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Charles Dickens' *A Christmas Carol* in ELT

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### **Prohlášení**

Prohlašuji, že jsem tuto diplomovou práci vypracovala samostatně a uvedla všechny použité zdroje v seznamu literatury.

V Olomouci dne .....

.....

Denisa Czudková

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## **List of Abbreviations**

ACC – A Christmas Carol

EE – Ethics Education

ELT – English Language Teaching

CLIL – Content and Language Integrated Learning

FEP BE - *Framework Education Programme for Basic Education*

UK – the United Kingdom

USA – the United States of America

NCLB – No Child Left Behind

T – teacher

S- student

CE – Classroom English

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## **Abstract**

This diploma thesis aimed to examine the potential benefits of using Charles Dickens' *A Christmas Carol* in ELT, more specifically in teaching Ethics Education (EE) through the method of CLIL. The theoretical part deals with the connection of EE and ELT by describing EE in the Czech school system and abroad, introducing methods and resources for teaching EE through ELT, and presenting an overview of Charles Dickens' life and work with respect to EE. The practical part consists of research done by analysing six lesson plans through observation and a questionnaire. The research showed that *A Christmas Carol* contains themes that are suitable for teaching EE through CLIL, but they are more appropriate for older pupils.

## Introduction

Books have had the power to change people's lives since long ago. With the invention of the printing press, books became more and more accessible to people of all kinds. Some books provide us with knowledge, others with entertainment, or even with hope. Unconsciously, people can be affected even by the shortest quotation. Many times, avid readers can identify with the protagonists of their beloved books. On the other hand, antagonists can often become a symbol of undesirable or evil qualities. *A Christmas Carol (ACC)* by Charles Dickens is one such book which can change one's perspective of our world in many ways. This thesis aspires to prove its benefits in English Language Teaching (ELT) and ethics education (EE).

The idea for the topic of this thesis comes from the mentioned potential of *ACC* as an inspirational story of a radical change of mindset. With this potential, *ACC* can make great material for teaching EE. Moreover, it might have even more potential to be used as semi-authentic material in lessons combining EE and ELT. To ensure that the material's authenticity is maintained, the lessons shall be taught with the approach of Content and Language Integrated Learning (CLIL). Therefore, **the aim of this thesis is to examine the potential benefits of using Charles's Dickens *A Christmas Carol* in ELT, more specifically in teaching EE through CLIL in a lower secondary school.**

This thesis is divided into two parts - a theoretical part, and a practical part. The theoretical part includes three chapters that contain a literature review. The first chapter explores the subject of EE, specifically the position of EE in Czech schools. The second chapter gives a brief report on the main reasons for incorporating EE into ELT. It presents several important insights from academic works that deal with this topic. Finally, the third chapter is concerned with *ACC* and Charles Dickens. This chapter gives provides a brief introduction to Dickens' life and literary work. It also polemizes with the ethical values of his work, and it presents reasons for choosing *ACC* as the main theme of this thesis.

In the practical part, the research focuses on the following objectives:

- **To examine to which extent using *ACC* in ELT helps to fulfil the expected outcomes stated in FEP BE for EE.**



- **To explore to which extent is using ACC suitable for lower secondary pupils as a semi-authentic educational material.**
- **To analyse learners' engagement in lessons that combine the use of literary work, EE, and CLIL.**

This research is executed by teaching six lessons at a lower secondary school. At the beginning of the practical part, the methodology and the specific principles for creating lesson plans for this project are described. Mainly qualitative methods have been chosen for this research. They include lesson observations, a short questionnaire for participants of the lessons, and an analysis of created lesson plans. The last two chapters give details of the lesson plans, their outcomes, and a final discussion.

# THEORETICAL PART

## 1 Ethics Education

The first chapter of this thesis delves into the issue of ethics education (EE) in Czechia, as well as abroad. It presents basic information about the subject as it is stated in the Czech national curriculum. The history of EE in Czechia, key resources, and recent studies concerning EE are also discussed here.

### 1.1 Current State of Ethics Education in the Czech Schooling System

In the core curricular document of Czech elementary education, *Framework Education Programme for Basic Education* (FEP BE), ethics education (EE) is implemented under the section of Additional educational fields, which means that it is not required to be taught as a compulsory subject. The expected outputs of this field do not set a binding level. They are only recommended for the formulation of outputs in the curriculum of educational programmes of individual schools. There are ten theme blocks recommended for EE:

1. Interpersonal relations and communication.
2. The dignity of the human person. Positive self-evaluation.
3. Positive evaluation of others.
4. Creativity and initiative. Solving problems and tasks. Acceptance of own and joint decision.
5. Communication of feelings.
6. Interpersonal and social empathy.
7. Assertiveness. Mastering aggressiveness and competitiveness. Self-control. Conflict solving.
8. Real and displayed patterns.
9. Prosocial behaviour in personal relationships. Help, cooperation, friendship.
10. Prosocial behaviour in public life. Solidarity and social problems.

The theme blocks are followed by six application topics, which include:

- Ethical values.
- Sexual health.

- Family life.
- The spiritual dimension of a person.
- Economic values.
- Protection of nature and the environment.
- The search for truth and goodness as part of human nature.

EE of pupils leads primarily to establishing and maintaining satisfactory relationships, creating true ideas about oneself, finding solutions to everyday problems, formulating own opinions and attitudes based on one's own judgment, using knowledge from discussion with others, critical perception of the influence of patterns in creating one's own worldview, and understanding basic environmental and ecological problems and contexts of the modern world. The additional field of EE develops social skills, which are focused not only on the pupils' own benefit but also on the benefit of other people and the whole society; it develops independence in the search for suitable ways of solving problems, correct methods of communication, respect for values, other people's opinions and beliefs, the ability to empathize with other people's situations, a positive self-image, and the ability to collaborate effectively.

The main reason for the inclusion of EE in the FEP is the fact that our school system lacks a subject that would systematically develop the moral side of the pupils' personalities. The importance and the relevance of this step are also supported by the experience of most OECD countries in which the subject is present with similar content included in the educational system (RVP ZV, 2021, p. 111-114).

According to Josef Maňák, one of the most important Czech pedagogical figures, a serious feature of contemporary society is the mass expansion of attitudes and opinions that tend to be referred to as the "Era of Emptiness", resulting from the exuberant individualism, from the expansion of private space, from the one-sided concept of the right to freedom, etc. There is a destabilization of the personality, which, among other things, also manifests itself in new religious sects, growth in violence, etc. Young people are thrown into their own moral responsibility. The influence of religion has weakened, the function of the family has changed, and the right to a hedonistic lifestyle, which was previously reserved only for a narrow layer of society, has spread. A significant part of the youth grows up without consistent guidance to respect the order and this situation calls for efforts to remedy. Attention is also rightly turned to the school because the educational process of the entire population takes a place there. He

advocates for the institution of EE, for it can solve some of the listed problems (Maňák, 2011, p. 35).

## **1.2 History of EE in the Czech Schooling System**

We can say that the real beginnings of EE started in 1921. After the First World War, there arose a need to educate children on morality, which was at first included in other subjects, until a new subject named Civic sciences and Education was introduced in 1922. The new subject followed up on the tradition of J. A. Komenský – pupils were meant to learn togetherness, virtue, and order. The subject was supposed to provide basic education on civil rights and obligations, but also to foster morality. New methods were being used to develop moral thinking – apart from narration, dramatic presentation, artistic interpretation of moral stories, and telling examples from life, literature had its place in lessons as well through reading excerpts from fairy tales, legends, or fables. At a higher level, discussion and argumentation were recommended (Šťastná, 2013, p. 9).

During World War II, Civic sciences and Education weren't totally abolished until 1942. However, there wasn't any objective pedagogical value in the curriculum used in those times. Understandably, the education of morality between 1948-1989 was stained by Marxist ideology, which has its own distinctive moral doctrines. Scientific findings, art, work, game and sporting activities were considered the best for moral education. The idea of the whole process was to rig the minds of young people through the state ideology to an extent that they would naturally adopt it as their own beliefs in practical life (Hubálek, 2017a, p. 35-57).

The social development in the Czech Republic after 1989 drew the attention of both the lay and professional public to a number of topics that were perceived as urgent and in need of changes and solutions. While one would expect that after years of disdain for ethics and morality, this area would also be a focus, it was unfortunately not the case. According to some authors, the school system has practically given up on creating activities that would point to a positive influence on children's morale. One of the factors was (and still is) a lack of professional literature; another factor could be the predominant frontal form of teaching, which gives little space for the personal growth of children. As a matter of fact, Czechia is a part of the small collection of European countries that don't enforce ethics (or ethical/ moral) education as a mandatory subject. This fact has changed slightly with the adjustment of FEP

in 2010 (Vacek, 2011, p. 121). However, EE is still not a compulsory subject, so the effect of this adjustment can be seen only in some schools that took the chance to implement EE in their curriculum.

### **1.3 Studies Concerning EE in Czechia**

Since the adjustment of FEP in 2011, only a small number of studies mapping the progress and effects of this act have occurred. Small-scale studies have been done within diploma theses and the bigger ones within doctoral theses. The first bigger-scale research was completed already in 2011 and it aimed to investigate the effects of EE on the prosocial behaviour of 6<sup>th</sup> and 7<sup>th</sup>-grade pupils that had been taught EE for one year. The effectiveness of EE was assessed based on a questionnaire survey that was carried out before and after the teaching of this subject and through feedback from the pupils that were taught this subject. The researchers concluded that the effect of EE is not only manifested in the development of prosocial behaviour, which is the main goal of this project but also in improving interpersonal relationships and the relationship with oneself (Vaněk, 2011, p. 169-170).

Another dissertation research executed in 2014 focused on the overall change in behaviour and social climate of the classes where EE was taught. The research lasted a year, and it included middle school pupils and high school students. It was assessed through multiple qualitative and quantitative questionnaires. The results within the research sample suggest that EE reduces students' level of anxiety and other emotional symptoms and that the teaching content leads pupils to be more engaged in work and lowers inattentiveness. On the contrary, hypotheses about the influence of ethical education on better relations in the classroom, on the reduction rates of behavioural problems, and an increase in the level of confidence among pupils were not confirmed. The author of this study sees the implementation of EE in Czech schools as beneficial. For further implementation, he recommends changes in the curriculum (Motyčka, 2014, p. 137-138).

The most important research data is contained in the 2016 Czech School Inspection (CSI) report. During their inspection research, they interviewed teachers from 940 primary schools. 64.9% of these schools had implemented EE in their curriculum in some form. The rest of the schools hadn't done so for different reasons; most schools (55.4%) stated the lack of time allowance as the main reason. Only 30.2% of them were considering implementing EE in their

curriculum. Another possible reason for not introducing EE into the school education program is the fact that in a number of schools, the topics of EE are intertwined with the entire teaching. Teachers felt organizational problems with the integration of ethical education into teaching. 72% of the schools with EE in their curriculum taught it integrated into several other subjects, 10% taught it in separate subjects, and the rest taught EE through adaptation courses, seminars, and project days. The improvement of relationships between pupils was according to teachers the most positive thing coming from EE (almost 86% of interviewed teachers stated that). 63.4% of teaching was provided only by teachers who had not completed any specific education in the field of EE. Those uneducated teachers saw the basis of EE in the acquisition of skills supported by knowledge. On the other hand, the inspectors of CSI argue that the basis of EE is creating and influencing pupils' attitudes based on experience and transferring formed attitudes into real life (CSI, p. 5-15).

Based on the findings, CSI recommended strengthening the cross-sectional concept of ethical education in relevant educational areas according to FEP, strengthening experiential forms of education for children and pupils with the aim of adopting and consolidating the value system of children and pupils, and using the complexity of EE topics in its projection into a wide spectrum of school and extracurricular educational activities (CSI, p. 27).

## **1.4 Resources for Teaching EE in Czechia**

It is important to note that due to little interest in the implementation of the EE subject in all elementary schools, there is also a lack of teachers with correlating teaching qualifications. For the most part, in schools with EE, this subject is taught by civics teachers, as ethics mostly falls within their area of expertise. However, this does not guarantee their didactic equipment. The only university in Czechia offering a course with this specialization is the University of Hradec Králové. Thanks to these deficiencies in the professional preparation of teachers of EE, there have been a few efforts in the last decade to provide materials and methodical instructions through the internet. The most known website is *etickavychova.cz*, which provides free textbooks and methodologies, news, offline and online educational programs, visions etc. Another important online resource is the website *evops.cz*, which provides similar services as the previously mentioned website.

On the theoretical level of EE, PhDr. Pavel Vacek from the University of Hradec Králové had been dealing with teaching methods suitable for teaching ethics (or moral education, as he prefers to call it) even before the establishment of EE in 2010. He divides these methods into two categories: directive methods and indirective methods. The directive methods are based on the direct influence of the teacher on the pupil. They mostly include verbal methods like the method of explanation or persuasion. Indirective methods consist of an indirect effect on the pupils. They should influence the character of pupils and their value orientation in the long term. The indirective methods can be effective under two conditions – they should be aimed at solving a real-life problem, and pupils must be given the opportunity for their own, mostly independent thought processes. The methods include using real-life problem situations or stories with moral content, analytical discussions, and games with moral content (Vacek, 2011, p. 125-136). On the most practical part, PhDr. Tomáš Hubálek and his team from the department of social studies of the Faculty of Education, Palacký University in Olomouc, published a methodological manual called *Aktivizační metody v Etické výchově* (Activation Methods in Ethical Education) in 2017. It provides a set of didactic games and other activities that can be used in EE (Hubálek, 2017b).

In conclusion, there is a small number of resources for EE in Czechia that are trying to promote this subject by providing educational materials and courses to teachers and schools. However, these resources are mostly dedicated to teachers that teach EE through separate school subjects. As it was reported by the CSI in 2016 (via the previous subchapter 1.4), only 94 out of 940 schools taught EE in this way. This lack of interest in EE can potentially be endangering to the existence of the said resources.

## **1.5 EE in the United Kingdom and the United States of America**

For a comparison of different approaches to the issue of teaching values and morals, this subchapter will delve into the state of this part of educational systems in the United Kingdom (UK) and the United States of America (USA). The choice of comparing these two countries was made because of the many similarities they have with Czechia when it comes to teaching EE.

