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Thesis

**USE OF POPULAR BOOKS FOR YOUNG ADULTS TO DEVELOP SPEAKING
SKILLS**

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ABSTRACT

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The thesis deals with the topic of use of literature or more precisely popular books in the background chapter. The reasons why included literature in language classes are explained, as well as the approaches to literature and speaking itself. The greatest importance is put whether the literature can be used in general in language classes in order to develop students' speaking skills. The conducted research between students and teachers is described in the second part of the thesis. The research was realized by the mean of questionnaires and analysis, which explored students' attitude to literature and the use of literature in textbooks used at high schools. Based on the results of the research, it is concluded that use of popular books or literature in general helps students to develop their speaking skills.

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I. INTRODUCTION

For my diploma work I chose the topic *Use of Popular Books for Young Adults to Develop Speaking Skills* from several reasons. Firstly, because I remember that during my school years, the learning of foreign language was mostly focused on the theoretical part and the speaking was lowered to a minimum. The second reason is that I like literature and the third reason, probably the most important why I chose this topic is, that during my teaching practice I make sure that emphasis to a spoken part of a language is kept to minimum. There was mostly applied working with textbooks or workbooks where teachers were keeping the books' structures which are mostly focused on grammatical part of a language.

The questions which I raised when I was thinking about my diploma thesis was, whether in these days of modern techniques is anyhow possible to use literature in language lessons, and later to use it as a source for speaking activities in order to bring students to discussion which involves an active using of language and therefore improve their speaking skills. For that reason it is very interesting for a future teacher to get acquainted with this issue. Consequently, the main goal of this work is to show the meaning of working with literary texts as authentic and valuable material which can fill an important didactic element in foreign language learning.

Someone could argue why I chose literature and why to use it as a source for language learning, why not to use different mediums such as movies, music, and others. I think that there does not matter so much on the medium itself in which the language is stored, but the point is that in these days we have almost unlimited access to information (whether it is in mother tongue or not) and we absorb the language from these mediums just passively. However in language, there is important to know how to communicate and transmit the information, therefore the active part of the language is also needed. So it is appropriate to focus during the language lessons at schools to an active part of the language, improve it and to encourage self-confidence in students to use language properly.

The first section of the theses offers a theoretical base for the practical part. It discusses several aspects and approaches which belong to the sphere of using popular books or literature in general in language classes, in order to motivate students to talk and to improve their speaking skills. This part also deals with theoretical aspects when

selecting materials and last but not least it is considering the theoretical part of speaking itself, principles and problems in planning the speaking lesson and it provides a theoretical base for speaking activities.

The following chapter, called Methods presents research questions, it introduces the research itself and it presents the research tools in the form of questionnaires and analysis. And it also describes research participants and research procedures.

The chapter called Results and Commentaries presents data from questionnaires and analysis in a form of various graphs and tables for better comprehension of the result of the research. It notifies how students perceive literature and whether they already encountered lesson led as discussion about literature and their attitude to this kind of lessons.

The next chapter, the Implication shows advice for other teachers which is based on the results presented in the Results and Commentaries part. It also includes some limitations which appeared during the research and furthermore it includes suggestions how to further avoid of these limitations and how to improve the research.

The whole thesis finishes with the Conclusion Chapter that summaries and highlights all of the important findings in the meaning of using popular books in language classes in order to improve students' speaking skills.

II. THEORETICAL BACKGROUND

In the theoretical part of this thesis I am going to discuss several aspects which belong to the sphere of using literature in language classes in order to motivate students to talk and to improve their speaking skills in the meaning to be more fluent and confident in using the language. The former part of the theoretical background deals with the aspect why teachers should use literature in language classes in general in order to see the reasons why literature can be considered a valuable teaching material. To this follows the aspect called approaches to using literature – how it is possible to use literature as a source for language learning. Considering the topic of literature, it also goes along with selecting of materials which can later serve as a source for speaking activities. Therefore it is necessary to pinpoint some conditions which teachers should follow when they are selecting literary texts. Later, this part of work will deal with the speaking itself. It means that this chapter will give some approaches to speaking and will try to find a difference between them. Nevertheless, there is also necessary to demonstrate, how to plan an individual speaking lesson in order to show some basic principles and problems.

Why Use Literature in Language Classes

Why we, as language teachers should use literature in our classes? "[Are] literary texts and the tasks that go with them an essential, or even a desirable, components of teaching materials (Ur, 2012, p. 223)? Generally, literature is a valuable material and we should certainly include it in our learning of language, because it offers a wide range of advantages which may help students to develop their education in different spheres, therefore literature is considered as a valuable material.

Many authors distinguish several reasons why use literature in language classes. Gillian Lazar (1993) divides these reasons into six distinctive groups. These are that literature is motivating material, facilitates access to cultural background, encourages language acquisition, expands students' language awareness, develops students' interpretative abilities and educates the whole person. Joanne Collie and Stephen Slater (1992) distinguish four groups, namely cultural enrichment, language enrichment, personal involvement and literature as valuable authentic material. Last but not least, Ronald Carter and Michael N. Long (1991) divide these reasons into three groups such as the cultural

model, the language model and the personal growth model. Nevertheless, even if different authors divide the reasons into different groups, most of them are related to each other and some of them are identical, only show why to teach literature from a slightly different perspective.

