity, and since they could work in pairs, they did not feel as pressured as they might have felt if they had to work by themselves. The students were familiar with the movie *Charlie and the Chocolate Factory*, so the text was attractive for them, and they enjoyed reading it. They also had no problem with understanding it. The family tree was clear and synoptical for them and although they were getting bored with the TRUE/FALSE activity, it was more enjoyable for them because they were allowed to work in pairs. However, what was the most successful was the activity after reading. The only problem was that they did not have enough time to complete it to their expectation. If I were to use the lesson plan again, I would allow the students to continue in the following lesson.

At the end of the lesson, students evaluated the lesson as understandable and enjoyable. They expressed that the text was clear enough for them and that they liked the creative activity at the end of the lesson. They also said that they were looking forward to the family tree because they knew it from the beginning of the school year which was concerned with the topic of family.

Analysis

Table 4: Family Matters

| | |
|--------------------------------|---|
| 1. Learners' engagement | The learners were extremely engaged and cooperated with the teacher. |
| 2. Learning Objectives | The student [A] will be able to correctly [D] identify and categorise individual family members [B] while reading a text [C]. |

| | |
|-----------------------------|--|
| | The student [A] will be able to correctly [D] determine whether the statements are true [B] based on the provided text [C]. |
| | The student [A] will be able to successfully [D] collaborate to design a house [B] using either written instructions or a group discussion [C]. |
| 3. Expected outcomes | CJ-9-3-02 – 2. Family Tree; 3. True or False |
| 4. Key competencies | In this lesson plan, the students comprehend a certain type of text [CoC] and in the final activity, they cooperate with other members of the group and contribute to discussion [SPC]. When creating posters, they also respect other people’s beliefs and personal values and empathize, because they must design a house for a different family [CiC]. Students also search for information and use it during both while-reading activities [LC]. During the TRUE/FALSE activity, they also make decisions that they defend when they must correct the false answers [PSC]. |

5.2. Those Who Got Lucky

Observation

The lesson was used in the class of 6th Graders and there were 9 pupils in the classroom. Because the pupils are still young, the class is usually very talkative and loud. This was the case with this lesson as well. They shared their opinions and discussed the topic of *Charlie and the Chocolate Factory* which is a story they were familiarized with because of the movie adaptation. Although students had to be calmed down from time to time, they cooperated very well.

The initial activity was interesting for the pupils because they knew only the movie version of the individual characters. Therefore, they had to work hard to match the pictures with the names. However, they were successful, and the short descriptions were enough to help the pupils. Overall, the text was understandable for the pupils. Only some of the weaker ones had certain problems. Therefore, when the reading occurred, I was making sure that the pupils understand the text; the students were asked some comprehension questions and we wrote the expressions that the pupils did not know on the board and translated them. The second

activity concerned with completing sentences was clear to the students. They were getting bored, so I allowed them to consult in pairs which lightened the atmosphere a little bit.

Unfortunately, there was a little problem with the time management and there was not enough time to complete the final activity in the same way as was described. We had to change it and the pupils made sentences concerning the characters from the text and the rest of the class had to guess the character. Therefore, the last objective was not met because the pupils did not ask questions. This adapted version of the last activity was also not as motivational for the pupils, and they quickly got bored. The lesson was not ended in a light and enjoyable atmosphere as it was supposed to. Therefore, if I were to teach the lesson again, I would make sure that there was enough time for it, and I would use the activity as described.

At the end of the lesson, students evaluated the activities as understandable, and they said that the text was clear enough for them. However, they did not like the last activity as they were losing their attention. They also mentioned that it was annoying for them to be forced to turn the paper around every time they needed to check the text. Therefore, the next time I would recommend giving students two sheets of paper, so they do not have to turn them all the time.

Analysis

Table 5: Those Who Got Lucky

| | |
|--------------------------------|--|
| 1. Learners' engagement | The learners were somewhat engaged and cooperated with the teacher. |
| 2. Learning objectives | The student [A] will be able to successfully [D] identify characters [B] based on the short description and previous knowledge [C]. |
| | The student [A] will be able to correctly [D] match the information to the characters from the text [B] based on the previous reading [C]. |
| | The student [A] will be able to ask YES/NO questions [B] about the characters from the text [C] successfully enough to identify the character [D]. |
| 3. Expected outcomes | CJ-9-2-01 – 4. <i>Guess who</i> CJ-9-3-02 – 1. <i>Matching</i> ; 2. <i>Unscrambling vocabulary items</i> ; 3. <i>Completing sentences</i> |
| 4. Key competencies | In this lesson plan, the students comprehend a certain type of text [CoC], and they also contribute to the initial |

| | |
|--|--|
| | discussion about the characters from the story [SPC]. While students read the text, they search for information and later use it [LC]. |
|--|--|

5.3. My Lucky Day

Observation

The lesson plan was used in the 8th Grade. Unfortunately, there were 22 pupils in the classroom because of the absence of the teacher that usually teaches half of these children. However, considering the circumstances, the lesson was fairly successful.

The pupils immediately recognized the golden ticket and most of them were familiar with the story behind it. Even though only some of the kids had read the book, the majority had seen the movie so they were able to discuss it. The pupils answered all the questions and also shared their own opinions about the story. When they were reading the text, some of the pupils had problems and said that the text is too difficult. Luckily, they understood that it is not necessary to understand every word. When they were doing both while-reading activities this has proved to be evident because they were able to fill in the information as well as to answer most of the comprehension questions correctly. The only problem occurred with the speaking activity at the end of the lesson. Since there were so many pupils in the classroom, it was difficult to manage them and some of them took advantage of the situation and did not participate.

Overall, the lesson was successful. In my opinion, the lesson plan does not require any changes. The only problems were concerned with the lack of order in the classroom, but this would be avoided if the classroom was divided as it normally is.

Analysis

Table 6: Analysis – My Lucky Day

| | |
|--------------------------------|---|
| 1. Learners' engagement | The learners were moderately engaged and cooperated with the teacher. |
| 2. Learning Objectives | The student [A] will be able to correctly [D] complete the missing information [B] based on the given text [C]. |
| | The student [A] will be able to correctly [D] answer questions [B] from the given text [C]. |
| | The student [A] will be able to successfully [D] perform a dialogue [B] using pre-written questions [C]. |
| 3. Expected outcomes | CJ-9-2-01 – 4. Dialogues |

| | |
|-----------------------------------|---|
| | <p>CJ-9-2-02 – 1. Discussion</p> <p>CJ-9-2-03 – 4. Dialogues</p> <p>CJ-9-3-02 – 2. Finding the missing information; 3. Comprehension questions</p> |
| <p>4. Key competencies</p> | <p>During the initial discussion, students formulate and express their ideas and they also listen to and understand other people’s utterances. Additionally, while reading, the students comprehend a certain type of text [CoC]. When completing the while-reading activities, the students search for information and later use it within the lesson [LC]. They also cooperate with other people when they discuss the correct answers and during the final activity as well [SPC].</p> |

5.4. Off She Goes

Observation

This lesson plan was used in a class of 9th Graders. This class is usually divided into two groups for English lessons. However, because of the absence of the second English teacher, they were joined and there were 18 pupils in the classroom. Luckily it was no problem and the two groups complemented each other very well.

The initial activity was very interesting for the class and even the weaker students were trying to create a story. There were some pupils that recognized the story of *Charlie and the Chocolate Factory* before reading the text, so they were instructed not to spoil it for the others and to create an original story as well.

When reading the text, the pupils had no problem understanding it and I wrote some of the more difficult words on the board and together we translated them. When ordering the paragraphs, I let them work by themselves for a while and then pupils took turns at the board writing down the order of paragraphs one by one. After that, we discussed the story and some of the pupils even described how the story continues in the movie. The pupils also did not have any problems with picking out the correct headline for the story. Lastly, they successfully described the character of Veruca Salt. Although some of them had a problem with writing down only adjectives and they put down nouns or verbs as well, they worked independently, and they seemed to be motivated.

Overall, most of them were very engaged and cooperated with me. When I asked them to evaluate the lesson, their reactions were mainly positive. The only thing I would do differently is that I would show the pupils the pictures from the initial activity before giving them the paper with the text and the rest of the activities. When the pupils were given the sheet of paper, they noticed the name Willy Wonka in the text, that is why some of them recognized the story.

