Západočeská univerzita v Plzni

Fakulta pedagogická
Katedra anglického jazyka

Diplomová práce
LITERATURA VE VÝUCE ANGLICKÉHO JAZYKA: ZAMĚŘENÍ NA DĚTSKOU LITERATURU

Filip Janáč

Plzeň 2023

University of West Bohemia

Faculty of Education
Department of English

Thesis
LITERATURE IN THE EFL CLASSROOM:
CHILDREN'S LITERATURE IN FOCUS

Filip Janáč

Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 26. června 2023 …………………………….

Filip Janáč

ACKNOWLEDGMENTS

ABSTRACT

Janáč, Filip. University of West Bohemia. June, 2023. Literature in the EFL classroom: Children's literature in focus. Supervisor: PhDr. Eva Skopečková, Ph.D.

This thesis deals with the use of children's literature in EFL classes at lower-secondary schools and grammar schools. Firstly, the theoretical background of the topic is presented, together with EFL reading principles, strategies, reading literature, selection of the text, task sequence and activities connected to the use of literature. For the practical part of the thesis, four research questions were set regarding the embedding of children's literature in curricular documents and materials, its form and its use in selected classes. The research part consists of a content analysis of curricular documents at the national and school level, teaching materials of selected schools and a questionnaire survey among teachers and pupils of selected lower-secondary schools and grammar schools. The research results tell us how children's literature is anchored in curricular documents, what form it takes and how it can be used. Based on the result of the research, it is concluded that the children's literature is contained only slightly in the curricular documents on both levels, national and school, and in the educational materials, and its use in lessons is often left behind.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF GRAPHS

LIST OF APPENDICES

Appendix A: Questionnaire for teachers – Czech version

Appendix B: Questionnaire for teachers – English translation

Appendix C: Questionnaire for pupils – Czech version

Appendix D: Questionnaire for pupils – English translation

LIST OF ABBREVIATIONS

Framework Education Programme for Basic Education - FEP BE

Framework Education Programme for Secondary General Education (Grammar Schools) -
FEP SGE

School Education Programme of ZŠ Jáchymov - SEP Jáchymov

School Education Programme of Gymnázium Ostrov - SEP GO

Common European Framework of Reference for Languages - CEFR

English as a Foreign Language – EFL

Second language – L2

Research Question – RQ

BLOGGERS 4: Connected with the world of English – Bloggers 4

Maturita Solutions Third Edition Intermediate – Maturita Solutions

I. INTRODUCTION

Pupils of lower-secondary schools and the first and second years of four-year grammar schools in the Czech Republic have several hours of English language lessons per week in their schedule. In these classes, they should develop their communicative competence and come into contact with authentic English, which can take the form of literary texts. These texts also include children's literature, which develops the linguistic and cultural values of the readers. When using these texts, the EFL teacher is faced with the difficult task of finding a balance between linguistic and other aspects.

The topic of this diploma thesis - Literature in the EFL classroom: Children's literature in focus, was chosen due to the lack of fulfilment of its potential in language teaching at lower-secondary and grammar schools. The existing literature on this topic attends to the specifics of this subject only marginally and I attempted to differentiate it as a specific field.

The first part of the diploma thesis analyzes the theoretical background, what literature is initially defined and the reasons why people read are listed. Furthermore, children's literature is defined and the readers are introduced to the genres of children's literature. Then the diploma thesis deals with reading in EFL classes, specifically presenting reading principles and strategies, together with reading fluency. Finally, the theoretical part ends with addressing the reading of literature in English language classes, the selection of texts and activities.

The practical part describes research methods, namely content analysis and questionnaire surveys, which were used to answer four research questions, the purpose of which was to find out what position children's literature has in framework education programmes, how it is embedded in selected school education programmes, what form it takes in selected teaching materials and what is the position of children's literature in selected lower-secondary and grammar schools.

In the third part of the diploma thesis, there are pieces of advice for teachers provided tied to the topic of the thesis. Limitations of the research and suggestions for further research are also discussed there, where recommendations for how the research could be repeated and improved are mentioned.

II. THEORETICAL BACKGROUND

This part of the thesis is devoted to the theoretical background of the topic in which literature is defined, the reasons for reading, the genres of children's literature and reading in the English language are mentioned here.

What is literature?

It is indeed very hard to define the term *literature* as it may be affected by the personal view of the person defining it, and thus, this question is almost impossible to answer to please everyone. There is considerable controversy among literary theorists and critics as to how this can be done. You can define it, for example, as writing which is not literally true in the sense of fiction. This definition would not be sufficient. Although there are many more definitions of the term, it is really hard to choose one that would cover all the areas that it should.

If we have a look at the online Merriam-Webster dictionary, the definition which describes literature as "writings in prose or verse"is very narrow. On the other hand, it is not wrong and everyone can imagine anything they want to be represented by it. In the broadest sense, anything written can be considered literature. According to BBC, in 2015, the first journalist Svetlana Alexievich won the Nobel Prize for literature claiming the genre she is writing in is *documentary literature*. This shows that defining the term is very difficult, and it is every person's choice what to consider as literature.

The American Heritage Dictionary of the English Language offers multiple definitions for the word *literature*. One of them is "imaginative or creative writing, especially of recognized artistic value". This definition of the term is much more specific than the Merriam-Webster one, as it deals with the artistic value of the verse and thus is more relevant for this thesis.

What both definitions have in common is the word "written". Does literature have to be written? Many cultures have had oral pieces of literature, also called folk literature which are both hypernyms for romances, histories, and poems to be recited or sung. According to

Mays (2016), our own era has oral forms of literature but most of our literary art is read from printed pages.

The distinction of the language between literature and other forms of texts is very difficult to realize as there is no specialized literary language that can be analyzed in the same way as language in other fields. The reason for the difficult distinction might be because it feeds creatively on every imaginable style as it has become a form of discourse in which any use of language is acceptable. On the other hand, we may recognize literary language by a higher incidence of certain linguistic features, such as metaphors, alliterations, double meanings of words, and mixing of styles. (Lazar, 2009)

For the purpose of this thesis, literature is considered to be any specific text from intentional literature as a literary text, which is written especially for reading for the enjoyment and aesthetic experience of the reader.

Why do we read?

For most people, away from school and work settings, we read especially for pleasure. On the other hand, literary texts might represent a sort of escape from the real world for some readers. Every day, we choose books from our favorite authors, or we pick from our beloved genres to read. Alternatively, we can skip books and search the internet for some interesting e-books and poems. Reading for joy is the first of many reasons people read because who would not want to enter an imaginative world or feel the satisfaction of learning something new?

Not only young children but also adults pursue reading in order to learn how to read and to expand their knowledge. In the case of young children, teachers or parents may choose suitable and appropriate books for independent reading or a bit more challenging piece of art in order to practice with the help of a competent reader, in this case, the parent or a teacher. Some books enable readers to experience life in another environment, or historical period, which may help the reader to get additional knowledge outside their usual realm. Fortunately, books allow these options because it is impossible for people to experience everything directly.

Other readers might read to understand themselves and other personas. Exploring and thinking about the troubles and dilemmas the characters have to face in the book may help us discover our point of view and therefore learn about ourselves a little more. Reading can also improve our, and mainly young learners', involvement in conversation with other people, which could be used in the classroom for some speaking activities. Others read historical fiction and biographies to understand events and to better understand people's motivations in their lives. Apart from these, literature is also a good source to learn about foreign cultures and communities. Carter and Long (1991) state that teaching literature enables students to understand and appreciate cultures and ideologies different from their own while it represents the most significant ideas and sentiments.

On top of these reasons, it is also confirmed by many types of research that reading is an exercise for your mind. According to Houston et al. (2014), reading stimulates a complex network of signals and circuits in the brain, and improving your reading ability makes these networks and our cognitive abilities, such as attention, memory, creativity, and logical thinking, stronger. Reading is also a good way to relax your mind and reduce stress.

In the English classroom, we do not only need to work with the intention of teaching learners the language with the use of literature, but we can support their personality growth and their cultural intelligence by choosing the right books appropriate to their age and mental maturity. But of course, the main reason many teachers involve literature in their language classes is the development of vocabulary, grammar, and generally the use of English. Carter and Long (1991) write about a culture shock that may happen during reading as some of the literature in English might not be fully understood because of social, historical or personal features due to a lack of background and thus, the reading is incomplete in a way. It is impossible to prepare students for all possible implications, although some explanation in advance of the reading would be helpful, especially to younger readers. This can be done, for example, by asking questions about the literary text and slowly providing a detailed cultural reference, which the author did not intend to make explicit, but it is important to understand that there is no way in which a teacher can present all of the differences. The learners need to remember that English is a world language used nationally and regionally to allow communication between different ethnic groups and literature in English includes considerable diversity of literature produced not

only in Great Britain, America, Australia, Canada, South Africa and New Zealand but also the countries where English is an institutionalized second language or where it carries important social and cultural functions within the society, such as India, Singapore, Nigeria, China, Japan, Korea, the Caribbean and the Philippines.

Children's literature

It seems like defining this term should be easy - it is literature written for children. This definition is rather a beginning than a sufficient one. What would you call books, for example, *Harry Potter* or *The Lord of the Rings,* that are appealing to children and adults simultaneously? Are they books for children taken over by adults? Are they considered books for adults taken over by children?

Tomlinson, Lynch-Brown et al. (2014) define children's literature as books for children from the ages 0 to adolescence (19 - 22) which cover topics of relevance and interests according to their age. Therefore even young adult books are considered children's literature. According to them, literature for children covers fiction and non-fiction, poetry and prose.

Although it is not easy to define children's literary books merely by content and style, they do often have common features, such as characters of children's age, the use of imagination, sensual elements in the text and clear moral determination of the characters. (Bobulová et al., 2003)

In today's world, books for children are published more than ever in the history of literature, and authors, together with illustrators, are pushing creativity beyond the known borders, and these books have changed rapidly as well as society. What was considered a book for children then may not be considered today. According to Lurie (1990), Mark Twain's *The Adventures of Tom Sawyer* (1876) was considered all right and did not run into criticism because the preface of the book stated that its purpose was enjoyment. His other book, *The Adventures of Huckleberry Finn* (1884), was almost banned in some American states because it was considered vulgar and children were prohibited from reading it. This moment from literary history shows how easily the notion between children's literature and literature for adults can change. One way to differ books for

children is that the three main topics of adult literature - sex, money, and death - are omitted or at least intensely muted and are not described as vividly as in adult books. Love in children's stories may be intense, but more in romantic way. The motive of money is usually presented by a treasure of some sort and death by some evil. Though there might be exceptions in some of the books, these conventions are usually followed. (Lurie, 1990)

Naturally, children's books are different because they are written for a special audience with different needs and skills by people who once were that audience. These authors influence their books by the view of children in the culture and thus change with time. Equally important is how the young readers perceive the books, which is often unknown but are believed to be very complex and rich. In the context of this thesis, we consider any specific text from the intentional literature for children and youth as a literary text, which is designed primarily for reading for the joy and aesthetic experience of the reader.

Genres

This subchapter examines the main genres of children's literature, which existed since literature for children was established in the 18th century as a separate part of print culture and even before that (Nikolajeva, 1995). It is a vast subject because books and texts have been read all around the world from the earliest periods of time. This chapter also covers some of the main authors and texts, mainly those considered canonical.

In its widest sense, the term children's literature covers all forms, from picture books through verses and scripture to fiction and many others. It is also important to note that many books are produced primarily for older readers and are not designated for children, and yet children read them. But should we consider it as literature for children? Peter Hunt (1991) argues that children's literature is composed only of texts that were written explicitly for children. He also adds that some books written in the past meant for children cannot be listed as books for them now. There is an undeniable logic in these statements because the world is always evolving and some books might not be appropriate for today's children. On the other hand, many critics responded to Hunt's ideas with incredulity and resentment, and it is almost impossible to draw the line between children's literature and literature for older readers.

Fables

The classic fable is a short fictional story with some specific behavioral or moral lesson to learn from it. They often feature animals as the main characters, representing human beings or typical, usually bad behavior of humankind. Apart from the moral lesson, the distinction between fables and fairy tales is that these animals do not interact with humans, whereas fairy tales often include some enchanted animal that interacts with human beings. Fables are mostly associated with the name Aesop, who is considered a father of fables, and many of them are still re-published today under his name, usually reworked to suit changing cultural and political values. Many authors deserve to be mentioned, such as Jean de La Fontaine, Rudyard Kipling, and George Orwell with his Animal Farm.

Fantasy

Fantasy features elements that do not exist in the real world. Books of this genre often combine elements from the real world with some fanciful supernatural or magical components that are not tied to science. Fantasy can be divided into two groups, high and low. In high fantasy, the story takes place in alternative worlds, whereas in low fantasy, the story is set in the world we know. What is really important about this genre is that it often has didactic elements or a moral story. In the majority of books, the main plot describes the story of good versus evil, an epic journey, or an individual versus society. The most important and best-selling pieces of art, which helped to shape this genre, are *Alice in Wonderland* by Lewis Caroll, *The Lord of the Rings* by J. R. R. Tolkien, and the *Harry Potter* series by J. K. Rowling.

Science fiction

As well as the fantasy genre, science fiction incorporates elements that do not exist in the real world and is often called "the literature of ideas". The main difference between them is that science fiction stories are tied to science and often force readers to think about the possibilities of human work. The most famous authors of this genre are Jules Verne, Ray Bradbury, Isaac Asimov, and H. G. Wells.

Children's poetry

According to Grenby (2008), there is an enormous problem determining what children's poetry actually is. Poetry is probably the first genre presented to a child in the form of lullabies and nursery rhymes, which prepare children for longer forms of literature. Lennox (2014) suggests that poetry helps children to boost their written and oral language skills, and the rhythmic nature of poetry helps children to expand their vocabulary. Without a doubt, reading poems helps to develop their literacy skills, such as voice inflexion and intonation, which shows how important it is to read poetry in EFL classes. The most famous and most loved authors of poetry for children are, for example, Lewis Carrol, Edward Lear, and T. S. Eliot.

The Adventure and Historical novels

As the name suggests, adventure stories are about a protagonist who is going on an adventure or a quest of some kind. Adventure stories provide an idea of empowerment, representing heroism that their real-life makes especially appealing. Historical stories take place in the past and often involve real historical events or characters. Historical novels can help not only young children in the area of literacy but also with historical knowledge, as these novels often strive to be authentic and describe the reality of past eras. The authors of these genres that learners probably know are Sir Walter Scott, Jonathan Swift, Daniel Defoe, and Mark Twain.

Horror and Thriller

These two genres of literature are often popular between young adults and teenagers and probably not acceptable in the school classroom. Horror's purpose is to create feelings of fear and repulsion in the reader by putting the most frightening things on pages that bother humans of all ages - death, evil and supernatural. It often draws the story from history, mythology, folklore, or religion. On the other hand, a thriller is a genre whose purpose is to induce feelings of anxiety, excitement, and tension. It could be said that all horrors are thrillers because of the nature of their content, but not vice versa. Mary Shelley, Stephen King, Bram Stoker, and Shirley Jackson are the most famous authors in these genres and are popular with the younger generations.

Romance fiction

Mainly popular with female readers of teenage, romance fiction is a genre that involves plots centred on love. Characters in these books often have to face some difficulties or battles in order to be with the one they love. Romance novels have been read across the times, and the most notable authors are, for example, Jane Austen, Charlotte Brontë, Nicholas Sparks, and John Green.

Comic books and Graphic novels

This very specific types of literature have to be mentioned as it is more of a format or medium rather than a genre. Comic books and graphic novels can be in any genre as other non-illustrated books. Thanks to the illustrations these books contain, the plot of the story is easier to understand for younger readers or for readers with a deficiency of knowledge and vocabulary, which is very useful in an English classroom.

As was previously mentioned, children's literature has many forms, and every younger reader is able to choose what he likes. This chapter mentioned only the biggest trends younger readers like and read. Understanding the basic genres also specifies and narrows the literature for children. On the other hand, it is important to keep in mind that these genres are not only part of children's literature but a part of the whole art of words. As stated above, it is almost impossible to draw lines between the literature genres - many of these mentioned genres are overlapping, and almost none of them stands alone. The greatest example of this overlapping might be *The Lord of the Rings* - this book is classified as a fantasy book but could be easily placed as adventure fiction, thriller, and some storylines as romance fiction. Individual works can thus belong simultaneously to numerous categories or obey some patterns of a genre without being a norm of that genre in any way. Nevertheless, it is also important to mention that what seems not to be a part of children's literature today may change in the future as long as society does not stop evolving.

Reading in the English classroom

There are many reasons listed in the previous chapter that show us the wide variety of reasons why one reads literature. But in the school environment, these reasons do not always apply to students in the EFL class. It is very important, as a teacher, to know or realize that many students do not read at all outside the classroom, especially in the era of modern technology, where children can spend their free time differently than in the past. Reading plays an important role in the English classroom as it is one of the skills that are the aim of the teachers and the teaching program. The main reason we include reading in the foreign language classes is to prepare them for everyday situations that can occur, not only outside their motherland, but in their everyday life too, for example, reading instructions or ordering something from the internet. Richards (2009) states that learners may need reading skills in English for similar purposes as the ones mentioned in the previous chapter.

Reading Principles

Reading is, together with listening, a receptive language skill, which has always been an important focus in English language teaching. Both of these receptive skills are very difficult to assess as the process of reading and its results are in the reader's mind. To observe the results, teachers have to analyze the production of one of the productive skills - speaking or writing. (Ajideh, 2003)

Depending on the processes that take place in the reader's brain during reading, there are different theories of reading. In bottom-up processing, readers must foremost recognize a diversity of linguistic signals, such as morphemes, syllables, words, and phrases. Apart from recognizing these signals, they use their data-processing mechanisms to sort those signals and select the one that coheres to a meaning. Obviously, to be able to perform this type of processing, the reader must have a sophisticated knowledge of the language. To clarify this type even better, we might imagine a scientist looking through a microscope and examining all the small details of some phenomenon. In contrast to bottom-up processing, Brown (2001) describes top-down processing as a process in which we draw on our own experience and intelligence to understand a text. In the past, reading specialists

argued that the best way to teach reading is through bottom-up processing methodology, but research has shown that the most effective is a combination of both, often called interactive reading, which, as Brown (2001) writes, is almost always a primary ingredient in successful methodology. Richards (2015) states that top-down processing is based on the view that the reader actively influences the comprehension process using his knowledge. On the other hand, during the bottom-up processing, the reader processes a text in a certain order, i.e. from words to sentences and so forth, until the meaning of the text is arrived at. In the combination of both forms, interactive processing of reading is based on the presumption that successful reading is an act of creation when the meaning is created through the interaction between a reader and a text.

Schema theory and background knowledge, another principle, addresses the questions of how readers construct meaning and how they deduce a writer's message. Every reader brings his individual schemata to the literature or any printed text, which consists of emotion, knowledge, experience, and culture. These schemata influence the interpretation of the text as more information is contributed by the reader, using his already known contexts, than by the written text. Brown (2001) writes about two categories of schemata - formal and content schemata. Formal schemata consist of our knowledge about discourse structure, whereas content schemata include what we know about the world, people, and culture. Richards (2015) notes that schema may vary considerably according to the culture the reader is from and may need to be adjusted when a new experience is encountered, as the schema represents the sum of an individual's current state of knowledge and understanding. He states the schema theory has a significant influence on our understanding of reading in a second language and points out the significance of pre-reading activities, which prepare learners to comprehend written texts.

There are many more theories and models that deal with the question of reading. However, for the purposes of this thesis, the mentioned principles are sufficient as top-down processing and schema theory, together with background knowledge, play the main part and are the most relevant to reading literature.

Reading Strategies

Reading is mainly a matter of developing efficient comprehension strategies, which are important as the reading process is very complex. Strategies are generally understood as goal-directed and deliberate responses to a reading task.

The most important step to successfully picking a relevant reading strategy is to know the purpose of reading. Brown (2001) states that by identifying the purpose and realizing what we are looking for, we can weed out some potential information that may be distracting. In addition to this statement, it is important to make sure as a teacher that the learners know their purpose in reading something. According to Grellet (1987), our reading purposes constantly change, and thus, when planning exercises, we should alter the questions and the activities according to the type of material.

We can divide the reading that occurs in the classroom into silent and oral (aloud) reading. At the beginning and intermediate levels, oral reading can be used as a double-check for pronunciation or as an evaluative check on bottom-up processing skills. We can also use oral reading as a tool for extra student participation or to highlight a passage in the text while improving an ability to convert graphics into audio with the use of the productive skill, the speaking, which can be used, for example, when discussing literary texts or during reader's theatre activities. Silent reading may be subcategorized into extensive and intensive reading. Intensive reading, often referred to as reading for detail, is usually a classroom-related activity in which students focus on grammatical forms and other semantic or linguistic features of the text. On the other hand, we tend to do more extensive reading in our everyday lives. This type of reading is often used for longer texts and general understanding without careful attention to minor details. If we do not comprehend during extensive reading, we usually keep going unless there has been a significant breakdown in our understanding.

Semantic mapping, skimming, scanning and guessing are reading strategies that may be used during the EFL class and may help significantly with certain activities. Semantic mapping helps the reader to provide some order to the chaos by grouping ideas together, which may help especially when reading longer or more complex texts and is useful in pre-reading activities. Skimming and scanning are strategies that many of us are familiar with and are perhaps the two most valuable reading strategies that are usable while developing

background research, providing a general idea to the reader and highlighting important facts, especially before the main reading of the text. Skimming consists of quickly going through the text with the purpose of getting the main ideas of what the text is about and what the reading purpose might be. Scanning is a strategy in which the reader goes through the text quickly in order to quickly find some pieces of information, especially names, dates, definitions, or key concepts, without reading the whole text. Guessing when uncertain is another reading strategy when readers guess the meaning of a word they do not understand, infer implied meaning or guess the content message. This strategy should only function as a backup because it may sometimes be gambling, especially when using this strategy too often in one particular text. (Brown, 2001; Scrivener, 2011; Richards, 2009)

As Richards (2015) notes, fluent readers are familiar with a range of these strategies and can adjust their use based on the reading purpose, whereas poor readers may not use their fewer adopted strategies correctly. English classes should reflect all of the mentioned strategies, which should be adapted depending on the used reading material. It is also important to motivate students to use these strategies also outside of the classroom and to help them improve their strategies and the ability to adjust them by monitoring their reading.

Reading Fluency

According to Anderson (2003, as cited in Richards, 2009), fluent readers are able to read quickly, accurately, and effortlessly with the comprehension of at least 70 percent of the text with the ability to perform multiple tasks at the same time, and reading at the pace 200 - 300 words per minute. Fluent readers also understand reading materials without difficulties because they understand the expected encounter in the text, and they read for meaning without the conscious processing of every meaning of each and every word.

Whereas fluent readers are able to use a multiplicity of reading strategies and adjust their use based on the purposes of the reading, not fluent readers use a fewer number of the strategies and sometimes might even use them inappropriately. (Richards, 2009)

Lynch-Brown et al. (2014) states that we may encounter some problematic types of readers. The first group are struggling readers, who struggle with reading from an early age and become discouraged, not only in the English language. Because of their reading

difficulties, these learners may encounter being ridiculed, and they may become afraid to read and try to avoid it as much as possible. Similar to this group are English language learners who resist reading mainly because of the lack of vocabulary and well-developed sentence structures. The third group Lynch-Brown et al. (2014) writes about are boys who resist reading and whose resistance to reading may root in the fact that reading is a quiet and passive activity, which may sound like a female activity, or at least not macho. The problem may be even in the selection of the reading materials not appealing to boys.

During EFL classes, it is important for the teacher to consider the selected literary texts and materials, especially if they are appealing to the age of pupils working with them, are not too difficult and contain their usual form of language.

Reading literature

One of our main aims in the classroom should be to guide our learners to read literature using suitable literary strategies. This involves them not in reading for some practical reasons but rather in analyzing a text in terms of what it might mean symbolically or philosophically. This kind of literary competence may have already been acquired in their own language, and our job as a teacher is to help them to transfer these skills. The activities we devise to exploit these texts should inspire our learners to analyze the moral and ethical concerns of the literary texts and connect them with the effort for a better society. However, the teacher's job is also to guide the students by devising materials and tasks in order for them to understand the meaning of the text. We should not expect to reach any final interpretations of the literary text with our students. Rather, we should use the material as a motivation for conversation, controversy, and critical thinking in the classroom. Other reasons for using literature apart from language education are that literature is motivating and authentic material with general educational value, it helps students understand other cultures, it can be an incentive for language acquisition, it raises students' language awareness, and encourages students to discuss their own opinions and feelings. (Lazar, 2009)

Carter and Long (1991) point out the important difference between the *study of literature* and the use of literature as a *resource*. The study of literature involves acquiring a compendious store of information about authors, texts and history of the target language and its reading is based in an academic setting with the purpose of obtaining a qualification

in literary studies. The imaginable downside to this approach is that it can turn into hoarding facts about authors, dates, history, etc. Using literature as a resource is not less important than its study as it can be a special resource for the reasons mentioned in the first chapter and can provide linguistic possibilities for the language teacher using literary texts.

Another important point the teacher has to think about is whether to use a wide range of texts or to use fewer materials. The breadth approach depends on a wide experience of different kinds of literary texts and allows students to accumulate a varied range of responses. On the other hand, the depth approach uses the text more superficially and depends on a detailed engagement with the linguistic particularities of a text. Carter and Long (1991) argue that the goal in the early stages of the curriculum is to incorporate in-breadth and in-depth approaches and to produce accurate and fluent readers.

Reading Literature in the Czech Curriculum

Goals related to reading in the English language are part of the Czech national curricular documents – Framework Education Programmes, which have been updated in 2021. The expected outcomes of the programmes for basic education and grammar schools, together with two selected school education programmes, are covered in the practical part of the thesis.

According to the Ministry of Education, Youth and Sports, there was a revised *Framework Education Programme for Basic Education* published in 2021 as a part of major revisions of the programme. The goal of the revision was to modernize the content of education so that it corresponds to the dynamics and needs of the 21st century and is tied to the laws of the Czech Republic. All schools have to start using this program on 1. September 2023. *The Framework Education Programme for Secondary General Education (Grammar Schools)* was, as well as the FEP BE, revised in 2021 and with the same goal and schools had to start using this program on 1. September 2022.