Motivation

The use of literature and literary texts in addition to textbooks used at schools, can serve as a good motivation aspect for learners. Moreover, literature can encourage students to read even outside the classroom where they can develop love for reading and they can become lifelong and enthusiastic readers.

Literature or literary texts can serve as motivating material, it means that "if students are familiar with literature in their own language, then studying some literature in English can provide an interesting and thought-provoking point of comparison" (Lazar, 1993, p. 15). On the other hand, if students are not acquainted with the literature in their own language, according to Carter and Long (1991), they "need to see a point to reading, particularly to reading extended texts. ... [because it] requires concentration over a period of time, it requires hard work from the reader (often the text will need to be read more than once), and it requires considerable patience" (p. 16). In other words students need to know the reason why to read a specific work because they can also see how much of their time it will take. But if they find this reason, then they are motivated to read and later to work with the literature, and this work can lead to speaking activities and communication on various topics within the class and therefore it leads to development of speaking skills.

Literature can serve as a motivating material, but at the same time I should point out one problem which arises when teachers are using literature in classes. That problem is, that students, when they become readers outside the classroom, they choose what they want to read but an "important principle is that students will be motivated to read if the process of reading is related to them as individuals" (Carter & Long, 1991, p. 17). So it is important to consider what kinds of literature or literary texts teachers want to use in classes otherwise students can't get motivated and later working with literature can be boring for them.

Culture

To begin with cultural aspect, which can be found in almost all works of literature, this sphere includes notions such as: the social backgrounds of students and social background within the society, history and politics of the country and also writer's background. In general "literature expresses the most significant ideas and sentiments of human beings" (Carter & Long, 1991, p. 2).

It is stated that using literature in language classes and the reading literature itself encourage students to recognize and appreciate different cultural artifacts from students' own. It means that students become aware of individual cultures, ideologies, traditions and historical events that form the background of particular novels. Literature also provides students with specific situations where individuals of a particular culture are depicted in order to see how a particular member of society can behave or react (Carter & Long, 1991; Lazar, 1993). As a result of these effects of cultural facts, students are able to better understand individual cultures and its individuals different from their own.

Considering the culture which is included in literary works, Lazar suggests that literature "can provide students with access to the culture of people whose language they are studying" (1993, p. 16). It means that students who are exposed to literary works are able to discover background setting of the country where the learned language is spoken and for many language learners it is "the ideal way to deepen their understanding of life in the country where that language is spoken because - a visit or an extended stay - is just not possible. For all such learners, more indirect routes to this form of understanding must be adopted so that they gain an understanding of the way of life of the country" (Collie & Slater, 1992, p. 4).

Nevertheless even if literature offers a large scale of contexts and cultural aspects with respect to individuals of many social backgrounds, the relations between literature and culture does not have to be at all simple. Even if some literary works look like a real documentation of the society which culture endows it can be just an illusion of reality because these works are eventually works of fiction (Collie & Slater, 1992). So it is then the teacher's task in language classes to present or regulate students' thoughts about the literature in the correct form so students can gain useful perceptions about the members of the culture and the culture itself.

Generally it is stated that literature as a cultural model mainly helps students to understand and respect various ideologies and ideas across different cultures and their implications in order to be able to compare them with each other and with the students' own culture.

Language

Language in literature or literary texts is very heterogeneous and it can be considered as a medium which carries the language, and therefore it can serve as a motivation aspect in language acquisition, because in reading of literary texts usually the language of native speakers appears. Therefore students can get familiar with language aspects in individual linguistic uses of written form. They can get familiar with: irony, exposition, argument, narrating, and so on and exactly these components are stimulating the language acquisition (Collie & Slater, 1992; Lazar, 1993). Murat Hismanoglu (2005), also states the idea that students can learn the language from the literature. He says that they can learn "about the syntax and discourse functions of sentences, the variety of possible structures, the different way of connecting ideas" (p. 3). In other words, "students learn practically the figurative and daily use of the target language in the literary texts" (Hismanoglu, 2005, p. 13).

When we are using literature in language classes, literature not only helps students to gain new knowledge of the language, but it also helps them to deepen their already existing one, because "literature provides a rich context in which individual lexical or syntactical items are made more memorable" (Collie & Slater, 1992, p. 5). In other words, literature can serve as an instrument in language teaching because it offers specific vocabulary and structures, therefore the later work with literature should not be focused on the content but rather on the way how the language is used. On the other hand, even if the language used in books is authentic, it is sometimes disagreed that language contained in literature does not give students the precisely the kind of language which they need for everyday use (Carter & Long, 1991; Collie & Slater, 1992). It means that in some kinds of literature, language is used in a different way than in a common and usual way of use and "[i]t breaks the more usual rules of syntax, collocation and even cohesion" (Lazar, 1993, p. 18). Teachers then have to take into account that they have to encourage students by this sophisticated use of language to think about the norms of language use. This goes to show

that "in order to understand the stylistic effect of language, students will need to be aware of how they differ from more common usage" (Lazar, 1993, p. 18). By focusing on the different use of the collocations or words teachers are helping students not only become aware of particular stylistic effects, but it is also helping to consider how these effects are achieved by departing from a norm. In other words, "using literature with students can help them to become more sensitive to some of the overall features of English" (Lazar, 1993, p. 19).