Analysis

Table 7: *Off She Goes*

| | |
|--------------------------------|--|
| 1. Learners' engagement | The learners were extremely engaged and cooperated with the teacher. |
| 2. Learning Objectives | The student [A] will be able to tell a story [B] based on the key pictures [C] using the correct language [D]. |
| | The student [A] will be able to correctly [D] order individual events [B] in the disarranged text [C]. |
| | The student [A] will be able to summarise a text [B] by selecting the correct option [D] out of the three headings [C]. |
| | The student [A] will be able to describe the main character [B] from the given story [C] using correct adjectives [D]. |
| 3. Expected outcomes | CJ-9-2-03 – 1. <i>Telling a story</i> CJ-9-3-02 – 2. <i>Ordering paragraphs</i> ; 3. <i>Choosing the heading</i> |
| 4. Key competencies | In this lesson plan, students contributed to discussions, and also narrated stories in the classroom during the initial activity [SPC]. During this activity, they also formulated and expressed their ideas as well as listened to and understood other people's utterances [CoC]. During both reading activities, the students searched for pieces of information that they needed to complete these two exercises [PSC] and they also used these pieces of information during the lesson [PSC]. |

5.5. The Teacher of Our Dreams (or Nightmares)

Observation

This lesson plan was used in the 7th Grade. Unfortunately, the time chosen for this lesson was unfitting. For their English lessons, this class is usually divided into two groups. However, because of the absence of the second teacher, they were joined. When I came into the lesson they were misbehaving, and they tried to talk me into playing games. Not to mention that it was their last lesson of the day. Therefore, even before the lesson officially started, they were sabotaging it and did not want to cooperate. This class is also specific for its extremes. Some pupils are fluent in English, but some are unable to form a single sentence.

I managed to partly motivate them through the initial activity, but their ideas seemed superficial and only several of the pupils participated. With the other activities, they all participated but I had to calm them down repeatedly. Luckily the stronger students were helping the weaker ones. But on average the text was too difficult for the students, and they had to use their dictionaries a lot. The problem was also that the time needed to read the text and match the expressions with the vocabulary items from the text varied. Therefore, it was impossible to ask the comprehension questions after all the pupils were finished. I also chose not to use the last activity as homework for everyone but as an activity for the faster pupils so they would not get bored while waiting for the slower ones.

To sum up, the lesson plan would possibly work better in another class of 7th Graders but for future use, I would recommend it for older students (8th Grade or 9th Grade) because the language was somewhat too difficult for this class, and they were not motivated enough to try to understand it. I also recommend switching the two activities in the while-reading section because the pupils work at a different pace.

Analysis

Table 8: The Teacher of Our Dreams (or Nightmares)

| | |
|--------------------------------|--|
| 1. Learners' engagement | The learners were only slightly engaged and barely cooperated with the teacher. |
| 2. Learning Objectives | The student [A] will be able to correctly [D] answer questions [B] related to the previous reading [C]. |
| | The student [A] will be able to accurately [D] write a description [B] using the vocabulary items from the previous reading [C]. |

| | |
|-----------------------------|---|
| | The student [A] will be able to correctly [D] identify characters [A] based on the previous reading [C]. |
| 3. Expected outcomes | CJ-9-3-02 - 2. <i>Matching words with their definitions or synonyms;</i> 3. <i>Comprehension questions;</i> 4. <i>Matching teachers with the illustrations from the book</i> CJ-9-4-02 – 6. <i>Description</i> |
| 4. Key competencies | In the initial brainstorming, the students formulate and express their ideas and while reading they comprehend a certain type of text [CoC]. During the first while-reading activity the students search for the meaning of words in a dictionary and compare individual pieces of knowledge [LC]. When they work in pairs, they practice cooperation [SPC]. In the second while-reading activity they contribute to a discussion about the text [SPC]. |

5.6. Oh no, she's smart

Observation

This lesson plan was used in the 9th Grade. There were 11 pupils in the classroom. This class is usually active and participates very well. However, this lesson occurred in the period between the high school entrance exams. Although the students were nervous, they participated surprisingly well, most likely because this lesson was somewhat different from what they are used to.

The students enjoyed the initial activity because it revolved around the vocabulary that they were familiar with, but the element of authenticity was interesting for them. While reading, the pupils had no fundamental problem with understanding the text. Although they needed help with some more advanced expressions, they somewhat understood the gist of the text. The only problem that occurred during the lesson was time management. The pupils needed more time for the revision of reported speech than expected so there was not enough time left for the final activity. However, it was still set to the pupils as optional homework.

Overall, this lesson was very successful and at the end of the lesson, the pupils admitted that they enjoyed it because it was something different for them. They even asked me if it was possible for them to read a book during some of the English lessons.

Analysis

Table 9: *Oh no, she's smart*

| | |
|--------------------------------|--|
| 1. Learners' engagement | The learners were extremely engaged and cooperated with the teacher. |
| 2. Learning Objectives | The student [A] will be able to correctly [D] form reported speech [B] when being provided direct speech sentence [C]. |
| | The student [A] will be able to complete a letter persuading [B] based on the previous reading [C] using the correct devices [D]. |
| 3. Expected outcomes | CJ-9-3-01 – 1. <i>School subjects</i> CJ-9-3-02 – 2. <i>Colour coding</i> ; 4. <i>Reported speech – pair work</i> CJ-9-4-02 – 5. <i>Letter to the parents</i> |
| 4. Key competencies | While reading, the students comprehend a certain type of text and when writing a letter, they make creative use of it [CoC]. Students also search the text for information that they later use in the lesson when they rewrite the sentences [LC]. |

5.7. Glass Half Tipped

Observation

This lesson plan was used in the 7th Grade. There were 9 pupils in the classroom. Although this class is very lively and loud, the pupils usually participate very well. They like to compete, and they are very thankful for all activities that are somewhat unique and different.

The initial activity was motivating for the pupils because they could use their previous knowledge of the vocabulary related to emotions. They also competed, and each of them wanted to be the first to find all the words. The winner then went to write the words on the board to help the rest of the class. Afterwards, we discussed the topic of emotions and then the pupils read the text. Some expressions were too difficult for them, but I provided them with dictionaries so they could search for the meaning. I allowed them to work in pairs to answer the multiple-choice questions, which they appreciated. Only when I introduced the final activity, the pupils were a bit hesitant at first and some of them were embarrassed. But

luckily the more extroverted pupils played out their scenes, and the atmosphere was much better after that and even the rest of the groups performed. We were a bit short on time, so I had to hurry the students a little bit, but apart from that, this was a very successful lesson.

In the end, the pupils told me that the text was understandable and that they liked the variety of the activities. They appreciated that they could work in groups and that they did not have to sit behind their desks during the whole lesson.

Analysis

Table 10: Glass Half Tipped

| | |
|--------------------------------|--|
| 1. Learners' engagement | The learners were extremely engaged and cooperated with the teacher. |
| 2. Learning Objectives | The student [A] will be able to summarise a text [B] by selecting [C ¹] the correct option [D] out of the three possibilities [C ²]. |
| | The student [A] will be able to answer questions [B] related to the previous reading [C] by selecting the correct option [D]. |
| | The student [A] will be able to play out a scene portraying an emotion [B] from a list [C] in such a manner that it can be guessed by other students [D]. |
| 3. Expected outcomes | CJ-9-3-02 – 2. Summary; 3. Multiple-choice questions CJ-9-2-03 – 4. Roleplay |
| 4. Key competencies | While doing the word search, learners search for pieces of information in order to solve a problem [PSC]. When reading the text, students search for information and use it within the learning process and in the multiple-choice questions, students compare pieces of knowledge [LC]. Students also work in groups where they cooperate [SPC]. Lastly, students communicate in groups, they formulate and express their ideas and listen to and understand other people's utterances [CoC]. |

5.8. As Ugly as it Gets

Observation

This lesson plan was used in the 7th Grade and there were 9 pupils in the class. This class usually participates very well when they do something that they find interesting. Luckily, it was the case in this lesson. It was also beneficial that the topic of the comparative and superlative form of adjectives was a grammar topic that they have focused on fairly recently in their English lessons.

The initial activity was interesting for the pupils because they could stand up for a while. They were also more focused to do the related activity, and they completed the table without much trouble. While reading, they seemed engaged and even though the weaker students struggled with some parts of the text, it was not enough to demotivate them. Some of the pupils even recognized the story because they have seen its movie adaptation. All while-reading activities worked according to plan, and when the pupils started to lose their attention, I allowed them to do the gap-filling exercise in pairs. While identifying the characters, I added another small activity as well. When we discussed the name “Bloodbottler” we tried to find a suitable translation into the Czech language, which the pupils found amusing. Unfortunately, the learners had only a little time to finish their own comparisons with the giants.

Overall, the lesson was successful, as the students cooperated and seemed very engaged. The only thing that I would do differently next time, is time management. As I said, there was not enough time to complete and read some of the written texts in the last activity.