The Czech curricular documents for the education of English and other foreign language set out requirements based on the Common European Framework of Reference for Languages (CEFR). Education in the first foreign language, which is usually English, presupposes reaching level A2 (Waystage), and education in another foreign language presupposes reaching level A1 (Breakthrough) at the end of lower-secondary education.

The presupposed level of language pupils shall achieve at the end of their secondary general education (Maturita exam) in the area of a foreign language is B2 according to CEFR and B1 in the area of a second foreign language. The descriptors for reading different forms of literature, among other types of texts, are described in the *Common European Framework of Reference for Languages: learning, teaching, assessment; Companion Volume* (Council of Europe, 2020). The scale uses key concepts to set the levels of language, such as length of the text, topics, type of language, depth of understanding, ease of reading, etc. Readers reaching level A1 can understand short illustrated narratives and guess the probable meaning of an unknown word that is similar to their normal form of language. Pupils at the end of lower-secondary education, i.e. level A2, can understand enough to read simple short stories involving familiar situations and derive the probable meaning of unfamiliar words from the context. Readers with the B1 level of language can understand simple poems, follow the plot of simple novels with a clear storyline together with a line of argumentation of events in a story, can extrapolate the meaning of a section of a text by taking into account the text as a whole and can make basic predictions about text. After their Maturita exam, i.e. reaching the B2 level, the pupils can read for pleasure with a large degree of independence while adapting style and speed of reading and can use a variety of strategies to achieve comprehension.

Text Selection

Richards (2015) raises a question to which extent the students should read authentic or composed texts. He argues that specially written texts do not expose learners to an authentic language and they oversimplify the structure which leads to the unpreparedness of the pupils for real-world reading. On the other hand, authentic texts can be more motivating than created texts as they may relate more to learners' needs. Richards (2015) also notes that the authenticity of the processes the students are engaged in while reading is more important than the text itself, as it reflects the same features as authentic texts. He also states some tips on how to address the difficulty of authentic texts, which could be used with the use of children's literature. For lower-level of English learners, the teacher should choose shorter texts, include visual support, use simpler tasks or use graded readers that contain difficulty-controlled texts.

Carter and Long (1991) address important points to consider when selecting a literary text for classes. Very careful consideration would be needed when deciding the difficulty, length or choosing a specific topic or genre of the text. Where choice is possible, the teacher should consider the appeal of the text to the learner. They also discuss the use of familiar (canonical) and not widely known texts, stating that the student certainly needs to know the established authors and works, but it should not stop the teacher from letting them explore less known texts which may have greater appeal as the canonical literary works might be boring for the learner and it might help to include some non-canonical works. Teachers also have to think about the era and culture from which the literary material is from as it may contain more unknown words, idioms or cultural differences and the learner may not be able to understand the meaning of the text. Whether to include the complete work or just an extract in the classroom is not an easy question to answer. For a complete work to be taught is very rare as every part of it has to be commented on in the classroom. The advantage of extracts is that the learner is presented with far more works and thus gets knowledge about a wider range of materials and authors and is not "stuck" for a long time with a book he might not like.

Task Sequence

As a first step, it is important to bear in mind that the exercise should never be imposed on a text but rather let the reading material suggest what is most appropriate for it. In other words, the text has to be a starting point for creating an activity for students and it is important to remember to maintain balance because many texts are meant to be enjoyed and too many exercises may ruin the pleasure of reading it. (Grellet, 1987)

Scrivener (2011) writes about readers, books of stories that are published especially for learners and are often graded based on the grammar and vocabulary they use so the readers have a chance at successfully reading them. These readers are usually simplified versions of literature and thus provide opportunities for extensive reading, and it is important to remember not to ruin the pleasure of reading them by giving the learners a ton of tasks.

After determining what text will be used, the stage, even before reading it, is also crucial. There should be an introduction and lead-in into the topic to get the learners interested. In this stage, it is very important to motivate the learners to read the text by using, for

example, a discussion about the topic and its key elements or predicting the text only using a picture.

Subsequently, in the pre-reading task, we may work directly with the text. In this phase, the activities should be connected to the purpose of the reading and thus be motivational and make it easier for the students to concentrate. Tasks in this stage mainly focus on locating specific information and getting the gist of the text, meaning, or individual language items.

The last stage of the task sequence is a post-reading task, which is either a follow-on task or a closing task. Follow-on tasks could be a debate, some writing tasks, or even roleplay. These tasks are also very important as their purpose is also to give feedback to both students and teachers. (Scrivener, 2011)

Activities

When working with a literary text in a foreign language lesson, we must not forget that the reader should, first of all, feel the joy of reading, and therefore we must create such an atmosphere in which students will approach reading as a game, set a clear goal, think about the time, choose appropriate literary texts and choose as many activities as possible to apply their knowledge and skills.

Richards (2015) suggests some activities that can be used with reading, i.e. also with the use of literature. As pre-reading activities, he suggests discussion, brainstorming and semantic mapping, which will help the reader to connect previous knowledge to the text itself. He then mentions prediction, skimming and scanning activities supplemented with questions that will help the student focus on what is important in the text. As while-reading activities help readers to react to what they are reading, he suggests underlining or highlighting important knowledge, summarizing and paraphrasing or timed activities with additional questions that encourage students to read faster with a combination of scanning and skimming to obtain important information. As a post-reading exercise, he suggests questions that support critical thinking, vocabulary activities that will help students develop their vocabulary, journal writing to think about and evaluate what they have just read, and summarization or note-taking, which can be further used to improve other English skills, such as writing and speaking.

Lazar (2009) also divides his activities for the use of literature according to the phase of reading, i.e. pre-reading, while-reading and post-reading. Before the reading itself, i.e. to prepare and motivate readers for the literary text, in order to help with the cultural background, he suggests reading or listening to the author's life and discussing the reader's country with a comparison of how it differs from the author's or the one in the literary text. To motivate the student towards the story, he suggests the use of predictions and group discussion in connection with the title of the book or individual chapters. To prepare vocabulary for the text, he mentions matching words with their definitions. While while-reading activities to understand the story, he suggests the use of questions, deciding on the correct summary, re-order of jumbled sentences and other sentence completion activities. Lazar (2009) also deals with activities that will help readers understand the characters in the story, which include, for example, choosing the most appropriate adjectives from a list and ranking the characters according to certain traits. After the reading itself, he suggests a debate about important points in the story, noting down any lexical areas which might also have a symbolic meaning in the story, writing a review, writing diary entries or a letter describing the events of the story and a discussion or roleplay/ acting.

Carter and Long (1991) mention watching a video or listening to a recording of a literary work to stimulate interest in some of the students. They also write about the use of jigsaw reading, which consists of each group in the class receiving a different part of the text. However, this activity is very time-consuming, difficult to prepare and can be used especially with poems. Another type of exercise mentioned is matching, which is related to jigsaw reading in that it involves fitting together different parts. Matching is an activity with infinite possibilities for extension using quotations, sayings, pictures, descriptions, poems and titles. Another widely used type of exercise, also defined by Carter and Long (1991), is gap-filling, which leads students to involvement with the text. Reading aloud is another way to work with literature in language teaching - both on the part of the pupils and on the part of the teacher, who, however, must be trained in reading aloud and not all may have the necessary skills in managing tempo and pitch. As a follow-up to reading and practising other skills, they refer to creative writing in a foreign language when students are given the task of writing about a topic from a story, for example. They mention true & false, writing a diary and creating a scenario using another medium as other types of

activities. As activities for the advanced class, they suggest a discussion, analyzing a metaphor, and guided rewriting using another view of the story and readers' theatre.

When choosing activities, it is important to take into account the type of literary text, the opinions of the pupils, their interests and also their language level so that there are no unnecessary complications and unnecessary delays in the learning process. The goal of the activities and exercises should be to deepen the pupil's relationship to literature and to reading itself and the joy of it.

In this entire chapter, we placed into the context of the diploma thesis the reading in the education of the English language, what are the reading principles and strategies, what reading fluency is and how to work with it. Furthermore, we contextualized the reading of literature in foreign language classes and its embedment in Czech curricular documents. Last but not least, there were subchapters dedicated to the selection of literary texts, task sequences and activities that can be used when working with children's literature.

III. METHODS

This diploma thesis consists of a theoretical and practical part. The first part consists of the theoretical background, methods and approaches in language teaching, literature, and children's literature reading. In the practical part of the thesis, the methodology and its results are presented, as well as tables and graphs are displayed.

Research design

The aim of the thesis is to focus on children's literature as a specific second-language literary text and to examine its use in selected lower-secondary and grammar schools. For the purpose of the research, we decided to examine the position and use of children's L2 literature on three levels, i.e. the national curricular documents, the school level represented by concrete SEPs and selected teaching materials related to the selected school level and the particular EFL classroom level. On the school level, we focused on two contexts, i.e., lower-secondary (8th grade) EFL classes and grammar school (1st and 2nd year of four-year grammar school) EFL classes.

The results of the analysis were then compared with each other in order to get a view of how the curricular documents and educational materials differ between the second level of primary school and grammar school in terms of reading and the use of literature.

The second part of the research, the questionnaire survey for teachers and students, aims at the use of children's literature in selected English classrooms, the connection between English and other subjects in school, and the view of students on this topic. It was conducted in May 2023 at the primary school in Jáchymov, the Grammar school in Ostrov and other lower-secondary schools and grammar schools from the Carlsbad region.

Research questions

For the purpose of the thesis, we outlined these research questions:

RQ1: What position and role do curricular documents hold regarding L2 children's literary texts?

RQ2: How is the FEP's perspective on L2 children's literature in language classes reflected in selected SEPs?

RQ3: What is the form of children's literature in selected English language teaching materials?

RQ4: What is the position of L2 children's literature in selected lower-secondary and grammar school classes?

To answer the first two research questions, the aim was to find out how curricular documents embed the use of literature in English language education. The information contained in the text of these documents was monitored. The aim is on the Foreign language area and how is the children's literature embedded in the curricular documents.

To answer the third research question, the goal was to find out what the frequency of activities using reading is in the selected teaching materials (student's books, workbooks, teacher's books). These reading exercises and activities were then analyzed, specifically, the types of exercises appearing in the materials and their use of literary texts.

To answer the last research question, a questionnaire survey was conducted to find out how literature in English language teaching is perceived by pupils and teachers, whether they use it and how.

Research sample

For the purpose of the research, there are four Framework Education Programmes used – two for Basic Education (FEP BE) and two for Secondary General Education: Grammar Schools (FEP SGE). The translated, older versions of the FEPs (2007) were used mainly for the English terminology and for the comparison mentioned in the results. The School Education Programmes used are from the primary school in Jáchymov and the Grammar school in Ostrov. Analyzed textbooks, workbooks, and teacher's books are from the series

Bloggers 4 and Maturita Solutions Intermediate Third Edition. These educational materials are used in the selected schools.

Marie Curie-Sklodowská Elementary School and Kindergarten Jáchymov is a fully organized school, providing education from 1st to 9th grade. The school ranks among small schools in terms of the number of students and is attended by 0-5% of pupils of foreign nationality. The English language is taught at this school from the 3rd grade.

Gymnázium Ostrov is a general education school that provides a secondary education ending with the Maturita exam. Currently, about 580 pupils study at the school. In addition to the majority of pupils of Czech nationality, pupils of other nationalities also study at the school - mainly Vietnamese, Ukrainian, and Russian. In connection with important organizations, Grammar school Ostrov joins international projects that support not only the teaching of foreign languages. The school implements activities that support language teaching, such as exchange short-term and long-term study stays for groups and individuals and joint excursions. Interested students have the possibility to try out the demanding Cambridge language exam. There is a library available for the students offering dual-language books, as well as literature in the English language.

The respondents of the questionnaire survey were students in 8th grade at a lower-secondary school in Jáchymov (23 pupils) and first year (27 pupils), and second year (26 pupils) of a four-year grammar school in Ostrov. Out of these respondents, 40 were female, 34 were male, and two were of a different gender. The respondents were between the age of 13 – 17. Five of the pupils have been learning English since kindergarten, 23 since the first grade, five since the second grade and the rest since the third grade.

The survey for teachers was filled by 30 teachers – 12 of them are teaching at grammar schools, the rest (18) at a primary school, specifically ten at the second level and eight at both levels. For the purpose of the thesis and a bigger research sample, more teachers from other lower-secondary and grammar schools from the Carlsbad region were given the survey, not only from the schools whose SEPs were analysed. The other schools – grammar schools in Carlsbad and Sokolov, Ostrov Elementary School (Masarykova), Ostrov Elementary School and Kindergarten (Myslbekova) and Elementary School Nejdek, were chosen from the same region because of similar socio-economic conditions.

Data collection tools and procedure

Content analysis

To answer the research questions, a content analysis of the curricular documents and educational materials was conducted. The national curricular documents used in the first part of the research are *Framework Education Programme for Basic Education* (2021), *Framework Education Programme for Basic Education* (2007), *Framework Education Programme for secondary general education: (grammar schools) FEP SGE* (2021) and *Framework Education Programme for secondary general education: (grammar schools)* (2007). Adjustments in the Framework Education Programmes were made since the release of their English versions in 2007, which means that for the purpose of the research, the newest Czech versions from 2021 were used for the analysis.

The school-level documents used are *School Education Programme Matthesius 2022*, further referred to as SEP Jáchymov (Základní škola Marie Curie-Sklodowské a mateřská škola Jáchymov, 2022) and *School education programme for grammar school education at the higher level of the eight-year field of education and in the four-year field of education (according to FEP SGE)*, further referred to as SEP GO (Gymnázium Ostrov, 2022).

For the educational materials used in class, the series *BLOGGERS 4: Connected with the world of English* (Flámová, H. et al., 2021) and *Maturita Solutions Third Edition Intermediate* (Falla, T. et al., 2017) were analyzed due to their use in the schools the School Education Programmes are from. These materials are currently used in the eighth grade of primary school and in the first and second years of four-grammar school.

A total of 13 documents and teaching materials were used for the analysis, namely four framework education programmes, two school education programmes and seven course books used in English language teaching (two student's books, three workbooks, and two teacher's books). For the purposes of the analysis, those editions currently used in the schools were analyzed.

Table 1

The list of analyzed materials

List of researched materials	Publisher	Year of publication
Framework Education Programme for Basic Education	MŠMT	2007
Framework Education Programme for Basic Education	MŠMT	2021
Framework Education Programme for Secondary General Education (Grammar Schools)	Výzkumný ústav pedagogický v Praze	2007
Framework Education Programme for Secondary General Education (Grammar Schools)	Výzkumný ústav pedagogický v Praze	2021
School Education Programme Matthesius 2022	Základní škola Marie Curie-Sklodowské a mateřská škola Jáchymov	2022
School education programme for grammar school education at the higher level of the eight-year field of education and in the four-year field of education (according to FEP SGE)	Gymnázium Ostrov	2022
Bloggers 4 - Student's book	Klett nakladatelství s.r.o.	2021
Bloggers 4 - Workbook part 1	Klett nakladatelství s.r.o.	2021
Bloggers 4 - Workbook part 2	Klett nakladatelství s.r.o.	2021
Bloggers 4 - Teacher's book	Klett nakladatelství s.r.o.	2021
Maturita Solutions Intermediate 3rd edition - Student's book	OUP English Learning and Teaching	2017
Maturita Solutions Intermediate 3rd edition - Workbook	OUP English Learning and Teaching	2017
Maturita Solutions Intermediate 3rd edition - Teacher's book	OUP English Learning and Teaching	2017

The content analysis was carried out in May 2023, and the selected schools' current curricular documents and teaching materials of the selected schools were used. The school institutions were chosen by the author through his own experience and knowledge of the schools. After the initial attempt of the content analysis, the notion of literature and children's literature had to be expanded to other notions and concepts related to literature - children's literature, use of literary texts and reading.

In the curricular documents, the educational fields of Foreign languages teaching were analyzed, focusing on the expected outcomes of reading skills in the Foreign and Second

foreign language educational field, the occurrence and use of literary texts, as well as the occurrence and use of children's literature.

The structure of FEP BE consists of four main parts that are then divided into educational areas and fields. Foreign language, Second foreign language, and Czech language and literature belong to the area of Language and communication through language. All of the areas include the definition, aims and educational content. FEP BE also describes Key competencies that are important for personal development. The most significant, according to the topic of this thesis, is communication competence which states that by the end of their basic education, the pupil comprehends various types of text, considers them, responds to them and makes creative use of them.

The structure of FEP SGE is very similar to the FEP BE, as it consists of four main parts divided into educational areas and fields, each including the definition, aims and content. Foreign language, second foreign language, and Czech language and literature belong to the educational area of Language and communication through language.

SEP Jáchymov is divided into six parts, which are further divided into sub-chapters - for the purpose of the thesis, the most important is chapter 5.2 - English language curriculum. Teaching in the 3rd grade is focused on speaking skills, and starting in 4th grade, and the curriculum is focused on all of the language skills - listening, speaking, reading and writing. The teaching mainly uses methods that develop communication skills, project-based teaching, motivational games, songs, and realia. The school provides a small collection of dual-language books for children.

The education field of English language of the School Education Programme of Gymnázium Ostrov is structured according to the textbooks and workbooks they use, which are currently the Maturita Solutions Intermediate (for the first and second year) and Upper-Intermediate (for the third and fourth year), 3rd Edition. Each year is divided into units according to the textbooks. Apart from normal English classes, students are able to choose English language seminar classes, as well as English conversation seminar classes, in their third and fourth years. The curriculum of these subjects is defined according to prepared papers which are used in the classes.

The Bloggers English language textbooks, workbooks and teacher's books, which were approved by the Ministry of Education, Youth and Sports, are intended for pupils in the 5th - 9th grades of primary education. It was created according to the outcomes stated in FEP

BE for the first foreign language. The set BLOGGERS 4 is used in the 8th grade in Marie Curie-Sklodowská Elementary School and therefore is part of the analysis. It includes a Student's book, 2 Workbooks and a Teacher's book.

The Maturita Solutions Third Edition Intermediate edition was published in 2017 by Oxford University Press and was approved by the Czech Ministry of Education, Youth and Sports until 2023. This edition is meant to serve as the primary material for high schoolers. The set includes a Student's book, a Workbook and a Teacher's book. The Maturita Solutions 3rd Edition Intermediate is used in the first and second years of the four-year course of the Grammar School Ostrov.

Questionnaire survey

The goal of the questionnaire survey was to find out how literature in English language teaching is perceived by pupils and teachers, whether they use it and how, and to help answer the last research question - What is the position of L2 children's literature in selected lower-secondary and grammar school classes? The questionnaire survey was constructed only after a content analysis was carried out, from which it emerged that literature, let alone children's literary texts, is used negligibly in the English language classes in the selected schools. For this reason, the questions were constructed generally on the topic of literature and not entirely focused on children's literature. Both of the surveys were handed in Czech and afterwards translated together with the answers. All of the answers were organized and put in tables from which graphs were created. The results of the survey help in answering the research questions as well.

The questionnaire survey, in which 30 teachers from different educational institutions participated, contained 24 open-ended and closed questions and was conducted in May 2023. The original version of the questionnaire can be found in Appendix A, and its translated version in Appendix B. The questionnaire for pupils contained 23 open-ended and closed questions and was attended by 76 pupils from the primary school in Jáchymov and the Ostrov Grammar school. The original version of the questionnaire can be found in Appendix C, and its translated version in Appendix D.

IV. RESULTS AND COMMENTARIES

Content analysis

This chapter contains the information from the performed content analysis. It is divided into chapters for higher clarity according to the examined document or material. As Gavora (2015) states in his article, nowadays, content analysis is no longer strictly divided into qualitative and quantitative, but rather these methods intertwine and can support each other, which is also easier to understand for the reader.

FEP BE

As stated in the objectives of the Language and Language Communication educational area (MŠMT, 2021, p. 17), schooling pupils in this field leads them to master the work with language and literary sources and with texts from various specializations and experience literary works of art, communicating reading experiences, developing a positive attitude towards literature and other text-based artistic disciplines, and developing emotional and aesthetic perception.

Apart from the objectives of the educational area, foreign language literature can be indirectly associated with the expected outcomes of pupils in the foreign language educational field, as it states that (pupils will) *"understand the content of a simple short written text from everyday life, especially when visual support is provided"* (MŠMT, 2021, p. 26), *"look up for the required information in simple everyday authentic materials"* and "understand short and simple texts and look up the required information" (MŠMT, 2021, p. 27). These expected outcomes have changed since the revision of the FEP BE, as the outcomes in 2007 were differentiated by language skills, namely receptive, productive, and interactive. The reading, in general, was represented in both receptive - (pupils will) "understand the content and meaning of simple, authentic materials (magazines, pictorial and listening materials) and use them in their activities" and productive skills - (pupils will) "provide a brief summary of the content of a text, speech and conversation of appropriate difficulty". (MŠMT, 2007, pp. 26-27) Nowadays, the FEP BE distinguishes the outcomes in the skills of listening, speaking, reading, and writing.

The educational field of a Second Foreign Language was not included in the Language and Language Communication educational area in the older version of the FEP BE, but it was included in Complementary Educational Fields as it was not a mandatory part of basic education but merely complemented and expanded its educational content. In 2007, the expected outcomes of this field were defined as (pupils will) "understand the contents and meaning of a simple text", "scan the text to find the necessary information and the answer to a question," and "reproduce, both orally and in writing, the content of a text, speech and simple conversation of appropriate difficulty". (MŠMT, 2007, p. 91) Today, the reading outcome that can be associated with reading literature is (the pupils will) "understand the content of a simple text, especially using visual aids, and look up the required information". (MŠMT, 2021, p. 29)

In conclusion, the reading of children's literature, even literature in general, is not explicitly stated in the outcomes of educational fields of Foreign Language and Second Foreign Language but could be indirectly connected to (authentic materials; using visual support). Explicitly stated expected outcomes in connection with reading and working with foreign language literature can be found in the objectives of the whole educational area. All of the expected outcomes regarding the reading skill can be found in Table 2.

FEP SGE

As stated in the objectives of the Language and Language Communication educational area (VÚP, 2021, p. 13), schooling pupils in this field leads them to work creatively with artistic texts which have a positive effect on the aesthetic, emotional and ethical aspects of their personality. Further, this educational area is aimed at forming a positive attitude towards literature and the development of habits of reading non-artistic as well as artistic literature individually.

In comparison to the FEP BE, some of the outcomes from the educational field of Foreign Language in FEP SGE are written with a clear relation to literature reading rather than to reading in general. It states that (the pupil shall) "read literature in the language of study with comprehension, reproduce freely and coherently an authentic text", and "understand the main points and ideas when reading an authentic text or written expression with rather complex content on a current topic". In the curriculum part, the FEP SGE explicitly points out imaginative and artistic texts. In terms of the language and content, the texts used are

more difficult and contain elements of artistic, scientific, journalistic and popular science styles. The general reading outcomes consist of identifying the structure of a text, looking up information, description, comparison, paraphrase and summary of a text. (VÚP, 2021, pp. 16-18)

The difference from FEP BE is that the educational field of a Second Foreign Language was part of the Language and Language Communication educational area in FEP SGE, even in the older version, because the second foreign language is mandatory in general secondary education. This field is literature-friendly, too, as it states the use of logically structured artistic texts in a non-complicated language. The outcomes of pupils regarding the skill of reading are: (pupil shall) "understand the main ideas and points of authentic written texts on a common and familiar topic", "reproduce less demanding authentic text", and "utilize various methods of reading". (VÚP, 2021, pp. 18-20) These expected outcomes can be indirectly linked to the use of literature as well.

To conclude, the FEP SGE naturally contains more literature and reading-centred outcomes in the foreign languages fields, and the literacy work is not only stated in the objectives of the whole educational area, as it is in the FEP BE, mainly due to the fact that grammar school students have more knowledge of the English language. Unfortunately, the FEP SGE does not directly mention children's literature. The framework relies on the assumption that the work with the artistic and authentic texts at grammar schools should be easier as the education in a first foreign language aims to reach level B2 and in a second foreign language aims to reach level B1 according to the CEFR. All of the expected outcomes regarding the reading skill can be found in Table 3.

SEP JÁCHYMOV

At stage 1 of the basic education (grades 3 to 5) at this school, according to the SEP Jáchymov (2022, pp. 79-86), the expected reading outcomes are not complicated and consist mostly of looking up known words and information from simple texts, especially when visual support is provided.

At stage 2 of basic education (grades 6 to 9), the expected reading outcomes do not mention literature and only consist of general reading goals the pupil shall be able to do, such as "understanding a short, simple written and electronic text on everyday topics", "finding specific information in a simple text that they may encounter on a regular

basis", "deriving the meaning of unknown words from the text" and "searching for the required information in simple everyday authentic materials". (SEP Jáchymov, 2022, pp. 79-96)

To summarize, the Marie Curie-Sklodowská Elementary School's Education Programme outcomes of the English language, at any stage, do not explicitly include the use of literature in their curriculum. However, some conjunctions between their outcomes and the literature may be made as there is a library offering dual-language books and the SEP Jáchymov mentions authentic materials. All of the expected outcomes regarding the reading skill can be found in Table 4.

SEP GO

Throughout secondary education, the reading outcomes of SEP GO focus mainly on reading comprehension and searching for information in written texts, with little literature included. The only explicit conjunctions to literature are the realia in the second year, which is Charles Dickens - Oliver Twist, and in the third year, where the pupil "completes the missing sentences of the novel". (SEP GO, 2022, pp. 46-123) The SEP GO states almost no general expected outcomes the pupils shall achieve in the skill area of reading. In the majority, it states specific expected outcomes directly connected to the used books and materials. For example, (the pupils shall) "recognize the author's main idea and intention in the read text about biological clocks and the need for sleep", will "understand the main ideas of the article about food addiction", and "in the read article about a successful young entrepreneur, understand the main ideas". Nevertheless, there are some general outcomes, such as (the pupil) "searches for information in the text, recognizing whether the statements about the article are true" and "uncovering the parts of speech and the meaning of unknown words when provided with context". (SEP GO, 2022, pp. 46-123) In the English conversation seminar, the focus is mainly on the productive language skill, speaking. However, there are some expected outcomes associated with the literature that may deepen their understanding, such as (the pupil) "describing the types of artistic styles" and "asking a friend about his opinion on art and favourite genres of art". (SEP GO, 2022, pp. 462-488) English language seminar classes prepare the students mainly for the Cambridge language exams but, as well as the English conversation seminar, they slightly deal with topics that may enrich the knowledge of reading, with outcomes such as (the

pupil) "reads with a full understanding of context with emphasis on fixed phrases, idioms, fixed phrases, phrasal verbs, and semantic accuracy" and "quickly reads texts to find diverse opinions and experiences, similar and contrasting opinions, which can connect information". (SEP GO, 2022, pp. 657-667)

In conclusion, the Gymnázium Ostrov's Education Programme is structured according to the Maturita Solutions textbooks and contains very little on the topic of literature in the English curriculum, and focuses mainly on reading with comprehension of the texts constructed for the student's books. All of the expected outcomes regarding the reading skill can be found in Tables 5 and 6.