In addition to language, we should consider one very important aspect and that is the students' level of language. On the one hand "at lower levels, students may be unable to cope on their own with an authentic novel or short story in English" (Lazar, 1993, p. 17), because they lack the higher knowledge of language. On the other hand "at higher levels, students may be so absorbed in the plot and characters of an authentic novel or short story, that they acquire a great deal of new language almost in passing" (Lazar, 1993, p. 17). Considering that literature demonstrates the use of figurative language and it is possible to find there many examples of language used in various spheres and it serves as source of different styles at many levels of difficulty, literature is then rich in multiple levels of meanings and there is perhaps good for students to keep at disposition dictionaries to look up for common collocations and in the context of literature this may help students to interpret the uncommon meanings more easily.

The use of literary texts as the aspect of language learning is a successful way how to encourage teacher to use speaking activities in language classes. These activities such as discussion and group work help students to share their feelings and opinions in order to practice English language. Using these activities, students are able to express their own personal responses to the multiple meanings and it serves as a motion to accelerate the students' acquisition of language. It means that later through teaching of English language, students become more confident and creative in using the language. (Lazar, 1993; Collie & Slater, 1992).

Interpretation of the Texts

Literature or literary texts are notably good source for developing students' interpretative abilities. Thanks to literature students are "actively involved in 'teasing out' the unstated implications and assumptions of the text" (Lazar, 1993, p. 19), they are able to

guess the multiple meanings and to make multiple interpretations which encourages them to talk about their different opinions about the text. This leads “to real, motivated interaction with the text, with the fellow students and with the teacher” (Koutsompou, 2015). Literature in that way inspires students to be more productive in active using of language.

Any learning process of a language draws in students the forming of hypotheses and conclusions, and learning process using literature is not excluded. It does not matter whether these hypotheses and conclusions are related to idioms, grammatical or literal meanings, but it depends only on students when they begin to receive the richness and diversity of the language. Therefore students are able by the use of literature to discuss their own interpretations of the text. Thus, by multiple ambiguities of literary texts, students are motivated to develop their overall capacity to deduce meaning. This useful skill can be transferred to other even real life situations where students need to understand the implicit or unstated evidence (Lazar, 1993).

Personality of the reader

Using literature or literary texts in language classroom may have a wider educational function and it "can be helpful in the language learning process because of the personal involvement it fosters in readers" (Collie & Slater, 1992, p. 5). According to Lazar (1993), literature "can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness" (p. 19). For example, students can get familiar with the main characters and their emotions or with background of the literary work. In general it raises students' personal involvement and the learning of language itself becomes an enjoyable teaching process because reader "is drawn into the book. Pinpointing what individual words or phrases may mean becomes less important than pursuing the development of the story. The reader is eager to find out what happens as events unfold" (Collie & Slater, 1992, pp. 5, 6). Hereafter literature or literary texts are the places where students can find how to solve different problems and situations, it helps students to identify with a certain aspects of the heroes of the books and it can even serve as the guideline for students how to deal with the real life.

In sum, literature can give students the general idea how to be critical to themselves and to the others and related to this, it supports students' imagination and last but not least it raises students' awareness of language.

Conclusion

To sum up, while reading literature, students try to find out and understand different cultures and their implications, they try to discuss and compare them to the others or to their own culture. Reading literature also promotes motivation, personal engagement and it provides students with attitudes to reading, understanding and evaluating of literary works. Simultaneously students can explore and discuss language used in texts and learn new vocabulary items which provoke deeper interest and motivate students to gain more knowledge of language.

It is through the literature that students broaden their perspectives. Perspectives not only in becoming familiar with other cultures and learning how to view the world of the others - in the way to become critical, objective, apprehensive and open minded, but also in developing their speaking skills when literature helps them to acquire a native-like competence such as speak precisely and clearly.

Approaches to Using Literature in Language Classes

Literature or literary texts provide a good source for students by which they can develop abilities such as making interpretations, asking questions, comparing, inferring meaning, paraphrasing or restating the ideas. Nevertheless, when teaching literature, it is necessary to know what our lesson goal is. For that reason, we have to make distinctions between the main approaches for using literature. Lazar (1993) and Carter and Long (1991) distinguish these approaches into two main groups. These are the literature as content and the language-based approach. Lazar also discusses another approach which is called the literature for personal enrichment.

Considering that this thesis is focused on how to develop speaking skills with our students, I will omit the literature as a content topic completely, because this approach offers a study of literature in the meaning of gathering data about authors, books and genres for example, but it does not use literature as a source for language activities.

A Language-based Approach

A language-based approach uses literature directly and the stylistics or stylistic analysis is adopted. It means that students are learned the stylistic features to understand and interpret the creative uses of language in texts in order to be able to make judgments, discuss their contrasting interpretations, opinions, and share their feelings with each other. Therefore this approach is designed to develop sensitivity to language to the ability to interpret the meaning of the texts (Carter & Long, 1991; Lazar, 1993).

On the other hand, considering that language-based approach is "normally less concerned with the literary text as a product and is more concerned with processes of reading" (Carter & Long, 1991, p. 7), literature then does not have any important status in the language classroom, but it is treated as an important complement to other materials.