Analysis

Table 11: As Ugly as it Gets

| | |
|--------------------------------|---|
| 1. Learners' engagement | The learners were extremely engaged and cooperated with the teacher. |
| 2. Learning Objectives | The student [A] will be able to correctly [D] identify characters [B] based on the previous reading [C]. |
| | The student [A] will be able to correctly [D] form a comparative and superlative form of adjectives [B] using vocabulary from the previous reading [C]. |
| | The student [A] will be able to write a text comparing themselves with the characters [B] from the previous |

| | |
|-----------------------------|--|
| | reading [C] using correct forms of comparative and superlative adjectives [D]. |
| 3. Expected outcomes | CJ-9-3-02 – 2. <i>Adjectives from the text</i> ; 3. <i>Identifying the characters</i> ; 4. <i>Filling the gaps</i> CJ-9-4-02 – 5. <i>Writing a comparison</i> |
| 4. Key competencies | In the lesson, the students search for information and use them within the learning process in all the while-reading activities [LC]. When identifying the characters, the students also make decisions that they can defend [PSC]. The students also comprehend a certain type of text and make creative use of it when they write their own comparisons [CoC] and during writing, they also formulate and express their ideas [CoC]. |

5.9. The Frobscottle

Observation

The lesson plan was used in the 6th Grade and there were 9 students in the classroom. This class is usually very lively, and it is difficult to manage them. Luckily, this lesson was interesting enough for them so most of them participated very well.

The initial activity was very motivational for the pupils. This class was very creative, and they were trying to put down as many solutions as possible. After handing out the worksheets we read the text aloud and summarised the basic meaning. However, with the while-reading activities, some of the pupils were starting to get visibly demotivated because the text was not as easy as the texts they were used to in the textbook. Therefore, I allowed them to work in pairs and I was monitoring them and helped when they needed me. We have done the second while-reading activity together and wrote down the expressions on the board, and we also added some new ones. Even though the pupils were hesitant about the while-reading activities, they enjoyed the final creative activity very much. The only problem was that they wanted to execute their drinks in greater detail than was possible in the provided amount of time. Therefore, the completion of this task was set as optional homework.

Overall, the pupils were quite engaged. However, the selected text was too difficult for some of the pupils. Although the pupils that complained about the difficulty of the text were those that did not pay attention when we read the text and summarized the meaning, it is still

worth mentioning. Therefore, it would probably be useful to simplify the text more or use it with older students that can concentrate more.

Analysis

Table 12: The Frobscottle

| | |
|---|---|
| <ul style="list-style-type: none"> • Learners' engagement | The learners were moderately engaged and cooperated with the teacher. |
| <ul style="list-style-type: none"> • Learning Objectives | The student [A] will be able to design and describe a drink [B] by correctly [D] using the expression found in the previous reading [C]. |
| <ul style="list-style-type: none"> • Expected outcomes | CJ-9-3-02 – 2. <i>Comprehension questions</i> ; 3. <i>Vocabulary for describing food or drinks</i> CJ-9-4-02 – 4. <i>Designing fantasy drinks</i> |
| <ul style="list-style-type: none"> • Key competencies | In the initial activity, the students formulate and express their ideas [CoC]. While reading, the students search for information that they use later in the learning process [LC]. When working in pairs during the while reading activities and the final activity, they cooperate with other students and contribute to discussions [SPC]. |

5.10. The Essence of Dreams

Observation

This lesson plan was used in the 9th Grade. There were 11 pupils in the classroom. This class is usually very communicative, but this lesson was their last lesson of the day and they seemed tired. Additionally, this lesson occurred during the period before their high school entrance exams. Therefore, it was a difficult period for them.

Unfortunately, the initial activity was very demotivational for the pupils because they were complaining about the task consisting of writing and they barely participated. Luckily, when I asked them questions about the picture orally, they were answered, and the atmosphere lifted. While reading, I did not notice any difficulties. They had some questions related to the meaning of certain expressions but only sparsely. However, when it came to the while-reading activities, they were slowly losing their attention. I allowed them to work in pairs which helped. Before we checked the correct answers, there was only a little time for the final activity. I introduced it to them and some of the pupils seemed interested and started drawing. However, some of the students refused and complained about this activity.

During the evaluation, pupils rated the text positively. They expressed that it was understandable and interesting. However, they complained about the amount of writing involved and they mentioned that the final activity was rather childish. If I were to use this lesson plan again, I would use it in some of the morning lessons where students are less tired. It could also be used with younger learners as the 9th Graders complained about the “childishness” of the final activity.

Analysis

Table 13: The Essence of Dreams

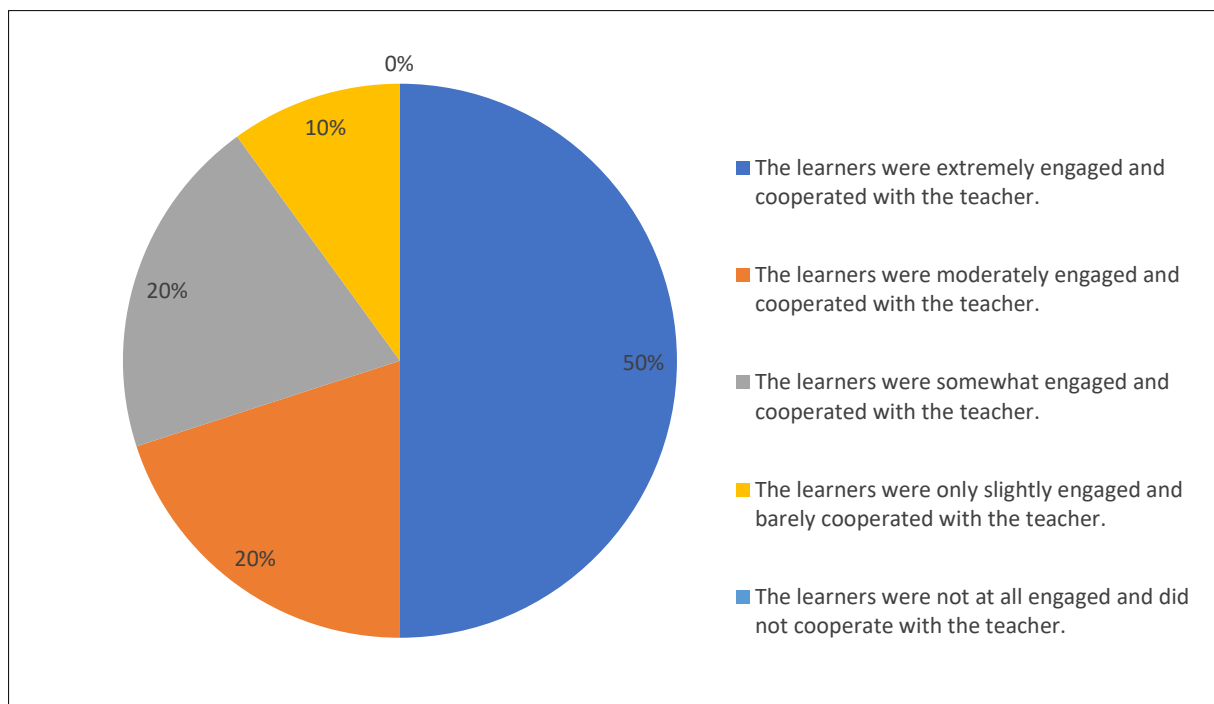
| | |
|--------------------------------|---|
| 1. Learners’ engagement | The learners were somewhat engaged and cooperated with the teacher. |
| 2. Learning Objectives | The student [A] will be able to adequately [D] discuss a text and make predictions about the text [B] based on a picture and guideline questions [C]. |
| | The student [A] will be able to successfully [D] summarise the plot of the story [B] by re-ordering sentences describing the story [C]. |
| | The student [A] will be able to answer questions [B] related to the previous reading [C] by selecting the correct option out of three possibilities [D]. |
| 3. Expected outcomes | CJ-9-3-02 – 2. <i>Re-ordering of the sentences summarizing the plot; 3. Multiple-choice questions</i> CJ-9-4-02 – 1. <i>Discussing the picture and making predictions about the text</i> |
| 4. Key competencies | In the initial activity, the students write a picture description and answer the teacher’s questions both of which practice their ability to formulate and express their ideas [CoC]. While reading and doing both activities connected to reading, the students comprehend a certain type of text [CoC] they also search for information that they later use in the lesson [LC]. When answering the multiple-choice questions, they also think critically and make decisions that they later defend to their classmates [PSC]. |

5.11. Analysis Results

When analysing the individual lesson plans, we have focused on four aspects – learners’ engagement, learning objectives, expected outcomes, and key competencies. This subchapter presents and summarises the results.

The first analysed aspect was **the learner’s engagement**. For this purpose, we designed a 5-point scale from which an option was selected based on the observation of the students as well as their self-evaluation. During 50 % of the lessons, the learners were rated as extremely engaged and cooperated with the teacher. During the second half of the lessons, the pupils were evaluated as either moderately engaged (20 %), somewhat engaged (20 %), or slightly engaged (10 %). The pupils in none of the lessons were evaluated as not at all engaged or not cooperative.