BLOGGERS 4: connected with the world of English

The student's book is divided into nine chapters which consist of 6 units, each dealing with different topics. There are extra chapters, such as a chapter about English-speaking countries, an Extra reading chapter, Maps, and Irregular verbs. Reading activities may be found in the majority of these chapters, except maps and irregular verbs. There are 42 reading exercises in the whole book, the most of them are in Unit 3. The types of these exercises vary - from filling in the gaps, true or false, read and match pictures, or the basic read and answer questions are to be found in it. The majority of these readings consist of texts written especially for the purpose of the book and everyday life rather than using some authentic English texts. As for the literature, there are seven exercises altogether dealing with it; four of them are reading exercises. The book deals with the topics of Jack London and his The Call of the Wild, Tom Sawyer and Huckleberry Finn, or matching book titles and their authors. See Table 7 for the whole results.

The BLOGGERS 4 Workbook is divided into two books, each containing three units, each dealing with the same topics as the Student's book. In every one of these units is at least one reading exercise - there are 10 of them altogether. The types of these exercises do not vary as much as the ones in the Student's book as they are mostly read & answer, read & match or read & fill in the gaps types of exercises. The texts used in the workbook differ, from dialogues to a short story, but none of them is an authentic English text. As for the literature, there is no mention of it in any of the workbook exercises. See Table 8 for the whole results.

The BLOGGERS 4 Teacher's book consists only of the right answers for the Workbook's and Student's book's exercises, sometimes adding ideas for the teacher to deepen the meaning of the exercises. In the entire book, there is only one added exercise dealing with the literature - homework about Jack London and his books, when pupils have to prepare notes on this topic and present it in class.

The majority of reading exercises of the BLOGGERS 4 edition are Read & Listen, with the second place taking Read & Answer. These types of exercises correspond very well with the expected outcomes of the Primary School Jáchymov and their school education programme for the eighth grade. The whole representation of the exercise types throughout the BLOGGERS 4 series can be found in Graph 1. The topic of literature is contained in 11.54% of the exercises (6 of 52).

Graph 1

Exercise type frequency in BLOGGERS 4
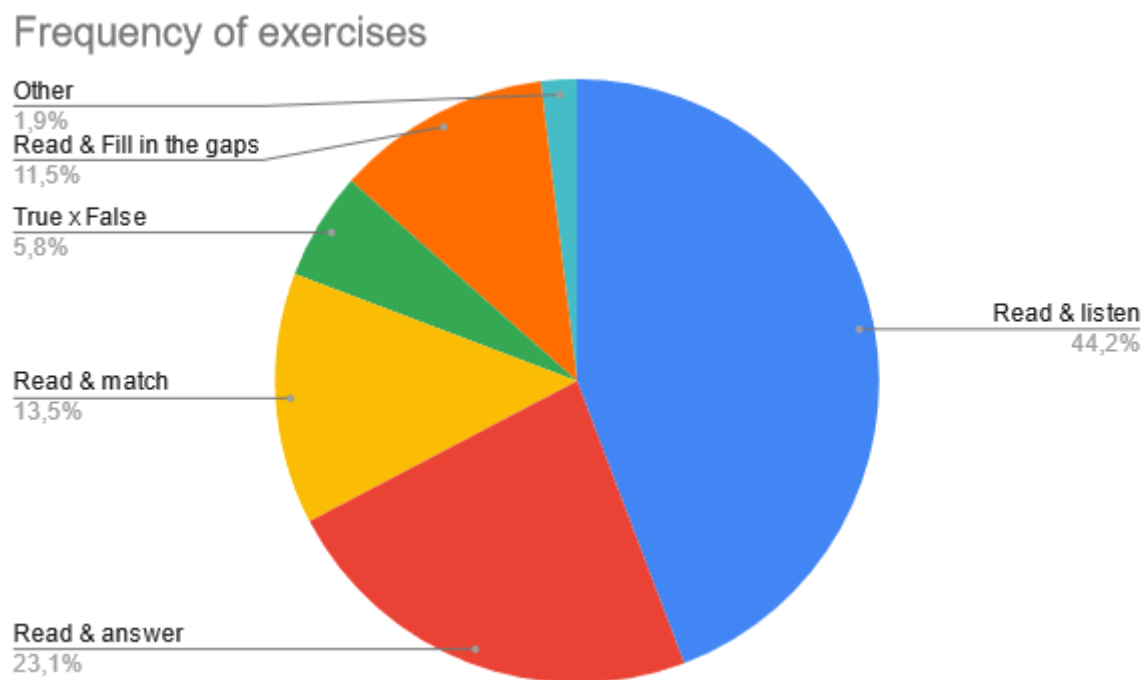
Maturita Solutions 3rd Edition Intermediate

The Student's book consists of ten units, seven exam skill trainers, a culture bank, a vocabulary builder and a grammar builder. Every unit deals with different topics and the majority of them are divided into sections - vocabulary, grammar, listening, word skills, reading, speaking and writing. Reading exercises appear in every chapter of the book except Vocabulary Builder. In the whole book, there are 107 reading exercises of various types - from true or false, skimming, scanning, and matching sentences and pictures, to basic reading and answering. The texts in this book overall cannot be considered authentic as the majority of them seem to be fine-tuned for the purpose of the book and almost no text conveys its original source. As for literature, there are eight exercises that, in some manner, deal with some part of this topic. There are exercises where pupils have to, for example, work with the whole poem by Jonathan Reed, to talk about the book saga The Hunger Games, learn about authors, or discuss the plot of Oliver Twist by Charles Dickens. See Table 9 for all types of exercises in the book.

The Maturita Solutions 3rd Edition Intermediate Workbook contains ten units together with Maturita skills trainers, Exam skills trainers, Writing and Functions bank, wordlist and irregular verbs list. The units deal with the same topics as the Student's Book. The difference between the workbook's reading exercises is that there is a significantly lower number of them when compared to the student's book. The 63 exercises differ in the types, too, as the majority of these activities are multiple-choice answering exercises. As well as in the student's book, there are almost no authentic texts that have not been fine-tuned for the purpose of the book. Apart from that, there are only four exercises that deal with the topic of literature. In these, the students have to learn about a type of poem - haiku and to work with a short poem by Andrew Waterman. See Table 10 for stats on the activities of the workbook.

The Teacher's Book of this set contains only the right answers for all of the exercises in the workbook and student's book.

As well as in the BLOGGERS 4 Edition, one of the major types of activities in this edition, that is used in the first and second year of grammar school, are read and answer, read and match, together with filling in the gaps. The other major type in this set is a multiple-choice type of exercise, which is not used in the BLOGGERS 4 set. Apart from these types, the Maturita Solutions set contains skimming and scanning activities, discussion and

prediction. See Graph 2 for the percentage delimitation in the whole series, with only 7.06% of exercises dealing with the topic of literature in any way (12 of 170). As well as the first School Education Programme, the expected outcomes of the Programme of Gymnázium Ostrov correspond with the exercises covered in the books, as the School Programme was written according to their used materials. It is also important to keep in mind that this set of books is used for two years at the grammar school.

Graph 2

Exercise type frequency in Maturita Solutions Third Edition Intermediate

Frequency of exercises

Category	Percentage
Other	4,7%
Skimming	2,4%
Scanning	3,5%
Multiple choice	15,3%
Read & Put in correc...	2,4%
Read & Fill in the gaps	10,6%
True x False	11,2%
Read & listen	7,1%
Read & answer	24,7%
Read & match	18,2%
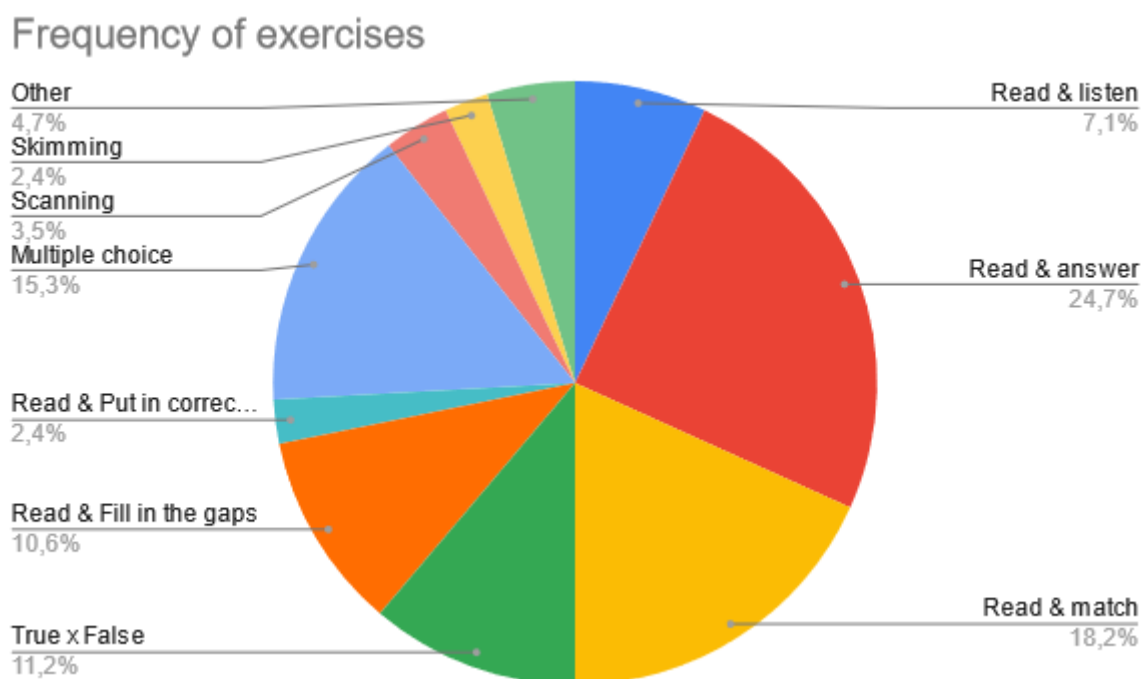
Comparison

To summarize the content analysis, the Framework Education Programmes presuppose reaching level A2 when finishing a student's basic education and level B2 after grammar school in the area of Foreign Language. In the area of a Second Foreign Language is, the student expected to enter secondary education with level A1 and to reach B1 before his Maturita exam. In other words, the hoped-for standard of English knowledge achieved

within a grammar school education in the area of Foreign Language is relatively high and opens up many possibilities for classroom activities.

Both the FEP BE, as well as the FEP SGE, contain explicitly stated literacy topics in their Language and language communication educational area. Unfortunately, the outcomes of this educational area are explained in general in both of the Frameworks, telling us that education leads the pupils to master the work with literary sources and various literary works of art while developing a positive attitude towards literature. In the field of Foreign Language, we can find a connection, even if only indirect, to the use of literature when working with pupils. In FEP BE, connections can be found in 40% and in FEP SGE in 50% of the expected outcomes, which may be related to the level of English the pupils have. FEP BE refers to using visual support while reading, which could be, for example, images in comics, which are an integral part of literature. On the other hand, the FEP SGE is much more explicit as it states that pupils shall read literature and comprehend authentic texts in the language of study and overall texts are more difficult and contain elements of artistic. In the field of Second Foreign Language, FEP BE refers to simplified texts while using visual support, which, as written above, could indicate the possible use of comics in English classes. For grammar schools, the expected outcomes are far more favorable, as they refer to authentic materials, which could be, for example, literature.

Comparing two selected school education programmes is problematic because each of them is constructed differently. On the one hand, we have the primary school curriculum, which is written in general and does not directly contain outcomes dedicated to literature in English language classes, but only refers to common authentic materials. On the other hand, there is the education programme of the grammar school, which is built according to the materials used in classes and their activities, where literature is already mentioned explicitly to a small extent. The selected grammar school also offers compulsory seminars in its third and fourth year, among which there is an English conversation seminar and an English language seminar, which also contain some literature topics. A positive attribute of both schools is the fact that they offer dual-language literary books for students to borrow.

The materials for the eighth grade and the first and second years of grammar school differ not only in the number of exercises devoted to reading and their type but also in the frequency of exercises devoted to literature. As already written above, the materials for the eighth grade contain approximately 4.5% more activities devoted to literature. However,

this number does not play a big role if we take into account the frequency of exercises dedicated to reading since these materials contain only 52 exercises compared to 170 that are incorporated in the materials for the first and second years of grammar school. If we were to divide this number of exercises between the two years, we would still get a 63% higher number than the total in the eighth grade of the second stage of elementary school. The difference is not only in the frequency of exercises but also in their types. In primary school materials, Read & Listen exercises dominate, while in secondary school materials, Read & Answer together with Read & Match prevail. In addition, grammar school materials contain exercises focused on Skimming and Scanning.

Both framework education programmes and selected school education programmes do not directly include children's literature in their curricula and expected outcomes, but there is a certain place for its inclusion in teaching. As mentioned above, students of both schools have the opportunity to borrow books in English, and the school also has children's literary works, mostly canonical books. It is clear from the selected materials that the representation of literary texts, let alone children's literature, is negligible. It is, therefore, in the hands of the teachers how they will approach the use of children's literature and whether they will follow the flow set by the materials or will look for other ways out for their pupils and propose activities that would bring more of this literature into the English language classes.

Questionnaire survey

The second part of the research was a questionnaire survey among students and teachers of lower-secondary schools and grammar schools. A questionnaire survey aimed at pupils took place in May 2023 at the primary school in Jáchymov and the Ostrov Grammar school. It was also held among teachers in May 2023 and was answered by teachers from the two above-mentioned schools and other educational institutions – lower-secondary schools and grammar schools.

Teachers

The first four questions were only informative in nature - they were asked about the length of their teaching experience, the level of education achieved and the level at which they

teach. Twelve respondents teach at a grammar school, the rest (18) at a primary school, specifically ten at the second level and eight at both levels. The teaching practice of teachers varies proportionately – 8 respondents have been teaching for less than three years, and the same number of respondents has been teaching for more than 13 years. Then, seven pedagogues have experience of 4-7 years and 8-12 years. Of these teachers, 19 of them have a master's degree in pedagogy, 9 have a bachelor's degree in pedagogy, 1 has a degree from another university along with a pedagogical minimum, and one has a pedagogical high school finished.

Other questions have already addressed the topic of literature in English language teaching. Out of 30 respondents, only one often uses literature, 21 use it a few times a month and the rest only rarely. Only 19 of the respondents have literature embedded in the school education program and in half of the cases, it is used only at the instigation of the teacher and in only 6 cases, it is usually used beyond the scope of the textbook, probably because of the teachers commenting on the lack of usable materials. Only four respondents said that the school where they teach offers a club where they work with literature in English, but 18 schools of the asked teachers have English books at school that students can borrow. It is felt that lack of time is the biggest obstacle while using literature in lessons, but they all agreed that its use could help students to achieve a higher level of language. The most used types of exercises in connection with reading and literature are True/False, Translation, Read&Answer, Read&Listen, Read aloud, Scanning, Matching, Discussion and Filling in the gaps. Respondents consider True/False, Filling in the gaps, Matching and Read&Listen to be the types of activities most suitable for pupils, thus similar to those they use the most. As well as the biggest problem in the use of literature, time is perceived as the biggest obstacle, together with the lack of interest of the pupils and the level of the pupils' language. According to respondents, the biggest positive of using literature is the Expansion of vocabulary and language literacy. On the other hand, the biggest negative is considered to be the time-consumption together with a lack of interest on the side of pupils, and 15 of the asked teachers think that interest in literature does not increase with age. Twenty pedagogues also use cross-subject relationships, especially the Czech language and literature, and history.

The complete results are available in the graph section.

Pupils

Out of the respondents, the majority (56.6%) learn English from the 3rd grade of primary school, approximately 30% from the first grade of primary school, and the rest are divided into a group that learns English from kindergarten or the 2nd grade of primary school. The largest group of pupils read at least a few times a month; 11 of the respondents do not read at all. Exact 18 respondents do not read in English at all, 20 of them read less than a few times a month, and only 11 read in English every day. The most popular genre among the students is clearly Fantasy and associated authors such as J.K. Rowling, J.R.R. Tolkien, Szapkowski and Stephen King. Other popular types of books are Comics, Horror and Adventure novels. Pupils' main reasons for reading are vocabulary development, relaxation and fun.

The respondents' view of literature in class varies a lot - 31 of them at least sometimes enjoy using it and 26 of them rather not. The overwhelming majority agree that it is better for them to read texts silently, 12 respondents prefer to read aloud, and 25 pupils do not care how they read. 44.7% of respondents think that literature should be used more in teaching than it is now, and 23.7% are against it. Fifty-nine pupils believe that reading and working with literature in English language lessons can help them improve in a foreign language. What is interesting is that a total of 38 respondents, exactly half, answered that they do not have or do not know if they have materials (books, magazines) in English to borrow at their school, despite the fact that this option is available at both analyzed schools. Furthermore, three students answered that they do have a club at their school that deals with literature in a foreign language. However, we cannot find such a club at the researched grammar school or elementary school, but it is possible that grammar school students who have the option of choosing an English language seminar in the third and fourth year answered this way. Twenty-five pupils expressed that they would most likely participate in such a club at school. On the other hand, 37 respondents would most likely not participate. Exactly 50% of students said that they would read more if they had more time, while 26 would probably not. Twenty-three pupils do not read in English because of a low level of language, while 8 of them gave other reasons, such as laziness or simply not reading at all. Fifty-three respondents answered that the use of literature in English lessons is at least somewhat useful for language development. The most popular types of exercises related to reading include Translation, Read&Listen, True/False, Filling in the gaps,

Read&Answer, Discussion and Matching, which also correspond to the exercises students do the most during lessons. In the questionnaire, some pupils also expressed their ideas on how to improve the use of literature in school - by establishing Reading clubs, incorporating more games with reading, comparing books and films, and adding a reader's diary or lessons focused only on reading and literature.

The complete results are available in the graph section.

In relation to children's literature, it is necessary to point out that both teachers and pupils should participate in its inclusion in English language classes. As emerged from the questionnaire survey, most of the students' favorite authors write children's literature or literature for young people. This can be used by teachers to increase students' interest in working with children's literature in class. At the same time, genres of children's literature that are popular among pupils can be used, together with the types of activities and exercises that suit pupils the most and this does not reduce their interest.

At the end of this chapter, it is necessary to state that the views of pupils and teachers regarding literature in English language teaching are not that different. The majority of respondents stated that they do not use literature as much in class (or only read it at home) due to the fact that there is not enough time left for it. Furthermore, the majority agreed that the use of literature could be useful to improve the level of the language and, for example, lessons dedicated purely to reading or reading clubs in a foreign language could significantly help in the study of English. It was found out from the interviewed teachers that literature is mostly used at the instigation of the textbook, teacher and SEP, while impulses from pupils do not play a significant role. As for the types of exercises used, these correspond to the types that the pupils marked as the most suitable for them.

Summary

The objectives of this thesis research were to answer these four research questions.

1. What position and role do curricular documents hold regarding L2 children's literary texts?

Czech curricular documents for primary schools and grammar schools at the national level (framework education programmes) are written in very general terms so that it is possible for schools to draw up their plans according to them and incorporate expected outcomes. For the primary school, thanks to the FEP BE, it is only established that learning should

develop the student to master the work with literary sources and texts of various orientations, to experience a work of art and to develop a positive relationship with literature and other types of art based on an artistic text. The expected outcomes no longer contain a direct connection with any literature; only indirect outlines can be found in them, mainly in the use of authentic materials and visual support, which can be, for example, comics. In the FEP SGE, student development is defined similarly to the plan for elementary school. However, the expected outcomes are no longer just generally defined, but a direct reference to the use of literature can be found here, for example, that the pupil reads literature in the studied language with understanding, the texts carry elements of art, and the curriculum also includes artistic texts.

2. How is the FEP's perspective on L2 children's literature in language classes reflected in selected SEPs?

In the analyzed education programmes of the primary school in Jáchymov and grammar school in Ostrov, there is almost no reference to literature in the expected outcomes. In the first analyzed plan of the primary school, only an indirect connection with literature can be found, namely the use of images and visual support during reading, the use of magazines in lessons and everyday authentic materials under which almost anything can be imagined. The advantage of such a general school education program is that the teacher has some freedom in his lessons and is not dependent on specified outcomes. The analyzed grammar school program, which is very specific in that it is assembled according to currently used materials, compared to the elementary school program, contains direct references to literature, such as Charles Dickens and his Oliver Twist, excerpts from the novel, and analysis of the story. Compared to the elementary school program, students at the researched grammar school can also attend seminars on English conversation, in which they also have an implanted work with literature - discussions about artistic genres, styles and works. The disadvantage of a program built in this way is that the teacher does not have space during his lessons, and if the school starts using other materials, they will have to redo their education program as well.

3. What is the form of children's literature in selected English language teaching materials?

In the selected materials for teaching English at primary and grammar schools, particularly the BLOGGERS 4 series and Maturita Solutions 3rd Edition Intermediate, not nearly as

much space is devoted to children's literature. Most exercises and activities focusing on reading are based on texts that are not authentic and have been written or modified for the needs of the textbooks. Most of the texts that have to do with children's literature or literature in general are only a short paragraph about the book and the author, a summary of the book or a short excerpt from the book. There are only two unaltered poems in the materials for the grammar school with which the pupil has to work. Specific authors featured in the materials are Jack London, Mark Twain, William Shakespeare, Jane Austin, J.B. Shaw, Thomas Coryat, Jonathan Reed, Suzanne Collins, Paul Gaugin, Charles Dickens, Mary Kingsley and Andrew Waterman. The genres of the texts by these authors and thus the materials used are novels, poetry, comedy, drama, and science-fiction. The exercise types that appear in connection with the literature are: True/False, Read&Answer, Read&Match, Read&Listen, Scanning, and Fill in the gaps.

4. What is the position of L2 children's literature in selected lower-secondary and grammar school classes?

Apart from children's literature in selected materials, which is described above, 17 of the questioned teachers answered they use literature, including children's literature, beyond the exercises in textbooks, mostly on their own initiative. They prepare additional materials for the students, usually with the help of the internet, where they do find exercises with the children's literature. The two selected schools also provide literary books in English for students to borrow, which, as all of the teachers agree, is beneficial for the pupils' level of language.

Due to the generality of curricular documents at the national level, teachers have a relatively free hand when teaching languages, so the only obstacles to using children's literature may be the choice of material, the level of pupils or lack of time.

It is very important that when choosing the text and exercises, the teacher thinks about the students' current level of language because texts that are more difficult than the students are able to master, do not provide any benefits. The students' interest in selected types and genres of texts should also be taken into account. For example, as can be judged from the questionnaire survey, fantasy, comics, adventure novels, horror literature, or fairy tales may be the best choice. It may be helpful for the students if the teacher chooses a text from a more well-known author because the student can know the context of the book and guess

words they do not understand. However, it is always good to listen to the opinions of the pupils.

As for the choice of exercises, there is no harm in using the basics, such as True/False, Filling in the gaps, Translation, Read&Listen, Scanning, Discussion and Read&Answer. However, the teacher should not be afraid to experiment and incorporate more games when working with literature, which the students would also appreciate. For example, especially in the younger grades, it wouldn't hurt to use movement - pantomime a story, act out a scene with characters from the text, or use art - drawing a comic book according to the text, designing a book cover, creating characters. For higher grades, this can also be used, however, due to the higher level of language, other types of exercises should be used, for example, rewriting the story from a different perspective, rewriting the beginning or end of the text, knowledge games about the text or adding more to the story. It is always possible to use group work, which is also beneficial for students as it develops other competencies. Nevertheless, during exercises where reading aloud is required, it is necessary to observe whether it is not uncomfortable for the pupils, which could spoil their entire enjoyment of the literature. The questionnaire survey also showed that the pupils would appreciate an exercise where they have to find the differences between the book and its film adaptation, for which many activities can be devised. In the end, it would not be a bad idea to discuss with the Czech language teachers the possibility of reading books in the original version (or their simplified versions) for the reader's diary.

If the teacher is loaded by the lack of time in class and it is necessary to complete all the exercises in the textbook, activities that will develop the already established assignments when working with literature can be prepared, so it would take less time than adding a completely new one. Project teaching on literary topics can also diversify the teaching of the English language.

Another option of learning via working with literature, to which pupils also have a positive attitude, is reading clubs. If a teacher is able to invest a few hours beyond the scope of their teaching in classes, it can be perceived very well by some students. The possibility of borrowing books in a foreign language or bilingual books could evoke positive reactions not only among pupils but also, for example, among teachers of the Czech language or history, in which these topics can be discussed. However, it always depends on the type of school and students.

In order to summarize this entire chapter, data from the content analysis of curricular documents and materials of selected schools were described here. The results show the reader the expected outcomes in the area of reading and also how literature is incorporated into the teaching of the English language and its materials. Furthermore, this chapter describes the results of a questionnaire survey that took place at two selected schools and which shows the attitude of pupils and teachers towards the use of literature in lessons. Finally, the research questions were answered and the possibilities of using children's literature in teaching were described.

V. IMPLICATIONS

This chapter is divided into three parts. The first section, entitled Teaching Implications, explains research findings that may be important and useful for teachers. In the next part, Limitations of the Research, the problems, weaknesses and difficulties encountered during the research are listed. In the last part, Suggestions for Further Research, suggestions that can be made to improve and extend this study are established.