Followers of this approach believe that "students may possess greater literary competence than we sometimes allow, especially as far as language is concerned" (Carter & Long, 1991, p. 7). Therefore it leads to a closer integration in classroom between language and literature and this integration helps students to achieve their main goal - to improve their knowledge of English and their communicative skills.

To sum up a language-based approach, it is conceived that "studying the language of the literary text will help to integrate the language and literature syllabuses more closely. Detailed analysis of the language of the literary text will help students to make meaningful interpretations and at the same time, students will increase their general awareness and understanding of English. Students are encouraged to draw on their knowledge of familiar grammatical, lexical or discoursal categories to make aesthetic judgments of the text" (Lazar, 1993, p. 23). Therefore not only the language is improved but "literature can be a special resource for personal development and growth, an aim being to encourage greater sensitivity and self-awareness and greater understanding of the world around us" (Carter & Long, 1991, p. 3).

Literature for Personal Enrichment

The literature for personal enrichment involves students as whole persons, it means that it draws from their own knowledge of English, their own personal experience, feelings and opinions; and it also involves and uses literary texts as an inspiration tool for students.

Therefore this approach provide a useful exposure to a text and literature then serves as a tool to fulfill students' main aim - to become actively involved in learning English (Lazar, 1993).

On the other hand, even with this approach there may be some sort of reasons why students are not willing to work with selected literary texts. Firstly it is that some literary texts may remote from students own language experience it means that they do not meet students wish and they are "difficult linguistically, and therefore demotivating for the average student[s]" (Lazar, 1993, p. 25) so they are not able to work with these texts. The second problem may be that some students may not like discussing personal feelings or their reactions in front of the whole class (Lazar, 1993, p. 25). In this case, students may feel less stressed when working in smaller groups or they can be asked to reveal their own reactions to a text when writing their feeling to an essay or to a short paragraph to be read only by a teacher.

Conclusion

However, the use of literature in language classroom has some negative potential there is no need to underestimate its value. There is just need to point out these negatives of literature or literary texts so it's potential can be fully realized to bring benefits to the students.

Nevertheless, if the main goal in a foreign language classroom is generally development of language proficiency, literary texts are then used as a source for different language activities or they are used for a purpose of study of language. Therefore, learning of language is not an isolated discipline, because not only grammar, syntax and vocabulary is learned but also information about target country and all these parts are an integral part of language teaching and learning. This implies that even if literature is used for the primary purpose of language acquisition, it cannot be isolated from the cultural and historical background.

Selecting Materials

Aspects to Consider

Before we start to work with any literary text, it is necessary to consider their appropriate selection to achieve a success in the language classroom. Even if teachers sometimes don't have a choice of their suitable texts or materials, because they are bound by a syllabus with already set workbooks and literary texts; there is still necessary to pinpoint some criteria or aspects for selecting of these texts and therefore, in this chapter, I am going to focus on how to select texts and materials.

What sort of literature is suitable for the language learners according to Joanne Collie and Stephen Slater is subjected to the criteria of suitability that "clearly depend on each particular group of students, their needs, interests, cultural background and language level" (1992, p. 7). According to Gillian Lazar (1993), when choosing literary texts, we should think about foremost areas. These are: students' cultural background, students' linguistic proficiency and other factors such as availability of texts, length of texts, and difficulty of the text, exploitability and fit with syllabus. Other factors of the text are fairly evident and intelligible. These factors are "the age of students, their emotional and intellectual maturity and their interests and hobbies" (Lazar, 1993, p. 52). In other words, teachers have to choose the literary texts which are "relevant to the real-life experiences, emotions, or dreams of the learners" (Hismanoglu, 2005, p. 5).

Cultural background. When considering students' cultural background we should think about aspects belonging to this category. As cultural background are considered aspects for example: from which countries students are, and how much students know about the culture mentioned in a book or about other cultures. Therefore teacher should think about how far the students' cultural background will help them to understand a text. For example the difficulty with understanding may arise for most readers to make sense of Jane Austen's novels without having some knowledge of society she describes (Lazar, 1993). Thereby there is important for teachers to decide how much background has to be provided to students to have at least primary understanding of a text.

Gillian Lazar (1993) also points out that even if texts "may appear very remote in time and place from the world today, [they] still have appeal for students in different

countries around the world" (p. 53), because inside the texts we can find topics which are still relevant and they still touch even present students. Therefore the primary task for teachers is to find ways how to help students to understand different cultures by proper activities or explanations. On the other hand there is not possible to prepare students for all possible cultural implications, although there is undoubtedly helpful to give some explanation to a particular text in advance. In addition there is important to mention that many of literary texts do not need a broad background knowledge because they "touch on themes which are relevant to the students, or they deal with human relationships and feelings which strike a chord in the students' own lives" (Lazar, 1993, p. 53) and therefore literary texts still remain understandable.

To sum up the cultural background of the students, it is mostly up to the teacher to identify when it is appropriate to provide students with some background knowledge and when literary texts are easily understandable without an extensive teaching and explaining of cultural background.

Linguistic proficiency. Another aspect which we, as teachers should consider is students' language level or in another words linguistic proficiency. This means that teachers should consider how much of language level is required for understanding of a texts. Therefore teachers should choose literary texts according to students' level of English.