Figure 1: Learner’s engagement

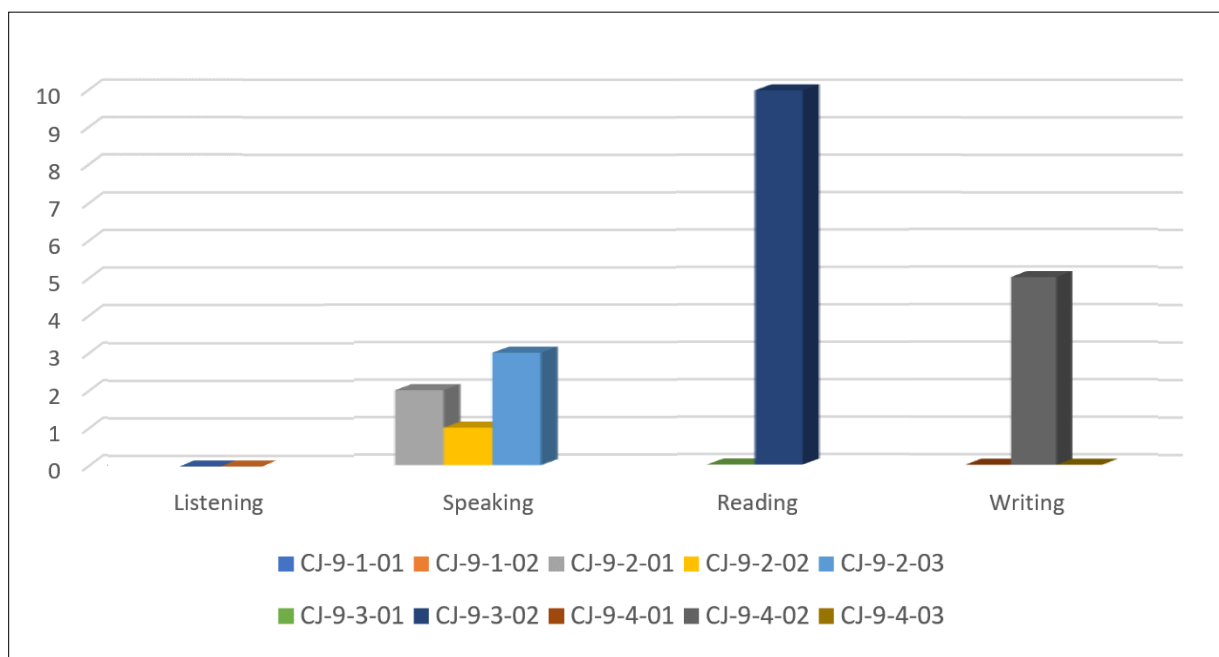


Other aspects that were analysed in this chapter are **learning objectives**. The aim was to test whether all the objectives in the thesis fulfil the criteria of an operational definition of behaviour. In total, there were 27 learning objectives presented in the lesson plans. Out of this amount, all 27 of them consisted of all the aspects of the so-called “ABCD”. Considering the aspect of an audience, “the students” appeared in all the analysed objectives. From the point of behaviour, there was a greater variety and for example activities such as “write a description”, “answer questions”, or “analyse the text” appeared. Conditions were often related to the text, there were for example expressions like “using vocabulary from the previous reading”, “while

reading a text”, or “related to the previous reading”. Lastly, a degree was described for example as “correctly”, “successfully”, or “accurately”.

The individual lesson plans were also analysed from the point of view of **the expected outcomes** stated by the FEP BE. This curricular document lists 10 individual expected outcomes that the English lessons in the Czech Republic should lead up to. These expected outcomes are then grouped into four language skills that they practice – listening, speaking, reading, and writing. The most practised area while using the lesson plans was the reading skill. All ten created lesson plans aimed to fulfil reading skills, namely the outcome classified as CJ-9-3-02. Secondly, five of the lesson plans practised writing skills, specifically CJ-9-4-02. Considering speaking skills, in total three lesson plans addressed CJ-9-2-03, two of the lesson plans developed CJ-9-2-01 and one lesson plan included CJ-9-2-02. Lastly, no lesson plans focused on listening skills.

Figure 2: Expected outcomes



The last analysed aspects were **key competencies**. Considering the complexity of this concept, the analysis focused only on the possible development of key competencies. All the lesson plans were created to develop both learning competencies and communicative competencies. Other commonly developed competencies were social and personal competencies which occurred in seven lesson plans. Problem-solving competencies were then addressed in five of the lesson plans. Lastly, civil competencies were apparent from one of the lesson plans. Working competencies and digital competencies were not developed in any of the analysed lesson plans.

Table 14: Expected outcomes

| | LC | PSC | CoC | SPC | CiC | WC | DC |
|--|----|-----|-----|-----|-----|----|----|
| Family Matters | ✓ | ✓ | ✓ | ✓ | ✓ | × | × |
| Those Who Got Lucky | ✓ | × | ✓ | ✓ | × | × | × |
| My Lucky Day | ✓ | × | ✓ | ✓ | × | × | × |
| Off She Goes | ✓ | ✓ | ✓ | ✓ | × | × | × |
| The Teacher of Our Dreams (or Nightmares) | ✓ | × | ✓ | ✓ | × | × | × |
| Oh no, she's smart | ✓ | × | ✓ | × | × | × | × |
| Glass half tipped | ✓ | ✓ | ✓ | ✓ | × | × | × |
| As Ugly as It Gets | ✓ | ✓ | ✓ | × | × | × | × |
| The Frobscottle | ✓ | × | ✓ | ✓ | × | × | × |
| The Essence of Dreams | ✓ | ✓ | ✓ | × | × | × | × |
| | 10 | 5 | 10 | 7 | 1 | 0 | 0 |

6. Discussion

The most important output that this thesis offers are the lesson plans that were created using the literary texts by Roald Dahl. These books were carefully selected by the analysis of the didactic potential criteria as listed by Hausenblas (See subchapter 1.2.) These lesson plans correspond with the theoretical part of this thesis that describes the concept of literature in ELT and its important aspects, such as Lazar (2009) and Collie (1990) who focus on the specific ways of incorporating literature in ELT, or Vraštilová (2014) who describes literature in the Czech educational system. The analysis of the lesson plans is then based on similar pieces of research, namely Sesorina (2014), Sari (2020) and Richards (2001), and it proves that not only were the lesson plans appreciated by the pupils at the lower secondary school level, but they are also in agreement with the FEP BE which is a fundamental document that defines education in the Czech Republic.

Firstly, it was important to verify whether the lesson plans, mainly their objectives, were worded correctly. Therefore, the analysis focused on the individual criteria of an operational definition of behaviour. All 27 learning objectives presented in the lesson plan were proved to consist of all the aspects of the so-called ABCD. In other words, they included audience, behaviour, condition and degree.

One of the main focuses when creating the lesson plans were the learners, as the first research question revolved around their acceptance of the presented lesson plans. Piaget's characterisation (See subchapter 1.5.1.) was used to adapt the lesson plans for the learners at the lower secondary school and the results have proven that the majority of the lesson plans were suitable for the selected age group. The results also indicate that the learners enjoyed the lessons that incorporated Roald Dahl's books. While creating the activities the students' age was considered as well as the means of motivation suitable for this age group. I also made sure to incorporate activities suitable for different learning styles in the lesson plans. Luckily, there was only one lesson that was rated somewhat negatively, but 90 % of the lesson plans had students at least somewhat engaged which concludes that Roald Dahl's books are accepted by students of different ages and levels of language very well and they respond to the texts positively.

When analysing these lesson plans, the main aim was to find their place in the context of the FEP BE. This document lists individual language skills that need to be developed in order to fulfil the expected outcomes. As the results suggest, the lesson plans presented in this thesis somewhat develop speaking, reading, and writing skills by including five out of ten expected

outcomes. Considering the character of these lesson plans the lack of listening skills is not surprising. However, practising listening skills through literary texts is something that the following research might focus on as it is a very interesting topic. Nonetheless, the purpose of the presented lesson plans was to prove that it is possible to use literary texts to develop the language skills stated by FEP BE which was proven to be the case.

The FEP BE also includes key competencies. Key competencies are “the system of knowledge, skills, abilities, attitudes and values that are important to the individual’s personal development and to the individual’s role in society” (See subchapter 1.4.). It is evident that this concept is very complex, and the development of key competencies is not possible to be proven based on the observation of a lesson. However, when creating the lesson plans, I have tried to incorporate them as much as possible and I specified in what ways the key competencies could develop. Out of seven competencies, the research revealed five being developed while using the created lesson plans. However, much longer research would be needed to prove the accuracy of these expectations. Therefore, it is safe to say that it is possible to incorporate the key competencies into the lesson using literary texts, but it would require additional research to prove their effectiveness.

Except for the previously mentioned recommendations for future study, there are other limitations to these results. Most importantly, each lesson plan was used only once and in one age group. The learner’s engagement category is consequently more subjective than if the lesson plans were used in more classrooms in more than one school. However, in my opinion, even the current findings are relevant and answer all three research questions as described in the previous paragraphs. The practical part of this lesson thus proposes functional lesson plans that are appreciated by the students and can be used to fulfil a significant amount of expected outcomes as well as to develop most of the key competencies as stated by FEP BE.