Teaching Implications

The content analysis showed that the literature is embedded in the framework education programmes only in general and only indicates the direction in which school education programmes should go and follow, thus giving schools a kind of freedom in creating their programmes, which can be compiled according to the needs and possibilities of the school. In the case of the school's education programmes, the Ostrov grammar school also showed that it is not ideal to have a program built according to the teaching materials because if the materials change, the entire process of creating the program must be repeated. The analysis of the selected teaching materials showed the differences and similarities in the arrangement of the teaching materials of primary school and grammar school, their choice of types of exercises and above all, the use of literature.

The results of a questionnaire survey among teachers and pupils of primary schools and grammar schools showed how they perceive the use of literature in English language classes. They showed us which exercises the pupils perceive to be the most appropriate, how they would improve the use of literature in English lessons, their attitude towards reading clubs and books in a foreign language, what their favorite authors and genres are, whether they think literature is beneficial in lessons and what their general attitude towards reading is. The results of a questionnaire survey among teachers showed us that the biggest obstacle to the use of literature in lessons is the lack of time, that most of the schools where they teach do not provide a reading club, and the positives and negatives of the use of literature in English language teaching were established.

Another recommendation for English language teachers could be to use not only canonical literary texts and authors but to incorporate children's literature in English from other social and cultural areas, such as India, Singapore, Nigeria, the Caribbean and Korea.

Incorporating books not only by authors from the inner circle of world Englishes, such as the UK and America, can increase students' cultural intelligence and broaden their horizons about other cultures and social environments with which they may not yet be familiar.

All these findings can be used not only by teachers but also, for example, by school principals who are trying to design their own education programmes using literature on foreign language teaching. Furthermore, the obtained results can be used to plan lessons and select exercises, topics, texts or authors.

Limitations of the Research

This research cannot be generalized for many reasons. For example, a limited number of respondents (76 pupils and 30 teachers) took part in the part of the research, which was a questionnaire survey. The students interviewed were from only two schools - the eighth grade of elementary school and the first and second year of grammar school. These results have their informative value, but they may be inaccurate if we were to generalize them. The character of the class also plays a role in this, because each class at each school is unique and the students are never completely at the same level in terms of language, nor do they have the same approach to the topic being researched. If we expanded the research sample of the questionnaire survey, we could certainly obtain other values. Also, some questions do not have the informative value that was originally intended and would now be constructed in a different way.

Another reason why the research cannot be generalized is the content analysis itself. The problem of content analysis can be the personal understanding of the researched element, which could also happen in this case, especially in the search for indirect connections with the use of literature in the teaching of the English language in curricular documents.

Another attribute limiting this research was the insufficient use of children's literature in the teaching of the English language at selected schools and the insufficient incorporation into education materials. In the Czech Republic, work with literature in language classes is still neglected and emphasis is placed rather on productive language creation, so there is often no room left for children's literature in classes, and schools do not offer any reading clubs where they can attend to them.

Suggestions for Further Research

A possible solution to the problem that occurred in the questionnaire survey with a limited research sample would be to expand this research to include more schools (classes). The same applies to the part of the research, which was the content analysis - the use of several school education programmes. It would also be interesting to compare the results of questionnaire surveys to specific curricular documents and examine different or similar problems, opinions and other relevant information.

Another solution that would certainly be interesting is to change or add a research tool, for example, observation. Through observation, new data could be obtained, which could then be compared with the data from the content analysis and the questionnaire survey, so the outcome would be the real taught curriculum. The next tool that could be used in the thesis topic is action research in some of the selected grades, which could be based on data from a questionnaire survey.

To sum up, this chapter dealt with important findings, insights and their possible use in the hands of teachers. Furthermore, shortcomings in the research itself and possible improvements were commented on, especially limitations in particular in the limited number of respondents and in the formulation of some items of the questionnaire. A possible solution would be to expand the study to more schools and thus more respondents. This chapter also presented ideas for further studies based on similar topics.

VI. CONCLUSION

This thesis deals with the use of children's literary texts in EFL classes. The first part summarizes the theoretical background of literature, reasons for reading, genres, EFL reading, its embedment in Czech curricular documents and text selection together with task sequence and activities connected to reading literature in EFL class.

The practical part of the thesis showed that using children's literature in EFL lessons is somewhat possible in the Czech context. The research part, specifically the content analysis, showed that the literature is embedded in the national curricular documents, although very vaguely, and it gives some kind of freedom to schools when creating their own education programmes. In the selected school education programmes, the use of literature, let alone children's literature, is mentioned only indirectly, and it is very subjective to see the connection there. The form of reading activities in analyzed materials is not, as well as the education programmes, very literature-friendly as the majority of the texts contained seem to be written or modified for the needs of the textbooks. The results of the performed questionnaire survey may be used as some kind of a manual for teachers to plan an EFL lesson containing the use of children's literature as it shows the views of pupils and other teachers on the topic.

In the end, I hope this thesis will help teachers who are interested in using children's literature in their EFL classes and help them face some challenges mentioned. It also opens an opportunity for further research, as mentioned in the previous chapter.

REFERENCES

Ajideh, P. (2003). *Scheme theory-based pre-reading tasks: A neglected essential in the ESL reading class*. The Reading Matrix. http://www.readingmatrix.com/articles/ajideh/article.pdf?q=activating-and-buildi

BBC. (2015, October 8). *Svetlana Alexievich wins the Nobel literature prize*. BBC News. https://www.bbc.com/news/entertainment-arts-34475251

Bobulová, I., Pokrivčáková, S., Preložníková, E., & Přibylová, I. (2003). *Children's and juvenile literature: (Written in English)*. Pedagogická fakulta UKF v Nitre.

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Longman.

Carter, R., & Long, M. N. (1991). *Teaching literature*. Longman.

Common European framework of reference for languages learning, teaching, assessment ; Companion volume. (2020). Council of Europe Publishing.

Falla, T., & Davies, P. A. (2017). *Third edition Solutions intermediate Student's book*. Oxford Universty Press.

Falla, T., Davies, P. A., Paulerová, E., & Kubů, J. (2017). *Third edition Solutions intermediate Workbook*. Oxford University Press.

Flámová, H., Dittrichová, I., & Cryer, K. (2021a). *Bloggers 4: Connected with the world of English - Pracovní sešit 1. díl*. Klett.

Flámová, H., Dittrichová, I., & Cryer, K. (2021b). *Bloggers 4: Connected with the world of English - Pracovní sešit 2. díl*. Klett.

Flámová, H., Dittrichová, I., & Cryer, K. (2021c). *Bloggers 4: Connected with the world of English - Učebnice*. Klett.

Framework education programme for basic education. (2007). *MŠMT*. Výzkumný ústav
pedagogický v Praze. https://www.msmt.cz/vzdelavani/zakladni-
vzdelavani/framework-education-programme-for-basic-education

*Framework education programme for secondary general education: (grammar schools):
FEP SGE*. (2007). *edu.cz*. Výzkumný ústav pedagogický v Praze.
https://www.edu.cz/wp-content/uploads/2020/08/RVP_G-anj.pdf

Gavora, P. (2000). *Úvod do pedagogického výzkumu*. Paido.

Gavora, P. (2015). Obsahová analýza v pedagogickom výskume: Pohľad na jej súčasné
podoby. *Pedagogická Orientace*, *25*(3), 345–371.
https://doi.org/10.5817/pedor2015-3-345

Grenby, M. O. (2008). *Children's literature*. Edinburgh University Press.

Houston, S. M., Lebel, C., Katzir, T., Manis, F. R., Kan, E., Rodriguez, G. G., & Sowell,
E. R. (2014). Reading skill and structural brain development. *Neuroreport*, *25*(5),
347–352. https://doi.org/10.1097/WNR.0000000000000121

Hunt, P. L. (1991). *Criticism, theory and children's literature*. Blackwell.

Lazar, G. (2009). *Literature and language teaching: A guide for teachers and trainers*.
Cambridge University Press.

Lennox, S. (2014). *The potential of poetry for early literacy learning: Why, how and what?
Practically primary*. Australian Literacy Educators' Association

Lurie, A. (1990). *Don't tell the grown-ups: The subversive power of children's literature*.
Black Bay Books.

Lynch-Brown, C., Tomlinson, C. M., & Short, K. G. (2014). *Essentials of children's
literature*. Pearson Education Limited.

Macková, A., & Mašková, A. (2021). *Bloggers 4: Connected with the world of English -
Metodická příručka*. Klett.

Mays, K. J. (2016). *The Norton introduction to literature*. W.W. Norton & Company.

Merriam-Webster. (n.d.). Literature. In *Merriam-Webster.com dictionary*.
    https://www.merriam-webster.com/dictionary/literature

Nikolajeva, M. (1995). *Aspects and issues in the history of children's literature*.
    Greenwood Press.

Publishers, H. C. (n.d.). *The American Heritage Dictionary entry: Literature*. American
    Heritage Dictionary Entry: literature.
    https://ahdictionary.com/word/search.html?q=literature

Rámcový vzdělávací program pro gymnázia: RVP G. [Framework education programme
    for secondary general education (Grammar schools)] (2021). *edu.cz*. Výzkumný
    ústav pedagogický v Praze. https://www.edu.cz/rvp-ramcove-vzdelavaci-
    programy/ramcove-vzdelavaci-programy-pro-gymnazia-rvp-g/

Rámcový vzdělávací program pro Základní vzdělávání. [Framework education programme
    for basic education] (2021). *edu.cz*. MŠMT.
    https://www.edu.cz/rvp-ramcove-vzdelavaci-programy/ramcovy-vzdelavacici-
    program-pro-zakladni-vzdelavani-rvp-zv/

Richards, J. C. (2009). *Teaching listening and speaking*. Cambridge University Press.

Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.

Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching*.
    Macmillan Education.

Skopečková, E. (2010). *Literární text ve výuce anglického jazyka: Specifické aspekty
    didaktiky anglicky psané literatury ve výuce anglického jazyka v kontextu
    současných proměn české vzdělávací soustavy*. Západočeská univerzita v Plzni.

Stannet, K., Bowell, J., Falla, T., & Davies, P. A. (2017). *Third edition Solutions
    intermediate Teacher's book*. Oxford Universty Press.

Školní vzdělávací program Matthesius 2022. [School education programme Matthesius 2022](2022). *Základní škola Marie Curie-Sklodowské a mateřská škola Jáchymov* (Vol. 6). https://www.zsjachymov.eu/dokumenty

Školní vzdělávací program pro gymnaziální vzdělávání na vyšším stupni osmiletého oboru vzdělání a ve čtyřletém oboru vzdělání (podle RVP GV). [School education programme for grammar school education at the higher level of the eight-year field of education and in the four-year field of education (according to FEP SGE)] (2022). *Gymnázium Ostrov*. http://www.gymostrov.cz/gymostrov/userfiles/%C5%A0VP%20-%20VG%20-%20od%201_%209_%202022%20(1).pdf

The Nobel prize in literature 2015. NobelPrize.org. (n.d.). https://www.nobelprize.org/prizes/literature/2015/summary/

Vraštilová, O. (2014). *Dětská literatura a čtenářská gramotnost v cizím jazyce*. Gaudeamus.

APPENDICES

TABLES

Table 2

Framework Education Programme for Basic Education - Expected outcomes of reading in the Foreign & Second Foreign Language curriculum

AREA	Czech translation	English translation
LANGUAGE AND COMMUNICATION THROUGH LANGUAGE	**Cílové zaměření vzdělávací oblasti vede žáka k:** - samostatnému získávání informací z různých zdrojů a k zvládnutí práce s jazykovými a literárními prameny i s texty různého zaměření - individuálnímu prožívání slovesného uměleckého díla, ke sdílení čtenářských zážitků, k rozvíjení pozitivního vztahu k literatuře i k dalším druhům umění založeným na uměleckém textu a k rozvíjení emocionálního a estetického vnímání	**Objectives of the educational area** Instruction in this educational area focuses on the formation and development of key competencies by guiding pupils towards: - obtaining information independently from various sources and mastering work with language and **literary sources** and with texts from various specializations - experiencing **literary works of art**, communicating reading experiences, developing a **positive attitude towards literature and other text-based artistic disciplines**, and developing emotional and aesthetic perception
FOREIGN LANGUAGE	- rozumí obsahu jednoduchého krátkého psaného textu, pokud má k dispozici vizuální oporu - vyhledá požadované informace v jednoduchých každodenních autentických materiálech - rozumí krátkým a jednoduchým textům, vyhledá v nich požadované informace	Pupils will: - understand the content of a simple short **written text using visual aids** - search for the required information in simple everyday **authentic materials** - understand short and simple texts, find the required information
SECOND FOREIGN LG	- rozumí obsahu jednoduchého krátkého psaného textu, pokud má k dispozici vizuální oporu - rozumí krátkému jednoduchému textu, zejména pokud má k dispozici vizuální oporu, a vyhledá v něm požadovanou informaci	Pupils will: - understand the content of a simple short **written text using visual aids** - understand the content of **simple texts, especially using visual aids**, and find the required information

Table 3

Framework Education Programme for Secondary General Education (Grammar Schools)
- Expected outcomes of reading in the Foreign & Second Foreign Language curriculum

AREA	Czech translation	English translation
LANGUAGE AND COMMUNICATION THROUGH LANGUAGE	**Cílové zaměření vzdělávací oblasti vede žáka k:** - tvořivé práci s věcným i uměleckým textem, jež vede k porozumění významové výstavbě textu, k jeho posouzení z hlediska stylového, což pozitivně působí na estetickou, emocionální i etickou stránku žákovy osobnost - vytváření osobitého, objektivně kritického a celkově pozitivního vztahu k literatuře a k vytváření návyku individuální četby umělecké a neumělecké literatury, které se později projeví v celoživotní orientaci žáka	**Objectives of the Educational Area** The instruction in this educational area is aimed at forming and developing key competencies by guiding the pupil towards: - working creatively with not only factual but also **artistic texts**, which leads to the comprehension of the semantic structure of a text and its stylistic evaluation, which has a positive effect on the aesthetic, emotional and ethical aspects of the pupil's personality - forming an individual, objectively critical and overall **positive attitude towards literature and towards the development of habits of reading both artistic and non-artistic literature individually**, which are later reflected in the pupil's lifelong reading
FOREIGN LANGUAGE	- porozumí hlavním bodům a myšlenkám autentického čteného textu či písemného projevu složitějšího obsahu na aktuální téma - identifikuje strukturu textu a rozliší hlavní a doplňující informace - vyhledá a shromáždí informace z různých textů na méně běžné, konkrétní téma a pracuje se získanými informacemi - využívá různé druhy slovníků, informativní literaturu, encyklopedie a media - čte s porozuměním literaturu ve studovaném jazyce - volně a srozumitelně reprodukuje přečtený nebo vyslechnutý autentický text se slovní zásobou a jazykovými strukturami odpovídajícími náročnějšímu textu - UČIVO - čtený či slyšený text – jazykově nekomplikované a logicky strukturované texty, texty informační, popisné, faktografické, dokumentární, imaginativní i umělecké - UČIVO - samostatný ústní projev – popis, shrnutí, srovnání, vyprávění, oznámení, prezentace, reprodukce textu - Výchozí texty jsou obsahově i jazykově náročnější, ale nekomplikované, nesou prvky uměleckého, publicistického, naučného a populárně vědeckého stylu, vztahují se k běžným i méně běžným, konkrétním i abstraktním tématům, se kterými se žák může setkat v každodenním životě nebo při cestování do zemí dané jazykové oblast - čtený či slyšený text – jazykově nekomplikované a logicky strukturované texty, texty informační, popisné, faktografické, dokumentární, imaginativní i umělecké	The pupil shall: - understand the main points and ideas when reading **an authentic text** or written expression with rather complex content on a current topic - identify the structure of a text and distinguish between the main and complementary information - find and accumulate information on a less common, specific topic from various texts and work with the information acquired - utilize various types of dictionaries, informative literature, encyclopedias and media - **read literature in the language of study with comprehension** - reproduce freely and coherently **an authentic text** with vocabulary and language structures characteristic of a rather demanding text that he/she has read or listened to - reading and listening comprehension – logically structured texts in non-complicated language, informational texts, descriptive, factographic, documentary, imaginative and **artistic texts** - independent oral expression – description, summary, comparison, narration, notice, presentation, **textual paraphrase** In terms of content and language, the source texts are more difficult but not complicated, contain **elements of artistic**, journalistic, scientific and popular-science styles, are related to both common and less common, specific as well as abstract topics which the pupil can encounter in everyday life or when travelling to countries in a given language region

SECOND FOREIGN LG	- rozumí hlavním bodům či myšlenkám autentického ústního projevu i psaného textu na běžné a známé téma - identifikuje strukturu jednoduchého textu a rozliší hlavní informace - odhadne význam neznámých slov na základě již osvojené slovní zásoby a kontextu - užívá různé techniky čtení podle typu textu a účelu čtení - srozumitelně reprodukuje přečtený nebo vyslechnutý méně náročný autentický text se slovní zásobou na běžná témata - čtený či slyšený text – jazykově nekomplikované a logicky strukturované texty, texty informační, popisné i umělecké	The pupil shall: - understand the main points and ideas of **authentic oral expressions as well as written texts** on a common and familiar topic - identify the structure of a simple text and recognize the main information - guess the meaning of unknown words based on the context and already acquired vocabulary - utilize various methods of reading depending upon the type of text and the purpose of reading - reproduce a less demanding **authentic text** with vocabulary on a common topic that he/she has read or listened to in such a way that he/she is understood - reading and listening comprehension – logically structured texts in non-complicated language, informational texts, descriptive and **artistic texts**

Table 4

School Education Programme of ZŠ Jáchymov - Expected reading outcomes of the English language curriculum

Grade	Czech translation	English translation
3rd grade	- vyhledává známá slova, věty a informace v jednoduchých textech, které jsou doplněny obrázky a jsou o známých tématech, vyhledá požadovanou informaci	- searches for familiar words, sentences, and information in **simple texts that are accompanied by images** and are about familiar topics, searches for the required information
4th grade	- umí vyhledat informace z poslechového a psaného textu týkající se osvojovaných téma - pracuje s textem dle pokynů učitele - snaží se porozumět jednoduchým psaným i elektronickým textům z osvojovaných tematických celků s vizuální podporou	- can search for information from listening and written texts related to the studied topic - works with the texts according to the teacher's instructions - tries to understand **simple written and electronic texts** from acquired thematic units **with visual support**
5th grade	- vyhledá informace k jednoduchému tématu v jednoduchém textu, časopise nebo na webové stránce týkající se osvojovaných témat a reálií - rozumí jednoduchým krátkým psaným i elektronickým textům týkající se osvojovaných témat, zejména pokud má k dispozici vizuální oporu	- searches for information on a simple topic in a simple text, a **magazine**, or on a website related to the studied themes and realia - understands simple short written and electronic texts related to learned topics, especially if visual support is available
6th grade	- najde konkrétní informace číselné i nečíselné povahy v jednoduchém textu vztahujícím se k tématům se kterými se může běžně setkat - porozumí krátkému, jednoduchému psanému i elektronickému textu o každodenních tématech, odvodí z textu význam neznámých slov, rozumí nápisům a označením	- finds specific information of a numerical and non-numerical nature in simple texts relating to topics that he may commonly encounter - understands short, simple written and electronic text on everyday topics, derives the meaning of unknown words from the text, understands inscriptions and markings
7th grade	- vyhledá požadované informace v jednoduchých každodenních autentických materiálech - rozumí obsahu sdělení přiměřených běžných psaných i elektronických textů - rozumí hlavním bodům a hlavní myšlence krátkého čteného textu týkajícího se osvojeného tématu a vyhledá v něm konkrétní informace - využívá on-line zdroje k procvičování učiva a získávání informací k probírané slovní zásobě osvojovaných tematických celků	- searches for the required information in simple everyday **authentic materials** - understands the message content of standard written and electronic texts - understands the main points and the main idea of a short read text related to the learned topic and searches for specific information in it - uses online resources to practice the subject matter and obtain information about the discussed vocabulary of the acquired thematic units
8th grade	- v textu nalezne odpovědi na otázky - porozumí krátkým a jednoduchým psaným i elektronickým textům o každodenních tématech a vyhledá v nich požadované informace - využívá on-line zdroje k procvičování učiva a získávání informací k probírané slovní zásobě osvojovaných tematických celků	- searches for answers to questions in the text - understands short and simple written and electronic texts on everyday topics and searches for the required information in them - uses online resources to practice the subject matter and obtain information about the discussed vocabulary of the acquired thematic units
9th grade	- porozumí krátkému jednoduchému psanému i elektronickému textu o každodenních tématech - pracuje samostatně s textem dle zadání učitele nebo dle písemných pokynů a najde v něm určité informace - využívá on-line zdroje k procvičování učiva a získávání informací k probírané slovní zásobě osvojovaných tematických celků	- understands short, simple written and electronic texts on everyday topics - works independently with the text as assigned by the teacher or according to written instructions and finds certain information in it - uses online resources to practice the subject matter and obtain information about the discussed vocabulary of the acquired thematic units

Table 5

School Education Programme of Gymnázium Ostrov - Expected reading outcomes of the English language curriculum

Grade	Czech translation	English translation
First year	- rozumí článku o účinku mobilní aplikace na četnost konfliktů v rodině - čte s porozuměním článek o filmu - čte s porozuměním text o slavné rodině, doplní do textu chybějící informace a odvodí vhodné shrnutí - čte s porozuměním blogový příspěvek o geokešingu - postihne hlavní myšlenku čteného článku o moderní technologii 3-D tiskárny - v čteném článku vyhledá informace o genetickém vývoji člověka v daleké budoucnosti - čte s porozuměním článek o pocitech a jejich propojení s určitými částmi těla či orgány a odhadne významy zvýrazněných slov - v čteném textu o biologických hodinách a potřebě spánku rozpozná hlavní myšlenku a záměr autora, dále vyhledá informace o časech, v nichž se odehrávají určité biologické děje - čte s porozuměním krátký text o charitativní akci zaměřené na pomoc bezdomovcům - porozumí čtenému přepisu rozhovoru realitního makléře s klientkou a odhadne se zdůvodněním, zda si klientka nemovitost koupí - čte s porozuměním rozhovor o odeslání e-mailové zprávy a určí, který z účastníků dialogu má technické problémy - porozumí hlavní myšlence krátkého příspěvku z čínského blogu o otci, který chtěl zabránit synovi v on-line hrách, a zaujme stanovisko - čte s porozuměním text o závislosti mladého muže na selfie fotografiích - čte s porozuměním obsáhlý časopisový článek o testování umělé inteligence, zaujme k němu stanovisko a provede internetový průzkum - rozumí čteným příspěvkům v internetovém diskusním fóru Techspot	- understands the article about the effect of a mobile application on the frequency of conflicts in the family - reads the article about the film with an understanding - reads a text about a famous family with understanding, fills in the missing information in the text, and derives a suitable summary - reads a blog post about geocaching with comprehension - grasps the main idea of the read article about modern 3-D printer technology - in the read article, he will look for information about the genetic development of humans in the distant future - reads with understanding an article about feelings and their connection with certain parts of the body or organs and guesses the meanings of the highlighted words - recognizes the author's main idea and intention in the read text about biological clocks and the need for sleep, and also searches for information about the times in which certain biological events take place - reads with understanding a short text about a charity event aimed at helping the homeless - understands the read transcript of the interview between the real estate agent and the client and estimates with the reasoning whether the client will buy the property - reads with understanding the conversation about sending an e-mail message and determines which of the dialogue participants has technical problems - understands the main idea of a short post from a Chinese blog about a father who wanted to prevent his son from playing online games and takes a stand - reads with understanding the text about a young man's addiction to selfie photo - reads with comprehension a magazine article on artificial intelligence testing, makes his own thoughts, and conducts internet research - understands the posts in the Techspot Internet discussion forum

Second year	- v krátkém informativním textu o mladém ambiciózním uchazeči o zaměstnání rozpozná, o jakou pozici se uchází - čte s porozuměním text o pracovním pohovoru a zaujme stanovisko k otázkám, které byly uchazeči položeny - čte s porozuměním rozhovor s člověkem, který přišel se světově průlomovým řešením problému s odpady - v čteném článku o úspěšné mladé podnikatelce rozumí hlavním myšlenkám, přiřadí chybějící informace a vyhodnotí správnost tvrzení - čte s porozuměním argumentativní esej o odborných profesních kurzech pro vysokoškoláky a identifikuje strukturu daného slohového útvaru - čte s porozuměním rozhovor o světově uznávaném padělateli umění a pojmenuje varianty trpného rodu v textu - čte s porozuměním článek o tom, proč někteří lidé skrývají za určitých okolností svá tetování - REÁLIE - Charles Dickens - život a dílo; Oliver Twist - v čteném textu o slavném současném hudebním skladateli rozpozná hlavní myšlenku a zachytí, co je neobvyklého na jeho nejznámější skladbě - čte s porozuměním článek o americké pouliční umělkyni a vyhledá specifické informace - čte s porozuměním recenzi knihy a identifikuje kompoziční prvky daného slohového útvaru - čte s porozuměním krátkou novinovou zprávu o dopravní nehodě a zvolí vhodné doplnění textu - čte s porozuměním krátký text o sestrách dvojčatech a jejich vzájemném napojení a zaujme stanovisko - čte s porozuměním text o zdvořilých zlodějích a ověří domněnku vytvořenou podle ručně psaného vzkazu - čte s porozuměním článek o novém literárním žánru – románu pro mobilní telefon, přiřadí do textu vynechaná sdělení a rozhodne o pravdivosti tvrzení - čte s porozuměním vypravování o situaci, kdy přišel někdo pozdě kvůli nedorozumění nebo chybě v komunikaci a identifikuje strukturu daného slohového útvaru - čte s porozuměním krátký text o vynálezci - čte s porozuměním článek o vesmírné výpravě Apolla 13 a identifikuje gramatické struktury vztažných vět - postihne hlavní myšlenku v textech o osudových technických chybách v oblasti dopravy a vyhodnotí míru škod, které v jejich důsledku nastaly	- in a short informative text about a young, ambitious job seeker and recognizes what position he is applying for - reads with understanding the text about the job interview and takes a position on the questions that were asked to the applicant - reads with understanding an interview with a person who came up with a world-breaking solution to the waste problem - in the read article about a successful young entrepreneur, understands the main ideas, assigns the missing information, and evaluates the correctness of the statement - reads with understanding an argumentative essay on professional courses for university students and identifies the structure of the given stylistic unit - reads with understanding an interview about a world-renowned art forger and names the passive voice variants in the text - reads with understanding an article about why some people hide their tattoos under certain circumstances **- REALIA - Charles Dickens - life and work; Oliver Twist** - recognize the main idea in the read text about a famous contemporary music composer and capture what is unusual about his most famous composition - reads with understanding an article about an American street artist and searches for specific information - reads the book review with understanding and identifies the compositional elements of the given stylistic unit - reads with understanding a short newspaper report about a traffic accident and chooses an appropriate addition to the text - reads with understanding a short text about twin sisters and their mutual connection and comes up with their own opinion - reads with comprehension the text about polite thieves and verifies the assumption made according to the handwritten message - reads with understanding an article about a new literary genre – a novel for a mobile phone, matches the omitted messages in the text and decides on the truth of the statement - reads with understanding a narrative about a situation where someone came late due to a misunderstanding or a communication error and identifies the structure of the given stylistic unit - reads with understanding a short text about the inventor - reads with understanding the article about the Apollo 13 space mission and identifies the grammatical structures of relative clauses - it will capture the main idea in texts about fatal technical errors in the field of transport and evaluate the level of damage that occurred as a result of them