Students' linguistic proficiency is a very complex issue and it is very difficult to say when the appropriate time to start with teaching literature is. Seeing that for example students who are classified as advanced users of language who can communicate easily in an English speaking environment, can have difficulties when reading and working with the language of the texts, because it depart remarkably from the usual and everyday use of language by reason that it includes many archaisms, rhetorical devices and metaphors, it uses dialect or terms from specialized fields (Lazar, 1993). Therefore it is up to the teacher to decide whether the text is suitable or not.

In addition to the problem of selecting texts with regard to students' linguistic proficiency, teachers should consider several aspects connected with it, such as whether students will be motivated and whether they will find it useful and enjoyable even if the text is difficult and therefore how much of the text students are able to deduce in spite of

the difficulty (Lazar, 1993). If teachers take into consideration all these questions, the use of literature can take its place and linguistic proficiency of students can be improved.

To sum up the linguistic proficiency of students, teachers should always take into consideration students' level of English together with the difficulty of literary texts which should always fit to the needs of students. If not, students can get easily bored because of unsuitability or difficulty of the text and the language acquisition cannot take place in language classroom.

Difficulty of the text. Concerning the difficulty of the text, learners of foreign language may not be able to cope with and enjoy literary texts, because it is filled with difficulties in every step they read. The main factors which make a particular text unintelligible are new and unknown vocabulary or different types of language (such as slang, archaic, idiomatic or dialectal expressions, or specialized language) by which students may not be familiar with. Therefore, when selecting texts teachers should take into consideration their language level in order to choose the literary texts which are not too much above the students' normal language proficiency (Collie & Slater, 1992).

Conclusion. To conclude the selecting of materials, according to all aspects which were stated here, there is not one appropriate way how to select the right and precise literary texts because we cannot say which one of these aspects is more important. Moreover all of these aspects are interrelated and teachers should consider them together. Nevertheless, there are always few factors that influence teachers the most; it only depends at a certain stage of learning process when these aspects should be taken into account. In the end, it is only up to the teacher what literary text will be chosen according to students' needs and interests and if set, according to prescribed syllabus.

Considering that using literature in language lessons with proper selection of texts and with reference to all other aspects can lead to discussion in order to develop students' speaking skills, the next part of this work deals with speaking itself and with planning of individual speaking lesson.

Speaking

Considering, that speaking seems the most important of all the four skills (reading, writing, listening and speaking), in teaching there is not usually much time provided to speaking activities, regardless whether they are based on using literature or not. Then very often happens that people who study a language concentrate a lot of up-in-the-head knowledge (i.e. they may know the rules of grammar and lists of vocabulary items), but finally they are not able to use that language when it is necessary, even if they actually know it very well. In other words, these people, who do not talk so often create a passive knowledge of language (which is usually much larger than their active one) and without experience in using the language, learners may tend to be nervous about trying to say things or they may feel ashamed or shy in front of the others (Scrivener, 2011).

So there is still one question how to help our learners to activate this passive knowledge and to help them to be good speakers. Each teacher should think about the students how to put them into safe situations in class where they are stimulated and supported to try to use their passive knowledge of language. Taking in mind different activities, they would not teach new language, but they would allow learners to try out language that they already understand and have learned but not yet made part of their active personal repertoire (Scrivener, 2011). It means that in these activities students should be able to use the language they already know and understand it properly. In general, speaking activities teachers want to create should make students feel less worried and less nervous about speaking. And therefore literature can serve as a good starting point for all students, because it can serve as a source for discussion.

Accuracy

According to Oxford dictionary, accuracy is defined as "the quality or state of being correct or precise" (Accuracy, n.d.). In other words, accuracy "refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary" (Teaching English, n.d.). Therefore the emphasis in the classroom is then mostly on grammar presentations and exercises, such as grammar drilling, fill-in-the-gap exercises, error analysis, etc. As a result of this kind of learning, many students have

problems to communicate in English in real life situations. For this reason, the language does not carry its purpose which is an effective communication.

Fluency

According to Oxford dictionary, the fluency is defined as "the ability to speak or write a particular foreign language easily and accurately" and "the ability to express oneself easily and articulately" (Accuracy, n.d.). In other words, fluency is the ability to speak, write and read easily and without hesitation.

A language lesson which is concentrated on fluency pays more attention to meaning and context and less to grammar; therefore it "aim to produce students who are competent in expressing themselves and giving responses in communication" (Fluency vs. Accuracy in the Teaching of English, n.d.). In addition, fluency increases during the time as learners are progressing and they become more comfortable using the language during the time.

Considering the fluency activities, the typical ones are "public speaking, debate, role play, group works and games" (Fluency vs. Accuracy in the Teaching of English, n.d.).

Accuracy vs. Fluency

Considering that English is an international language which people learn from all over the world in order to communicate, it is important to decide whether it is more significant to work on accuracy or fluency in the language classroom because these factors can determine the later success of language students.

Many teachers believe that fluency is a goal of their language lessons, because language itself is about communication and therefore fluency is most needed and it should be also practiced right from the start. On the other hand, we cannot also omit the accuracy, because students without knowledge of basic system of the language and its vocabulary are not able to participate in longer conversations. Therefore there is no starter point on which we could start to build the fluency. It means that in balancing between accuracy and fluency, there is important to start with accuracy, with students at the beginner level and after some time, how students progress and acquire at least a basic knowledge of language,

to start with the fluency. Once the students get the basics, they will need more speaking practice.