Conclusion

Although the literature has its place in the FEP BE, this document does not mention it in connection with foreign language teaching. Therefore, this thesis aimed at finding the place of literature in ELT in the Czech Curriculum and also to find out how the usage of literary texts is accepted by students at the lower secondary school level. Roald Dahl is an author famous for his childishness and the overall understanding of children. Thus, his texts were selected to be incorporated into the English lessons. Overall, this thesis aimed to analyse the usage of Roald Dahl's books in ELT and whether using these texts develops key competencies and language skills need to fulfil the expected outcomes stated by FEP BE.

In the theoretical part, the concept of literature in the ELT was introduced. The authenticity of the literary text, cultural understanding, language enrichment, and personal involvement were presented as the main reasons for using literature. The first chapter also focused on the process of selecting literary texts and planning the lesson with a prosaic literary text. Lastly, the first chapter focused on the learners. Participants of the research were pupils visiting lower secondary school (11-15 years old). Therefore, based on Piaget's division, we classified this age as the transfer from the concrete operational stage, in which they are very open-minded and full of enthusiasm to the formal operational stage which is distinctive for its capability of more complex logical operations as well as abstract thinking. While discussing the learners, the terms motivation and learning styles were introduced as well. Afterwards, Roald Dahl was introduced and so was his literary style, which is very humorous, full of surprises and somewhat absurd – all these aspects are the reasons why his books are so popular among children. Lastly, the theoretical part mentioned lesson plans and the means for their analysis with the mention of several researchers that focused on this, namely Sesiorina (2014), Sari (2020) and Richards (2001).

During the practical part, the selected books by Roald Dahl were evaluated using the criteria by Hausenblas (2012). All three books were proven to be suitable for the learners at the lower secondary school level as they met all aspects of didactic potential. These books were used to create 10 lesson plans using Roald Dahl's texts. The second half of the practical part then consisted of the analysis of these lesson plans to answer the stated research questions.

The first research question for the practical part of this thesis was **How are Roald Dahl's books accepted by students of different ages and levels of language?** To answer this question, we analysed the lesson plans based on the learners' engagement. The results showed that overall, pupils enjoyed the lessons and they participated. There were no lessons during

which the pupils were not engaged or cooperative and only one lesson during which the pupils were only slightly engaged. During 50 % of the lessons, the learners were rated as extremely engaged and cooperated with the teacher. During the second half of the lessons, the pupils were evaluated as either moderately engaged (20 %) or somewhat engaged (20 %).

The second research question was **Does using literary texts develop the language skills needed to fulfil the expected outcomes stated in the FEP BE?** The results showed that the lesson plans presented in the thesis develop speaking, reading, and writing skills and overall, they include five out of ten expected outcomes. Therefore, the research proved that it is possible to use literary texts to develop language skills as they fulfil half of the expected outcomes stated in the FEP BE.

The last research question of the practical part was **Does using literary texts develop key competencies stated in the FEP BE?** The key competencies are a concept that is not easily researched because they represent a system of knowledge, skills, abilities, attitudes, and values. All these can only hardly be measured. However, FEP BE describes what exactly should pupils be able to do in terms of these competencies by the end of their basic education. Based on these skills, the lesson plans were analysed, and the results showed that by using the presented lesson plans, five out of six competencies could develop.

Additionally, the learning objectives stated in each of the lesson plans were analysed to prove that they meet the criteria of an operational definition of behaviour. It was important to verify whether the objectives were worded correctly. The results showed that all 27 learning objectives presented in the lesson plan consisted of all the aspects of the so-called ABCD. In other words, they included audience, behaviour, condition, and degree.

To sum up, the research in the practical part proved that Roald Dahl's literary texts are suitable for usage in the English language lessons with the students at the lower secondary school level. They are enjoyed by the students of all grades and fulfil a significant amount of expected outcomes as well as develop most of the key competencies stated by FEP BE.

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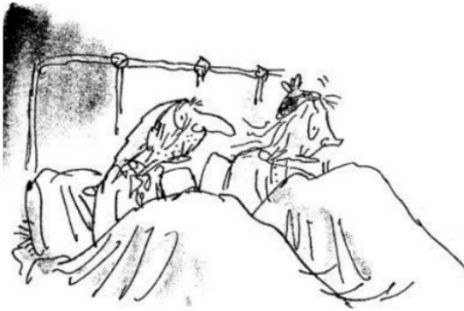
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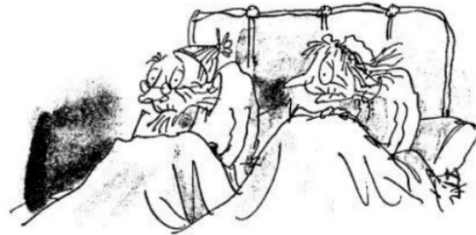
Appendices

Appendix 1 (worksheet – *Family Matters*)

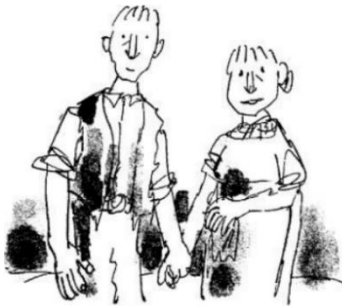
FAMILY MATTERS



These two very old people are the father and mother of Mr Bucket. Their names are Grandpa Joe and Grandma Josephine.



And these two very old people are the father and mother of Mrs Bucket. Their names are Grandpa George and Grandma Georgina.



This is Mr Bucket. This is Mrs Bucket. Mr and Mrs Bucket have a small boy whose name is Charlie Bucket.



This is Charlie.
How d'you do? And how d'you do? And how d'you do again? He is pleased to meet you.

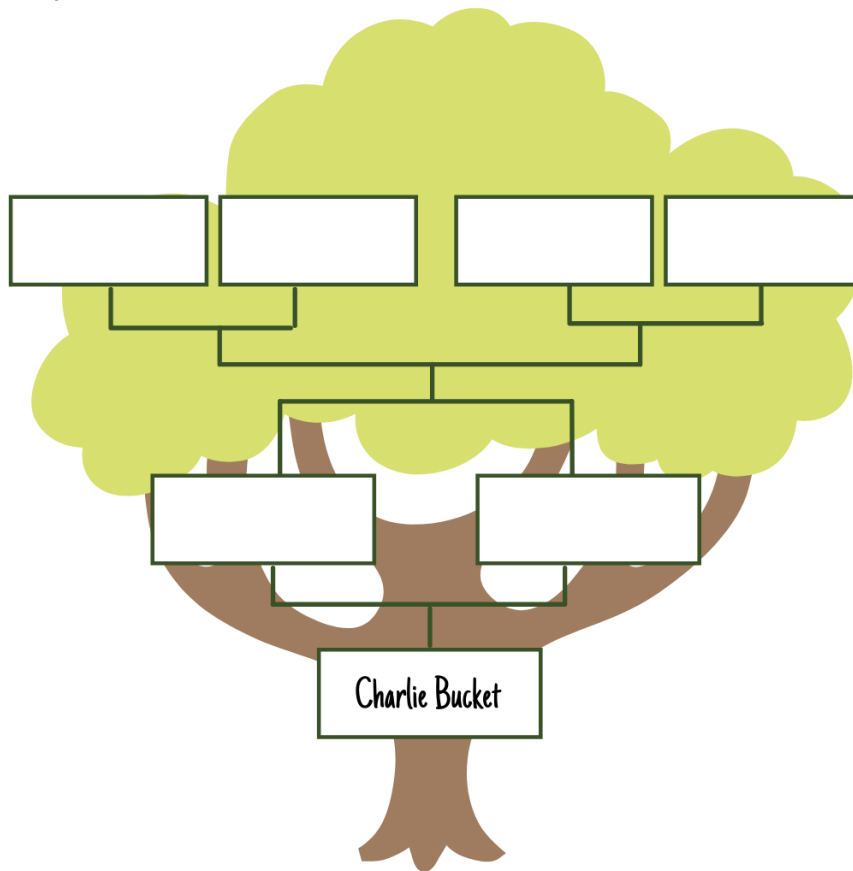
The whole of this family – the six grown-ups (count them) and little Charlie Bucket – live together in a small wooden house on the edge of a great town.

The house isn't nearly large enough for so many people, and life is extremely uncomfortable for them all. There are only two rooms in the place, and there is only one bed. The bed belongs to the four old grandparents because they are so old and tired. They are so tired, they never go out of it.

Grandpa Joe and Grandma Josephine on this side, Grandpa George and Grandma Georgina on this side.

Mr and Mrs Bucket and little Charlie Bucket sleep in the other room, upon mattresses on the floor.