Most anglophone countries rely on character education as a way to form morality in students. Character education is a term that covers all approaches that nurture the moral

development of children. Fostering these approaches is not only a matter of schools. Characters of children are formed by their families, friends, and other social actors. Schools contribute to character education through different educational programs (Berkowitz and Bier, 2005, p. 2). Thus, the concept of this education is similar to key competencies or cross-cutting themes from the Czech education environment. Character education is not taught within any particular subject, it intersects all aspects of schooling. Unlike the key competencies, character education does not have any clear set outcomes that every school has to fulfil. At the same time, the core of character education has many similarities with the expected outcomes of EE. There are two main streams that have different views on the formation of a character. The first one, based on western philosophy, argues that this field of education should focus on the development of virtues. The second one focuses on fostering good moral judgment based on the context (Nucci et al., 2014, p. 2). If we compare these streams to the topics of EE that are stated at the beginning of this chapter, we find out that many (if not all) of the topics lead to the promotion of both streams.

In the USA, character education stands on two fundamental documents: *No Child Left Behind* act (NCLB) and *Aspen Declaration*. The *Aspen Declaration* was a result of a summit of character education supporters in 1992 in Aspen, Colorado. It defines six core ethical values: Trustworthiness, Responsibility, Respect, Caring, Fairness, and Citizenship. These values are fundamental for CHARACTER COUNTS! - the most significant character education organization in the USA. The NCLB act is a law that was signed in 2002 and it was in effect until 2015. This act enforced all schools to be safer, more disciplined, and to give equal opportunities for education for all children, especially those disadvantaged because of poverty or special needs. This inclusion enabled schools to open discussions about ethical topics that are connected with underprivileged pupils. Furthermore, the actions that were made to elevate the struggles of pupils with special needs naturally created an environment that encourages the development of character (Cicek et al., 2011, 1312-1315).

The endeavour for better character education in the UK began with the establishment of the Jubilee Centre for Character and Virtue, which leads research and development in this area of education. This institution was founded in 2012. In a research report mapping the state of character education in primary and secondary UK schools in 2015, the key findings and recommendations imply that the British and Czech systems of character and moral formation of children in schools have similar problems. There aren't enough qualified personnel (only



33% of the interviewed teachers in the UK had training in moral or character education, but 60% of the respondents had to teach a subject related to this topic, i.e., citizenship, which is strikingly similar to the findings of CSI that were discussed in the previous subchapter), and schools lack compulsory policy of character education. The research also tested grade 10 students (aged 14-15) and their moral maturity. An average student had a little under a match with the favoured answers to the moral dilemmas they were presented with. Unfortunately, there hasn't been any similar research about pupils' moral compass done in Czechia in recent years, so there isn't any data we could compare (Arthur et al., 2015, p 4-5).

To sum up, the UK and the USA both use a system of moral education that mostly relies on character education that is loosely embedded in the curriculum of individual schools. The majority of lower secondary schools in Czechia also choose to practice EE through this system. Not only are Czechia, the UK, and the USA similar in this concept, but the main focus of character education and EE falls on the same principles and values.

## **2 Teaching EE through ELT**

Teaching Ethics education through English language classes together with using authentic English literature as a resource for EE are new issues, since EE is relatively new to the Czech educational system as well. However, teaching other subjects through English (or the other way around) and using authentic literature in classes are problems that are dealt with in many teachers' handbooks and academic works. This chapter will use the knowledge of these sources and transfer it to its possible use in teaching EE through ELT.

### **2.1 Reasons for teaching EE through Literature and ELT**

Teaching EE (or any other character-forming subject) is not much different from teaching practical skills like playing the guitar or skiing. Coaches and music instructors try to nurture their students' abilities to make them use their full potential. This process involves learning from mistakes, correcting bad habits, and cultivating good habits. Students learn these skills in a safe, beginner-friendly environment - not by being positioned as the lead guitarist in a band or as a competitive skier right away. It is the same with teaching moral competencies. Young people need to have a chance to make mistakes in making moral decisions in order to learn, but before they make them in real life, it is crucial to give practice in less important situations. Literature gives the opportunity to follow fictional lives, dialogues, and decision makings from a safe distance. Thus, students can see the results of different real-life situations, decisions, types of behaviours, and even words without real-life consequences. While it is hard to ensure that students will always make the right choices based on the examples from literature, teachers can guide them to be at least more reflective of their actions (Bohlin, 2005, p. 27).

Choo (2021, p. 9) argues that out of the whole curriculum, literature is the most suitable subject for developing moral sensitivity in students. She presents three main points to support this statement. First, literature offers the insight into lives of people from countless combinations of times and places from all over the world. By bringing them closer to students, they can get a better grasp of the scale of social injustice in the whole world. Second, providing this insight into the lives of people naturally prompts ethical contemplation. Most importantly, through reflection on the character development of the protagonists of literary texts, students are more able to reflect on their own character formation. Third, the diversity in literary texts

provides an opportunity to compare causes and outcomes of moral dilemmas from different cultures and time periods, which deepens students' ethical empathy throughout the whole spectrum of people and societies.

Despite all of the arguments that defend the usage of literature in EE, the idea of literature holding an ethical value, especially if we're talking about literary fiction, is faced with a few challenges. For example, some authors claim that it is impossible to learn about the actual world through reading about fictional situations. This objection is supported by the observation that our first response to fictional stories is not belief but pretending belief. Other authors argue that it is not possible to empirically prove any effects of literature on the moral development of children and adults. Many advocates of literature in EE point to the morals of readers that were changed for the better after they'd encountered a certain book, but they fail to see the morals of other readers of the same book that remained unchanged (Hagberg, 2016, p. 284).

In EE lessons, the first issue can be handled quite well. To ensure that students can truly relate to fictional stories and characters, it is important to provide them with context, so that they can have an immersive experience when reading. In accordance with CSI's recommendation (see p. 4), teachers shouldn't teach children to gain knowledge in the area of ethics and morality, but rather to come to a realization through experiences. Regardless of the imaginative nature of literary fiction, its stories and characters are written by real people and many times inspired by real people. Thus, it can transfer real-life values. As for the second challenge, this issue is hard to prevent, because educators come to contact with many students at once and it's difficult to pick a piece of literature that would enthuse every one of them. Just as in using other means of media such as music or films in lessons, there is a danger that the use of literature will have zero educational effect if there aren't any additional activities included (e.g., discussion about a given topic, questions about the text, and other exercises). Therefore, lessons that are built around using literature need to be carefully prepared.

Teaching moral or ethical education through ELT is another issue that has its supporters as well as its detractors. One argument supporting this idea is that foreign language learning is a part of humanities, and it focuses on many issues that are naturally implemented in EE too. These issues include communication between people and whole cultures, appreciation of other cultures, recognition of the values of others, etc. EE and ELT have more things in common.

For example, most modern-day teaching strategies of many schooling systems prioritize critical thinking as it's a core skill of an educated citizen. This skill requires to be practised through activities like discussions, research, writing projects, group projects, problem-solving, and simulations. Activities and techniques like this are frequently used in Civic education or they are mentioned in materials for EE, but they are also perfectly aligned with the communicative approach, which is one of the most popular approaches used in foreign language teaching all over the world. Literature and history are recommended as the most valuable resources for teaching EE through ELT. The author of a proposed framework for incorporating moral education in ELT classes especially suggests works of Shakespeare, Dickens, and women writers for teaching older pupils. This literature often contains moral ambiguities that can be discussed and reflected on, thus developing critical thinking skills (Shaaban, 2005, p. 204-211).

## **2.2 Content and Language Integrated Learning**

This subchapter chapter will explore the approach to teaching EE through ELT that will be later used in practice in the practical part of this thesis. This approach was picked because it corresponds with the fundamental material of this project, which is an authentic (or semi-authentic) English text.

Using English as a second language (L2) to teach the curriculum of another area is commonly referred to by the umbrella term “Content and Language Integrated Learning” (CLIL). This definition is mainly used in the European context. In Canada and other bilingual countries, the term “content-based instruction” (CBI) is used, e.g., for Anglophone children that study in French. The medium used for teaching and learning is mainly L2, and the aim of the educational action is traditionally seen as dual – to develop skills in the language area and to gain knowledge in the taught subject. The focus may differ depending on learners’ L2 proficiency, the educator’s skills, or the aims of the educational institution (Larsen-Freeman and Anderson, 2011, p. 174). Some say that CLIL is, in fact, single-focused. Its focus is to develop subject competencies through both language and content all at once.

There are two main versions of CLIL. One of them, the “hard” CLIL, treats language development as a bonus to academic achievement within the target subject. In the second version, known as “soft” CLIL, the emphasis on language learning is stronger. This division

evolved as an answer to the question of whether CLIL is more suitable for subject teachers or language teachers. As a result, “hard” CLIL is suitable for subject teachers, and “soft” CLIL is suitable for language teachers. Both versions require teachers’ sufficient knowledge in both fields, but on different levels (Ball et al., 2015, p. 25-27).

CLIL is suitable for teaching humanities like EE because its fundamentals are aligned with the basics of the communicative approach of language teaching, which is also suitable for teaching humanities (as it is discussed in the previous subchapter). The communicative approach emphasises learners’ ability to lead a meaningful conversation at the expense of grammatical accuracy. In CLIL classes, learners’ communication skills are developed by the content that is brought to their attention. The process of learning content through CLIL naturally involves communication, ideally through the means of L2 (deBoer and Leontojev, 2020, p. 58). Communication is also one of the pillars of the ‘4Cs’ framework of CLIL created by scholars at beginning of the 21<sup>st</sup> century. The other three pillars that are tightly intertwined are content, culture and cognition. Cognition is core to CLIL since it doesn’t put emphasis on repetition and memorization, but on actively processing taught information or content. Communication is another pillar because communicating with teachers and other students allows learners to understand the content. This process is possible in cultures or communities, where students and teachers exist together (Hemmi and Banegas, 2021, p. 6-7).

CLIL is not a singular method of language teaching and learning, it’s rather an approach with clearly stated principles. The first principle lies on the premise that a second language can be learnt more successfully if it’s used as a medium for acquiring information, rather than as an acquired information in itself. The second principle says that CLIL or CBI better prepares learners for their further studies – this mainly goes for CLIL-based school programs that prepare secondary-level students for academic studies in foreign languages. But CLIL can also prepare learners for many life situations, depending on which area/s it is applied to. Another principle that is very useful for the purpose of this thesis is that CLIL is based on text and discourse. This approach focuses on how can meaning and content be learned through stretches of language longer than words or single sentences. In some classical teaching approaches, language is taught in separate vocabulary and grammatical structures, which is not sufficient for CLIL. CLIL needs to provide learners with content, which requires coherent text or speech events such as book chapters, descriptions, lectures, or discussions (Richards and Rodgers, 2001, p. 207-208).

There are more additional principles that underlie CLIL. One of them is scaffolding. The term scaffolding was first introduced in the 1970s as a metaphor for the role of parents in the development of their children's mother tongue. Parents that succeed at scaffolding provide intervention that perfectly suits their child's capabilities. As Hammond (2001, p. 3) says: *"Scaffolding refers to a support that is designed to provide the assistance necessary to enable learners to accomplish tasks and develop understandings that they would not quite be able to manage on their own."* Through the correct sequencing of activities that push students out of their comfort zone just enough to learn (not to be discouraged from learning), teachers have a higher chance of extending learners' abilities. This understanding of learning (together with the '4Cs' framework of CLIL) is based on the philosophy of Lev Vygotsky, who says that learning is a social process that is best served through social interaction. The situation in which active learning has the most probability is called the 'Zone of Proximal Development'. It is the zone between the learner's current level of development and the potential level of development that is given by collaboration with adults or more skilled peers.

### **3 A Christmas Carol and Charles Dickens**

The second chapter focuses on *ACC* and Charles Dickens, his life, his literary work, and his contributions to society. The purpose of this chapter is to enable a better understanding of the choice of topic for this thesis. Since Dickens' moral messages in his stories are highly impacted by the context of his life, it is more than appropriate to explore his origins.

#### **3.1 The Early Life and Work of Charles Dickens**

Charles Dickens had quite a bright start to his life. He was born as a second child to the family of John Dickens, a clerk in the Navy Pay Office. At that time of Victorian bureaucracy, his profession was regarded as important and secured him a good salary and pension. His parents, Charles Dickens' grandparents, also had quite important jobs. They worked for an aristocratic family as a butler and housekeeper. Although only servants, they were well respected by both inferiors and superiors (Jordan, 2001, p. 3). As a matter of fact, it is speculated that J. Dickens' former success was partially caused by his mother's connections. She worked for the Crewe family in London. Lady Frances Crewe had many acquaintances among influential people such as Edmund Burke and Richard Sheridan, with whom she supposedly had a love affair, and who dedicated his play *The School for Scandal* to her. Without Crewes' fondness for their servants, John probably wouldn't have such a prosperous profession (Tomalin, 2011, p. 13).

The date and place of Charles Dickens' birth are February 7, 1812, in Portsmouth. His family moved a lot due to his father's profession. Dickens spent the best days of his childhood in Chatham, Kent, not only because of the beauties of the countryside but because at that time he began to receive proper education from the son of the local Baptist minister, William Giles. (Davis, 2007, p. 3). However, his era of formal education had to end because of his parents' financial struggles. Unfortunately, they both liked to spend more than they earned. J. Dickens' struggle began in 1819 when he borrowed a large sum of £200, which he then was bound to pay off for thirty years because of his financial incompetence. In 1821, the family had to move to a smaller house in Chatham, and in 1822, they moved again because J. Dickens was repositioned to London. There Dickens didn't receive any formal education. Instead, he spent his days exploring the city, running errands for a little money, and reading books. His mother Elizabeth gave him and his siblings some education, and in 1823, she decided to help bring

money to her family by opening a school. Her plan was not successful and on top of that, in 1824, J. Dickens got arrested for debt. Because of his unwise decisions in previous years, he didn't find support from any of his family members or acquaintances. He was imprisoned in the Marshalsea prison. His wife and three youngest children soon followed him, since they weren't able to make a living and keep their home. Dickens was sent to work at a shoe polish factory and lived with a woman who cheaply accommodated similarly unfortunate children (Tomalin, 2011, p. 21-30).