Third year	- porozumí hlavním bodům a myšlenkám textu o vlogerech - identifikuje témata odstavců článku - pozná, zda jsou tvrzení o článku pravdivá - na základě porozumění tématu článku mu přiřadí vhodný nadpis - vyhledá v textu informace - porozumí hlavním bodům a myšlenkám úryvku z románu - doplní chybějící věty dotextu románu - vyhledá informace v textu - blogu - porozumí hlavním myšlenkám článku, odpoví na otázky o něm a přiřadí mu nadpis - porozumí hlavním bodům písemné stížnosti - porozumí hlavním bodům a myšlenkám článku a odpoví na otázky s výběrem možností - díky kontextu odhalí slovní druh a význam neznámých slov - vyhledá v eseji zadané informace	- will understand the main points and ideas of the text about vloggers - identifies the topics of the paragraphs of the article - recognizes whether the statements about the article are true - based on understanding the topic of the article, assigns it a suitable title - searches for information in the text - understands the main points and ideas of an **excerpt from a novel** - completes the missing sentences of the **novel** - searches for information in the text - blog - understands the main ideas of the article, answers questions about it and assigns a title to it - understands the main points of the written complaint - understands the main points and ideas of the article and answers multiple choice questions - uncovers the parts of speech and the meaning of unknown words when provided with context - searches for the information entered in the essay
Fourth year	- porozumí hlavním myšlenkám článku o závislostech na jídle - analyzuje strukturu příběhu - vybírá správný prostředek textové návaznosti - porozumí hlavním bodům a myšlenkám článku, odpoví na otázky o něm, rozhodne, jestli tvrzení o něm jsou pravdivá nebo ne - rozumí hlavním bodům a postihne detailní informace v čteném novinovém článku o migraci lidí - postihne hlavní myšlenku novinového článku popisující školu pro hudebníky - přiřadí ke každé mezeře v článku chybějící větu - porozumí hlavním bodům a myšlenkám článku o reklamních tazích - identifikuje strukturu formálního dopisu	- will understand the main ideas of the article about food addiction - analyzes the structure of the **story** - chooses the right means of text continuity - understands the main points and ideas of the article, answer questions about it, and decides whether the statements about it are true or not - understands the main points and grasps the detailed information in the read newspaper article about human migration - finds the main idea of a newspaper article describing a school for musicians - matches the missing sentence to each gap in the article - understands the main points and ideas of the article about advertising moves - identifies the structure of a formal letter

Table 6

School Education Programme of Gymnázium Ostrov - Expected reading outcomes of the English language seminar and English conversation seminar

Subject	Czech translation	English translation
English conversation seminar	- ptá se kamaráda na jeho názor na umění a oblíbené umělecké žánry, na otázky odpovídá - popisuje druhy uměleckých stylů - pojmenovává základní prvky charakteristuky uměleckého díla - vzájemně se s kamarádem ptají a odpovídají na otázky o tom, co které umělecké styly se jim líbí - na základě přečteného textu vybere z více možností správnou odpověď - přiřadí věty do textu - shrne odstavce textu přiřazením vět k odstavcům - uspořádá odstavce do správného pořadí	- asks a friend about his opinion on art and favorite genres of art, and answers the questions - describes the types of artistic styles - names the basic elements characteristic of a work of art - asks and answers questions about art styles - based on the text, chooses the correct answer from several options - assigns sentences to the text - summarizes paragraphs of text by assigning sentences to paragraphs - arranges the paragraphs in the correct order
English language seminar	- čte s plným porozuměním kontextu s důrazem na ustálené fráze, idiomy, ustálená slovní spojení, frázová slovesa a sémantickou přesnost - čte s porozuměním dlouhý text s důrazem na gramatickou strukturu textu, jeho kohezi a koherenci - čte s porozuměním tak, aby z kontextu tvořil nová slova pomocí předpon a přípon, měnil kmenové souhlásky a tvořil slova složená - čte pro porozumění z kontextu a pochopení kohezních prvků, porovnávání, preferencí, zkušeností, důsledků apod. - rychlým čtením ve 4 textech vyhledá rozmanitá stanoviska a zkušenosti, shodné a kontrastní názory, která dovede propojit informací - orientuje se v krátkých textech a přiřazuje nabídnuté obraty příslušným odkazům v textu - rozumí hlavní myšlence, kohezním a koherentním prvkům textu tak, aby dokázal vložit chybějící odstavec na správné místo do textu	- reads with a full understanding of context with emphasis on fixed phrases, idioms, fixed phrases, phrasal verbs, and semantic accuracy - reads a long text with understanding, emphasizing the grammatical structure of the text, its cohesion, and coherence - reads with comprehension in order to form new words from the context using prefixes and suffixes, change stem consonants and form compound words - reads for understanding from the context and understanding of cohesive elements, comparisons, preferences, experiences, consequences, etc. - quickly reads texts to find diverse opinions and experiences, similar and contrasting opinions, which can connect information - familiarize themselves with short texts and assigns the offered turns to the relevant links in the text - understands the main idea, and cohesive and coherent elements of the text so that he can put the missing paragraph in the right place in the text

Table 7

Reading exercises in Bloggers 4 - Student's book

Chapter	Pages	Number of reading exercises	Type of exercises	Mention of literature
UNIT 0	10-23	2	- listen and read	x
UNIT 1	24-39	2	- listen and read	x
UNIT 2	40-55	5	- listen and read - read and match pictures - TRUE x FALSE	- text about Jack London - The call of the Wild
UNIT 3	56-71	9	- read and answer - read and match - listen and read - TRUE x FALSE	x
UNIT 4	72-87	5	- listen and read - read and fill in the gaps	x
UNIT 5	88-103	6	- listen and read - read and answer - read and fill in the gaps	x
English-speaking countries	104-111	8	- read and fill in the gaps - read and answer - read and match - TRUE x FALSE	- matching titles and authors - plot excerpts and summaries - questions about Tom Sawyer and Huckleberry Fin
Extra reading	112-116		- listen and read	x
Maps	117-118	x	x	x
Irregular verbs	119-121	x	x	x

Table 8

Reading exercises in Bloggers 4 - Workbook parts 1 & 2

Chapter	Pages	Number of reading exercises	Type of exercises	Mention of literature
UNIT 0	6-25	2	- read and answer	x
UNIT 1	26-45	1	- read and answer	x
UNIT 2	46-65	1	- read and answer	x
Vocabulary list	66-74	x	x	x
UNIT 3	6-25	2	- read and fill in the gaps - read and answer	x
UNIT 4	26-45	1	- read and put in correct order + match picture	x
UNIT 5	46-65	3	- read and answer - read and complete sentences - read and match sentences and pictures	x
Vocabulary list	66-75	x	x	x

Table 9

Reading exercises in Maturita Solutions Intermediate 3rd edition - Student's book

Chapter	Pages	Number of reading exercises	Type of exercises	Mention of literature
INTRODUCTION	4-7	3	- read and answer - read and listen - read and fill in the gaps	x
UNIT 1	8-17	8	- read and listen - read and summarize - read and answer	x
Exam skills trainer 1	18-19	3	- read and fill in the gaps - read and match the headings	x
UNIT 2	20-29	5	- read and answer - read and listen - multiple-choice	x
UNIT 3	30-39	11	- read and answer - read and listen - read, find and correct mistakes - match sentences - TRUE x FALSE - read and find differences	x
Exam skills trainer 2	40-41	3	- predict the plot - read and fill in the gaps - match sentences	x
UNIT 4	42-51	8	- read and answer - read and listen - read and fill in the gaps - skimming - match sentences and photos	x
UNIT 5	52-61	9	- read and answer - read and fill in the gaps - scanning - multiple-choice - read and identify the keywords	x
Exam skills trainer 3	62-63	1	- read and answer	x
UNIT 6	64-73	8	- read and answer - read and fill in the gaps - TRUE x FALSE - match sentences - read and express your opinion	x

UNIT 7	74-83	7	- read and answer - read and listen - read and match photos - multiple-choice - discuss the text	- Jonathan Reed: The Last Generation - Suzanne Collins: The Hunger Games
Exam skills trainer 4	84-85	3	¨- read and match words with definitions - TRUE x FALSE - read and fill in the gaps	x
UNIT 8	86-95	9	- read and answer - skimming - read and fill in the gaps - TRUE x FALSE - read and match sentences - read and change highlighted words	x
UNIT 9	96-105	8	- read and listen - read and answer - scanning - read and match photos and statements	x
Exam skills trainer 5	106-107	3	- skimming - read, find and correct mistakes - multiple-choice	- Thomas Coryat (about the author)
B2 Exam skills trainer 1	108-109	2	- read and match summaries - read and match sentences	- Paul Gaugin: A complete life by David Sweetman (summary)
B2 Exam skills trainer 2	110-111	2	- read and match sentences - read and fill in the gaps	x
Culture banks	112-120	12	- read and answer - read and match headings - multiple-choice - read and fill in the gaps - read and listen - TRUE x FALSE	- Charles Dickens: Oliver Twist (summary) - Mary Kingsley (about the author)
Vocabulary Builder	121-125	x	x	x
Grammar Builder and Reference	126-143	2	- read and find mistakes - read and fill in the gaps	x
Extra speaking tasks	144	x	x	x

Table 10

Reading exercises in Maturita Solutions Intermediate 3rd Edition - Workbook

Chapter	Pages	Number of reading exercises	Type of exercises	Mention of literature
INTRODUCTION	4-7	1	- multiple-choice	x
UNIT 1	8-17	3	- read and choose summary - read and match sentences - read and fill in the gaps	x
UNIT 2	18-27	5	- read and fill in the gaps - TRUE x FALSE - read and choose the correct order	x
Maturita Skills Trainer 1	28-29	2	- multiple-choice	x
UNIT 3	30-39	6	- read and listen - read and answer - read and fill in the gaps - read and match paragraphs	x
UNIT 4	40-49	3	- read and match photos - read and match questions - read and choose the correct order	x
Maturita Skills Trainer 2	50-51	3	- read and answer - multiple choice	x
UNIT 5	52-61	5	- read and fill in the gaps - TRUE x FALSE - multiple-choice - read and choose the correct order	x
UNIT 6	62-71	6	- read and fill in the gaps - TRUE x FALSE - read and answer	x
Maturita Skills Trainer 3	72-73	3	- TRUE x FALSE - multiple-choice	x
UNIT 7	74-83	4	- read and answer - read and listen - TRUE x FALSE - multiple-choice	- Andrew Waterman: Our Meetings (poem)
UNIT 8	84-93	4	- read and fill in the gaps - read and answer - TRUE x FALSE - read and match statements	- about Haikus
Maturita Skills Trainer 4	94-95	2	- TRUE x FALSE - multiple-choice	x

UNIT 9	96-105	4	- read and fill in the gaps - read and underline phrases - read and match the title - read and match statements	x
Maturita Skills Trainer 5	106-107	3	- read and match descriptions - multiple-choice	x
Exam skills trainer Extra 1	108-109	2	- multiple-choice	x
Exam skills trainer Extra 2	110-111	2	- read and match paragraphs - TRUE x FALSE	x
Cumulative Reviews	112-121	5	- read and fill in the gaps - multiple-choice - read and match paragraphs - read and match questions	x
Writing Bank	122-125	x	x	x
Functions Bank	126-127	x	x	x
Wordlist	128-135	x	x	x
Irregular Verbs	136	x	x	x

GRAPHS

Complete results of the questionnaire for teachers

Graph 3

The school where teachers work
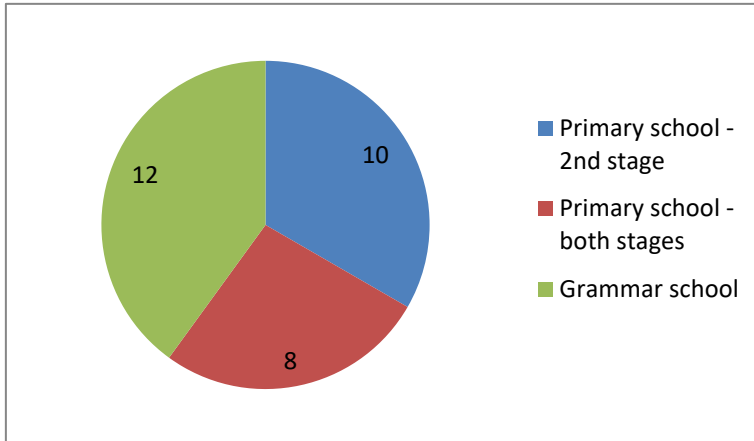
Graph 4

Teaching experience
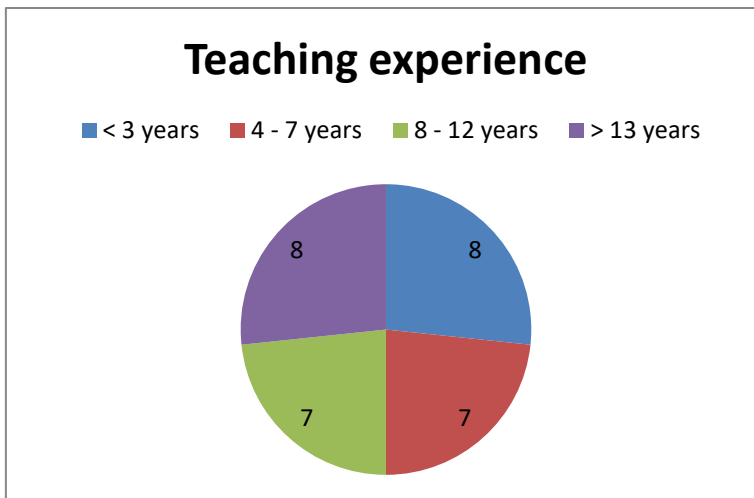
Graph 5

Highest education achieved
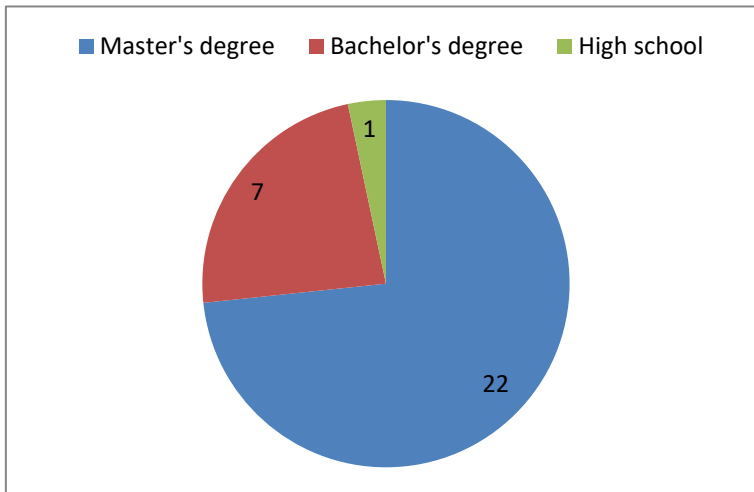
Graph 6

Teaching qualification
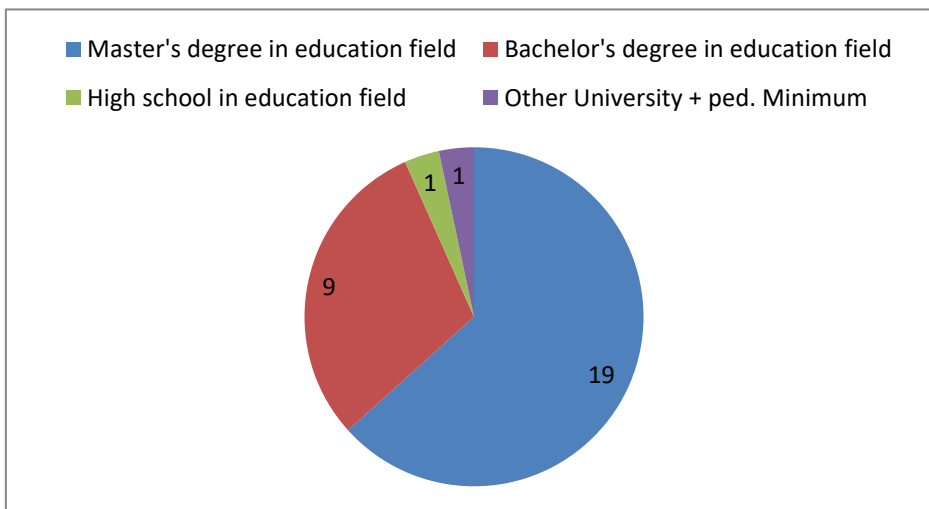
Graph 7

How often do you use literature in teaching English?
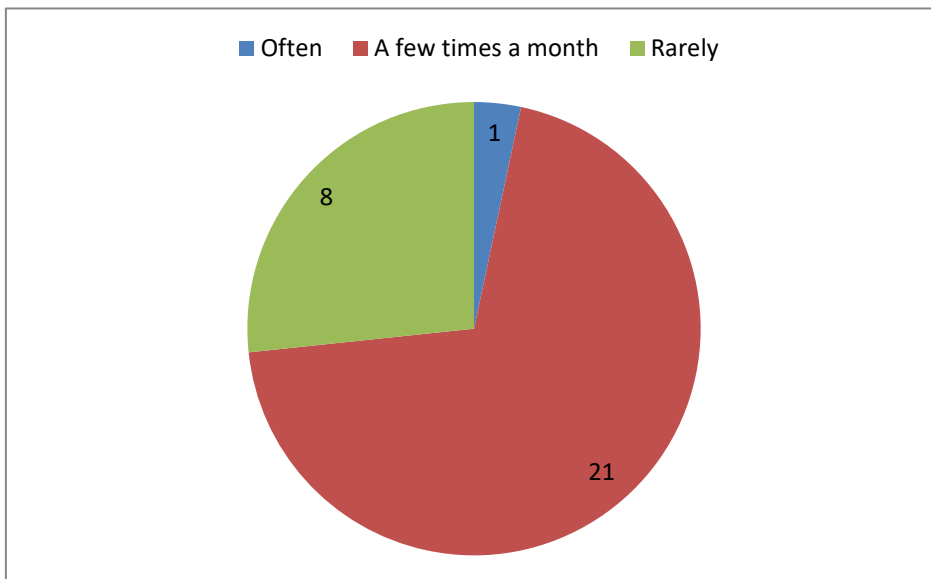
Graph 8

Do you have work with literature in EFL classes embedded in SEP?
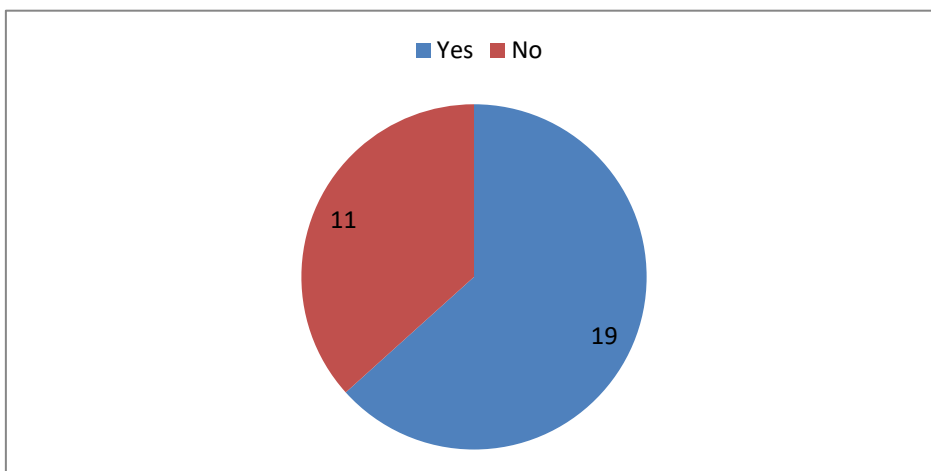
Graph 9

Why is the literature used in English classes at your school?
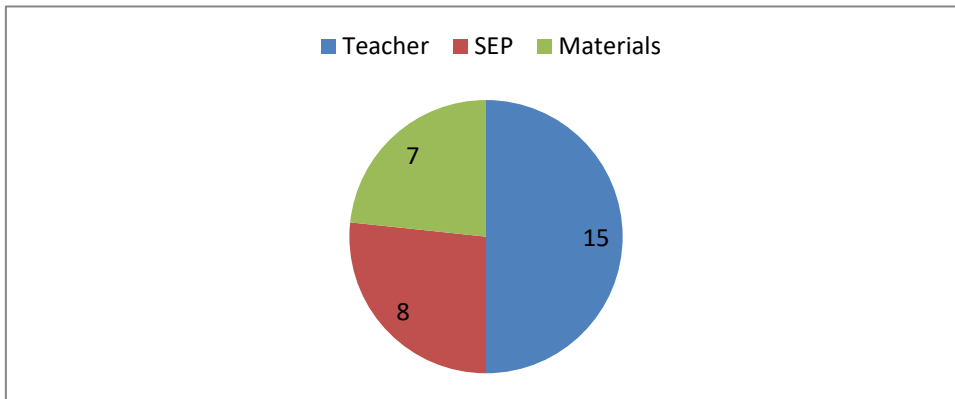
Graph 10

Do you use literature in your English classes beyond the textbook?
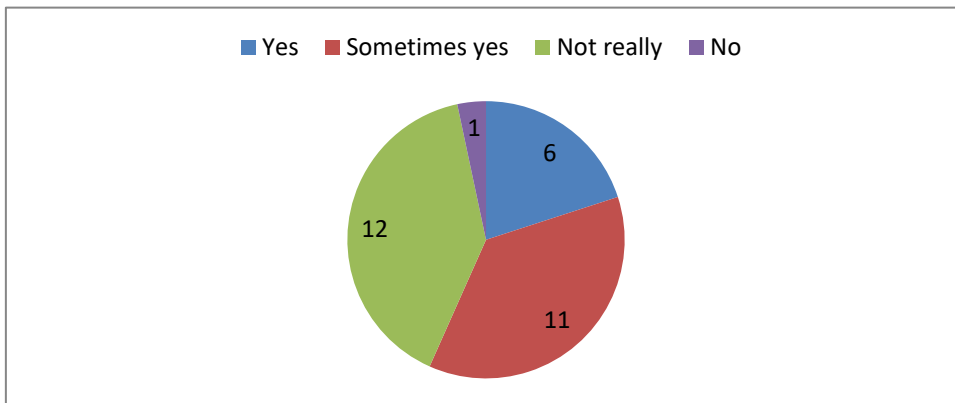
Graph 11

What problems do you face when using literature in EFL classes?
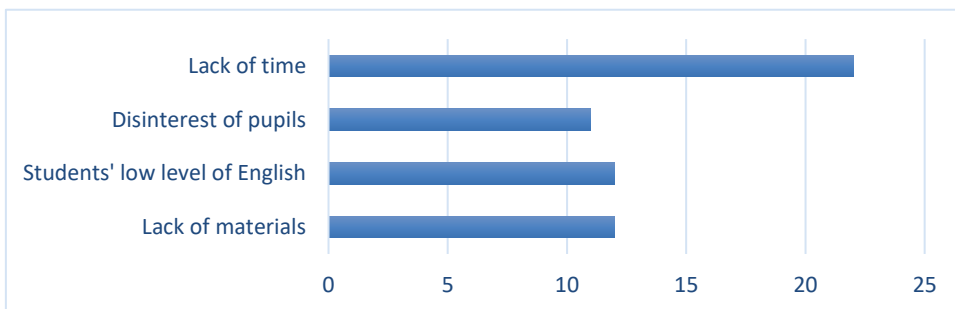
Graph 12

Does your school offer a reading club where you work with literature in English?
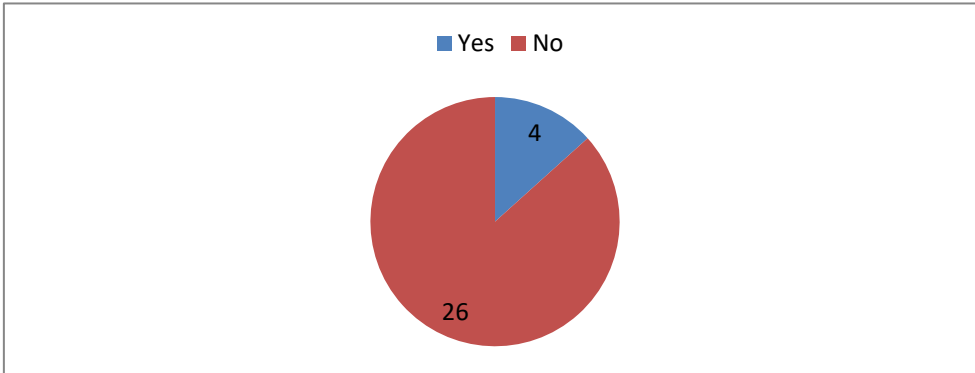
Graph 13