1. Make a family tree.



2. Read the sentences about the text. Are they *true* (T) or *false* (F)? Correct the false sentences.

- a. Grandpa Joe is Mr Bucket's grandfather. T / F
- b. Grandma Georgina is Grandpa Joe's wife. T / F
- c. Grandpa George is Mrs Bucket's father. T / F
- d. Mr Bucket is Grandma Josephine's son. T / F
- e. Mrs Bucket is Charlie's mother. T / F
- f. Charlie has got four grandparents. T / F
- g. The house has got two rooms. T / F
- f. There are six people living in the house. T / F
- g. Charlie sleeps in bed with his grandparents. T / F

Appendix 2 (worksheet – *Those Who Got Lucky*)

THOSE WHO GOT LUCKY

1. Draw lines to match these names and descriptions with the children in the picture.

1. AUGUSTUS GLOOP
A greedy boy

2. VERUCA SALT
A girl who is spoiled
by her parents

3. VIOLET BEAUREGARDE
A girl who chews gum all
day long

4. Mike TEAVEE
A boy who does nothing
but watch television

5. CHARLIE BUCKET
The hero



Behind him, Charlie Bucket can hear the shouts of the people in the crowd as they push and fight to get a glimpse of the famous children.

'There's Violet Beauregarde! he hears someone shouting. 'I can remember her face from the newspapers!'

'And you know what?' somebody else shouts back. 'She's still chewing that old piece of gum she's had for three months! You look at her jaws! They're still working on it!'

'Who's that big fat boy?'

'That's Augustus Gloop!'

'So it is!'

'Enormous isn't he!'

'Fantastic!'

'Who's the kid with a picture of The Lone Ranger on his jacket?'

'That's Mike Teavee! He's the television maniac!'

'He must be crazy! Look at all those toy pistols he's got all over him!'

'The one I want to see is Veruca Salt!' shouts another voice. 'She's the girl whose father bought up half a million chocolate bars and then made the workers in his peanut factory open every one of them until they found a Golden Ticket! He gives her everything she wants!'

'Which do you think is her?'

'That one! Over there on the left! The little girl in the silver mink coat!'

'Which one is Charlie Bucket?'

'Charlie Bucket? He must be that skinny little shrimp standing beside the old man who looks like a skeleton.

'Why hasn't he got a coat in this cold weather?'

'Don't ask me. Maybe he can't afford to buy one.'

'Goodness me. He must be freezing!'

Charlie, standing near the speaker, squeezes Grandpa Joe's hand and smiles.

2. Unscramble these expressions and find them in the text. Write names of the kids to them.

a. KMIN COTA -----

a.

b. SYIKNN -----

b.

c. CHIWGNE MUG -----

c.

d. EOUMNNOUS -----

d.

e. TVSIELEION -----

e.

3. Complete the sentences with the characters' names.

a. ----- has got something in their mouth.

b. ----- has got a rich father.

c. ----- is probably cold.

d. ----- is very big.

e. ----- likes watching TV.

f. ----- wears a coat.

g. ----- is poor.

f. ----- stands next to an old man.

g. ----- has got a photo on their clothes.

h. ----- has got some toys with them.



Appendix 3 (worksheet – *My Lucky Day*)



1. Read the text and complete the golden ticket with the correct information.

WONKA
GOLDEN TICKET

DATE TIME PLACE

THIS GOLDEN TICKET ENSURES ADMITTANCE

2. Read the text and complete the golden ticket with the correct information.

GREETINGS TO YOU, THE LUCKY FINDER OF THIS GOLDEN TICKET,

from Willy Wonka" I shake you warmly by the hand! Tremendous things are in store for you! Many wonderful surprises await you! For now, I do invite you to come to my factory and be my guest for one whole day - you and all others who are lucky enough to find my Golden Tickets. I, Willy Wonka, will conduct you around the factory myself, showing you everything that there is to see, and afterwards, when it is time to leave, you will be escorted home by a procession of large trucks. These trucks will be loaded with enough delicious eatables to last you and your entire household for many years. But this is by no means the most exciting thing that will happen on the day of your visit. I am preparing other surprises that are even more marvellous and even more fantastic for you and for all my beloved Golden Ticket holders. In your wildest dreams, you could not imagine such things could happen to you! Just wait and see! And now, here are your instructions: the day I have chosen for the visit is the first day of the month of February. On this day, and on no other, you must come to the factory gates at ten o'clock sharp in the morning. Don't be late! And you are allowed to bring with you either one or two members of your own family to ensure that you don't get into mischief. One more thing - be certain to have this ticket with you, otherwise you will not be admitted.

Willy Wonka

3. Answer the following questions.

- What is the prize for all owners of the ticket?
- What happens on the day of the visit?
- What does the ticket holder have to do to receive the prize?

After Charlie read the text, there came a loud knock on the front door. Mr Bucket went to open it, and the next moment, swarms of journalists and photographers were pouring into the house. They had tracked down the finder of the fifth Golden Ticket, and now they all wanted to get the full story for the front pages of the morning papers.

4. Imagine you are the finder of the fifth Golden Ticket and you must make an interview with a journalist to talk about your lucky day. In pairs interview each other using the following questions. Track answers.

Q: Can you tell me something about yourself?

A:

Q: How did you find out about the golden tickets?

A:

Q: How did you feel when you found the ticket?

A:

Q: What were you doing when you found it?

A:

Q: What are you going to do with the prize?

A:

Q: Whom are you going to take with you to the factory?

A

Appendix 4 (worksheet – *Off She Goes*)

OFF SHE GOES

1. Use these pictures to create a story.



2. Number the paragraphs according to the correct order.

A

'They're not for sale,' Mr Wonka answered. 'She can't have one.'
'Who says I can't!' shouted Veruca. 'I'm going in to get myself one this very minute!'
'Don't!' said Mr Wonka quickly, but he was too late. The girl had already opened the door and rushed in.
The moment she entered the room, one hundred squirrels stopped what they were doing and turned their heads and stared at her with small black beady eyes.

B

And the last squirrel (obviously the leader of them all) climbed up onto her shoulder and started tap-tap-tapping the girl's head with its knuckles.
'Save her!' screamed Mrs Salt. 'Veruca! Come back! What are they doing to her?'
'They're testing her to see if she's a bad nut,' said Mr Wonka. 'You watch.'
Veruca struggled furiously, but the squirrels held her tight and she couldn't move. The squirrel on her shoulder went tap-tap-tapping the side of her head with his knuckles.

C

Then finally, the squirrels pulled Veruca to the ground and started carrying her across the floor.
'My goodness, she is a bad nut after all,' said Mr Wonka. 'Her head must have sounded quite hollow.'
Veruca kicked and screamed, but it was no use. The tiny strong paws held her tightly and she couldn't escape.
'Where are they taking her?' shrieked Mrs Salt.
'She's going where all the other bad nuts go,' said Mr Willy Wonka. 'Down the rubbish chute.'
'By golly, she is going down the chute!' said Mr Salt, staring through the glass door at his daughter.
'Then save her!' cried Mrs Salt.
'Too late,' said Mr Wonka. 'She's gone!'
And indeed she was.

D

Veruca Salt also stopped and stared back at them. Then looked at a pretty little squirrel sitting nearest to her at the end of the table. The squirrel was holding a walnut in its paws.

'All right,' Veruca said, 'I'll have you!'

She reached out her hands to grab the squirrel but as she did so there was a sudden flash of movement in the room and every single squirrel around the table jumped towards her and landed on her body.

Twenty-five of the squirrels caught hold of her right arm, and pinned it down.

Twenty-five more caught hold of her left arm, and pinned that down.

Twenty-five caught hold of her right leg and anchored it to the ground.

Twenty-four caught hold of her left leg.

E

'Hey, Mummy!' shouted Veruca Salt suddenly, 'I've decided I want a squirrel! Get me one of those squirrels!'

'Don't be silly, sweetheart,' said Mrs Salt. 'These all belong to Mr Wonka.'

'I don't care about that!' shouted Veruca. 'I want one. All I've got at home is two dogs and four cats and six bunny rabbits and two parakeets and three canaries and a green parrot and a turtle and a bowl of goldfish and a cage of white mice and a silly old hamster! I want a squirrel!'

'All right,' Mrs Salt said soothingly. 'Mummy will get you a squirrel as soon as she can.'

'But I don't want any old squirrel!' Veruca shouted. 'I want a trained squirrel!'

At this point, Mr Salt, Veruca's father, stepped forward. 'Very well, Wonka,' he said importantly, taking out a wallet full of money, 'how much d'you want for one of these squirrels? Name your price.'

1.

3. Choose the best heading for this story.

A. Top 10 reasons to buy a squirell

B. Being spoiled can get you into trouble

C. The famous Mr Wonka disappears

4. Write down an adjective for each letter of Veruca's name to describe her.

V

E

R

U

C

A

S

A

L

T

Appendix 5 (worksheet – *The Teacher of our Dreams (or Nightmares)*)

THE TEACHER OF YOUR DREAMS (OR NIGHTMARES)

Miss Honey wasn't more than twenty-three or twenty-four years old. She had a lovely pale oval face with blue eyes. Her hair was light brown. Her body was so slim and fragile she looked like a porcelain figure. Miss Jennifer Honey was a **mild** and quiet person who never raised her voice and you could **seldom** see her smile. There was no **doubt** she was being **adored** by every small child in her class.