Dickens was suddenly thrown into the sad position of many children in the 19<sup>th</sup> century. In the happier days of his childhood, he was considered a smart, gentle, and ambitious boy who would be the first one in his family to attend university. Instead, he had to try to get his father out of debt by earning merely six shillings a week. Moreover, he had to fight envious feelings towards his older sister Fanny, who had earlier been accepted at the Royal Academy of Music, and because of her talents, she was allowed to stay there despite her family's reputation. On the other hand, it was probably this very experience of humiliation that sparked Dickens' interest in the fates of less disadvantaged and helpless people (Jordan, 2001, p. 4).

At the end of April 1824, John Dickens inherited a few hundred pounds from his beloved mother. By the end of May, some of his debts were paid and he was let out of prison. Later that summer, Dickens was also let out of his prison-like work. For another three years, the family was somewhat financially stable. After months of neglect of his intellect, Charles Dickens entered Wellington House Academy. His creativity and linguistic skills sparked during his studies. He won a prize in Latin and wrote and produced many plays for a toy theatre with his schoolmates (Davis, 2007, p. 4).

The Dickens family once again faced troubles with finances in 1827. The head of the family John Dickens retired from clerkship and tried to supplement his pension by writing articles on marine insurance for British Press, but the paper collapsed because of the recession. Once again, Ch. Dickens (aged 15) had to take partial responsibility for his family's well-being. Fanny managed to pay her school fees by part-time teaching and the younger siblings also remained in school. With the help of his mother, Dickens found his next place at a solicitor's office. He worked as an ordinary office boy, without any formal qualifications. But the other clerks at the office grew fond of him because he was excellent at imitating people. His new friendships and steady income allowed Dickens to experience the true Londoner



culture – he started visiting the theatre, drinking alcohol, and smoking cigars (Tomalin, 2011 p. 35-40).

After alternating between jobs at several offices, he became quite proficient at shorthand. Owing to his relatives' acquaintances once again, in 1828 he got a job as a reporter at *Doctors' Commons*. He reported about courts that dealt with family law – marriages, wills, and divorces. His journalist skills improved quickly. In 1831, he was capable enough to report verbatim from the House of Commons for *Mirror of Parliament*, a paper managed by his uncle. His field of work thus expanded to other occasions like elections, catastrophic events, and parliamentary debates. Simultaneously, his linguistic knowledge grew as well. By meeting a variety of people of all classes and from all parts of London, he got an ear for dialects and accents (Davis, 2007, p. 4).

Tomalin (2011) implies, that Dickens started reporting for the *Mirror of Parliament* because he wanted to marry Maria Beadnell, with whom he fell in love in 1830. It is not clear where or how they met. Her parents didn't think highly of him. He thought that his new (hopefully more respectable) position would change their opinion. Alas, Maria's parents never grew fond of him, and they tried to remove their daughter's suitor from her life by sending her to Paris. After she returned to London for the second time, she evidently lost all feelings for him. Following a minor misunderstanding, she refused to keep in touch with him. "I never have loved and I never can love any human creature breathing but yourself. We have had many differences, and we have lately been entirely separated. Absence however has not altered my feelings in the slightest degree, and the Love I now tender you is as pure and as lasting as at any period of our former correspondence," he wrote in his last letter to Maria, to which he probably never received an answer (Dickens, 2012, p. 44-45).

Dickens moved to a liberal-minded paper without having to impress any other conservative parents of young ladies. In 1834, his friend helped him to obtain a position at *Morning Chronicle*, where the young reporter covered cases of different natures from all over Britain. Later that year, he started publishing sketches and theatre reviews under the name "Boz", which he borrowed from his younger sibling. In his sketches, he depicted metropolitan middle-class life in London, mainly in simple non-narrative observations, later in short stories too. Boz's reputation grew quickly and in 1835 he was writing stories for more journals. A young publisher John Macrone saw his promising potential and he offered Dickens to put all

the sketches signed by Boz together and republish them as a collection. This collection (simply named *Sketches by Boz* was released in three volumes in 1836. It also contained 12 pieces that Dickens wrote for a paper called *Bell's Life in London* under the pseudonym "Tibbs" (Jordan, 2001, p. 18-19).

Up to this time, Dickens never really wrote proper fiction, until William Hall, a well-known publisher, invited him to write complementary text to a series of illustrations by Robert Seymour, a well-known illustrator. This series was supposed to be published monthly, but the illustrator took his own life before the second issue was finished. Dickens took this project into his own hands and instead of a series of illustrations with a description, he created a humorous story with a plot and fictional characters accompanied by illustrations. This monthly part-serial was titled *The Pickwick Papers* (Jordan, 2001, p. 19-20).

1835-36 were successful years for Dickens' personal life too (at least it seemed so at that time). He met his future wife, Catherine Hogarth. Her father was an editor of one of the papers that Dickens worked for. He was a man of culture, having worked as a lawyer, a journalist, and a critic, he had connections to many interesting people, e.g., Robert Burns. Unlike the Beadnells, the Hogarth admired Dickens for his work and did not mind his family background. Dickens didn't like Catherine as much as he liked Maria, but he was eager to get married. The couple was engaged 6 months after their first meeting and their wedding was on 2<sup>nd</sup> April 1836 (Tomalin, 2011, p. 61-69).

*The Pickwick Papers* were gaining more attention each month and in November 1836, Dickens left *The Morning Chronicle* to focus solely on writing. At the same time, he accepted an offer to edit a new monthly magazine *Bentley's Miscellany*, which started being published in January 1837. Because Dickens couldn't stop his mind from producing literary ideas, he announced that this magazine would too be enriched by a piece of his own writing. These writing appeared in the paper at the end of every month, and they later became a novel called *Oliver Twist* (Davis, 2007, p. 5).

In January 1837, Catherine Dickens gave birth to Charles Dickens junior. The baby was healthy, but Catherine suffered from post-partum depression. Charles Dickens senior too suffered an unidentifiable illness; it was most probably general exhaustion due to overwork. But the worst tragedy came in May, when Mary, Catherine's 17-year-old sister suddenly passed away. Dickens was very fond of her, and her death shook him to the core, moreover

because she died in his arms. The release of new parts of both ongoing series was suspended. Dickens took his wife and son out of London to grief (Tomalin, 2011, p. 77-83).

In the next three years, two more serial novels by Dickens appeared in the press. *Nicholas Nickleby*, exposing mistreatment of unwanted children in schools in Yorkshire, and *Master Humphrey's clock*. Dickens gained new literary friends and nominations to clubs. By 1941, Dickens had 4 children in total and 5 serialized novels. He was exhausted. In hope of rest, he took a trip to America for two months at the beginning of 1842 (Davis, 2007, p. 5-6).

### 3.2 Christmas Stories and Dark Novels

The travel to America ended up being rather disappointing to Dickens. He wrote two books in which he expressed his poor views of American society – *American Notes* and *Martin Chuzzlewit*. They were significantly less popular than his previous works, plus they understandably got harshly criticized in America. Already £3000 in debt, his monthly payment of £200 was deducted to £150 because of low sales. The tight connection to his publishers Chapman and Hall was crumbling and his family situation was not ideal either. However bleak his situation was, he took part in charity events. He got the inspiration for *A Christmas Carol* during one such event in Manchester where he gave a speech in front of Athenaeum, an institute devoted to art and spreading knowledge. In his speech, he delivered his beliefs regarding the power of education, denouncing ignorance and the capability of the human spirit to overcome any struggles. In a newfound hope to re-establish his status as a renowned author, Dickens wrote, edited, and published *A Christmas Carol (ACC)* in the span of 6 weeks, just in time for Christmas (Standifor, 2008, p. 16-28).

Although the public success of *ACC* was phenomenal and it was selling well, Dickens didn't get a fair share of the revenue. Hoping for better financial security, he cut ties with Chapman and hall and began working with Bradbury & Evans in 1844. This marks a new beginning in the author's writings too – the second half of his career is characterized by social novels that are less comically relieved than his previous work. From 1844 to 1848, four more Christmas books were published - *The Chimes*, *The Cricket on the Hearth*, *The Battle of Life*, and *The Haunted Man*. During these years, the Dickens family travelled through Italy, Switzerland, and France. Charles' works from this period include *Pictures from Italy* and *Dombey and Son*. His favourite book with autobiographical elements *David Copperfield* was

finished in 1850. Amongst all of his literary achievements, he was still involved with journalism and also theatre (Davis, 2007, p. 7-8).

The first one of his “darker” social novels was *Bleak House*, which started being issued monthly in 1852. *Hard Times* (1854) and *Little Dorrit* (1856) later followed. It was in these books and in these times that Dickens began to express his stance towards the social injustice in Britain. Although his previous books contained some form of criticism, none of them was written solely for the matter of social commentary. There are a few speculated reasons for this shift in writing. Firstly, his wife Catherine fell ill in January. Her illness was presumably both mental and physical, which later resulted in her emotional imbalance and final separation from her husband in 1858. Dickens further suffered from the loss of many dear ones – within two weeks in spring, his youngest daughter and his father passed away. An event that impacted him politically was the failed upsurge of the Chartist movement. Most importantly, the number of novelists (and competition) increased in Britain at the brink of the last decade. Together with that, more emotionally gripping stories were published, like *Wuthering Heights*, *Jane Eyre*, and *Vanity Fair* (Douglas-Fairhurst, 2022, p. 18-20).

As mentioned earlier, Charles and Catherine Dickens separated (not divorced) in 1858. This separation had a major influence not only on Charles’ personal life but on his professional life, too. His treatment of Catherine was by many people viewed as unrighteous. Once again, because of disagreements, he cut ties with publishers Bradbury & Evans and returned to Chapman and Hall. He also quarrelled with his long-time friend William Makepeace Thackeray, with whom he didn’t reconcile until Thackeray’s death in 1863. Most of his children stood by their father with exception of Charley Dickens, the oldest son, whose wedding Charles refused to attend. He spent the rest of his life in a secret relationship with a young actress Ellen Ternan. To reinvent his public image, he began performing public readings. He gave hundreds of public readings in the following years, even in America where he toured in 1865. The tour and his poor health condition made him exhausted. He insisted on giving readings even after he suffered paralysis of his left side in 1869. He died on June 9, 1870. His last novels include *A Tale of Two Cities* (1859), *Great Expectations* (1861), *Our Mutual Friend* (1865), and *The Mystery of Edwin Drood* (1870) (Davis, 2007, p. 8-10).

### 3.3 Dickens and Morality

“Good” and “bad” are two hardly definable terms. To decide what is objectively moral and what is not is almost impossible. This difficult task has for centuries been debated in philosophical circles and it is certainly not the aim of this thesis to decide the morality of actions or people. As the previous chapter implies, Charles Dickens did several things that many could argue were immoral or unethical. Nevertheless, hardly ever are people one-sided enough to be framed as “good” or “bad”. That is why this subchapter presents some qualities of Charles Dickens that have the potential to make someone a “good” person. Together with this potential, they also can be used as a fundamental principle in teaching EE or any other subject that develops a moral compass in children and young people.

The strongest point of Dickens’ morality perhaps lies in his empathy for people with unfortunate living conditions. Undoubtedly, this ability was a result of his unresolved trauma from when he was a child labourer and a debt prisoner’s son. In 2012, 100 years after Dickens’ birth, Dr. A. B. Andrews wrote an article reminding today’s social workers of the legacy that Dickens left in his books as one of the first social reform advocates in Britain. She says that almost any page written by Dickens serves as a lesson in human behaviour for social workers. Most importantly, the stories he wrote brought awareness of social injustice to the general public, not only to specialized personnel (Andrews, 2012, p. 297-299).

Dickens undoubtedly used the ethical and political potential of literature to spark debates about moral and social reforms. He wasn’t the very first writer to do so, but he was the most successful. He also indirectly played a part in many legal reforms, such as the abolition of the appalling imprisonment of debtors, a reform that installed better conditions in prisons, and the limitation of capital punishment (Sudha and Kailash, 2012, p.1). Furthermore, he engaged in various philanthropic activities. For example, in 1846, he co-founded Urania Cottage, a refuge for women working as prostitutes in London. Over his lifetime, he performed in charitable theatre performances, spoke for providing education to poor children, and he willingly visited prisons (Wilson, 2020, p. 48). On the other hand, from our modern perspective, Dickens’ writing sometimes contains antisemitic and sexist elements. For example, the portrayal of Jews in *Oliver Twist* or the stereotypical portrayal of women throughout his works (Andrews, 2012, p. 301).

### 3.4 The Moral Message of ACC

The factors behind the creation of ACC were described earlier, however, there may be one more that is worth mentioning. Dickens, together with authors like Elizabeth Barrett Browning, got inspired to fight back against the awful conditions of child labour in heavy industry, which were exposed by the *Report of the Children's Employment Commission* in 1842. It comprised thousands of pages with testimonies of children sometimes as young as five years old. Dickens doesn't explicitly address the issue in ACC. Instead, he points to the properties of Victorian society that allow such sad conditions. These properties are ignorance, greed, and selfishness. Dickens' moral message in ACC says that a society (or per se and individual) that doesn't take care of the most miserable is bound to self-destruction (Davis, 2007, p. 68-69).

His stance against these properties is visible in many scenes in the novel. For example, in the last visit of the Ghost of Christmas Present, where the Ghost introduces "Man's children," a boy named Ignorance and a girl named Want. They are sly, feral, and distrustful. This introduction is tied to the beginning when Scrooge refuses to donate to the poor. After the charitable gentleman states that many poor people would rather die than seek refuge in the institutions that Scrooge supports, Scrooge expresses his ignorance by condoning their death which would "decrease the surplus population." Only after he is directly confronted with the state of such people, Scrooge begins to understand the weight of his words after the Ghost mocks him (Dickens, 1843).

Scrooge's conversion is also fuelled by the vision of death that is haunting him throughout the book. From the visit of Marley's ghost that is weighed down by his sins, to the visit of the Ghost of Christmas Yet to Come which shows Scrooge the relief or indifference that his death would bring to some people. With this element of the punishable afterlife, Dickens implements Christian morale to ACC. In summary, it says that the way we treat others in our everyday life affects our afterlife. Nonetheless, any sinner can be redeemed from this fate by repenting, just like Scrooge did (Annas, 2021, p. 99).