If not, would it be beneficial for the students if the school offered such a club?
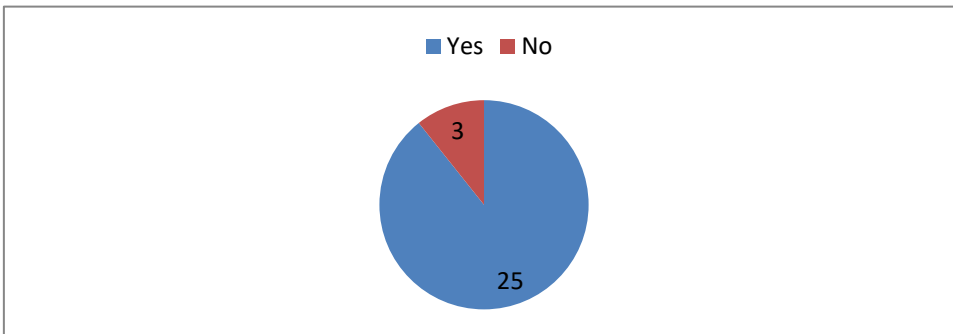
Graph 14

Does your school offer books in English for students to borrow?
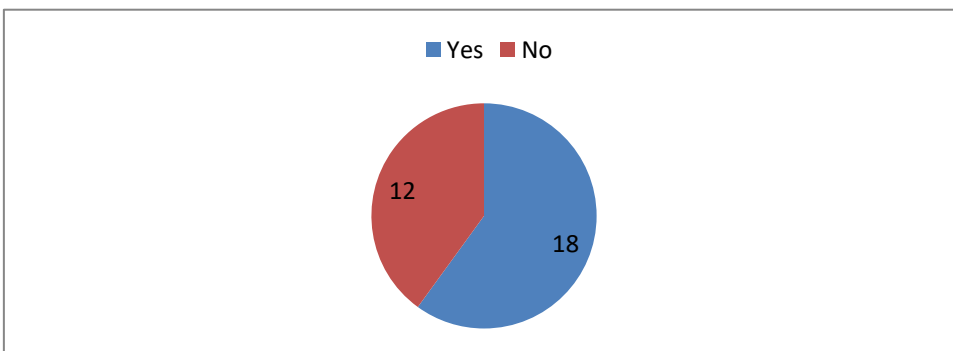
Graph 15

Do you think that students would be interested in these books?
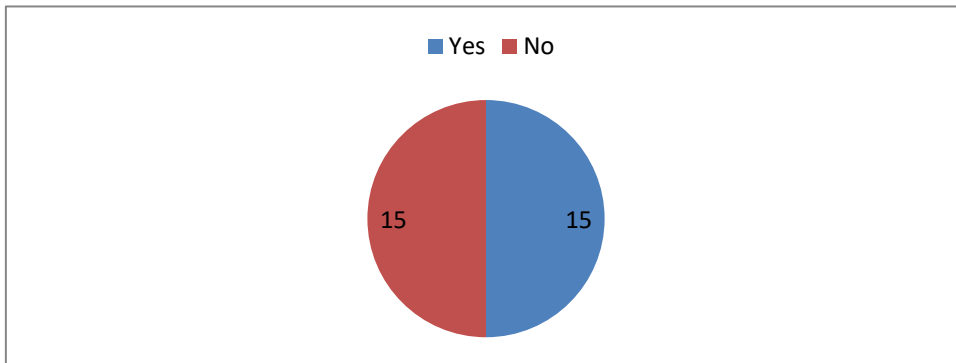
Graph 16

Do you think that the use of literature is beneficial for pupils?
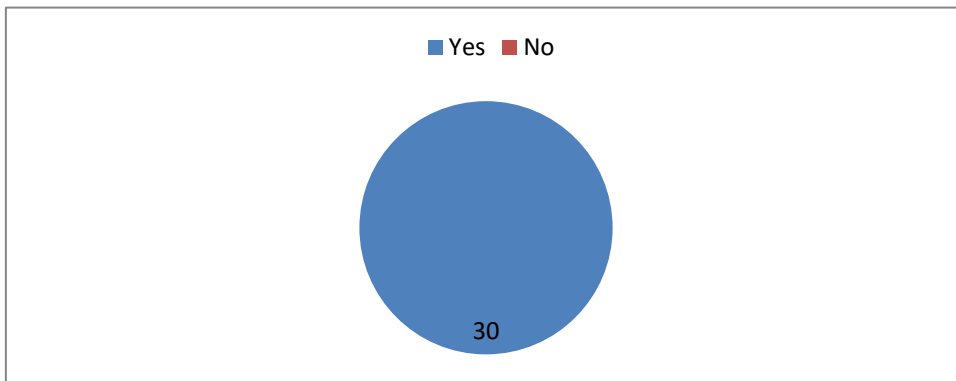
Graph 17

Do you think that working with literature in the English class can help students achieve a higher level of language?
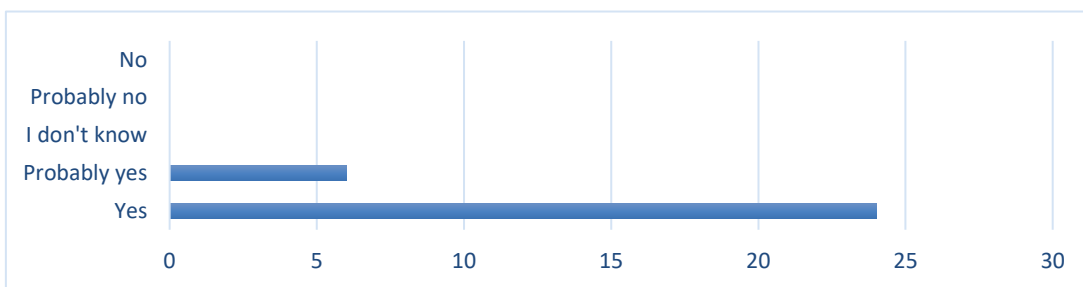
Graph 18

What types of exercises do you use the most when working with literature?
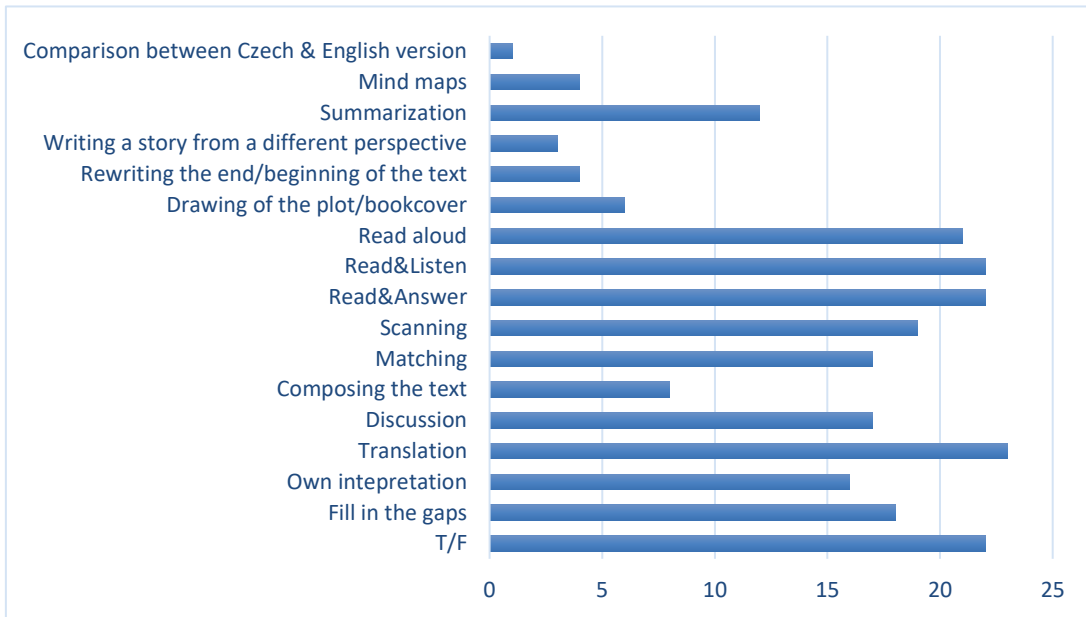
Graph 19

What types of exercises are most suitable for students?
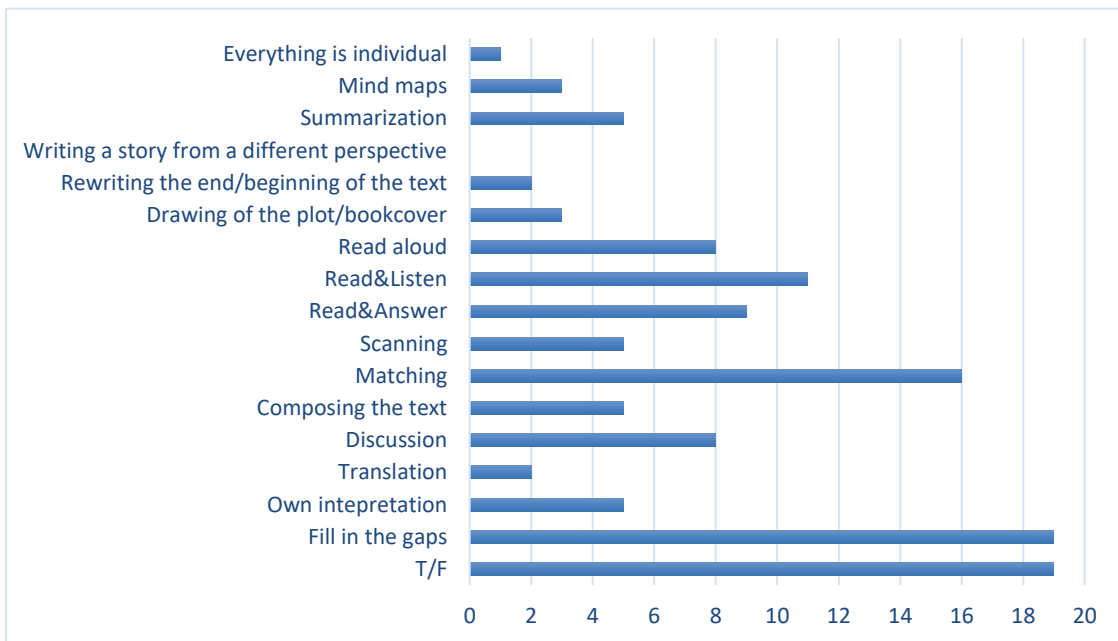
Graph 20

What do you think are the potential obstacles in working with literature?

Legend:
- Motivation of the students
- Time
- Disinterest of the pupils
- Number of students in class
- Language level of the students
- Not enough materials

Values: 10, 22, 16, 12, 16, 1
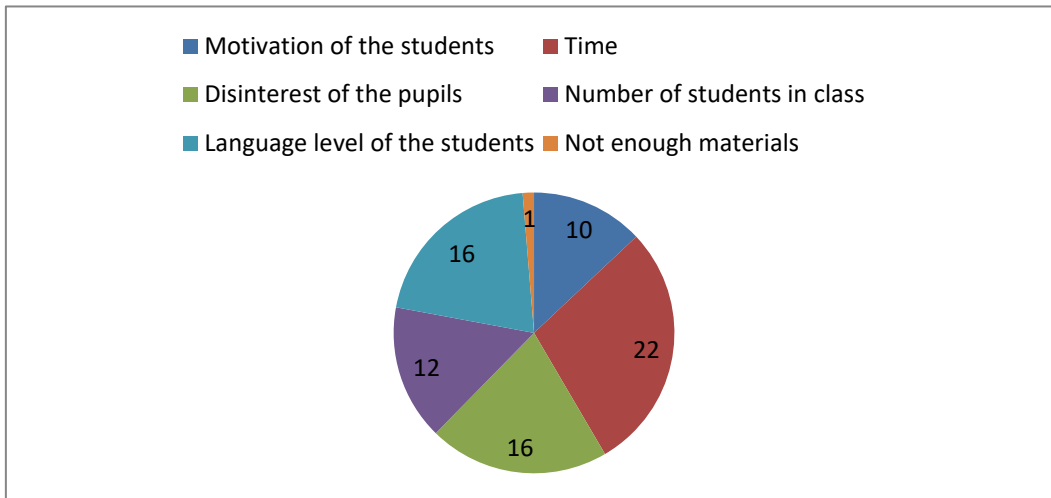
Graph 21

What do you think are the biggest positives of using literature in English language class?

- Confidence boost
- Authentic texts
- Consolidation of the sentence structure
- A deepening of interest in literature
- Creativity
- They enjoy it
- Expansion of vocabulary and language…
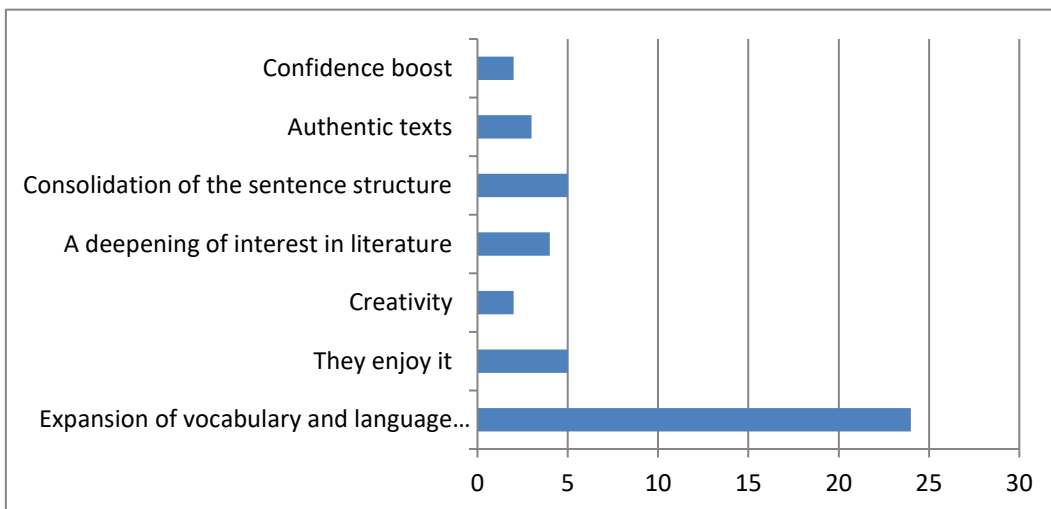
Graph 22

What do you think are the biggest negatives of using literature in English language class?
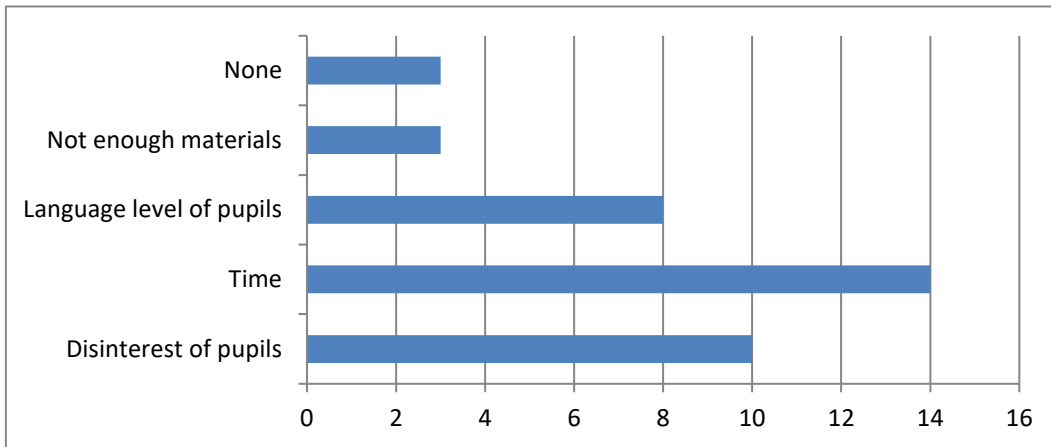
Graph 23

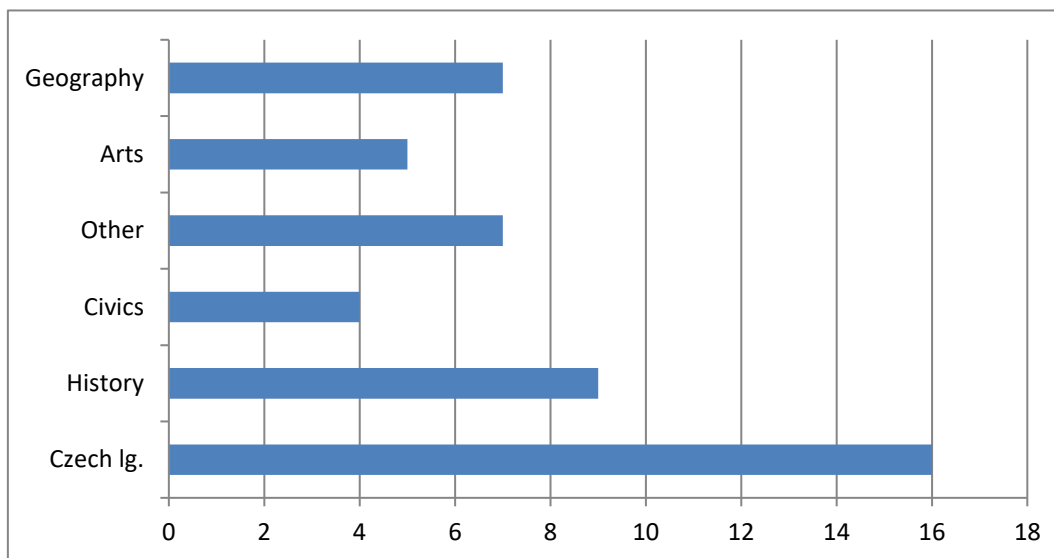*Do you think that the interest in literature increases with the age of the pupils?*
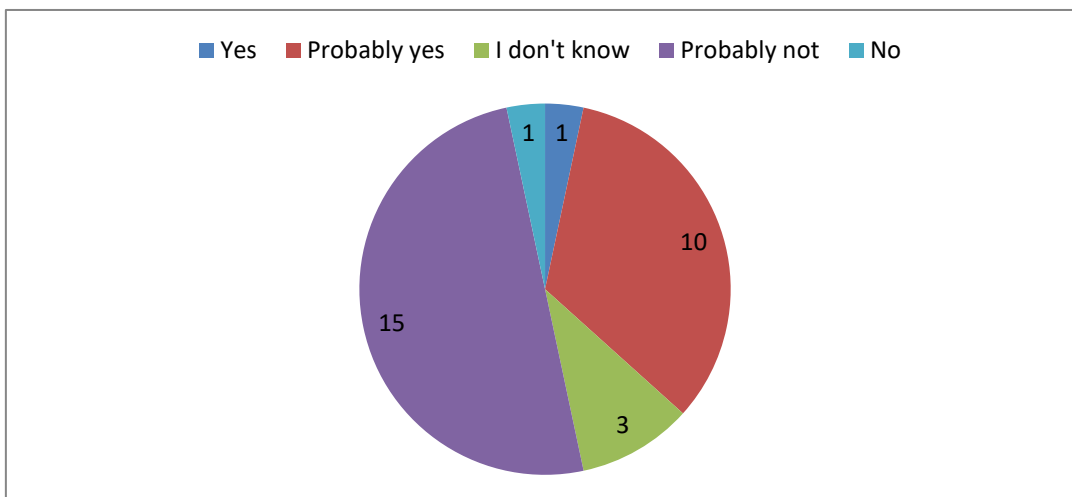
Graph 24

Do you use cross-subject relationships while using literature?
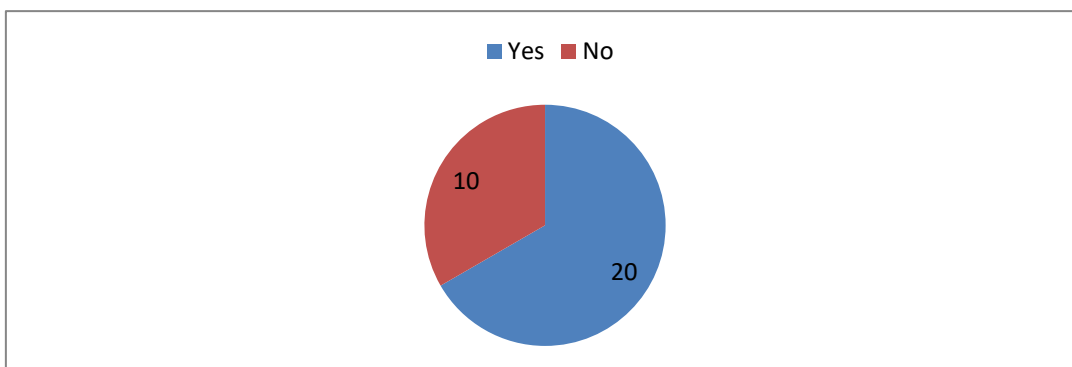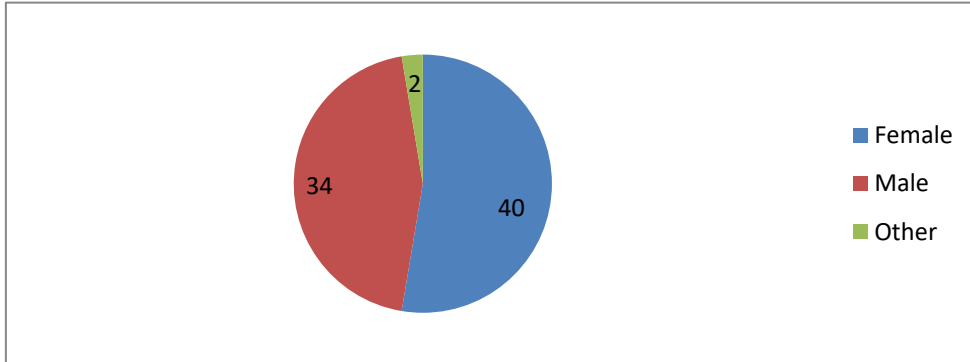
Graph 25

If so, what subjects?

Question 24

Here is space for any observations and comments

- *Pupils are lazy, they are not interested in education, and they will have a very difficult time in their future life with the attitude they have towards education and overall respect.*

- *Working with song lyrics is also popular with pupils. For teaching, we use Play, Gate and Bridge magazines, where you can also come across the literature. A native speaker is employed at the school, with whom we have tandem teaching - the subject of the lessons is also literature, comparison with film adaptations (if any), and discussions about popular genres.*

- *The language level of the students in the classes is very different. As they progress to higher grades, the scissors open up; some students have a very good knowledge of the language, and they very often find English books themselves and read according to their preferences; sometimes, we read simplified reading together in the lower grades, where the difference in the student's language level is not so great; in the second stage, we use some texts in Gate magazine.*
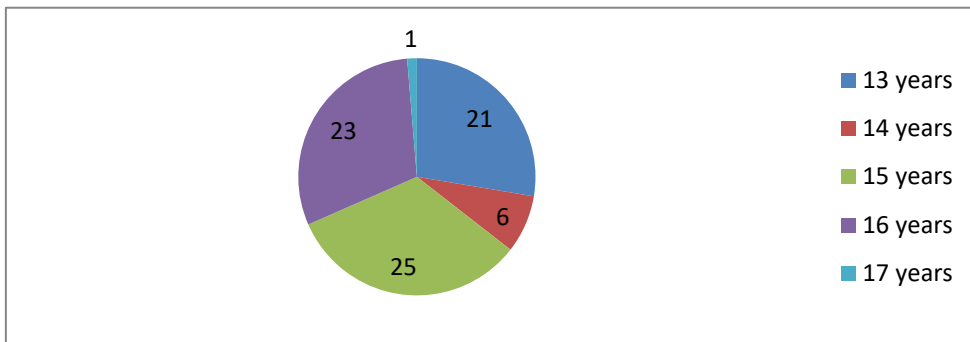
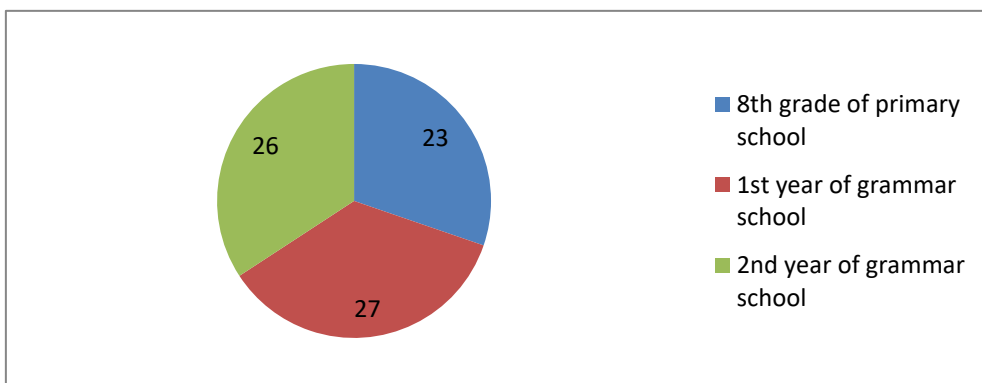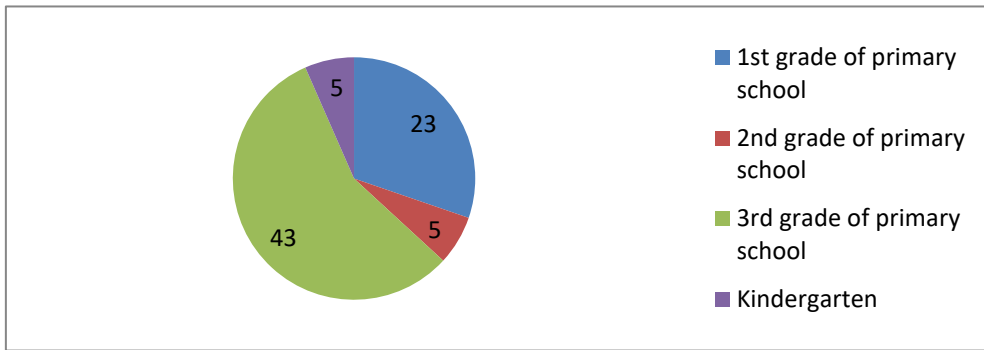**Complete results of the questionnaire for pupils**

Graph 27

I am

Graph 28

Age

Graph 29

Grade

Graph 30

I learn English from

1st grade of primary school — 23
2nd grade of primary school — 5
3rd grade of primary school — 43
Kindergarten — 5