In addition, there are activities "in which you are arguably working on both accuracy and fluency in relatively equal measure, but many everyday language-teaching lessons are focused on one more than the other, and at any one moment, in any one activity, it is likely that you will be aiming to focus on accuracy rather than fluency, or fluency rather than accuracy" (Scrivener, 2011, pp. 224,225). Nevertheless, students who are in classes forced to accuracy and actual speaking and fluency were suppressed, can have problems in real-life speaking situations. But in the end, when teachers choose on what they have to focus, it really depends on students and student' actual needs.

Planning the Individual Speaking Lesson

Before we start to plan the individual speaking lesson with using of literature, it is necessary to consider all objections already previously described in this diploma. It means whether the material is interesting for students or whether they will understand it, in the meaning of culture and difficulty of the language, etc. In general, by fulfilling these aspects, students will feel confident in speaking and then there is a really good chance for students that they will start talking in class.

Considering that speaking lessons have some goals and as the main one we can name that any conversation in class should lead students to become fluent and confident in using English language, because successful speaking and communicating includes transfer of information or opinions in a particular and appropriate way for a particular context (Scrivener, 2011). So we, as teachers always want to find ways how to allow our students to speak as much as possible. Other goals in speaking activities are, that teachers should also avoid or at least lessen their participation during the activities in the meaning of talking, correcting of students or just the classroom management itself. In addition we should also think about the language and its acceptable level. It means that students should express themselves easily with using already known language which is understandable and on appropriate level of accuracy for them. On the other hand, the language does not have to be always precisely correct in the meaning of free from pronunciation and grammatical and lexical errors (Ur, 2012).

Principles for planning the speaking lesson. In planning the individual speaking lesson, it is obvious that there are teachers who are responsible for its run. Therefore from the beginning of the planning teachers have to determine their goals and through the lesson, step by step, reach this goal. In my case, the goal of the speaking lesson is to obtain fluency and confidence of students in using a foreign language.

Various authors divide principles into several and different groups. Penny Ur (2012) mentions tips which are mostly focused on students. It means how to prepare the lesson to motivate them to speak to a maximum. On the other hand, Jim Scrivener (2011) gives several principles focused on how to lead a discussion in a language lesson. In addition, he also gives one good advice which should not be forgotten in preparing the lesson. That is that "a good idea is to prepare a number of further cues (e.g. questions or activities) to keep in reserve in order to move discussion forward if it starts to drag" (Scrivener, 2011, p. 211). Therefore discussing will not get stuck in one moment and the lesson will continue in undisturbed manner.

Topic and interest. As it was already mentioned in this diploma that choice of interesting topic is one of the most important things in preparation for a good lesson, because only then there is a probability that students will work properly. If we consider the task itself, there is important for students to know the clear purpose why they should interact. They have to see the reason why it is important and in addition to motivate them more, it is important for them to know, that they will use the knowledge gained in fulfilling tasks in real life situations. Therefore when teachers are choosing topics and tasks carefully, it leads to more motivated students (Ur, 2012).

Easy language. In speaking lesson which is aimed at fluency, the level of English is also helpful for the participation in the interaction of students. In general, the level of language should be lower than that used in intensive language-learning activities in the same class. The necessary vocabulary and grammar should be easily recalled and produced so that the participants can speak fluently without too much hesitation (Ur, 2012).

Preparation time. Students sometimes need time for the preparation, but not in the meaning to write out speeches, but for example to look up vocabulary in dictionaries or to

look up information on the internet, books, etc. They also need some preparation time to think through and organize students' thoughts and opinions and they can also make short notes which they think are important, etc. (Scrivener, 2011).

The only question is when we should give this preparation time to students. Generally it depends on the teachers, how much time they want to spend with this preparation, and also it depends on the difficulty of the topic. Therefore this activity can be done directly before the speaking activity with the less difficult topics or it can be done for example as homework, where students have more time to prepare, with more difficult topics.

Group or pair work. Considering that speaking lesson is focused on fluency the amount of time devoted to talking in English in a pair or group seating is by individual members of the class still likely to be far more than it would be in a whole-class discussion. Nevertheless, even taking into consideration occasional mistakes and L1 use the group or pair work lowers the inhibitions of students who are unwilling to speak in front of the whole class (Ur, 2012).

Monitoring of students. If several groups are working at same time within the speaking lesson, teachers cannot monitor them all at once, but it is the students who can do so. It is just about the selection of one student from the group who will have this function. These selected students can supply teachers' functions such as discussion leaders or L1 monitors. In the first case, it means that one member of the group has a job to watch other members of the group that everyone gets a chance to participate and that nobody over-dominates. In the second case, the job of one selected student is to note and tell you later about instances of L1 use. Even if there is no actual penalty attached, the awareness that someone is monitoring their language helps participants to be more careful in using the language and considerate to other (Ur, 2012).