# PRACTICAL PART

## 4 Overview of Research Aims and Methodology

As the theoretical part showed thus far, utilising literature in EE and ELT can be an enrichment for teaching either subject. The following pages of the practical part of this thesis aim to examine the potential benefits of using ACC through CLIL as a tool to develop a moral compass in lower secondary school students. Three research objectives have been constructed for this cause:

- To examine to which extent using ACC in ELT helps fulfil the expected outcomes stated in FEP BE.
- To explore to which extent is using ACC suitable for lower secondary pupils as a semi-authentic educational material.
- To analyse pupils' engagement in lessons that combine the use of literary work and CLIL.

### 4.1 Methodology

The methodology of this research is mixed with strong qualitative elements. The main methods are observation and questionnaire survey. The first objective is done by creating lesson plans and analysing their suitability for lower secondary school learners. This is completed by finding passages in the novel that have the potential of fulfilling the expected outcomes stated in FEP BE. This analysis is then supported by findings from observations of lessons that use the plans in practice. Each lesson plan is accompanied by its own worksheet. All worksheets and other materials used in lessons are attached in Appendix 1-6.

To gain other necessary data, a short questionnaire was created for lower secondary school pupils that will participate in this research. The Czech language is used in the questionnaire to ensure that learners will be able to fill it in properly. It consists of four aspects of the lesson that are evaluated through a four-point Likert scale. The item questions are: *How much did you enjoy the lesson? How well did you understand the texts? How often did you answer the teacher's questions? How well did you understand the topic of the lesson?* A sample of the questionnaire can be found in Appendix 11.

## **4.2 Lesson Planning**

The lesson plans presented in the following chapter are created with the use of two different versions of *ACC*. The classical version of the novel is used in five lessons. All excerpts were adapted to set fewer boundaries for learners to understand the novel's moral message. Therefore, *ACC* is used as a semi-authentic material here. One exception is lesson 3 in which a comic-style version of the novel is used. The lesson plans include the topics and expected outcomes from FEP BE together with a specifically created aim for each lesson. While the aims generally focus on the ethical side of the lesson, upon closer look, they involve the language side of the lesson as well. Due to internal reasons of the institution in which the research took place, it was decided that only grades 6 to 8 would participate. Therefore, two lessons are assigned to each grade.

### **4.2.1 Concerning CLIL**

Apart from the CLIL principles stated in the theoretical part (see subchapter 2.2), we will utilize the following strategies for creating CLIL materials that are adapted from a paper by Mehisto (2012).

Firstly, we should encourage learners to develop learning skills autonomously. This means that instead of pre-teaching challenging vocabulary that might occur in a text, it's better to let learners find new words and try to figure out their meanings by themselves. This gives them the chance to be active learners. Every worksheet that is created for this research gives pupils the opportunity to practice this strategy.

The second strategy promotes incorporating authentic and everyday language use. Despite the fact that the core literary work of this project may seem too outdated and unrelatable for children of today, all lessons to some extent include relevant language with an overlap with real life. For example, there are exercises that develop communication skills or skills needed for effective internet searching. This connects to another CLIL strategy which endorses meaningful learning. This is accomplished by giving real-life examples, drawing cross-curricular links, and promoting creativity in learning.



### 4.2.2 Concerning EE

Teaching EE has its specific principles that are described in detail in the methodological material for EE textbooks by Matějcová, Brichová, and Navrátilová on pages 10-11 (. Some of the principles were taken into consideration when planning the lessons for this project. For example, in EE classes, the teacher acts more like a moderator and facilitator. It encourages pupils to reflect on their experiences and to express their own opinions. It is appropriate for the teacher to speak about their observations last during reflections. Even so, the teacher shouldn't try to act like an expert who knows everything and thereby draws attention to themselves.

It is also important that the teacher does not evaluate the opinions of individual pupils in any way but encourages them to think further with appropriate questions. If there is a problem in the class that the students want to solve, it should take precedence over the topic of the lesson. In this case, it is important to consider the adequacy of this problem. Since the students can experience the atmosphere of trust during EE lessons, the so-called wild honesty could become threatening both for the individual and the group. Teaching EE is not a psychotherapeutic activity, and the teacher should always keep this fact in mind. This should not be a problem in the lesson that will be taught for this the sake of this thesis, but it is a good idea to keep this principle in mind just in case.

It is appropriate to remind pupils that individual activities (i.e., games, methods) have an experimental nature. Due to the nature of the activities, it is not good to interrupt them and move them to the next lesson. The teacher should therefore have different variants of the teaching structure prepared. Due to the difficulty of some activities, students should be able to not participate in them for personal reasons. Experience shows that this is not a frequent phenomenon, but the teacher should be prepared for it. in our case, it mainly concerns lessons that focus on family matters. Some pupils might be sensitive to this topic because of trauma or

The arrangement of chairs in the classroom in a circle appears to be a suitable form for the implementation of activities. For pupils, this can symbolize mutual equality. The fact that one does not leave the closed circle can encourage mutual trust. This arrangement also facilitates group communication. At the beginning of the lesson, it is recommended that

teachers devote adequate time and space to ensure that the pupils arrange the circle regularly and that everyone can see each other. This small detail at the beginning of the lesson can bring its effects later on.

One of the basic points of the EE concept is the systematic practice of individual social skills. There are three phases, which are always followed by group reflection:

- Sensitization - during which the pupils get sensitized appropriately for the given topic.
- Practice in the classroom - during which students work on mastering the relevant skill through appropriate methods.
- Transfer to the real environment - during which students transfer learning experiences through certain methods into a real environment.

All three phases are to some extent implemented in each lesson plan, but it is important to remark that the third phase extends beyond the scope of this research, as it requires a longer period of time to truly develop this stage.

### **4.2.3 Concerning Literature**

Conveniently, the stages of EE lessons which are described above are compatible with the stages of using literature in ELT according to Lazar (1993). Lazar divides the exercises that are connected to literature into three groups: pre-reading, while-reading, and post-reading activities. This classification is recommended for readings of short stories, but it is fitting for excerpts of novels as well.

Pre-reading activities are a form of sensitization. They prepare students for the reading by stimulating their interest in the story, introducing them to the story's or author's background, or pre-teaching new vocabulary. All lesson plans of this project include some sort of activity that raises learners' interest in either the topic or the reading. Discussions, predictions, or mini-projects are suggested for pre-reading activities.

While-reading activities mainly help students with their understanding of the reading. In ordinary ELT lessons, learners would focus on grammar, language, and style of the text. In the lessons of this project, learners focus on the characters and the plot of the story. Their

understanding of these categories is the most important for the aims of the lessons, which is why learners often discuss their views with the teacher, or they answer questions on their worksheets.

Post-reading activities are also centred around discussions and such exercises, as they help with the interpretation of the reading. Instead of solely focusing on the story, post-reading activities elaborate on the main topics and ideas that were presented to learners through the novel excerpts.

## 5 Lesson Plans

### 5.1 LESSON PLAN 1

**Grade:** 8<sup>th</sup> (13-14 y/o)

**Lesson time:** 45 minutes

**Topic:** Interpersonal and social empathy. (Theme n. 6 from FEP BE)

**Expected outcome:** After the lesson, Ss will be able to analyse ethical aspects of different life situations. (EV-9-1-08 from FEP BE)

**Aim:** After the lesson, Ss will be able to identify and condemn harmful behaviour in the given text.

**Materials:** Worksheets, audio-visual technology

**Intersubjective relations:** civics

**Cross-cutting themes:** media education, personal and social education

#### 1. Introduction and pre-reading activity.

Teacher (T) greets students (Ss), introduces herself and explains the focus of this lesson. Ss will complete an interactive poll activity through their phones. The results will be shown on the whiteboard. There will be 4 statements to which Ss will answer agree/disagree. The statements will be: Stealing is bad. Stealing from rich people is bad. Stealing from dead people is bad. Stealing from dead rich people is bad. T will discuss Ss's answers and their view on this issue. A few possibly new words will be pre-taught before reading.

Classroom English (CE): *Hello everyone. Today, we will have a little bit different English lesson. We will focus on your opinions of different people and their behaviour. Do you all have smartphones? Please, take them out, you will need them for this activity. I will write a link on the whiteboard, please open it on your phones. You should be able to vote agree/disagree.*

## **2. Reading and while-reading activities.**

Ss will be given worksheets with a text about a woman who stole something from someone. There will be questions for them to answer too: Who is the woman? In which century does the story take place? Who is the man that they are talking about? T will ask further questions about the story. Some Ss might discover the meanings behind the characters. If not, T will explain the full context of the story.

*CE: I am going to give you worksheets. There is text on the first page. Please, carefully read it and answer the questions below. Are you done reading? How did you like this story? Is it easy to understand? Do you know who Scrooge is? Scrooge is a wealthy but greedy man who gets the chance to see what would happen if he died. In this vision, people don't care about his death, and his poor servant steals clothes from him. The woman was poor because Scrooge didn't pay him. Do you think she had the right to steal from him when he was dead?*

## **3. Post-reading activities – comparing pictures.**

Ss will compare two pictures – one depicting Scrooge's bedroom, and the second one depicting the woman's bedroom. Their task will be to find at least 5 differences.

*CE: Please turn your worksheets around and look at the pictures. What can you see there? What rooms are those? Who do you think lives/lived in them? Talk to your neighbour and think of five differences between the two pictures.*

## **4. Reading text 2 and answering questions.**

Ss will read text 2 which reveals Scrooge's change of character on Christmas morning. They will have to think about what will happen to people around him now – how will the quality of their life change now that he is person with different values.

*CE: What happened to Scrooge? Do you think that he is dead now? What do you think will happen to the woman from the first text?*

## **5. Assessment**

*CE: What do you think about this lesson? Was the text hard for you to read? I will give you a short anonymous questionnaire, please fill it out for me.*

## **Commentary**

The first lesson plan is based on the theme of theme number 10 from FEP. It deals with the issues of prosocial behaviour, solidarity, and social problems. The main social problem that this lesson deals with are poverty and poverty-stricken criminal behaviour. The goal of this lesson is to make Ss realize that theft is bad, but so is exploiting poor people (making them even poorer). The ultimate conformity that should be reached by the end of this lesson is that many crimes could be prevented if wealthy people fairly treated those less fortunate. The lesson starts with an introduction in the form of an interactive virtual poll. The goal of this activity is to find Ss' views on the controversial topic of theft. It is supposed to challenge Ss' thinking of this crime by looking at it from 4 different points of view. The second activity involves reading. This excerpt from ACC inexplicitly discusses theft. There is also no context. Through critical thinking and guiding questions, Ss should be able to figure out the basic concept of this text. In the third activity, Ss compare pictures. There are two pictures of bedrooms – one could belong to Scrooge, one to the woman that stole from him. Comparing the pictures that show the drastic imbalance between the extra rich and the extra poor gives Ss chance to evaluate the woman's crime even more deeply. Moreover, comparing pictures is one of the skills that are crucial for the future "maturants" that are present in this class. Finally, the last activity returns to the beginning. Ss read the second excerpt of the text that shows what Scrooge was like when he woke up on Christmas morning. They compare his behaviour to the words that are spoken about him in the first excerpt.

## **Observation**

This lesson was taught in a class of sixteen students. From the beginning, I could see that they were visually divided into the more responsive group on the right side and the less responsive group on the left side. However, they all eagerly engaged in the initial activity. They found the questions striking, and some of them found them funny. I asked them to take the questions seriously no matter how silly they might occur. The results of the online poll questions turned out what I had imagined them to be. Most of the students condemned stealing in all situations, but some (7%) believed that theft is always excusable. 20% of Ss voted that stealing from dead people is not bad, and 33% of Ss voted that stealing from dead rich people is not bad. A few Ss explained their choices; some said that theft is never excusable, and some said that it depends on the thief's situation.

After reading the first text, all of the Ss understood that the woman stole something. The context was hard for them to figure out because they were not familiar with the story of ACC. Few of them said that they'd seen the film adaptation, but they didn't remember the plot. After explaining the context, Ss's opinions remained unchanged – some still claimed that stealing is not acceptable under any circumstance. Ss then compared the two pictures and read the second text. Some Ss thought that Scrooge was still dead in the second text because of some of the phrases he says to express his happiness. We discussed Scrooge's change and how it could affect the woman's life. In the end, most of the students understood the woman's situation and showed signs of sympathizing with her while condemning her crimes.

### Questionnaire Analysis and Summary

	1	2	3	4
1. Enjoyment of the lesson.	23%	77%	-	-
2. Understanding of the text.	54%	46%	-	-
3. Answering questions.	31%	54%	15%	-
4. Understanding of the lesson's theme.	62%	38%	-	-

*Table 1: Results from lesson 1*

From Ss's perspective, the lesson was successful. Most of the Ss enjoyed the lesson, and a few of them enjoyed it a lot. The majority of Ss understood the text very well. The results of the third question are a little bit surprising because, from my point of view, there were more students that answered questions a lot. But from these results, it is clear that all of the Ss were engaged at least to some extent. More than half of the students understood the theme of the lesson very well, which is a great success.

In conclusion, this lesson fulfilled the planned aim and it also fits within the range of the given expected outcome. Taking into account the results of the observation and the questionnaire, we can say that despite the language difficulty of the text, Ss were able to recognize the harmful impact of both cases of immoral behaviour. Some of the Ss were even

able to discuss the severity of the actions. The use of CLIL was not an obstacle in this lesson – although, the worksheet could've been made more student-friendly.

## 5.2 LESSON PLAN 2

**Grade:** 8<sup>th</sup> (13-14 y/o)

**Lesson time:** 45 minutes

**Topic:** Prosocial behaviour in public life. Solidarity and social problems. (Theme n. 10 from FEP) Charity.

**Expected outcome:** After the lesson, Ss will be sensitive to social problems, and in the context of their situation and their possibilities will contribute to their solutions. (EV-9-1-07 from FEP)

**Aim:** After the lesson, learners will be able to provide people with information about donations and charity. Learners will also hold a positive stance towards charity.

**Materials:** Audio-visual technology, computers, smartphones, worksheets

**Intersubjective relations:** mathematics, civics

**Cross-cutting themes:** personal and social education, media education

### 1. Introduction and pre-reading activity.

Teacher (T) greets students (Ss), introduces herself and explains the focus of this lesson. The pre-reading activity consists of mind-mapping the word 'Christmas'. Through word association and questions, Ss will hopefully get to the conclusion that this time of the year invites us to be more generous. T will ask Ss if they know any charitable organizations that operate around Christmas.