Graph 31

I read

Every day — 14
Several times a week — 15
Few times a month — 21
Less — 15
Not at all — 11
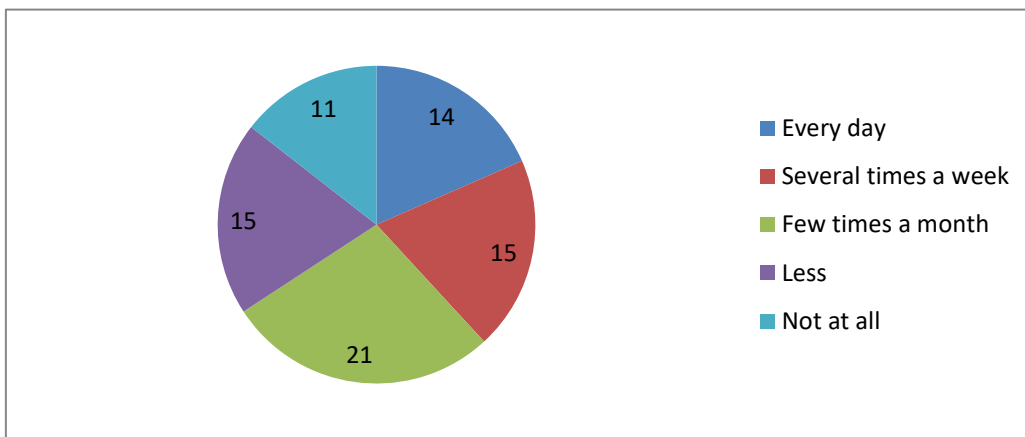
Graph 32

I read in English

Every day — 11
Several times a week — 15
Few times a month — 12
Less — 20
Not at all — 18
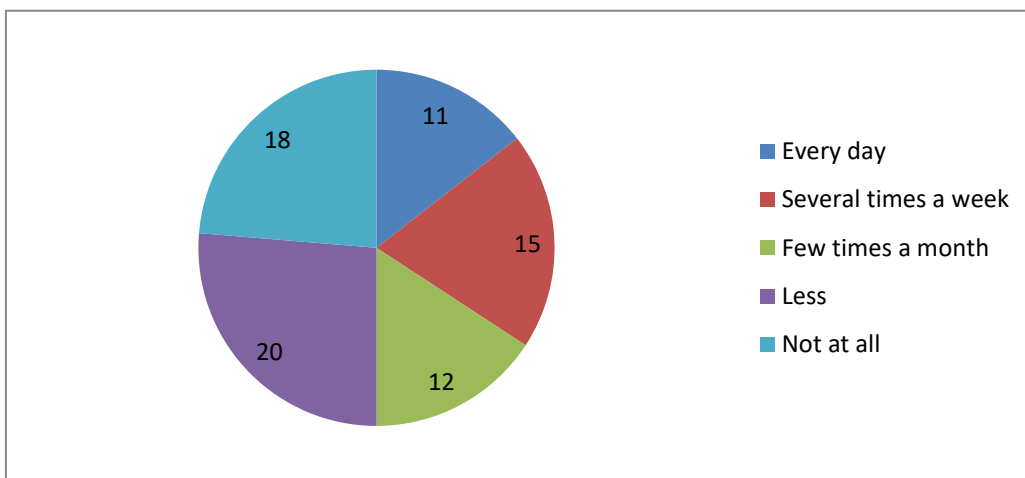
Graph 33

My favorite genres

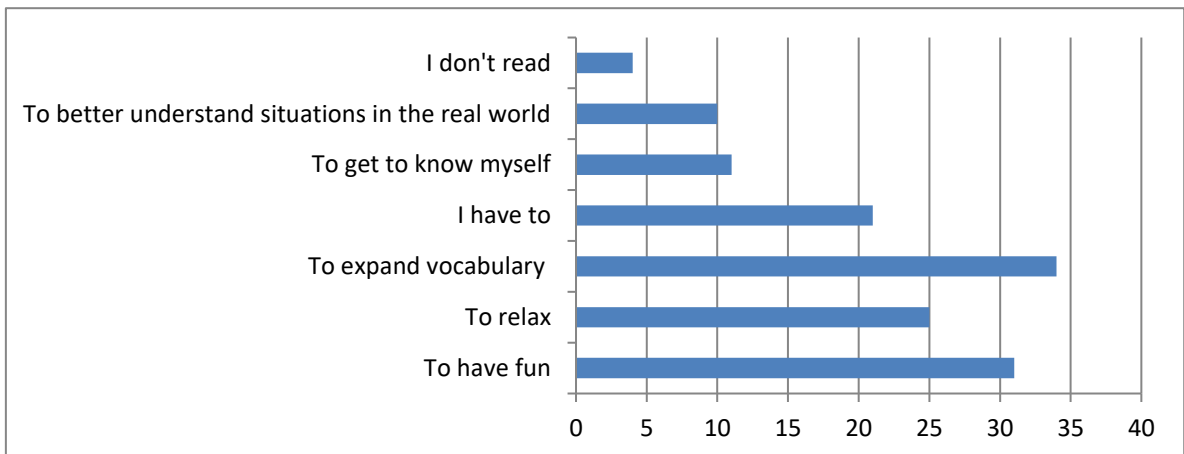| Genre	Value
I don't read	8
Comedies	2
Comics	27
Fairytales	15
Short stories	8
Poetry	5
Romance novels	3
Thrillers	10
Fables	6
Horrors	19
History novels	10
Science-Fiction	12
Adventure novels	18
Fantasy	42
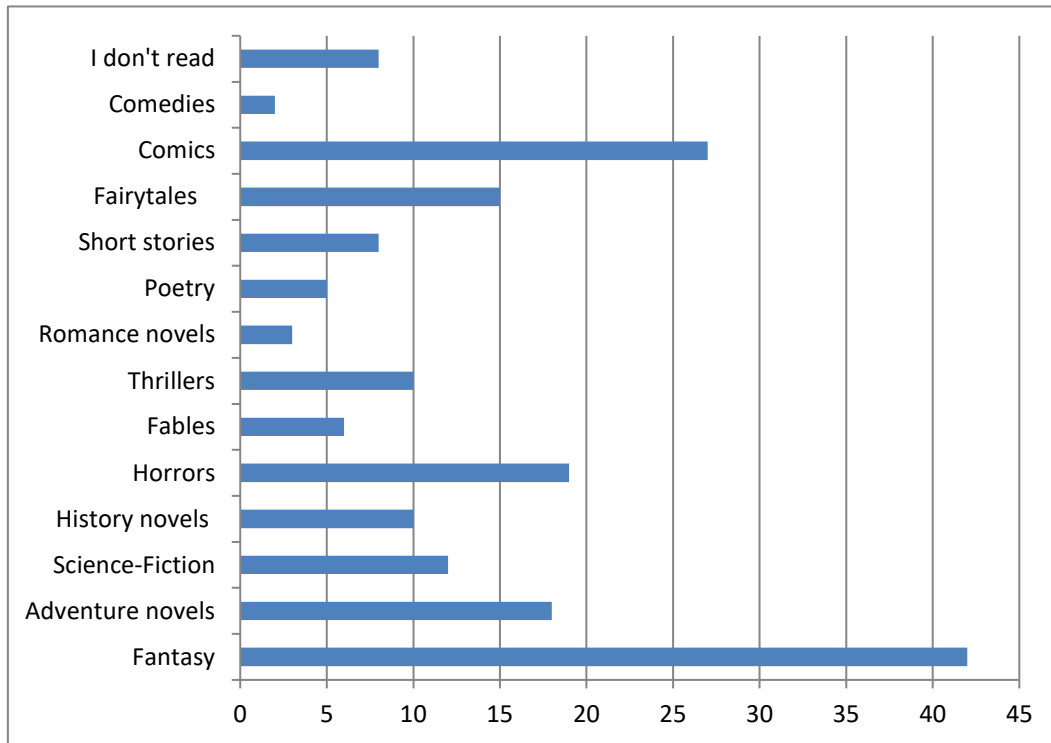
Graph 34

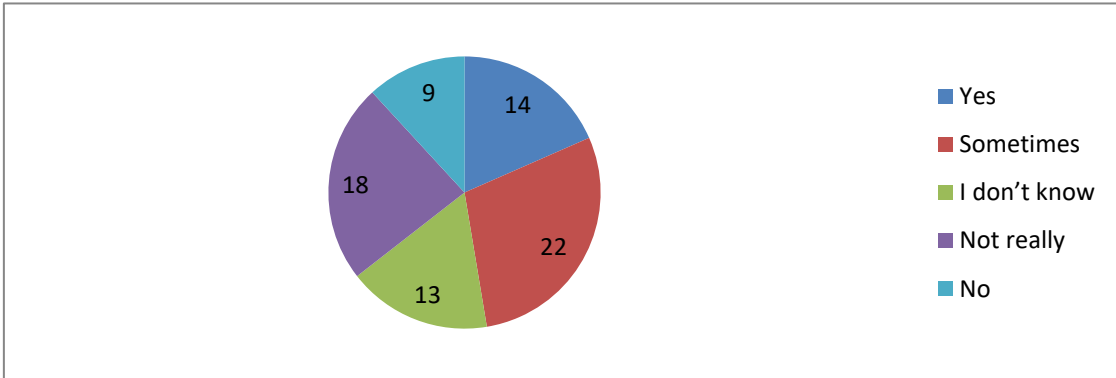*My favorite authors*
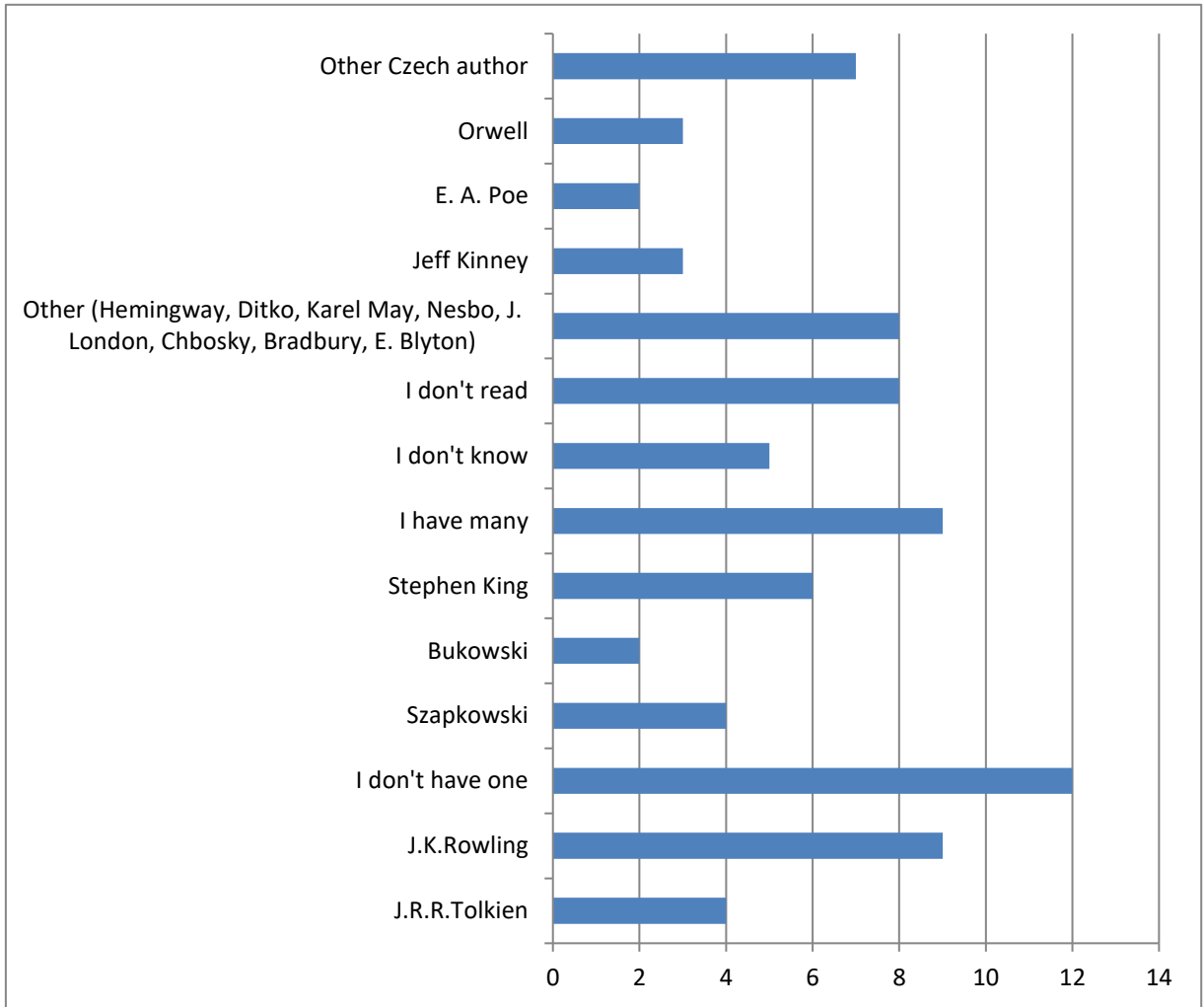
Graph 35
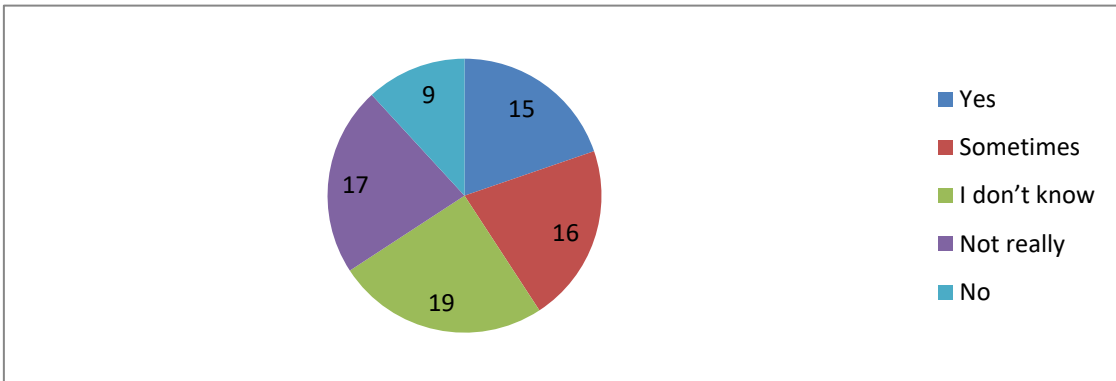
I read to/because

Graph 36

In English classes, we use literature

Graph 37

I enjoy using literature in English classes

Graph 38

I think we should use more literature in English classes
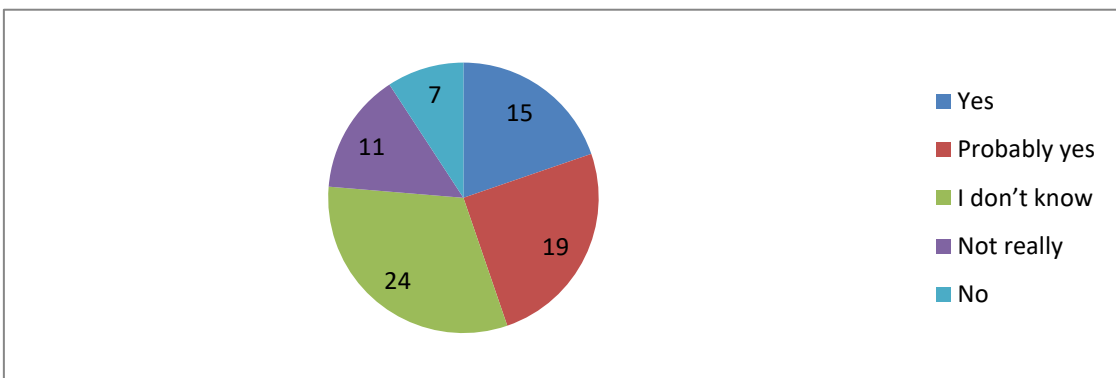
Graph 39

In class, it is better for me to read

Aloud: 12
Quietly: 39
I don't mind both: 25
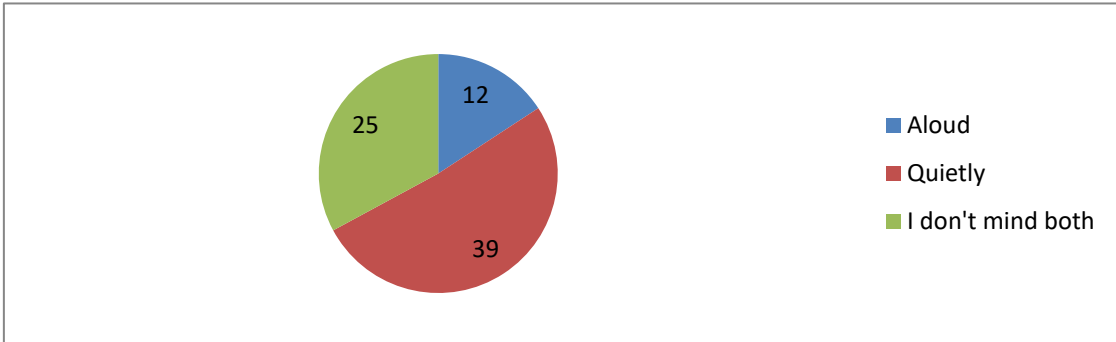
Graph 40

I think that reading and working with literature would help me to improve my English

Yes: 40
Probably yes: 19
I don't know: 11
Probably not: 4
No: 2
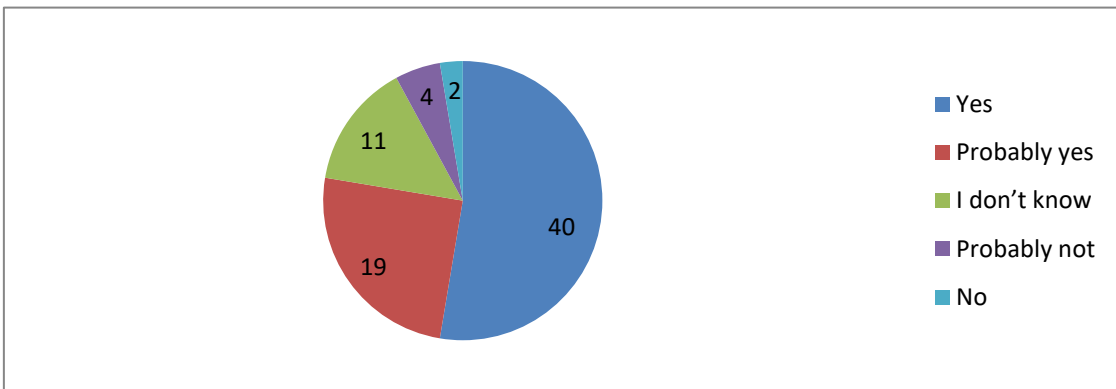
Graph 41

At the school, we have materials (texts, books, etc.) available in English that I can borrow

Yes: 38
I don't know: 21
No: 17
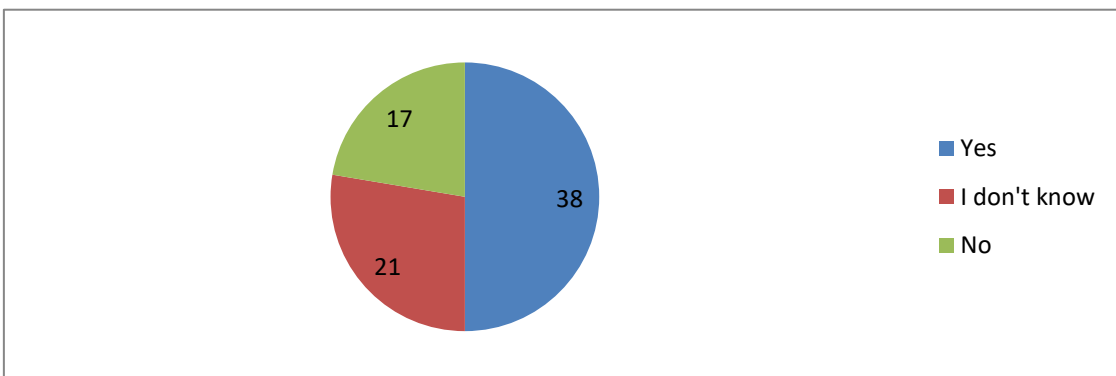
Graph 42

At school, we have reading clubs/groups/voluntary classes dedicated to literature in English

Pie chart:
- Yes: 3
- I don't know: 27
- No: 46
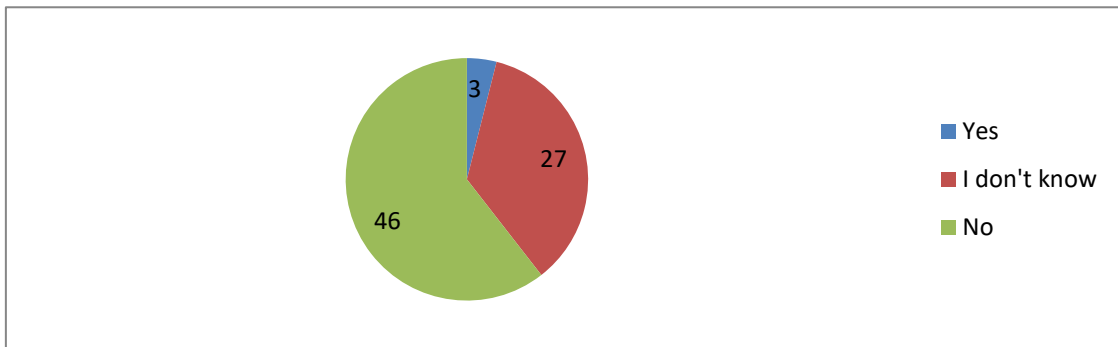
Graph 43

If there were such clubs at my school, I would participate

Pie chart:
- Yes: 10
- Probably yes: 15
- I don't know: 14
- Probably not: 29
- No: 8
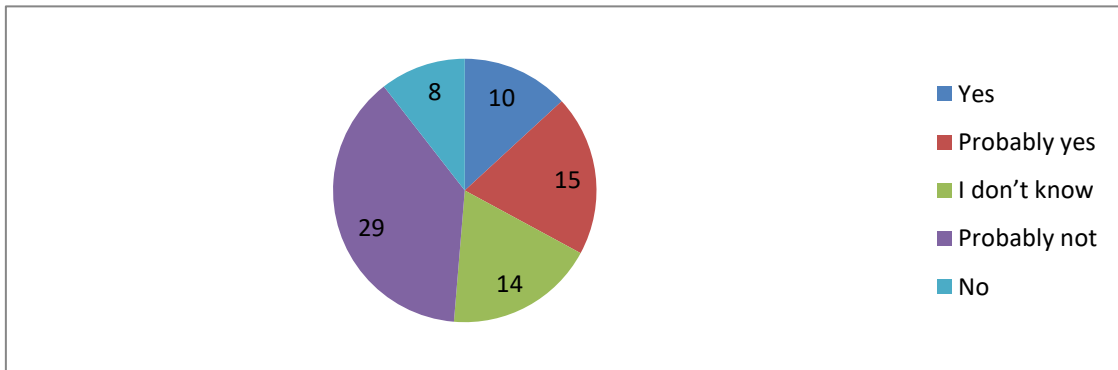
Graph 44

If I had more time, I would read more

Pie chart:
- Yes: 21
- Probably yes: 17
- I don't know: 12
- Probably not: 19
- No: 7
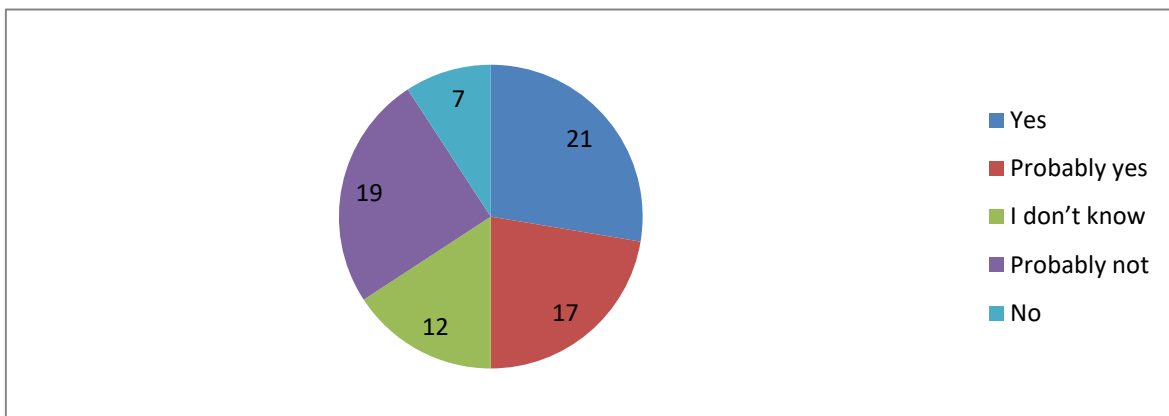
Graph 45

I don't read books in English because I don't have sufficient language skills

Yes — 23
Probably yes — 10
I don't know — 7
Probably not — 11
No — 17
Other (laziness, I don't read …) — 8
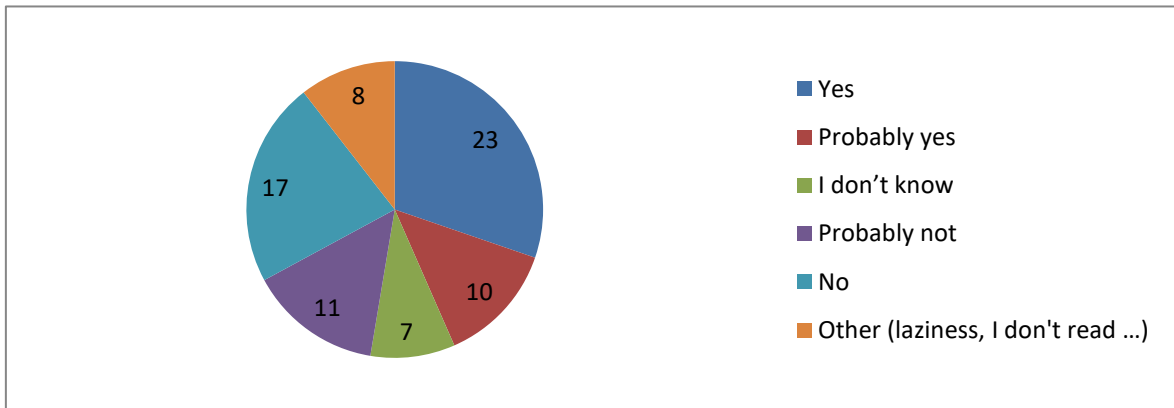
Graph 46