Flowing lesson. During the speaking lessons or activities which are focused on fluency, teachers should try do not interrupt the students when they are speaking. The interrupting means for example correcting students' mistakes which in consequence causes that students take the focus off their message and further they find it hard to continue and

other students may become reluctant to speak. Students often find it hard to continue after a correction, whilst others in class may become more reluctant to speak for fear of similar interruptions. Therefore, in a speaking lesson it is not appropriate to correct students immediately and distract them, because the main point of this kind of lesson is to be fluent and acquire the language properly or just to communicate without focusing to specific grammar and accuracy. The other interruption which can influence a speaking lesson is that students should put their hands up when they want to speak. In this case it is not necessary to do it. Students can speak when they want, of course in the manner of proper communication, in order to keep the conversation going (Scrivener, 2011).

Problems within the speaking lesson. When designing a speaking lesson, teachers should also consider that some problems may appear, whether it is from the side of students or from the side of teachers. It is good to know about these problems, because then teachers can be prepared and prevent these problems in advance or at least may lessen them to a minimum.

Shyness and inhibition. In speaking activities there is always required some degree of exposure to an audience, whether it is just to one person, to a group of students or to the whole class. As a consequence, students are worried to talk are often frustrated to say things in a foreign language, because the real life exposure brings them fear of making mistakes, to be scared of criticism, or they are simply shy of the attention that their speech attracts (Ur, 2012).

Nothing to say. To provide students with an interesting topic should be taken for granted, but still it is not enough. In a speaking lessons "students need to feel that they have something relevant and original to contribute to the discussion so that it is worth making the effort to speak" (Ur, 2012, p. 118). We can contrive this, when we let our students to be prepared in advance. It means that there is important for them to know, which topic will be discussed and they can think about their opinions and reasons in advance.

Low participation of individuals. In speaking lesson there is one, quite a big problem and that is that only one participant can talk at a time. So it means that in large groups there is only very little talking time for individuals. In addition here, some students have a tendency to dominate, while others then speak very little or not at all (Ur, 2012).

L1 use. This problem appears when we are teaching class where students share the same L1. Students fall back because it is easier for them and they feel normal and safe to talk to each other in their own language. On the one hand, occasional L1 use is inevitable, and indeed, it can be very helpful in solving specific vocabulary problems. On the other hand, there is obvious that, if students spend most of their time devoted to speaking in English, speaking in their own language, they will obviously have little opportunity to improve their speaking skills (Ur, 2012). So then, it is mainly teachers' role to overlook students not to overuse L1 so often and use it only in very necessary cases.

Mistakes. In most things, humans largely learn by trial and error, experimenting to see what works and what doesn't and it is the same with the language learning. Therefore the students errors are evidence that progress is being made. Errors often show us that a student is experimenting with language trying out ideas, taking risks, attempting to communicate, making progress (Scrivener, 2011).

In dealing with errors, teachers should firstly know the aim of the lesson whether it is fluency or accuracy focused one. If the objective is accuracy, then immediate correction is likely to be useful; if the aim is fluency, then lengthy, immediate correction that diverts from the flow of speaking is less appropriate (Scrivener, 2011).

Activities in Speaking Lessons

Classroom activities that develop students' ability to express themselves are an important part of language learning. The main aim of these activities is get students talk in order to be more fluent in using the language. On the other hand, it is very difficult to design and administer all procedures that actually get students talk a lot.

Theoretical Tips for Possible Activities

The above mentioned authors agreed on some tips for possible activities which can be used in language classes in order to develop students' speaking skills, but as the most important one can be considered discussion.

Discussion. Discussion requires a particular maturity of participants, because it places demands on the formulation of ideas and respecting ideas of other persons, on concentration to topic, on discipline in speech, etc. and that means that this method is more suitable and is fully efficient with older students at high schools or grammar schools. On the other hand, discussion can be used even at primary schools because learning how to debate with the others, express and defend opinions and formulate thoughts is possible even in younger age, but with different and not so difficult topics (Aktivizující metody, n.d.).

Discussion can be realized in many different variants, but if we consider that we have to come from reading a novel to a class activities based on the working with literature, discussion is regarded as one of the most beneficial activities. In a discussion we can simply discuss with students what they have read, what the author's message is or discuss their opinions about the books. Students can also interpret the situations from books into real life situations and discuss what they could do differently and so on. One good advice is to give students some questions already before reading, if the topic is more difficult, to think about them while they read and it helps them to get prepared for the later discussion (Scrivener, 2011; Ur, 2012).

Conclusion

The theoretical part of this work presented above explains key issues of using literature in language classes within the speaking lessons. It discusses challenges which teachers have to overcome when using literature in language classes or when selecting materials, following a particular approach they want to apply and the strengths, problems and weaknesses of the speaking lessons and the theoretical tips of speaking activities were not left behind. The main aim of this part was to show when teachers are aware of all of these aspects, then they are able to use literature in language classes properly and therefore

they are able to help their students to speak a lot and a good speaking lesson is applied and improving of students speaking skills can work properly.

The following practical part of the thesis shows the theoretical part in a practice and explores the value of using literature in language classes.

III. METHODS

This chapter describes the practical part of this work - it describes the research itself. It means that it presents research questions, how the data were gathered, it shows who was the specific object of the research and it also shows which research methods were used.

Introduction

The aim of the research is to find out whether students read in general and in addition whether textbooks which are used in language lessons contain literature in order to use it as a source for language lessons. The other aim was to find out which books are on the top of readers attention in order to use it as a possible source for language speaking activities made by teachers themselves. And the last but not least the research shows how to gather information from students in order to choose the appropriate literary texts for a language lessons.