*CE: I'm going to write the word Christmas here in the middle of the board. What can you tell me about Christmas? During Christmas, we give presents to people we know, but also to people we don't know. Do you know what we call that? Do you know any charitable*



*organizations in our country? How do they collect money? I'm going to give you a worksheet, please read the first text and find out how charities worked 200 years ago.*

## **2. Working with the text.**

After the Ss will all have read the text, there will be a short discussion with T. T will provide pictures of workhouses and penal treadmills for context (pictures are included in Appendix 7).

*CE: Do you know which story is this from? What do you think about Scrooge? Do you think he has enough money? Which words did you not understand? Do you think that workhouses and treadmills were nice places?*

## **3. Post-reading activities.**

T will ask Ss to guess how much money an average Czech person spends in a year (it is around 150 000 Czech crowns). When the real number is revealed, they will be asked to think about what the one person needs to pay for in a year. Gradually, they should conclude that there are these categories of average spending in Czech crowns: housing (46 535), food (30 985), transportation (14 365), recreation and culture (14 280), dining out and accommodation (8 736), insurance (4500) (source: <https://www.srovnejto.cz/blog/struktura-vydaju-domacnosti-kolik-a-za-co-utraceji-chudi-prumerni-a-bohati-cesi/#struktura-financnich-vydaju-v-prumerne-domacnosti>). Before the actual numbers are revealed, Ss will try to figure out the money distribution on their own. Their guesses will then be compared. Then, they will compare the spending of an average Czech to the spending of people that have fewer funds or that face some financially demanding situations (e.g., falling ill, having a baby, buying medical equipment ...). T will explain how charities help those people.

*CE: Can you guess how much money a regular Czech person spends in a year? Can you name the things that we buy? What happens if you need to spend money on a wheelchair for your child, where can you get money for that (from the 150 000 budget)?*

## **4. Charity research**

Ss will be instructed to form pairs or groups of three. Each group will get information about a person that needs help (a single mother, a homeless person, a refugee, a domestic violence victim, a person who is paralyzed, a family with a child with cancer, or a drug addict).

They will be allowed to use their phones (or computers if the class takes place in a computer room) to research possible charitable organizations that deal with the given issue. Ss will present their findings.

*CE: Imagine that you just met a person that needs help. You don't have the means to help them alone, but you can advise them to get help through charitable organizations. Please, make pairs or groups of three. I will give you information about people that need help. Your task is to find a few organizations that can help them. You can use your phones.*

## **5. Assessment**

### **Commentary**

The second lesson plan is aimed at Ss' views and knowledge on charity. It is quite minimalistic – its focus is placed on Ss' understanding of the text and their group work. Moreover, this lesson has intersubjective relations to mathematics, which is rare in humanities. The aim of this lesson is to raise Ss awareness of the importance of charity and to acquaint students with the opportunities of charity in our country. The first activity is centred around word association and Ss' preconceptions of charity in the contemporary world. In the second step, Ss read the ACC excerpt that depicts Scrooge refusing to donate. The point of the reading is to make Ss think about Scrooge, his reasons for refusing to make a donation, etc. The historical context of the text is later presented to students. Ss should come to the conclusion that Scrooge is too stingy to make a donation and that the places he recommends are not suitable for any people, no matter how poor they are. The third activity might seem out of place for this lesson, but I think that financial literacy is a hot topic that should be brought up more in the whole spectrum of the school curriculum. I think that it could be an interesting and unexpected activity for Ss. After all, Dickens mentions money in ACC many times. The last task combines the development of soft skills and practical information that will give Ss the opportunity to use their knowledge in practice in their everyday lives.

### **Observation**

There were eleven Ss in this lesson. There were many responsive Ss in this class. The first activity was word association and mind mapping. I encouraged all Ss to come forward and write a word that they associate with Christmas on the board. All of them did so and their ideas were very good. They mostly associated Christmas with particular things like

gingerbread or ornaments, but two of them wrote the word gift. When I started asking more questions about the word and the action of giving, Ss quickly understood the theme of the lesson. However, they were not familiar with many charities. After reading the text, a few Ss said that the text was a bit too hard for them to read, but they understood the main point of it. When I was showing them the pictures of treadmills and workhouses, I asked for their opinions directly, which was quite unproductive. It would be more suitable to have them debate the state of poor people with guiding questions in pairs or groups. In this way, the discussion would be longer and more effective. When I was planning the third activity, I was curious to see how accurate Ss's guesses will be. Surprisingly, the first guess on how much an average Czech person spends in a year was 200 000 crowns and the second one was 150 000 crowns, which is the accurate number. Moreover, Ss seemed very invested in this activity. It took them longer than I had expected because they were diligent about it. In my opinion, they were motivated by this activity because using math in English classes was probably something new and unusual for them. They worked on it for longer than I had expected, but the results were very good. I decided to shorten the final part of the lesson by assigning only one person in need of help to the whole class. Ss were not as absorbed in the final task as they were in the task before, but in the end, everyone successfully shared their findings.

### Questionnaire Analysis and Summary

	1	2	3	4
1. Enjoyment of the lesson.	73%	27%	-	-
2. Understanding of the text.	-	33%	58%	-
3. Answering questions.	-	55%	45%	-
4. Understanding of the lesson's theme.	45%	55%	-	-

*Table 2: Results from lesson 2*

Based on the results from the questionnaires, this lesson had the most positive rates in the category of “enjoyment” from the Ss's side. 73% of Ss, which is almost  $\frac{3}{4}$  of the whole group, enjoyed this lesson very much. This data is surely pleasant to present, but the results of the next category are significantly less pleasant for the educational aim of the lesson. Most

of the students understood the text only a little, and only 33% understood it well. However, this result proves that text difficulty is not an obstacle to engaging Ss in the lesson. The text provided the basis for the lesson, and even though it was challenging for Ss to read it, the theme of the lesson was clear to all of them.

To conclude, this group of Ss found their lesson the most enjoyable. From the point of view of the teacher, their enjoyment was most probably caused by the last activity which was found attractive by Ss, especially by those with logical-mathematical intelligence.

### **5.3 LESSON PLAN 3**

**Grade:** 7<sup>th</sup> (12-13 y/o)

**Lesson time:** 45 minutes

**Topic:** Prosocial behaviour in public life. Solidarity and social problems. (Theme n. 10 from FEP) Child labour.

**Expected outcome:** After the lesson, the learners will be sensitive to social problems, and in the context of their situation and their possibilities will contribute to their solutions. (EV-9-1-07 from FEP)

**Aim:** After the lesson, the learners will be able to create a protest sign against child labour and have a negative attitude toward this phenomenon.

**Materials:** worksheets, audio-visual technology, A3 papers, writing accessories

**Intersubjective relations:** civics, art

**Cross-cutting themes:** media education, personal and social education

#### **1. Introduction and pre-reading activity.**

T greets students Ss, introduces herself and explains the focus of this lesson. For the warm-up activity, Ss will be asked to think of chores that they do in their homes. There will be a short conversation about their chores.

CE: *Do you know what a chore is? It is something that you do at home, like helping your parents or cleaning. Do you do any chores at your home? Why yes or why not? Do you like doing them? Do you think it's fair? Do you get any money from doing chores?*

## **2. Reading and while-reading activities.**

Ss will get a worksheet with an excerpt from a comic-style edition of ACC. The pictures in the excerpt will be out of order. Ss' task will be to put them in order and to answer a few questions. There will be a short discussion about the pictures and the characters in them.

CE: *Can you put the pictures in the correct order? You need to find out which picture is the first, which is the second, and which is the last. Who are the people in the pictures? What time of the year is it there? Can you guess how old is Martha? Is she older than you? Why does she hide?*

## **3. Post-reading activities and a guessing game.**

T will ask Ss more questions about children and working. T will then read 5 statements about child labour. Ss' task will be to think about each statement and decide whether they are true or false. They will indicate their decision by raising their thumbs or by pointing them down.

Statements (only the last statement is false):

In the world's poorest countries, around 1 in 4 children work.

Worldwide, 218 million children work.

The youngest working children are 5 years old.

Some children earn less than \$1 a day.

In some countries, child labour is legal.

The false statement will be revealed at the end. T and Ss will discuss the results of Ss' guessing and their feelings about the true statements.

CE: *Do you know what child labour is? Can children work in Czechia? Why do you think children work? Put your hand in front of you and show me your thumbs up. I will read some sentences about child labour around the world. Your task is to decide if they are true or false. If you think the sentence is true, point your thumb up; if you think it's false, point your thumb down. Are you surprised by the true sentences?*

#### **4. Creating child labour protest signs.**

T will show Ss pictures depicting child labour in the past and the present. Ss will describe the pictures and polemize about their origins. T will also show photos of protesters demonstrating against child labour in the past and the present. The photos will serve as an inspiration for Ss. They will later create their own protest signs to protest child labour in the present day. Their creations will be presented to the class (picture from presentation are in Appendix 8, posters can be found in Appendix 13).

CE: *Look at the pictures here. What can you see? Is this picture from the past or the present? How old do you think the child is? What is he or she doing? What are the people holding in this photo? Please, make pairs or groups of three now. I will give you a sheet of paper in A3 format. Your task is to create a sign that is like the ones in the photos. You can use your phones to look for more inspiration.*

#### **5. Assessment**

##### **Commentary**

Like a few other lesson plans in this project, this lesson plan connects Victorian times with the contemporary world through problems that still persist in our society. In this case, child labour is the connector. The 3<sup>rd</sup> lesson is unique in this thesis because it uses a different form of ACC. I decided to use a comic-styled edition of ACC. Because it contains a slightly simplified version of the conversations together with illustrations, it can be highly beneficial to Ss, as they can easily understand the context of the story from them. This lesson in particular is focused on the context of the story, which is why I chose to use this version of the book. The whole lesson is focused on creating or strengthening a negative attitude against child labour. This is achieved mainly through conversation and drawing conclusions from the statements and pictures Ss discuss. The guessing activity challenges Ss' critical thinking, and

it also partially engages their body in the process. The shock value of some of the facts might intrigue Ss more on this topic.

### **Observation**

Twelve pupils participated in this lesson. There was almost no occasion during the lesson in which I was forced to use L1. The main theme of the lesson was “child labour”, which was probably the only unknown term that I had to explain. Nearly all students interacted with me in the pre-reading activity. A small discussion was sparked by their answers and most of the Ss agreed that doing chores is a normal activity that every child should do. When Ss completed the first task which included reading the text, I observed that nearly everyone in the group had no problem with putting the pictures in the correct order. It appears that the usage of the pictures was effective for the purpose of this lesson. Ss quickly noted that Martha is not an adult and that the story takes place in the past. They also understood that working children were not unusual in the past. Moreover, some of the students knew that child labour is still a problem in modern society. In the second activity, which was the guessing game, Ss were not as successful and many of their guesses were wrong. The harshness of some of the facts might’ve left a deeper impression in Ss’ minds. Presentation with photos depicting the reality of child labour followed. Ss were communicative and they described the pictures well, despite their limited vocabulary. At first, Ss didn’t seem to be very invested in the final activity, but it turned out that it just took them some time to thoroughly brainstorm all ideas. Some of them came up with really creative signs. A few of them can be found in Appendix 13.

### **Questionnaire Analysis and Summary**

	1	2	3	4
1. Enjoyment of the lesson.	25%	66%	9%	-
2. Understanding of the text.	16%	76%	9%	-
3. Answering questions.	17%	33%	41%	9%
4. Understanding of the lesson’s theme.	58%	42%	-	-

*Table 3: Results from lesson 3*

Ss rated the lesson generally positively. Most of them understood the text and understood the text well or very well, only one person chose the third point for both items. Unfortunately, one person also stated they didn't speak during the whole lesson at all. This could've been (and should've been) prevented by me. The majority of Ss understood the lesson's theme very well, which was also evident from the observation.

This lesson was successful in achieving its aim. The exercises were age-appropriate for the Ss. Apart from typical activities that are connected to the use of literature, Ss also had the chance to be creative. Most Ss were familiar with the topic of the lesson, and it was easy for them to engage in discussions. L1 was used only occasionally, so CLIL was suitable for this class as well.

## **5.4 LESSON PLAN 4**

**Grade:** 6<sup>th</sup> (11-12 y/o)

**Lesson time:** 45 minutes

**Topic:** Interpersonal relations and communication. (Theme n. 1 from FEP)

**Expected outcome:** After the lesson, Ss will be able to communicate openly, truthfully, appropriately to the situation, and with an understanding of the needs of others (EV-9-1-01 from FEP)

**Aim:** After the lesson, Ss will be able to recognize polite and impolite ways of greeting according to situational context.

**Materials:** Worksheets, audio-visual technology

**Intersubjective relations:** -

**Cross-cutting themes:** -

### **1. Introduction and pre-reading activity.**

T greets Ss, introduces herself and explains the focus of this lesson. Since this lesson is focused on communication, the first activity is focused on simple adjacency pairs (How are



you? – I'm fine; Where are you from? – I am from the Czech Republic) and Ss' preconceptions about them. Firstly, T will make sure that all Ss know how dialogue works, that there are comments and responses, etc. An exemplary dialogue will be written on the whiteboard. Ss will get a piece of paper with one part of an adjacency pair written on it. Their task will be to find the other part of the pair by talking to their classmates. Once the adjacency pairs are completed, T will discuss the results of this activity with Ss.

CE: *When we talk with another person, what is it called? (A Conversation). How many people can have a conversation? It can be more, but we need two people. For example, a conversation can be: .... On this piece of paper, there is one part of a conversation. Your task is to find the other part. Talk to your classmates.*

## **2. Reading and while-reading activities.**

T will explain that we cannot use certain phrases in certain conversations because it is considered rude. Ss will be given worksheets with four different conversations that all involve Scrooge. Their task will be to read them and decide: How many people are there in each conversation? Are they all polite or is someone impolite?

CE: *What if I say "shut up" to someone that wishes me good morning? Is it OK? No, this would make me impolite, that is rude. But if I answer nicely, that is called polite. Here are worksheets with four conversations. Can you guess who is polite and who is impolite in the conversations?*

## **3. Post-reading activities.**

T will discuss Ss' answers. There will be pictures shown on the board. Ss will match the pictures to the conversations (pictures are included in Appendix 9).