Miss Trunchbull was completely different. She was a terror, a monster who frightened both pupils and teachers. You could feel danger every time she came close to you. When she **marched** - Miss Trunchbull never walked, she always marched like a storm-trooper - when she marched along the **corridor** you could hear her **snorting** as she went. If a group of children were in her **path**, she pushed through them like a tank.

1. Match the highlighted words to these definitions. If you don't know, find their meaning in a dictionary.

| | |
|-----------------------|----------------------------------|
| soft - | a hall - |
| loved and respected - | a feeling when you're not sure - |
| not often - | making a sound through a nose - |
| a way - | walked like a soldier - |

2. Which picture is Miss Honey and which is Miss Trunchbull?

A)



B)



3. Look at these adjectives and match them with a correct person.

- kind mean dangerous beautiful cruel sensitive
 caring terrible gentle strict lovely strong

Appendix 6 (worksheet – *Oh no, She's Smart*)

OH NO, SHE'S SMART

1. What school subjects are these pupils talking about?

A: Yesterday's lesson was amazing! We did some experiments and the teacher was talking about Nikola Tesla.

B: I love this subject but I didn't like the Shakespeare's play that we were reading yesterday.

C: I was really sad when we discussed the World War II in our yesterday's lesson. I can't believe it happened.

D: I hope we will play football in today's lesson. Last week we did gymnastics and I didn't like it.

2. Read the text and highlight all direct speech sentences in the text. Use green colour for the sentences said by **the teacher** and red colour for sentences said by **the parents**.

The door was opened by a small ratty-looking man with a thin moustache who was wearing a sports-coat that had an orange and red stripe in the material, 'Yes?' he said, looking at Miss Honey. 'If you're selling *raffle* tickets I don't want any.'

'I'm not,' Miss Honey said. 'I am Matilda's teacher and I have come with good news about her.'

'Oh very well then,' Mr Wormwood snapped. 'Come it and let's *get it over with*,' Miss Honey stepped inside and followed Mr Wormwood into the sitting room, where Mrs Wormwood was staring at the TV screen.

'This,' Miss Honey said, 'was your daughter's first day at school.'

'We know that,' Mrs Wormwood, who was angry about missing her TV programme.

'I'm sure you know,' Miss Honey said, 'that children in the bottom class cannot usually read or spell or count when they first arrive. But Matilda can do it all.'

'I wouldn't believe her,' Mrs Wormwood said.

'She had told me that nobody taught her to *multiply* or to read. Was she lying? Did you teach her?'

'We don't like reading books,' Mr Wormwood said. 'You can't earn money by sitting on your fanny and reading story-books.'

raffle - a lottery in which each participant buys a chance or chances to win a prize
get it over with - to do or finish an unpleasant but necessary piece of work
multiply - to add one number to another a particular number of times

'I see, Miss Honey said. 'Well, I came to tell you that Matilda has a brilliant mind.'
'Of course I knew she could read,' the mother said. 'She spends her life in her room reading some silly books.'
'I haven't even told you all of it yet,' Matilda's teacher said. 'Matilda is also mathematical genius. She can multiply complicated numbers in her head.'
'What's is the point of that when you can buy a calculator?' Mr Wormwood said.
'A girl doesn't get a man by being *brainy*,' Mrs Wormwood added.

brainy - very smart

3. Read the rules for using indirect speech. Rewrite all direct speech sentences from the text into indirect speech (into your exercise book).

We use reported speech when we want to share what somebody else has said:

direct speech: 'I love the Toy Story films,' she said.

indirect speech: She said she loved the Toy Story films.

direct speech: 'I worked as a waiter before becoming a chef,' he said.

indirect speech: He said he had worked as a waiter before becoming a chef.

direct speech: 'I will phone you tomorrow,' he said.

indirect speech: He said he would phone me the next day.

In the reported speech we often use a tense which is 'further back' in the past than the tense originally used.

We also usually change pronouns in indirect speech.

4. Write a letter to Matilda's parents and convince them that being smart is a good thing for Matilda.

Dear Mr. and Mrs. Wormwood,

Appendix 7 (worksheet – *Glass Half Tipped*)

GLASS HALF TIPPED

1. Find 10 emotions in the wordsearch.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| E | Y | L | E | D | Y | A | J | M | L | M | O |
| E | M | F | N | E | P | Z | B | J | Y | S | D |
| N | E | R | V | O | U | S | C | H | F | C | U |
| C | O | N | F | U | S | E | D | T | U | A | E |
| S | U | R | P | R | I | S | E | D | S | R | P |
| D | I | S | A | P | P | O | I | N | T | E | D |
| N | F | I | P | R | O | U | D | E | T | D | S |
| S | H | A | P | P | Y | A | N | G | R | Y | Q |
| E | A | E | X | C | I | T | E | D | U | U | O |
| P | I | D | T | Y | U | M | M | E | Y | V | M |



'I am telling you to shut up!' the Trunchbull roared. 'If you don't shut up at once and sit down I shall remove my belt and punish you!'

Slowly Matilda sat down. The unfairness! How dare they expel her for something she didn't do! Matilda felt herself getting angrier... and angrier... and angrier... so unbearably angry that she felt like she was about to explode.

The newt was still in the tall glass which was not big enough for it. Matilda was looking at Trunchbull. How she hated her. She glared at the glass. She wished to take the glass and tip it over the Trunchbull's head.

Matilda's eyes were focusing on the glass. And now, she began to feel something peculiar. The feeling was mostly in the eyes. A kind of electricity was gathering inside her. She felt powerful and strong. There was also another feeling which she could not understand. It was like flashes or lightning. Her eyes began to get hot. It was an amazing sensation.

'Tip it!' Matilda whispered. 'Tip it over!'

She saw the glass move. It actually tilted backwards and then righted itself again.

'Tip it!' she whispered again. 'Tip it over!'

Once more the glass moved. And then, very very slowly, so slowly she could hardly see it happening, the glass began to lean backwards, further and further and finally tipped over and fell on to the desk.

2. Choose a sentence that best summarises the text.

- a. Matilda is punished for tipping the glass over.
- b. Trunchbull realizes that Matilda broke her favourite glass.
- c. Matilda gets angry and discovers she can move objects.

3. Choose a correct option for the questions.

1. How does Matilda feel at the beginning?

- a. angry
- b. sad
- c. scared

3. What kind of animal appears in the text?

- a. a frog
- b. a newt
- c. a turtle

2. What does Trunchbull want?

- a. She wants water from Matilda.
- b. She wants to punish Matilda.
- c. She wants to test Matilda from science.

4. What did Matilda do with the glass?

- a. She broke it.
- b. She levitated it.
- c. She tipped it.

Appendix 8 (worksheet – *As Ugly as It Gets*)

AS UGLY AS IT GETS

1. Complete the table with comparative and superlative forms of the adjectives.

| | COMPARATIVE | SUPERLATIVE |
|-----------|-------------|-------------|
| small | | |
| short | | |
| thin | | |
| beautiful | | |
| evil | | |

2. Read the text and find all adjectives that describe the giants and underline them.

'I am a freaky Giant! I am a nice and jumbly Giant. I am a BIG FRIENDLY GIANT. I am the BGF. What is your name'

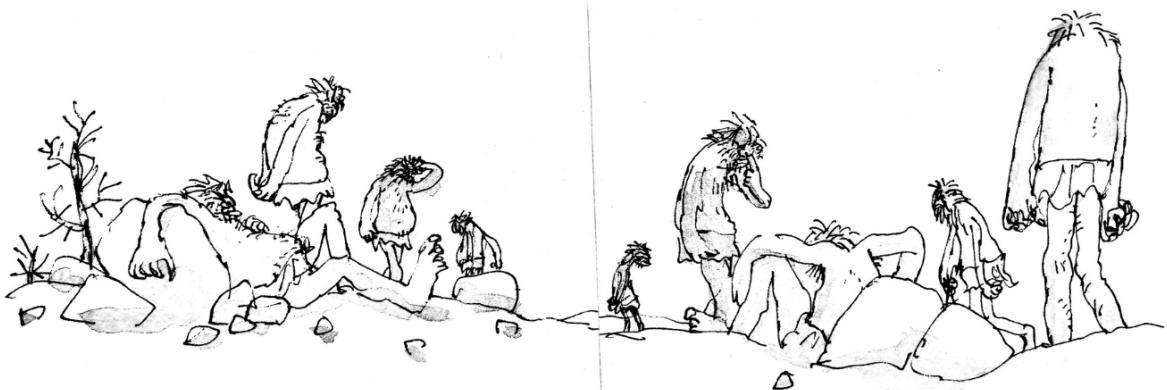
'My name is Sophie,' Sophie said, but she could not believe the good news she has just heard.

-

'Do you see them?' the BGF asked?