I think that working with literature in English classes is beneficial

Yes — 30
Probably yes — 23
I don't know — 14
Probably not — 4
No — 5
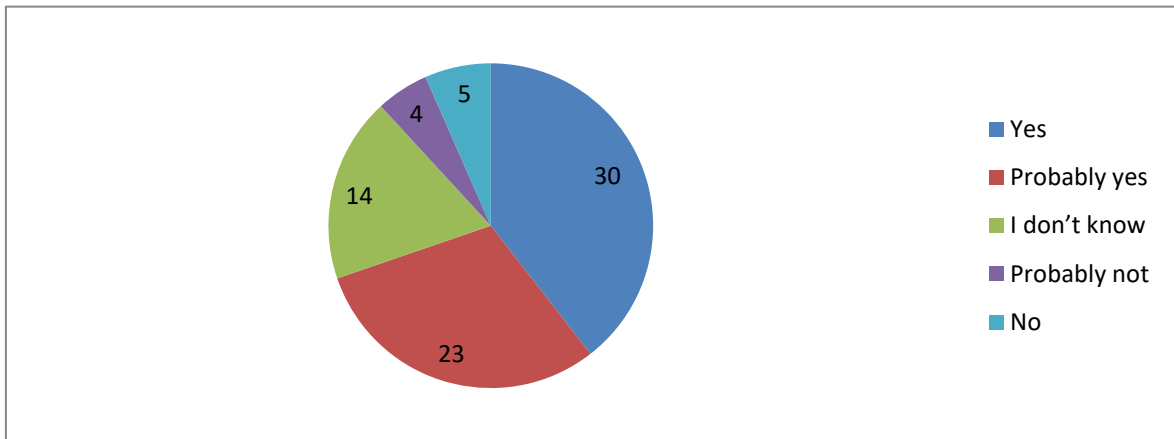
Graph 47

What exercises do you most often do?
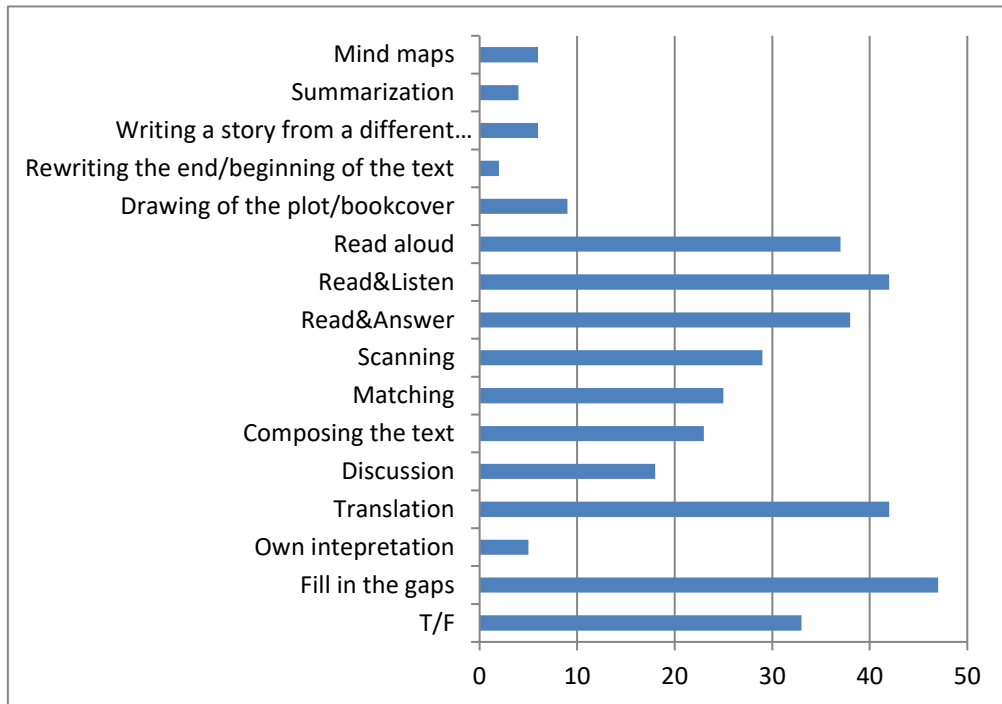
Graph 48

What is your favorite exercise type?
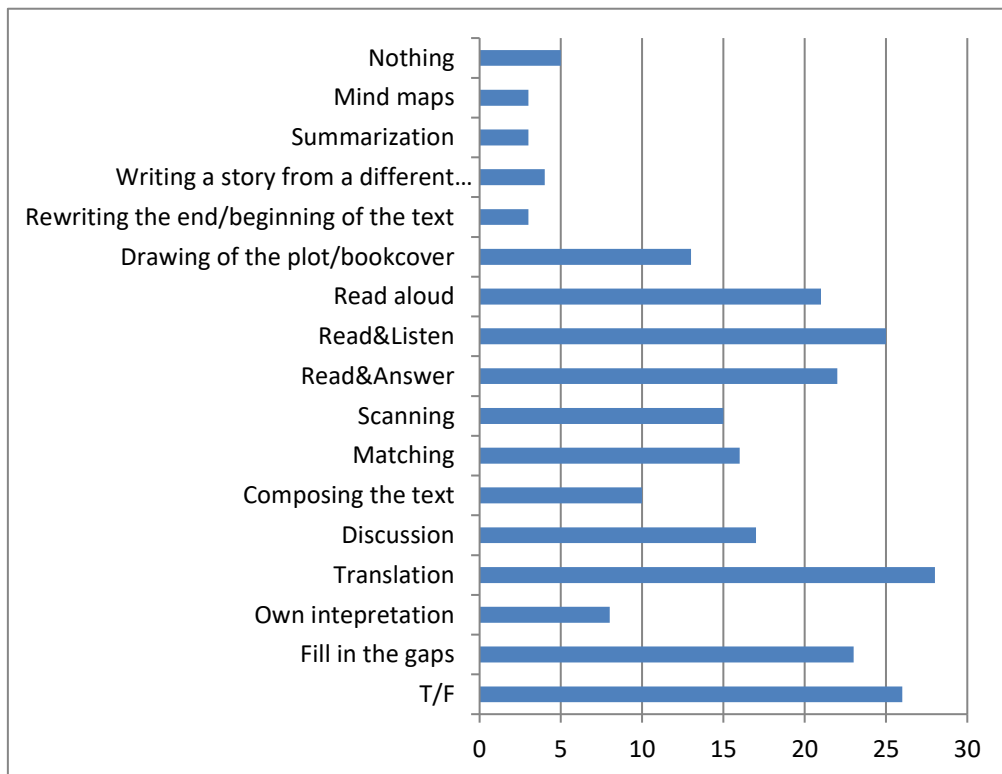
Graph 49

How could the work with literature in English classes be improved?
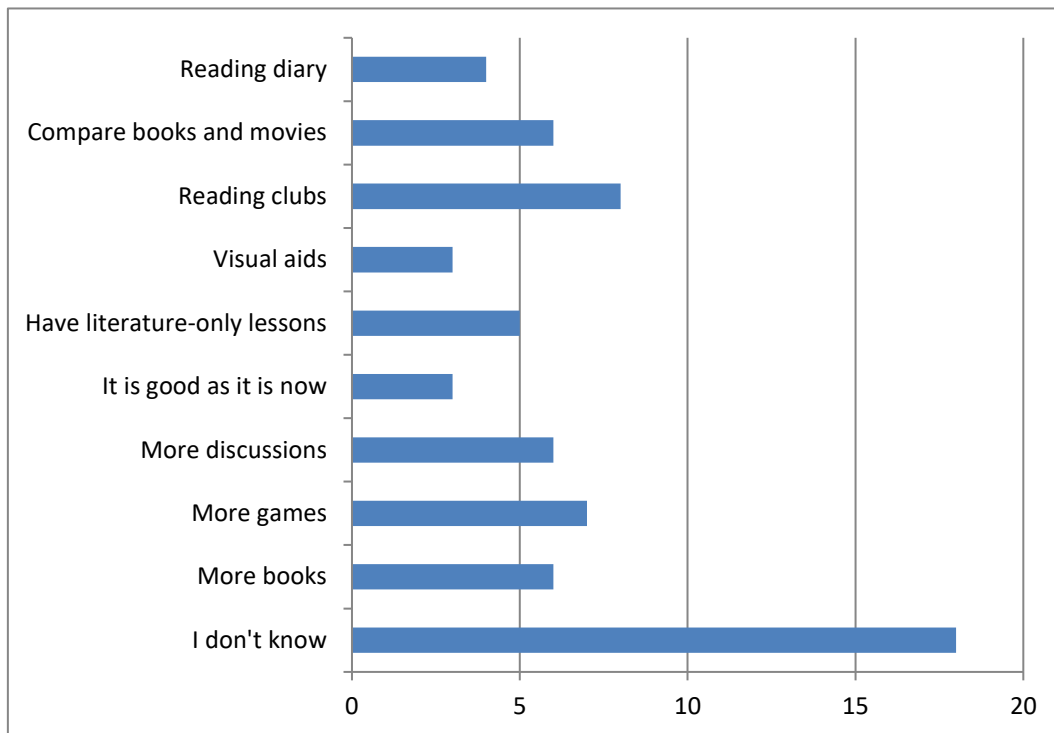
FIGURES

Appendix A

Questionnaire for teachers – Czech version

Dobrý den, tento dotazník je součástí mé diplomové práce, kterou píšu na katedře anglického jazyka na pedagogické fakultě v Plzni. Má práce se zabývá dětskou literaturou ve výuce anglického jazyka.

Předem děkuji za vyplnění, Filip Janáč

Škola, na které vyučujete: a) ZŠ - 2. stupeň b) ZŠ – oba stupně c) Gymnázium

Délka učitelské praxe: a) < 3 roky b) 4-7 let c) 8 - 12 let d) >13 let

Nejvyšší dosažené vzdělání: a) VŠ (Mgr.) b) VŠ (Bc.) c) VOŠ d) SŠ e) Jiné

Učitelská kvalifikace: a) Pedagogická VŠ (Bc.)   b) Pedagogická VŠ (Mgr.)

c) VOŠ   d) Pedagogická SŠ   e) Jiná: _____

Jak často využíváte literaturu ve výuce anglického jazyka?

a)   Často b) Párkrát za měsíc c) Téměř nikdy   d) Nikdy

Máte práci s literaturou při výuce AJ zakotvenou v ŠVP?
          a)   Ano   b) Ne

Na jaký popud je literatura ve výuce anglického jazyka využívána?
          a)   Učebnice b) ŠVP   c) Učitel d) Žáci
    Jiný: _____

Využíváte literaturu v hodinách angličtiny nad rámec učebnice?

a) Ano   b) Spíše ano   c) Spíše ne   d) Ne

**S jakými problémy se potýkáte při využívání literatury v hodině angličtiny? (možno více odpovědí)**
a)   Nedostatek materiálů   b) Nízká úroveň žáků   c) Nezájem žáků   d) Nedostatek času
e) Jiný: _____

Nabízí vaše škola kroužek/čtenářský klub, kde se pracuje s literaturou v angličtině?
a)   Ano   b) Ne
          Pokud ne, bylo by pro žáky prospěšné, kdyby škola takový kroužek zřídila?

          a) Ano   b) Ne
Nabízí vaše škola pro žáky knihy v anglickém jazyce k zapůjčení?
          d)   Ano   b) Ne

Myslíte, že by byl ze strany žáků zájem o tyto knihy?
          a)   Ano   b) Ne

Myslíte si, že je využívání literatury pro žáky přínosné?   a) Ano   b) Ne

Myslíte si, že práce s literaturou v anglickém jazyce může žákům pomoci dosáhnout vyšší úrovně jazyka?
        b)   Ano   b) Spíše ano   c) Nevím   d) Spíše ne   e) Ne

Jaké druhy cvičení při práci s literaturou nejčastěji využíváte?
a) pravda/nepravda   b) doplňovačka slov   c) vlastní interpretace textu
d) překlad   e) diskuze f) skládání textu dohromady g) přiřazování   h) vyhledávání informací
i) odpovědi na otázky o textu   j) čtení a poslech k) čtení nahlas   l) kreslení příběhu/obalu knihy
m) sumarizace   n) přepsání začátku/konce příběhu o) sepsání příběhu z jiného pohledu
p) pojmové mapy   q) jiné _____

Jaké druhy cvičení při práci s literaturou nejvíce žákům vyhovují?
a) pravda/nepravda   b) doplňovačka slov   c) vlastní interpretace textu
d) překlad   e) diskuze f) skládání textu dohromady g) přiřazování   h) vyhledávání informací
i) odpovědi na otázky o textu   j) čtení a poslech k) čtení nahlas   l) kreslení příběhu/obalu knihy
m) sumarizace   n) přepsání začátku/konce příběhu o) sepsání příběhu z jiného pohledu
p) pojmové mapy   q) jiné _____

Jaké jsou podle vás potencionální překážky v práci s literaturou?

a) Motivace žáků   b) Čas   c) Nezájem dětí   d) Počty žáků ve třídě

e) Jazyk f) Jiné:
_____

Jaká jsou podle vás největší pozitiva práce s literaturou ve výuce angličtiny?

_____

Jaká jsou podle vás největší negativa práce s literaturou ve výuce angličtiny?
_____

Roste podle vás s věkem žáků zájem o literaturu a práci s ní?

a)   Ano   b) Spíše ano   c) Nevím   d) Spíše ne   e) Ne

Využíváte pro práci s literaturou mezipředmětové vztahy? (např. ČJ) a) Ano   b) Ne

Pokud ano, v jakých předmětech?
_____

Zde je prostor pro jakékoli postřehy a komentáře:

_____

_____

Mockrát děkuji za vyplnění.

Appendix B

Questionnaire for teachers – English translation

Good day, this questionnaire is part of my diploma thesis, which I am writing at the Department of English at the Faculty of Education in Pilsen. My work deals with children's literature in English language teaching.

Thank you in advance for filling it out, Filip Janáč

The school where you teach: a) Elementary school - 2nd stage b) Elementary school - both stages c) Grammar school

Teaching experience: a) < 3 years b) 4-7 years c) 8 - 12 years d) >13 years

Highest education achieved: a) Master's degree b) Bachelor's degree c) Higher vocational school d) Secondary School e) Other

Teaching qualification: a) Pedagogy degree (Master's) b) Pedagogy degree (Bachelor's) c) Pedagogy higher vocational school d) Pedagogy secondary school e) Other: _____

How often do you use literature in teaching English? a) Often b) A few times a month c) Rarely d) Never

Do you have work with literature in English language teaching embedded in SEP?
      a) Yes b) No

Why is the literature used in English classes at your school (What initiative)?
      a) Textbooks b) SEP c) Teacher d) Students
    Other: _____

Do you use literature in your English classes beyond the textbook?
a) Yes b) Sometimes c) Not really d) No

What problems do you face when using literature in English class? (multiple answers possible)
a) Lack of materials b) Students' low level of English c) Disinterest of pupils d) Lack of time
e) Other: _____

Does your school offer a reading club where you work with literature in English?
a) Yes b) No

If not, would it be beneficial for the students if the school offered such a club?
      a) Yes b) No

Does your school offer books in English for students to borrow?
      d) Yes b) No

Do you think that students would be interested in these books?
      a)   Yes   b) No

Do you think that the use of literature is beneficial for pupils? a) Yes   b) No

Do you think that working with literature in the English class can help students achieve a higher level of language?
      b)   Yes   b) Probably yes   c) I don't know   d) Probably not   e) No

What types of exercises do you use the most when working with literature?
a) T/F b) Fill in the gaps c) Own interpretation of the text d) Translation e) Discussion
f) Composing the text g) Scanning h) Matching i) Read&Answer j) Read&Listen
k) Read aloud l) Drawing of the plot/book cover m) Rewriting the end/beginning of the text
n) Writing a story from a different perspective o) Summarization p) Mind maps
q) Other_____

What types of exercises are most suitable for students?
a) T/F b) Fill in the gaps c) Own interpretation of the text d) Translation e) Discussion
f) Composing the text g) Scanning h) Matching i) Read&Answer j) Read&Listen
k) Read aloud l) Drawing of the plot/book cover m) Rewriting the end/beginning of the text
n) Writing a story from a different perspective o) Summarization p) Mind maps
q) Other_____

What do you think are the potential obstacles in working with literature?

a) Motivation of the students   b) Time   c) Disinterest of the pupils d) Number of students in class e) Language level of the students f) Other:
_____

What do you think are the biggest positives of using literature in English language class? _____

What do you think are the biggest negatives of using literature in English language class? _____

Do you think that the interest in literature increases with the age of the pupils?

  a)   Yes   b) Probably yes   c) I don't know   d) Probably not   e) No

Do you use cross-subject relationships while using literature? (e.g. Czech) a) Yes   b) No

If so, what subjects? _____

Here is space for any observations and comments:

_____

_____

Thank you very much for filling out this questionnaire.

Appendix C

Questionnaire for pupils – Czech version

Dobrý den, tento dotazník je součástí mé diplomové práce, kterou píšu na katedře anglického jazyka na pedagogické fakultě v Plzni. Má práce se zabývá literaturou ve výuce anglického jazyka.

 Předem děkuji za vyplnění, Filip Janáč

Jsem

a) Žena   b) Muž   c) Jiné

Věk: _____

Chodím do (třída): _____

Anglicky se učím od: a) 1. třídy   b) 2. třídy   c) 3. třídy   d) Jiné _____

Čtu:

a) Každý den   b) Několikrát týdně   c) Párkrát do měsíce   d) Méně   e) Vůbec

Čtu v angličtině:

a) Každý den   b) Několikrát týdně   c) Párkrát do měsíce   d) Méně   e) Vůbec

Mé oblíbené žánry literatury (možno více odpovědí):
a)   Fantazy   b) Dobrodružný román   c) Science-Fiction   d) Historické romány

e) Hororová literatura f) Bajky   g) Thriller   h) Červená knihovna i) Poezie

j) Povídky   k) Pohádky   l) Jiný: _____

Mezi mé oblíbené autory patří: _____

Čtu, protože (možno více odpovědí):

a) Abych se zabavil/a b) K odreagování   c) K rozšíření slovní znalosti   d) Musím
e) K poznání sama sebe f) K lepšímu porozumění situací v reálném světě
g) Jiný: _____

V hodinách anglického jazyka pracujeme s literaturou

a) Ano   b) Spíše ano   c) Nevím   d) Spíše ne   e) Ne

Baví mě v hodinách anglického jazyka pracovat s literaturou:

a) Ano   b) Spíše ano   c) Nevím   d) Spíše ne   e) Ne

Myslím si, že bychom měli více pracovat s literaturou při hodinách angličtiny:
a) Ano   b) Spíše ano   c) Nevím   d) Spíše ne   e) Ne

V hodinách se mi lépe čte: a) Nahlas   b) Potichu   c) Je mi to jedno

Myslím si, že by mi čtení a práce s literaturou pomohla ke zlepšení v anglickém jazyce:
   a)   Ano   b) Spíše ano   c) Nevím   d) Spíše ne   e) Ne

Ve škole máme k dispozici materiály (texty, knihy …) v anglickém jazyce, které si mohu půjčit:
   a)   Ano   b) Nevím   c) Ne

Ve škole máme k dispozici čtenářské kluby/kroužky/dobrovolné hodiny, které se věnují literatuře v anglickém jazyce: a) Ano   b) Nevím   c) Ne

Pokud by takovéto kroužky na mé škole byly, účastnil/a bych se:
   b)   Ano   b) Spíše ano   c) Nevím   d) Spíše ne   e) Ne

Kdybych měl/a více času, více bych četl/a:
   a)   Ano   b) Spíše ano   c) Nevím   d) Spíše ne   e) Ne

Nečtu knihy v angličtině, protože nemám dostatečné jazykové znalosti:

a) Ano   b) Spíše ano   c) Nevím   d) Spíše ne   e) Ne
   Jiný důvod: _____

Myslím si, že je práce s literaturou v AJ přínosná:

   a) Ano   b) Spíše ano   c) Nevím   d) Spíše ne   e) Ne

Jaké cvičení nejčastěji děláte (ve spojení se čtením)? (možno i více odpovědí)

a)   pravda/nepravda   b)   doplňovačka   slov   c)   vlastní   interpretace   textu
d) překlad   e) diskuze f) skládání textu dohromady g) přiřazování   h) vyhledávání informací
i) odpovědi na otázky o textu   j) čtení a poslech k) čtení nahlas   l) kreslení příběhu/obalu knihy
m) sumarizace   n) přepsání začátku/konce příběhu o) sepsání příběhu z jiného pohledu
p) pojmové mapy   q) jiné _____

Jaké cvičení máš nejraději (ve spojení se čtením)? (možno i více odpovědí)

a)   pravda/nepravda   b)   doplňovačka   slov   c)   vlastní   interpretace   textu
d) překlad   e) diskuze f) skládání textu dohromady g) přiřazování   h) vyhledávání informací
i) odpovědi na otázky o textu   j) čtení a poslech k) čtení nahlas   l) kreslení příběhu/obalu knihy
m) sumarizace   n) přepsání začátku/konce příběhu o) sepsání příběhu z jiného pohledu
p) pojmové mapy   q) jiné _____

Jak by se práce s literaturou v hodinách AJ dala zlepšit?

_____
_____
_____
_____

Mockrát děkuji za vyplnění.

Appendix D

Questionnaire for pupils – English translation

Good day, this questionnaire is part of my diploma thesis, which I am writing at the Department of English at the Faculty of Education in Pilsen. My work deals with children's literature in English language teaching.

Thank you in advance for filling it out, Filip Janáč

I am

      a) Female   b) Male   c) Other

Age: _____

Grade: _____

I learn English from: a) 1st grade b) 2nd grade c) 3rd grade d) Other _____

I read:

     a) Every day b) Several times a week c) Few times a month d) Less e) Not at all

I read in English:

     a) Every day b) Several times a week c) Few times a month d) Less e) Not at all

My favorite genres (multiple choice possible):
a)   Fantasy b) Adventure novels c) Science-Fiction   d) History novels

e) Horrors f) Fables   g) Thrillers   h) Romance novels i) Poetry

j) Short stories   k) Fairytales   l) Other:
_____

My favorite authors: _____

I read to/because (multiple choice possible):
a) To have fun b) To relax c) To expand vocabulary d) I have to e) To get to know myself
f) To better understand situations in the real world
g) Other: _____

In English classes, we use literature:

a) Yes b) Sometimes c) I don't know d) Not really e) No

I enjoy using literature in English classes:

a) Yes b) Sometimes c) I don't know d) Not really e) No

I think we should use more literature in English classes:

a) Yes   b) Probably yes   c) I don't know   d) Not really   e) No

In class, it is better for me to read: a) Aloud   b) Quietly   c) I don't mind both

I think that reading and working with literature would help me to improve my English:
a) Yes   b) Probably yes   c) I don't know   d) Probably not   e) No

At the school, we have materials (texts, books, etc.) available in English that I can borrow:
a)   Yes   b) I don't know   c) No

At school, we have reading clubs/groups/voluntary classes dedicated to literature in English: a)   Yes   b) I don't know   c) No

If there were such clubs at my school, I would participate:

a) Yes   b) Probably yes   c) I don't know   d) Probably not   e) No

If I had more time, I would read more:

a) Yes   b) Probably yes   c) I don't know   d) Probably not   e) No

I don't read books in English because I don't have sufficient language skills:

a) Yes   b) Probably yes   c) I don't know   d) Probably not   e) No
Other reason: _____

I think that working with literature in English classes is beneficial:

a) Yes   b) Probably yes   c) I don't know   d) Probably not   e) No

What exercises do you most often do (in conjunction with reading)? (multiple answers possible)

a)T/F b) Fill in the gaps c) Own interpretation of the text d) Translation e) Discussion
f) Composing the text g) Scanning h) Matching i) Read&Answer j) Read&Listen
k) Read aloud l) Drawing of the plot/book cover m) Rewriting the end/beginning of the text
n) Writing a story from a different perspective o) Summarization p) Mind maps
q) Other_____

What is your favorite exercise type (in conjunction with reading)? (multiple answers possible)

a) T/F b) Fill in the gaps c) Own interpretation of the text d) Translation e) Discussion
f) Composing the text g) Scanning h) Matching i) Read&Answer j) Read&Listen
k) Read aloud l) Drawing of the plot/book cover m) Rewriting the end/beginning of the text
n) Writing a story from a different perspective o) Summarization p) Mind maps
q) Other_____

How could the work with literature in English classes be improved?

_____
_____

Thank you very much for filling it out.

SHRNUTÍ

Tato diplomová práce se zabývá využitím dětské literatury v hodinách anglického jazyka na 2. stupni základních škol a gymnázií. Nejprve je popsán teoretický základ, principy čtení v hodinách anglického jazyka, strategie, četba literatury, výběr textu, pořadí úkolů a aktivity spojené s používáním literatury ve výuce.

Pro praktickou část diplomové práce byly stanoveny čtyři výzkumné otázky týkající se zakotvení dětské literatury do kurikulárních dokumentů a materiálů, její formy a jejího využití ve vybraných třídách druhého stupně základních škol a gymnázií. Výzkumná část se skládá z obsahové analýzy kurikulárních dokumentů na národní a školní úrovni, učebních materiálů vybraných škol a dotazníkového šetření mezi učiteli a žáky vybraných škol - 2. stupně základní školy a prvního a druhého ročníku gymnázia. Z výsledků výzkumu je patrné, jak je dětská literatura ukotvena v kurikulárních dokumentech, jakou má podobu a jak ji lze využít. Na základě výsledků výzkumu dochází k závěru, že dětská literatura je v kurikulárních dokumentech na obou úrovních, národní i školní, a ve vzdělávacích materiálech obsažena zanedbatelně a její využívání v hodinách je upozaděno.