CE: *What do you think about the text? Do you understand everything? Do you know where the text is from? Can you guess which picture goes with which conversation and why?*

## **4. Final activity.**

For the final activity, Ss will play a game that involves using the polite phrase "Could you please ...?" In this game, Ss will take a turn politely requesting an action and performing the action through pantomime (the sheet for this activity is included in Appendix 10).

CE: *When you want to ask someone to do something, you use the phrase “Could you please ...?” Do you know this phrase? Let’s practice the pronunciation. Let’s play a game now. One volunteer will pick a verb from this envelope and make a question with this phrase with it. Another volunteer will show the verb through pantomime. If it’s correct, he or she can pick another verb and another volunteer comes to do the pantomime.*

## **5. Assessment**

### **Commentary**

This lesson is constructed not only to practice basic etiquette, but it also develops pragmatic competence in the area of politeness. Especially the first activity helps Ss to differentiate between the levels of politeness based on social deixis. This activity also makes Ss practice conversational maxims, mainly the maxim of relevancy since they are meant to make pairs based on how relevant their two sentences are to each other. Since this lesson plan is constructed for the youngest participants of this research, it includes more activities that involve movement or cooperation.

### **Observation**

The 4<sup>th</sup> lesson took place in a “language lab” with tables arranged in the U shape. This was fitting to the plan because of the interactive nature of some of the activities. The group consisted of fourteen Ss. It was a very diverse group - two Ss were on a very good level of English (up to level B1), and one other S had psychological problems. Communicating in only English was possible with the two skilled Ss, the others needed more translation. I often asked one of the skilled Ss to translate my instructions when I noticed that the class was confused. However, they were all very lively and they were not afraid to communicate. The first activity with adjacency pairs went well, Ss were a little bit confused at times, but they got them all right at the end. While reading the text, Ss often asked for the meaning of words they didn’t understand, which didn’t happen much in other lessons. The terms “polite” and “impolite” were too advanced for their level of English, but they got the gist of it as they completed the exercises nicely. They also had no problem connecting the pictures with the text. The final activity wrapped up the lesson nicely. Some of the Ss were familiar with the phrase, but some were not, so we practised the pronunciation first. Afterwards, they quickly understood the aim of the game.

## Questionnaire Analysis and Summary

	1	2	3	4
1. Enjoyment of the lesson.	36%	57%	7%	-
2. Understanding of the text.	29%	42%	29%	-
3. Answering questions.	28%	36%	46%	-
4. Understanding of the lesson's theme.	64%	29%	7%	-

*Table 4: Results from lesson 4*

The results of the questionnaire indicate that the lesson was beneficial for Ss. Only one S enjoyed the lesson only a little bit, the others found it enjoyable or very enjoyable. The results of the second item suggest that the texts were a bit more challenging for some Ss. However, they voiced their struggles during the lesson, so I was able to help them with vocabulary. All Ss responded to my questions to the best of their ability.

In conclusion, the results revealed that ACC was a good source for this lesson. The topic that was chosen was appropriate to the level of language skills of younger Ss' (even though some parts of this lesson significantly challenged their skills). Ss were mostly able to communicate using only L2; problems only occurred during the reading part, which is reflected in the questionnaire results. This lesson was a good example of combining EE and ELT.

## 5.5 LESSON PLAN 5

**Grade:** 6<sup>th</sup> (11-12 y/o)

**Lesson time:** 45 minutes

**Topic:** Family life. (Application topic n. 3 from FEP)

**Expected outcome:** After the lesson, learners will be able to apply attitudes and competencies that develop interpersonal relationships (EV-9-1-10).

**Aim:** After the lesson, learners will be able to discuss the roles of their family members and accept the importance of these roles.

**Materials:** worksheets, audio-visual technology, a whiteboard

**Intersubjective relations:** civics

**Cross-cutting themes:** personal and social education

### **1. Introduction and pre-reading activity.**

T greets Ss introduces herself and explains the focus of this lesson. T begins the lesson by drawing a stick person on the whiteboard and labelling it “ME”. Then, T will draw another two stick people behind “ME” and ask Ss to guess whom could it be. When they guess correctly, Ss can give more examples of extended family members. T will explain that this lesson will be about the family of Cratchits.

*CE: I am going to draw on the board. Can you guess what am I drawing? Do you know what you call your mother’s sister?*

### **2. Reading and while-reading activities.**

T will hand worksheets to Ss. Each worksheet contains an excerpt from the life of the family of Cratchits that is preparing for a Christmas dinner. Ss’ task will be to identify the family members in the text. In the second task, there will be pictures that represent vocabulary that might be new to Ss. Ss’ task will be to try to find the new words in the text. There will be a short discussion about the Cratchits family and the new vocabulary.

*CE: Here are worksheets for you. There is a story about the Cratchits family. Can you find all of the Cratchits’ children? Can you see the pictures? The names of the things there are somewhere in the text. Can you find them?*

### **3. Post-reading activities**

Ss will play the game of matching pairs with pictures and the new (and old) vocabulary from the text. The vocabulary is centred around family life. After they are done with the game, Ss will divide the pairs into verbs and nouns. This will be important for the next step in which verbs (mostly household chores) will be used. Ss will talk together in pairs or small groups

about what each of their family members does around the house, just like they read in the text. They will then divide the given verbs between the categories of “children”, “adults”, and “everyone”, according to the result of their discussion.

*CE: Now, let's make pairs. You will get small pieces of paper with words or pictures. Your task is to match the words to pictures, like in pexeso. Do you know what verbs and nouns are? Divide the words and pictures into verbs and nouns. Think about what people do in your families. Now divide the verbs into three categories.*

#### **4. Writing.**

Ss will be asked to write about what their weekend looks like when they are with their families. They will have to use the verbs they will have learned.

*CE: What do you and your family usually do over the weekend? Think about at least three sentences and write them down. Use at least one new verb from today's lesson.*

#### **5. Assessment**

##### **Commentary**

The topic of this lesson (family life) is not uncommon for ordinary ELT lessons. Nevertheless, this lesson focuses more on the roles of family members in everyday life. It's supposed to challenge Ss' view of these roles. The difference differences between the distribution of roles in families could help Ss to overcome certain stereotypes. Bringing this topic up might be uncomfortable for some Ss, depending on their family situation. That is why for example in the third exercise, the term *adults* is used instead of *parents* or *mum and dad*. Unlike the other lesson created for the youngest participants of the research, there are no activities that involve moving around the classroom. It's because this lesson will take place at the end of the school day, so it will be hard to keep Ss' attention.

##### **Observation**

This lesson was the last lesson of the day (Friday) for this group of students (6<sup>th</sup> graders), which was quite problematic for a few livelier Ss in this group. It took place in a special classroom that is often referred to as a “cafe” because Ss are seated behind small round tables that are positioned in the U shape along the walls, which was also not the perfect environment

for the given circumstances. On the other hand, Ss were very communicative, and their vocabulary was considerably developed, which was evident, especially in the pre-reading activity. The reading and while-reading activities went without a problem. Even though some of the names of the items were unknown to Ss, all of them managed to identify them in the text. There was a small issue with the pairs activity because the papers were unfortunately partially see-through, but Ss understood the inevitability of the issue and played the game fairly. Understandably, some Ss were ahead of their peers, in which case I spoke to them individually and they always just moved to the next step. Ss knew what verbs and nouns are and they divided the pictures and words accordingly to the rules. When assigning “who does what” in their own families, the distribution of activities differed in each group. Each group had a unique combination of activities for each category. Therefore, it was possible to demonstrate how different can families be and that there aren’t any strictly set roles of what men or women, or children or parents are meant to play. Because there wasn’t much time left at the end of the lesson, instead of writing their own family programme, I instructed Ss to think about three things that only parents or adults can do. The most common answers included things like smoking or drinking alcohol and driving. The lesson ended on a good note.

### Questionnaire Analysis and Summary

	1	2	3	4
1. Enjoyment of the lesson.	23%	77%	-	-
2. Understanding of the text.	54%	46%	9%	-
3. Answering questions.	31%	54%	16%	
4. Understanding of the lesson’s theme.	62%	38%	-	-

*Table 5: Results from lesson 5*

Compared to other groups, these Ss were notably more responsive. This also came through in the questionnaire results. 54% of Ss say they answered questions moderately (in the usual amount), and 31% of Ss say they answered questions a lot. The majority of Ss understood the texts very well and only one student understood it only a little bit. Most students

(77%) enjoyed the lesson, and 23% enjoyed it a lot. The last section of the results table suggests that Ss didn't have any problems with understanding the theme of the lesson.

To sum up, this lesson was appropriately constructed for Ss of this age. Despite the certain fragility of the topic of this lesson, there was no problem. The vocabulary of this topic was also known to Ss already, so they didn't struggle with using L2. The text matched Ss's reading skills and the following exercises conveniently filled in Ss' vocabulary gaps.

## 5.6 LESSON PLAN 6

**Grade:** 7<sup>th</sup> (12-13 y/o)

**Lesson time:** 45 minutes

**Topic:** Prosocial behaviour in public life. Solidarity and social problems. (Theme n. 10 from FEP)

**Expected outcome:** After the lesson, learners will be sensitive to social problems, and in the context of their situation and their possibilities will contribute to their solution. (EV-9-1-07 from FEP)

**Aim:** After the lesson, learners will hold a positive stance towards volunteering, and will be able to find information about volunteering online.

**Materials:** Worksheets, audio-visual technology

**Intersubjective relations:** civics

**Cross-cutting themes:** media education, personal and social education

### 1. Introduction and pre-reading activity.

T greets Ss, introduces herself and explains the focus of this lesson. The lesson will start with word association. Ss will be asked to think of the term "a good person" and try to come up with as many words as they can. Their thoughts will be noted on the whiteboard.

*CE: I am going to write three words on the whiteboard – "a good person." Can do you think of when I say "a good person?" What should a good person do or have?*

## **2. Reading and while-reading activities.**

Ss will be handed worksheets with three pieces of text that depict kind or generous behaviour. Ss will read through them. Their task will be to identify the case of positive behaviour in each excerpt. Before they begin reading, new vocabulary will be pre-taught.

*CE: Here are worksheets for you. Can you find the good deeds in each of the texts? Do you know what a good deed means?*

## **3. Post-reading activities.**

There will be a short discussion about each text. Ss will then think about the good deed in the first text.

*CE: Do you know what is it called when people do some work, but they don't get money for it? Can you volunteer? Do you know any volunteer organizations in our town?*

## **4. Final post-reading activity.**

Ss will be asked if they have ever done any volunteering. Their experiences will be written on the whiteboard. If they won't have any, T will simply ask which areas can people volunteer in. Afterwards, Ss will form pairs. Each pair will get one area of volunteering assigned. They will search the internet for a volunteering organization in Czechia that provides volunteering opportunities in the assigned area. Ss will write basic information about the organization: Where is it located? How old do you need to be to volunteer there? What activities and you participate in? They will share their findings with the whole class.

Volunteering areas: healthcare, education, animal care, environment, people with disabilities, art, sport, seniors

*CE: Your task is to make pairs. Each pair will get a different area of volunteering. You have to find an organization that deals with this area. You can use your phones. While you're googling, focus on the following questions that are here on the whiteboard.*

## **5. Assessment**



## **Commentary**

The point of this lesson plan is to raise awareness of volunteering. Volunteering is a great chance for moral development that provides many activities for lower secondary Ss to participate in, and it can bring many benefits and other opportunities for growth to the volunteer too. ACC briefly touches upon the topic of charity and volunteering right from the beginning, but this short excerpt doesn't provide much space for creativity. That is why I decided to introduce the lesson more inductively so that the main theme of volunteering can be later introduced as a form of good deed because there are many parts of ACC involving good deeds that can be used in a lesson. This lesson plan is rather minimalistic, as there is not much diversity in the exercises. The main part of the lesson is the pair work which additionally develops skills from other fields like information technologies and media education.

## **Observation**

There were twelve Ss in this class. It was the first lesson of the day for this group of Ss, and it showed. Ss were hesitant to engage in the first activity. Instead of asking for volunteers to write words they associate with "a good person" on the board, I should've instructed all of them to do so. But the ideas that I got from them were all appropriate to the theme. The words that Ss associated with the prompt centred around being helpful and empathetic towards others. Ss agreed that no one in the world is perfect and good people can make mistakes. When reading the text, some Ss had problems with identifying that inviting someone for dinner is a good act. A few of them didn't understand the last text too. One S was acquainted with the volunteering possibilities in her hometown, but the rest wasn't very intrigued by this topic. However, they worked hard on the last activity. Every pair had an area of volunteering which they picked themselves. All Ss were skilled with googling, but some needed help with choosing the right words for effective searching. Retrospectively, it would be a great idea to focus on word order in more detail, as it is an important thing in googling. The teacher that was present at this lesson also said that this is a great activity because it develops Ss's soft skills.

## Questionnaire Analysis and Summary

	1	2	3	4
1. Enjoyment of the lesson.	-	58%	42%	-
2. Understanding of the text.	-	75%	25%	-
3. Answering questions.	16%	33%	41%	
4. Understanding of the lesson's theme.	42%	58%	-	-

*Table 6: Results from lesson 6*

The numbers in the table above suggest that from the Ss' point of view, the lesson was mediocre at best. Almost 60% of Ss deemed the lesson as moderately enjoyable, the rest found it a little bit enjoyable. Exactly  $\frac{3}{4}$  of Ss understood the text well, the remaining quarter understood the text only slightly. However, all Ss understood the lesson's theme very well or well. The largest portion of Ss engaged in discussion only a little bit.

In conclusion, we can say that this lesson was somewhat successful in achieving its aim. There were certain problems with Ss' motivation for the topic of the lesson, which were primarily caused by the structure of the lesson. Had the lesson contained more activation elements, Ss would probably be more encouraged to learn about the topic. Perhaps, this lesson would be suitable for older Ss that have experiences with this theme. Concerning the use of the text, the reason why some Ss understood the text only a little might've been the complexity of social clues that were present in 1 or 2 excerpts. Other than that, ACC proved to be a good source of materials for this lesson.