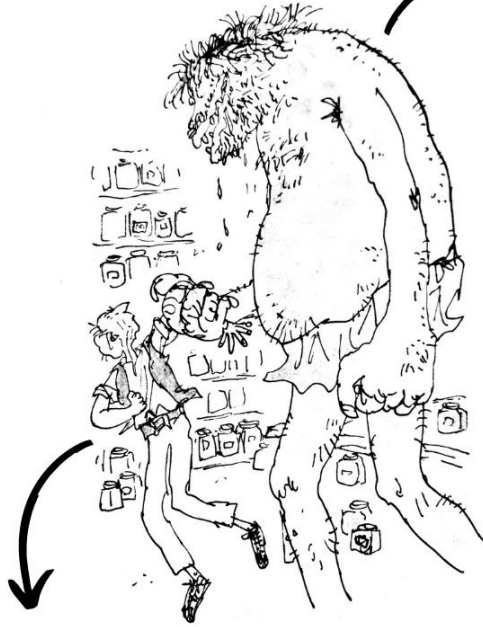
Sophie saw several tremendous tall figures moving among the rocks. Three or four others were sitting on the rocks themselves.

It was horrible sight. The giants were all naked except for a short skirt around their waists, and their skins were burnt by the sun. But the most frightening was their size. They were colossal, far taller and wider than the Big Friendly Giant on whose hand she was sitting. And oh how ugly they were! Many of them had large bellies. All of them had long arms and big feet. They were far, so Sophie could not see their faces, but that was probably a good thing.



3. Identify the rest of the characters.

Bloodbottler



4. Complete the sentences with the correct form of adjectives. Use every adjective only once!

a. Bloodbottler is _____ than the BGF.

b. Sophie is _____ of them.

c. Bloodbottler is _____ of them.

d. The BGF is as _____ as Sophie.

e. The BGF is _____ than the Bloodbottler

f. Sophie is _____ than Bloodbottler.

beautiful

friendly

ugly

evil

thin

short

5. Compare yourself with the Bloodbottler (or any of the giants).

Appendix 9 (worksheet – *The Froboscottle*)

THE FROBSCOTTLE

'May I please have a little water?', she says.

'Water?' says the BFG. What is water?'

'We drink it,' Sophie says. 'What do you drink?'

'Froboscottle,' announces the BFG. 'All giants are drinking froboscottle.'

'Is it as nasty as snozzcumbers?' Sophie asks.

'It is never nasty! Froboscottle is sweet and jumbly!' He gets up from his chair and goes to a second huge cupboard. He opens it and takes out a glass bottle that is about six feet tall. The liquid inside it is pale green, and the bottle is half full.

'Here is froboscottle!' he cries, holding the bottle up.

'Delumptious fizzy froboscottle!' he shouts. He shakes it and the green liquid begins to fizz like mad.

'But look! It's fizzing the wrong way!' Sophie cries. And indeed it is. The bubbles, instead of travelling up and bursting on the surface, are shooting down and bursting at the bottom.

'What on earth do you mean by the wrong way?' asks the BFG.

'In our fizzy drinks,' Sophie says, 'the bubbles always go up and burst at the top.'

'Up is the wrong way!' cries the BFG.

'Have some yourself!' cries the BFG, tipping the enormous bottle towards her.

Sophie opens her mouth and pours froboscottle down her throat.

And oh gosh, how delicious it is. It is very sweet and refreshing. It tastes like vanilla and cream with a trace of raspberries. And the bubbles are wonderful. Sophie can feel them bouncing and bursting all around her tummy.

It's lovely! she cries.

1. Read the text and answer the following questions.

1. What is "froboscottle"? _____
2. What is special about it? _____
3. What does it taste like? _____
4. What creatures drink it? _____
5. Who is the BFG? _____

3. Write down all expressions from the text that describe drinks or food.

2. Re-order these sentences to summarise the text.

Sophie saw the dream for the first time.

The BFG said the name of the dream.

The BFG caught the dream.

Sophie described the dream.

The BFG put the dream inside the jar.

3. Choose the correct option and circle a, b, or c.

When something is **invisible** you can't...

- a. break it
- b. see it
- c. hear it

When you **whisper** something you...

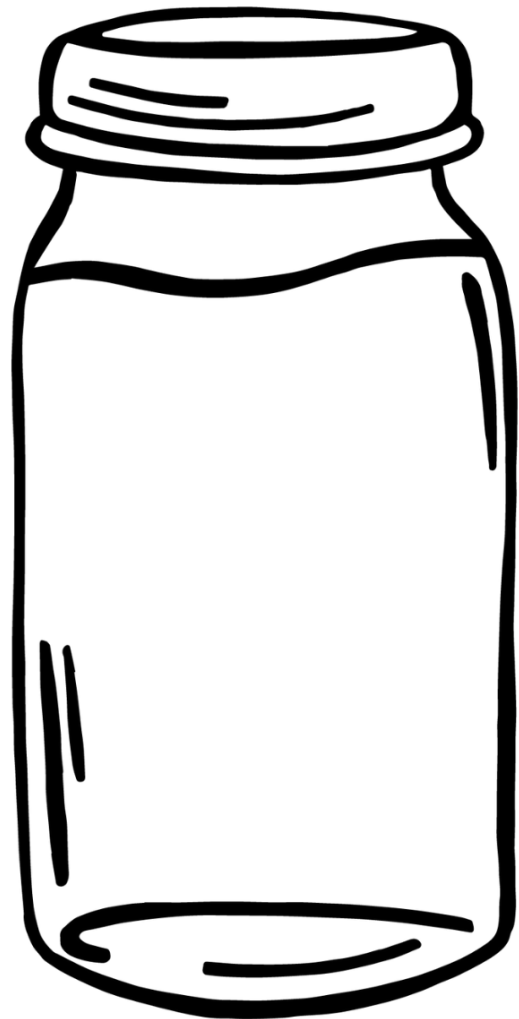
- a. say it quietly
- b. you hit it
- c. you shout it

Who is **a toddler**?

- a. an animal
- b. a small child
- c. a tall person

When you are **captured** you are...

- a. hurt
- b. celebrated
- c. caught



Resumé

Tato diplomová práce se zabývá využitím literatury ve výuce anglického jazyka. V teoretické části byla představena tato problematika, stejně jako autor Roald Dahl a tvorba výukových plánů. V rámci praktické části bylo sestaveno celkem 10 výukových plánů na základě tří knih Roalda Dahla (*Karlík a továrna na čokoládu*, *Matilda* a *Obr Dobr*). Tyto plány byly využity v hodinách anglického jazyka na 2. stupni základní školy a posléze analyzovány. Analýzou bylo zjištěno, že Dahlovy texty obecně žáky baví a je možné je používat ve všech ročnících na nižším stupni základní školy, protože pomáhají naplnit pět z deseti očekávaných výstupů, a přestože by k prokázání dlouhodobého efektu byl potřeba doplňující výzkum, můžou tyto plány napomáhat rozvíjet pěti ze sedmi klíčových kompetencí uvedených v RVP ZV.

Annotation

| | |
|------------------------------------|--|
| Jméno a příjmení: | Nikola Gráblová |
| Katedra: | Ústav cizích jazyků, PdF UP Olomouc |
| Vedoucí práce: | doc. Mgr. Janka Kaščáková, Ph.D. |
| Rok obhajoby: | 2022 |
| Název práce: | Využití vybraných děl Roalda Dahla ve výuce anglického jazyka |
| Název v angličtině: | The Use of Roald Dahl's Literary Work in ELT |
| Anotace práce: | Diplomová práce se zabývá využitím literatury v ELT se zaměřením na knihy Roalda Dahla. Zatímco v teoretické části je představen koncept využití literatury v ELT, Roald Dahl a tvorbou plánů lekcí, praktická část se skládá z prezentace vytvořených plánů lekcí a jejich analýzy. Veškerá data pro tuto analýzu byla shromážděna výzkumnou metodou pozorování, ke které došlo při použití vytvořených učebních plánů na 2. stupni ZŠ v České republice. |
| Klíčová slova: | Roald Dahl, výuka anglického jazyka, literatura, využití literatury ve výuce anglického jazyka, Karlík a továrna na čokoládu, Matilda, Obr Dobr, RVP ZV, očekávané výstupy, klíčové kompetence, výukové plány, analýza, pracovní listy, žáci ZŠ |
| Anotace v angličtině: | The diploma thesis is concerned with the usage of literature in ELT with a focus on Roald Dahl's literary work. While the theoretical part introduces the concept of using literature in ELT, Roald Dahl and the lesson planning, the practical part consists of a presentation of the created lesson plans and their analysis. All data for this analysis were gathered through the research method of observation which occurred while using the created lesson plans in the lower secondary school in the Czech Republic. |
| Klíčová slova v angličtině: | Roald Dahl, ELT, literature, use of literature in ELT, Charlie and the Chocolate Factory, Matilda, The BFG, the FEP BE, expected outcomes, key competencies, lesson plans, analysis, worksheets, lower secondary school pupils |
| Přílohy vázané v práci: | Přílohy č. 1-10 |
| Rozsah práce: | 71 stran |
| Jazyk práce: | Anglický |