## 6 Results and Discussion

Chapter 6 comprehensively analyses all the results from observations and questionnaires. All the results that are described in the previous chapter are here analysed as a whole. The results will be put into perspective with the objectives of this thesis. As part of the research, 6 lessons were taught in a lower-secondary school. There were 78 participants in total in the taught lessons. All participants filled out the questionnaire that researched Ss' views on 4 different aspects of the lessons. The table below presents the processed outcome of their answers.

	1	2	3	4
1. Enjoyment of the lesson.	33.3%	56.4%	10.3%	-
2. Understanding of the text.	20.5%	56.4%	23.1%	-
3. Answering questions.	15.4%	43.6%	39.7%	1.3%
4. Understanding of the lesson's theme.	55.1%	41%	3.9%	-

*Table 7: Overall results*

The first objective aimed to examine to which extent using ACC in ELT helps to fulfil the expected outcomes of EE in FEP BE. The expected outcomes we focused on were those stated in the EE section of FEP BE. When preparing the lesson plans for this thesis, several expected outcomes were fitting to ACC's themes. Namely, they were EV-9-1-01 (Ss will be able to communicate openly, truthfully, appropriately to the situation, and with an understanding of the needs of others), EV-9-1-07 (Ss will be sensitive to social problems, and in the context of their situation and their possibilities will contribute to their solution), EV-9-1-08 (Ss will be able to analyse ethical aspects of different life situations), EV-9-1-10 (Ss will be able to apply attitudes and competencies that develop interpersonal relationships). Therefore, we can say that using ACC in ELT helps to fulfil at least four of the ten expected outcomes of EE that are stated in FEP BE.

The second objective aimed to examine the suitability of ACC as a semi-authentic educational material for lower-secondary school learners. The majority of learners who

participated in this research evaluated used excerpts as easy to understand (56.4%) or very easy to understand (20.5%). No respondent to the questionnaire evaluated the texts as very difficult to understand. When creating the lesson plans and worksheets, the original language of *ACC* had to be altered, especially for the younger learners. Not many learners were familiar with *ACC*, but this wasn't an obstacle to fulfilling the aims of the lessons. Moreover, it was proved that *ACC* covers topics that are suitable for discussions with even the youngest learners (e.g., volunteering, family life, communication, charity, and even child labour were topics that learners had the ability to discuss and present their opinions and experiences with their level of English).

The third objective aimed to analyse learners' engagement in lessons that combine the use of literary work and CLIL. Two items of the questionnaire are related to this objective – the first one and the second one. The first surveys Ss' view of the lessons in a very straightforward way. Learners were instructed to simply rate how much they enjoyed the lesson they participated in. By asking this question, we can find out the “hidden engagement” of the learners. Some learners are engaged in lessons and their learning processes are activated, but it might seem like they aren't because they stay quiet. Their engagement is hard to spot by observation. That is why Ss' enjoyment of the lesson might be a good indicator of Ss' engagement in the lesson as well. Questionnaire results suggest that 56.4% of Ss enjoyed the lessons, 33.3% enjoyed them a lot, and the rest only a little bit. Even the results of the third item report that all Ss answered questions in lessons to some extent. Only one student claimed they didn't engage in any discussion. It is important to state that Ss' engagement could've originated in many different aspects of the lessons. For example, all the lessons were unordinary for Ss because they were taught by an unknown teacher. However, it seems that CLIL or using literature didn't have a negative effect on Ss' engagement. Nevertheless, observations indicated that the lessons with older students (8<sup>th</sup> graders) were more effective. Because of their higher level of English, it was possible to spark discussions that are closer to the core ethical message of *ACC*.

The aforementioned results suggest that there are many benefits to using *ACC* in EE and ELT. The story of *ACC* deals with themes that are close to the curriculum of EE as it is stated in FEP BE. Choo (2021) states that literature provides a preview into the ethical aspects of the past, which enables modern Ss to deepen their empathy and understanding. This was possible in a few lessons of this project, particularly with the older Ss. Additionally, as Shaaban (2005)

says, EE, ELT, and the use of literature all build on the use of methods like discussions, problem-solving, and simulations. This makes the combination of the educational fields not only possible but also desirable. All three methods were often used in the lessons. Furthermore, the use of CLIL and ACC as semi-authentic material was not found to be a complication for teaching EE in ELT lessons at a lower-secondary school.

Before moving on from the results and discussion section, it is crucial to mention some limitations of the research done in this thesis. All the lesson plans were used only once, each one with a different group of Ss with different levels of English. To examine the full effect of this combination of methods and forms of teaching on the moral compass of Ss, a much more complex study would be needed. This can be a recommendation for future research in this area.

## Conclusion

This diploma thesis focused on the effects of foreign literature on developing a moral compass in lower secondary school pupils. The topic of this thesis was inspired by the moral message of the story of *A Christmas Carol* by Charles Dickens. Therefore, **the aim of this thesis was to examine the potential benefits of using Charles's Dickens *A Christmas Carol* in ELT, more specifically in teaching EE through CLIL in a lower secondary school.**

The aim of this project was executed in two parts. Firstly, crucial terms and concepts were introduced in the theoretical part. This part was divided into three chapters. The first chapter provided a closer look at the subject of EE. It explained the origins and current state of the subject in Czechia. The presented findings were compared with the model of character education in the UK and the USA. The second chapter dealt with the practical aspects of combining EE, ELT, and CLIL. Many similarities in methods and approaches between EE and ELT were found, which gave a foundation for the realization of research. The final chapter of the theoretical part focused on Charles Dickens and his work. Mainly, the ethical aspects of his life and work were presented. The literary sources reviewed in this thesis proved that Dickens' work (especially *ACC*) often contains topics which have the potential to be used in EE.

The practical part was divided into three chapters as well. The fourth chapter introduced the methodology and research objective of the thesis. It revealed that the aim of this project was realized by creating six lesson plans and putting them to practice in a lower secondary school. The lessons were then analysed through observation and a questionnaire survey. The principles for planning of the lessons from the point of view of EE, ELT, and CLIL were also presented in the fourth chapter. The fifth chapter contained all lesson plans together with the observations and questionnaire analysis for each lesson. The research findings were then discussed in the sixth chapter.

The literature review and research provided sufficient answers for all three objectives. The first objective was **to examine to which extent using *ACC* in ELT helps to fulfil the expected outcomes stated in FEP BE for EE.** While creating the lesson plans for this thesis, it was possible to utilize topics and methods that can fulfil four expected outcomes. It can thus be stated that using *ACC* in ELT can fulfil the expected outcomes of EE to a great extent.

Moreover, it was discovered that ACC includes many topics that can be appropriate for EE. The topics were communication, family life, volunteering, charity, child labour, and poverty.

The second objective, which aimed **to explore to which extent is using ACC suitable for lower secondary pupils as a semi-authentic educational material**, was mainly examined through the observations and questionnaire survey. All the ACC excerpts were adapted to better suit Ss' reading abilities. The results revealed that at least 76% of the respondents understood the texts well or very well. The rest understood them at least a little bit. Even if some Ss encountered difficulties while reading, they eventually overcame them. All topics covered in the excerpts were comprehensible to Ss. However, the most important topics of ACC were suitable for only the older Ss. Thus, we can say that ACC is to a reasonable extent suitable as an educational material.

The third objective set **to analyse learners' engagement in lessons that combine the use of literary work, EE, and CLIL**. Both observation and survey results showed that Ss' engagement was not negatively influenced by combining the three elements in one lesson. Participants of the research were mostly interested in the unusual topics of the lessons. Using L2 to discuss these topics was also not a problem. However, as it was stated before, the main themes of ACC are more challenging to discuss, which is why this book should rather be used in lessons with older learners of lower secondary school (aged 13-15).

In conclusion, this project proved that using ACC in ELT and EE brings several benefits to lower secondary school learners. ACC offers a few topics that can help fulfil expected outcomes of EE that are stated in FEP BE. When the language of the book is reasonably adapted, the excerpts of it can be used as a great semi-authentic educational material. The combination of EE, ELT, and CLIL brings new perspectives to learners which makes the lessons attractive to them. Nevertheless, using ACC in EE and ELT has the biggest potential in lessons for older learners of lower secondary schools.

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# Appendices

## Appendix 1: Worksheet 1

NAME:

DATE:

CLASS:



• **Read the text.**

And now open my bag, Joe," said the woman. Joe went down on his knees, and he dragged out a large and heavy roll of some dark stuff. "What do you call this?" said Joe. "Bed-curtains!" "Ah!" returned the woman, laughing and leaning forward on her crossed arms. "Bed curtains!" "You don't mean to say you took them down, rings and all, with him lying there?" said Joe. "Yes, I do," replied the woman. "Why not? Don't drop that oil upon the blankets, now." "His blankets?" asked Joe. "Whose else's do you think?" replied the woman. "He won't get cold without them now, anyway!" "I hope he didn't have any illness. Eh?" said old Joe, stopping in his work, and looking up. "Don't you be afraid of that," returned the woman. "You can look through that shirt till your eyes ache, but you won't find a hole in it. It's the best he had, and a fine one too. It would be a waste if I didn't take it. Somebody was fool enough to put it on him before they buried him. but I took it off again." Scrooge listened to this dialogue in horror. "Ha, ha!" the woman laughed when old Joe gave her money. "This is the end of it, you see! He scared everyone away from him when he was alive, to profit us when he was dead! Ha, ha, ha!

Text 1

• **Answer the questions, use your imagination.**

IN WHICH CENTURY DOES THE STORY TAKE PLACE? WHY?
WHO IS THE WOMAN?
WHO IS SCROOGE?
NEW VOCABULARY:

Text 1 – adapted from Dicken (1843), p. 75

Text 2 – adapted from Dickens (1843), p. 85

- Compare the pictures. Find at least 5 differences.



Picture 1



Picture 2

- Read the text. Compare it to text 1.

"They are not torn down," cried Scrooge, folding one of his bed-curtains in his arms, "they are not torn down, rings and all. They are here: I am here: the shadows of the things that would have been, will not come true. They won't. I know they won't!"

His hands were busy with his clothes all this time: turning them inside out, putting them on upside down, tearing them, mislaying them, making them parties to every kind of extravagance.

"I don't know what to do!" cried Scrooge, laughing and crying in the same breath; and making a perfect Laocoön of himself with his stockings. "I am as light as a feather, I am as happy as an angel. I am as merry as a school-boy. I am as giddy as a drunken man. A merry Christmas to everybody! A happy New Year to all the world. Hallo here! Whoop! Hallo!"

Text 2

- Answer the questions.

WHAT DO YOU THINK WILL HAPPEN TO THE WOMAN FROM THE FIRST TEXT?

FINAL THOUGHTS:

2.

Picture 1 – <https://victorianweb.org/authors/dickens/xmas/fost/chained.html>

Picture 2 - <https://historycollection.com/grim-realities-of-life-in-londons-19th-century-slums/>

## Appendix 2: Worksheet 2

NAME:

DATE:

CLASS:



### • Read the text

"Scrooge and Marley's, I believe," said one of the gentlemen, referring to his list. "Have I the pleasure of speaking to Mr. Scrooge, or Mr. Marley?"

"Mr. Marley died exactly seven years ago," Scrooge replied.

"We have no doubt his generosity is well represented by his surviving partner. At this festive season of the year, Mr. Scrooge," said the gentleman, taking up a pen, "we should help the poor, who suffer greatly at the present time. Many thousands are in want of common necessities; sir."

"Are there no prisons?" asked Scrooge.

"Plenty of prisons," said the gentleman, laying down the pen again.

"And the Union workhouses?" demanded Scrooge. "Are they still in operation?"

"They are. Still," returned the gentleman, "I wish I could say they were not."

"The Treadmill and the Poor Law are in full vigour, then?" said Scrooge.

"Both very busy, sir."

"Oh! I was afraid, from what you said at first, that they are not," said Scrooge. "I'm very glad to hear they are."

"A few of us are trying to raise some money for the poor, sir," said the gentlemen. "How much do you wish to donate?"

"Nothing!" Scrooge replied.

"You wish to be anonymous?"

"I wish to be left alone," said Scrooge. "Since you ask me what I wish, gentlemen, that is my answer. I don't make merry myself at Christmas, and I can't afford to make lazy people merry. I help to support the establishments I mentioned: they cost enough: and those who are poor must go there."

"Many can't go there; and many would rather die."

"If they would rather die," said Scrooge, "they better do it, and decrease the surplus population."

Text 7

NOTES:

NEW VOCABULARY:



### Appendix 3: Worksheet 3

NAME:

DATE:

CLASS:

- Put the pictures in the correct order.

HIGHLIGHT UNKNOWN WORDS - TRY TO FIGURE OUT WHAT THEY MEAN 😊

Not coming. Not coming on Christmas Day?

At these words, Martha ran out to hug her father. Even for a joke she didn't want to see a sad look on his face.

Dear father!

The two youngest Cratchit children took Tiny Tim to smell the Christmas pudding as it cooked.

No! No! Here come Father and Tiny Tim. Let's surprise them!

So Martha hid herself behind the door just as Bob and Tiny Tim came in.

Why, where's our Martha?

What is keeping your father and Tiny Tim? And where can Martha be?

Here I am, Mother! We had much work to finish before I could get away.

Never mind, so long as you are here! Sit down in front of the fire and warm yourself.

Hide, Martha, hide!

Text 11

NOTES

NEW VOCABULARY:

## Appendix 4: Worksheet 4

NAME:

DATE:

CLASS:



### • Read the text. Who is polite and who is impolite?

A) "Merry Christmas, uncle! God bless you!" shouts a happy voice. It is the voice of Scrooge's nephew.  
"Bah!" says Scrooge, "Humbug!"

B) "Can you -- can you sit down?" asks Scrooge.  
"I can."  
"Do it, then."

C) "What day is it today!" says Scrooge.  
"EH?" says the boy.  
"What day is it today, my fine friend?" says Scrooge.  
"Today!" replies the boy. "Of course, it's CHRISTMAS DAY."  
"It's Christmas Day!" said Scrooge to himself. "Of course it is. Hallo, my fine friend!"  
"Hallo!" replies the boy.  
"Do you know the shop at the corner?" Scrooge asks.  
"I do," replies the boy.  
"An intelligent boy!" says Scrooge. "A remarkable boy! Do you know if the prize turkey is still up there?"  
"What, the one as big as me?" returned the boy.  
"What a delightful boy!" said Scrooge. "It's a pleasure to talk to him. Yes, my friend!"  
"It's hanging there now," replies the boy.  
"Is it?" says Scrooge. "Go and buy it."  
"What!" exclaimed the boy.  
"No, no," said Scrooge, "I am honest. Go and buy it and tell them to bring it here. Come back with the man, and I promise to give you a shilling!"

D) "Is your master at home, my dear?" says Scrooge to the girl.  
"Yes, sir."  
"Where is he, my love?" says Scrooge.  
"He's in the dining-room, sir, together with mistress. I can show you upstairs, if you please."  
"Thank you. He knows me," says Scrooge, with his hand already on the dining-room lock. "I can go in here alone, my dear."

Text 3,4,5,6

1.

Text 3,4,5,6 – adapted from Dickens (1843), p. 9, 20, 86-87, 89



## Appendix 5: Worksheet 5

NAME:

DATE:

CLASS:



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

It's Christmas Eve. Everyone does what they can to prepare the Christmas dinner. Mrs. Cratchit makes the gravy sauce; Peter mashes the potatoes; Belinda makes the apple-sauce; Martha sets up the hot plates; Mr. Cratchit takes Tiny Tim beside him in a tiny corner at the table; the two young Cratchits set chairs for everybody. At last the dishes are set on. Then, Mrs. Cratchit cuts the goose into pieces, and everyone eats. The goose is delicious! Bob says it's the best goose ever. After everyone finishes their food, Mrs. Cratchit brings the Christmas pudding to the table.

Oh, a wonderful pudding!

At last, after the dinner is all done, there are apples and oranges on the table, and the Cratchit family sits around the fireplace, and they bake chestnuts on the fire.

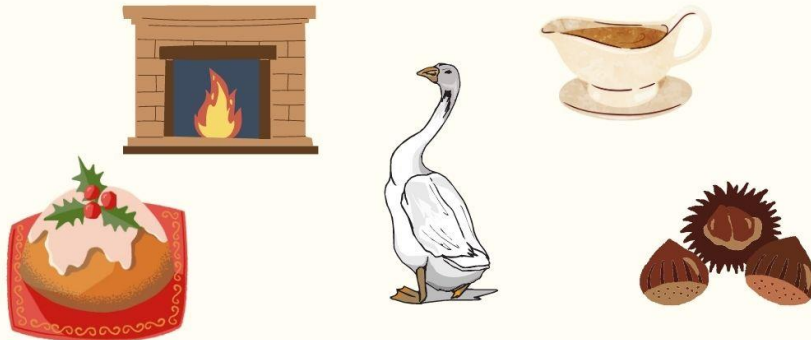
Then, Mr. Cratchit proposes:

"A Merry Christmas to us all, my dears. God bless us!"

Text 12

HOW MANY CHILDREN DO THE CRATCHITS HAVE? WHAT ARE THEIR NAMES?

- **Can you find names of these things in the text?**



NEW VOCABULARY:

## Appendix 6: Worksheet 6

NAME:

DATE:

CLASS:



• **Read the texts. Can you find any good deeds in them?**

A)

"Scrooge and Marley's, I believe," said one of the gentlemen, referring to his list. "Have I the pleasure of talking to Mr Scrooge, or Mr Marley?"

"Mr Marley died seven years ago, this very night" Scrooge replied.

"We have no doubt his generosity is well represented by his surviving partner," said the gentleman while giving Scrooge his credentials.

Scrooge frowned, shook his head, and handed the credentials back.

"At this festive season of the year, Mr Scrooge," said the gentleman, taking up a pen, "it is more than usually desirable that we should help the poor, who suffer greatly at the present time. Many thousands are in want of common necessities; hundreds of thousands are in want of common comforts, sir. A few of us are trying to raise some money to buy some food and means of warmth for the poor. Do you wish to make a donation?"

B)

"Don't be angry, uncle. Come! Dine with us tomorrow."

Scrooge said that he will definitely not.

"But why?" cried Scrooge's nephew. "Why?"

"Why did you get married?" said Scrooge.

"Because I fell in love."

"Because you fell in love!" growled Scrooge, as if that were the only one thing in the world more ridiculous than a merry Christmas.

"Good afternoon!"

"Nay, uncle, but you never came to see me before that happened. Why give it as a reason for not coming now?"

"Good afternoon," said Scrooge.

"I want nothing from you; I ask nothing of you; why cannot we be friends?"

"Good afternoon," said Scrooge.

C)

"An intelligent boy! Do you know whether they sold the prize turkey that was hanging up there? Not the little prize turkey, but the big one?"

"What, the one as big as me?" returned the boy.

"What a delightful boy!" said Scrooge. "It's a pleasure to talk to him. Yes, my buck!"

"It's hanging there now," replied the boy.

"Is it?" said Scrooge. "Go and buy it, and tell them to bring it here, that I will give them the direction where to take it. Come back with the man, and I'll give you a shilling. Come back with him in less than five minutes, and I'll give you half-a-crown!" The boy quickly ran to the shop.

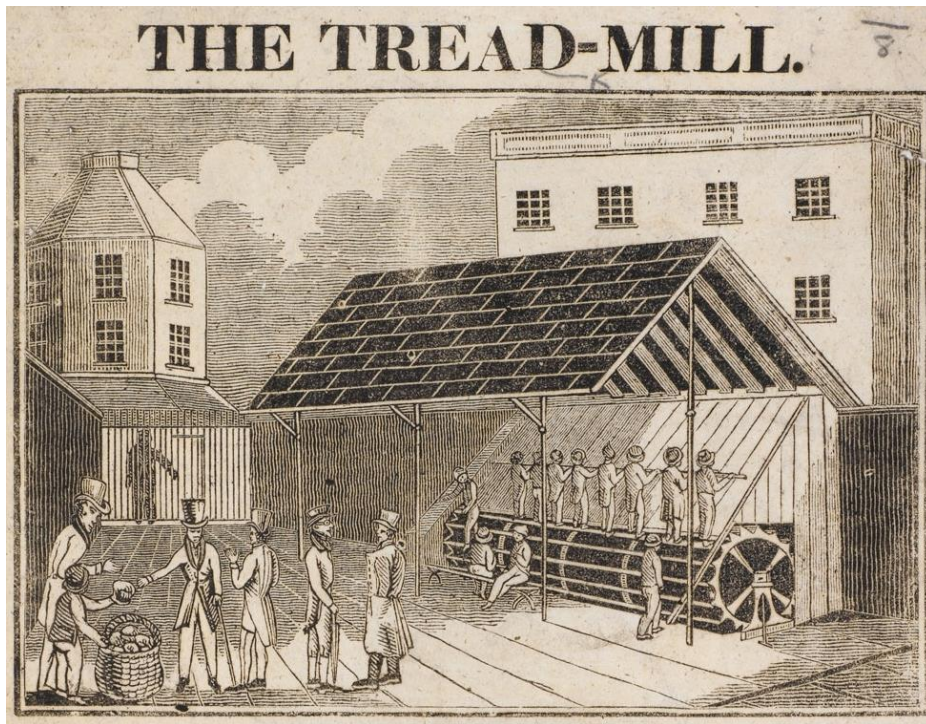
"I'll send it to Bob Cratchit's!" whispered Scrooge, rubbing his hands, and splitting with a laugh. "He will not know who sends it. It's twice the size of Tiny Tim!"

Text 8,9,10

Text 8,9,10- adapted from Dickens (1843), p. 11, 9, 86



## Appendix 7: Pictures used in lesson 2



Source:[https://en.wikipedia.org/wiki/Penal\\_treadmill#/media/File:Treadmill\\_at\\_Brixton\\_Prison\\_in\\_London\\_\(cropped\).jpg](https://en.wikipedia.org/wiki/Penal_treadmill#/media/File:Treadmill_at_Brixton_Prison_in_London_(cropped).jpg)



Source:<https://images.immediate.co.uk/production/volatile/sites/7/2010/12/GettyImages-515848450-66e18be.jpg?quality=90&webp=true&resize=1200,800>

### Appendix 8: Examples of pictures used in lesson 3



Source:<https://compote.slate.com/images/6f05482a-1cc7-4b7c-ab812aa2d5cebb7a.jpeg?crop=3500%2C2333%2Cx0%2Cy0&width=1280>



Source:[https://media.vaticannews.va/media/content/dam-archive/vaticannews/agenzie/images/afp/2018/04/29/07/topshot-afghanistan-economy-child-labour-1524988696442.jpg/\\_jcr\\_content/renditions/cq5dam.thumbnail.cropped.750.422.jpeg](https://media.vaticannews.va/media/content/dam-archive/vaticannews/agenzie/images/afp/2018/04/29/07/topshot-afghanistan-economy-child-labour-1524988696442.jpg/_jcr_content/renditions/cq5dam.thumbnail.cropped.750.422.jpeg)



## Appendix 9: Pictures used in lesson 4

A:



B:



A: Source: <https://victorianweb.org/art/illustration/abbey/6.jpg>

B: Source: <https://www.yorknotes.com/images/onlineguides/GCSE/Christmas-Carol-2017/1.jpg>

C:



D:



C: Source: <http://s3-us-west-2.amazonaws.com/assets.bleeckerstreetmedia.com/direct-uploads/5a143df0cd736-fbr1og1n6.jpg>

D: Source: <https://victorianweb.org/art/illustration/abbey/1.jpg>

## Appendix 10: Game sheet for lesson 4



Close the door.	Wash your hands.	Brush your teeth.	Do your homework.
Put your hand up.	Make a cup of tea.	Write your name.	Smile.
Take a picture of me.	Tell me your name.	Open the window.	Tell me the date.
Tell me the time.	Give me a pencil.	Stand up.	Close your eyes.
Give me that book.	Cook dinner.	Count to ten.	Draw a picture.
Throw the ball to me.	Clean your room.	Wash the dishes.	Turn on the light.
Open the door.	Put on your hat.	Play the guitar.	Look at the teacher.
Throw away the trash.	Go upstairs.	Turn off the TV.	Call me on the phone.

Source: <https://www.teach-this.com/images/resources/so-polite.pdf>

**Appendix 11: Pairs game for lesson 5**



**TO CLEAN**

**TO DECORATE  
THE CHRISTMAS  
TREE**

**TO COOK**

**TO DO THE  
DISHES**

**CHRISTMAS  
PUDDING**

**CHESTNUTS**

**TO SHOP**

**TO DO THE  
LAUNDRY**

**TO SET THE  
TABLE**

**GOOSE**

**FIREPLACE**

**GRAVY**

## Appendix 12: Questionnaire sample

### Dotazník spokojenosti

*Zakroužkuj odpověď, Nepodepisuje se!*

**1. Dnešní hodina mě bavila:**

HODNĚ - PŘIMĚŘENĚ - TROCHU - VŮBEC

**2. Textu v pracovním listu jsem rozuměl/a**

MOC DOBŘE - DOBŘE - TROCHU - VŮBEC

**3. Na otázky jsem odpovídal/a**


HODNĚ - PŘIMĚŘENĚ - TROCHU - VŮBEC

**4. Tématu hodiny jsem rozuměl/a**

MOC DOBŘE - DOBŘE - TROCHU - VŮBEC



Appendix 13: Creations of learners from lesson 4

WE WANT  
TO BE   
FREE!!

CHILDREN  
WANT A FREEDOM,  
and YOU KNOW IT!

## Resumé

Tato diplomová práce se zabývala využitím *Vánoční koledy* Charlese Dickense ve výuce anglického jazyka a etické výchovy prostřednictvím přístupu integrované výuky předmětu a cizího jazyka. Teoretická část se ve třech kapitolách zaměřila na etickou výchovu v Česku i v zahraničí, na spojení etické výchovy a výuky cizího jazyka, a na život a dílo Charlese Dickense. V praktické části byl pomocí sestavení šesti výukových plánů a jejich využitím v praxi na 2. stupni ZŠ (respektive nižším stupni gymnázia) proveden výzkum. Skrze pozorování těchto hodin a z výsledků dotazníku předloženého zúčastněným žákům bylo zjištěno, že *Vánoční Koleda* je vhodným materiálem pro rozvoj angličtiny i etického citění pro žáky staršího školního věku. Kvůli složitosti ústředního tématu tohoto díla je však více vhodný pro starší žáky tohoto věku.

## Annotation

<b>Jméno a příjmení:</b>	Bc. Denisa Czudková
<b>Katedra:</b>	Ústav cizích jazyků
<b>Vedoucí práce:</b>	doc. Mgr. Janka Kaščáková, Ph.D.
<b>Rok obhajoby:</b>	2023

<b>Název práce:</b>	<i>Vánoční koleda</i> Charlese Dickense ve výuce anglického jazyka
<b>Název v angličtině:</b>	Charles Dickens' <i>A Christmas Carol</i> in ELT
<b>Anotace práce:</b>	Diplomová práce se zabývá využitím <i>Vánoční koledy</i> Charlese Dickense ve výuce angličtiny, specifitěji ve výuce etické výchovy skrze přístup integrované výuky předmětu a cizího jazyka. V teoretické části jsou popsány hlavní termíny ve spojitosti s etickou výchovou, výukou angličtiny, a Charlesem Dickensem. V praktické části je realizován výzkum pomocí šesti vyučovacích plánů pro žáky staršího školního věku. Výzkumné metody zahrnují pozorování a analýza dotazníkového šetření.
<b>Klíčová slova:</b>	Výuka anglického jazyka, etická výchova, literatura ve výuce anglického jazyka, CLIL, Vánoční koleda, Charles Dickens
<b>Anotace v angličtině:</b>	The diploma thesis deals with the use of Charles Dickens' <i>A Christmas Carol</i> in teaching English, more specifically in the teaching of ethics education through the approach of CLIL. In the theoretical part, the main terms in connection with ethical education, teaching English, and Charles Dickens are described. In the practical part, research is carried out using six lesson plans for pupils of older school age. Research methods include observation and analysis of a questionnaire survey.
<b>Klíčová slova v angličtině:</b>	ELT, ethics education, literature in ELT, CLIL, <i>A Christmas Carol</i> , Charles Dickens
<b>Přílohy vázané v práci:</b>	13
<b>Rozsah práce:</b>	56 s. + 13 příloh
<b>Jazyk práce:</b>	Anglický