Through the whole research, several questions were guiding me during the process of the research:

- Contain mostly used textbooks reading texts taken from literature?
- Is it possible to use literature as a source for speaking activities?
- What types of books are popular with students?

Research Tools

The questionnaire tool was used for the purpose of the research for this thesis. The reason why I chose this tool was quite simple - it enables to gather quite a number of data in quite a short time. In other words, it is economical of time and it brings a large profit in the meaning of results. Considering the language of questionnaire, it was provided to respondents in Czech language, because in this case it wasn't necessary to have it in English in order to avoid any misunderstanding.

As another research tool was used an analysis. It was used to analyze textbooks used at high schools to know whether they are using literature or not.

Questionnaire 1. This questionnaire was built up for students, in order to know their relationship to literature and discussions used in language lessons. The total number of students (respondents) was 41.

This questionnaire includes 11 statements to be answered. The questions were formulated as open ones and closed ones. The first part of this questionnaire is focused on students themselves – who they are and what is their age. The second part is focused on the literature and students' attitude towards literature and the third part is focused on the probable use of literature in language classes.

This questionnaire was added to the Appendices section as Appendix A.

Research Participants. In order to find out answers on what is students' relationship to literature, it was necessary to choose students on an average age 15-19 years (in literature word they are called young adults). The answers were gathered through the Questionnaire 1 which was filled by students as a Google form on the internet. The students were not from one specific school or class, but they were chosen individually.

The sex and age of respondents was well-balanced. Men were in number 21 and women in number 20. Considering the age, respondents in the age of 15 were in number 9, age of 16 were 8 respondents, age 17 were 7 respondents, age 18 were 8 respondents, age 19 were 9 respondents.

Research Procedure. The students were asked to fill the Questionnaire 1 on the internet pages of schools or Facebook pages of the individual Pilsen's high schools. Students were explained in the questionnaire what to do and they were asked to fill in the questions based on their experience and opinions about using literature in language classes and also about literature itself. This questionnaire was filled from students' homes in their free time. Then the procedure itself consisted in filling of all 10 answers.

Questionnaire 2. This questionnaire served as a research tools which was sent in the electronic form on Google to teachers of English language on public high schools in Pilsen in order to know which textbooks they are using in their lessons.

This questionnaire includes 7 statements to be answered and the questions were formulated as open ones and closed ones. The questionnaire was built up to know which

books at which levels are used at high schools, how are teachers satisfied with these books and what their positives and negatives are.

This questionnaire was added to the Appendices section as Appendix B.

Research Procedure. The teachers from the individual Pilsen's schools were asked to fill the Questionnaire 2 via e-mail, found on the internet pages of a particular school, containing the internet link. This questionnaire was quite simple so there was needed no more explanation how to fill and proceed through the questionnaire. The results create a table in Appendices section called Appendix C. On the other hand a lot of send questionnaires remained unanswered. These are marked with a sign x.

Analysis of selected textbooks. The main aim of the analysis was to see which textbooks are using literature and if they do, to which extent and which activities are following this use of literature. This analysis should also show whether textbooks used at high schools are a reliable component in order to have a confidence in their use of literature.

Research procedure. These textbooks were selected according to the Questionnaire 2 and according to my own preferences. It means that I analyzed the textbooks which are used at high schools and also textbooks which I was using as a student or as a teacher during the teaching practice.

Conclusion

This chapter presented the research which was done with the help of questionnaires and analysis. Consequently, the gained data were analyzed in the following chapter with the aid of various graphs and tables and further provided with comments.

IV. RESULTS AND COMMENTARIES

This chapter firstly focuses on the analysis of individual textbooks (based on the research from Questionnaire 2) used at high schools whether they are using literature or not in order to see whether teachers can rely on this source. Secondly it focuses on the specific tips when selecting materials according to students' interests and wishes. Therefore it gives some ideas how to meet these interests and how to select proper literary sources. Thirdly it focuses on the tips of possible speaking activities based on the literary sources selected by teachers or by students themselves. And last but not least this chapter is also focusing on the analyzing of data gathered from the questionnaire which was focused on students' attitudes to literature and their experience with literature in language lessons. The results are usually presented in the form of various graphs and tables and are provided with commentaries explaining the results.

Literature in English Textbooks

The main aim of this chapter is to show which textbooks are used at high schools in order to analyze them in the meaning of use of literature. On account of learning of foreign language, students are getting acquainted with different learning materials, which guide them during the individual periods of education. And currently, the learning of English language at high schools is realized firstly via using of series of textbooks and workbooks, where textbooks offer to students a theoretical base.

In this chapter, in the selected textbooks I will try to trace, whether and to which extent is the topic of literature used in various chapters of mentioned textbooks; and therefore the following subchapters will bring more detailed view to individual textbooks with the aim to find the application of literature.

The research of use of textbooks at high schools was done through the Questionnaire 2. The resulted textbooks are visible in the table marked as Appendix C. Therefore the textbooks which I chose to a comparison were results from the questionnaire or they were chosen according to my preferences in which the main role mostly played my own experience, whether I got in touch with these textbooks, sooner as a student or later as a teacher during my teaching practice.

To a comparison of individual textbooks and their use of literature, I asked several questions:

1. Does the textbook use literature?
2. From which level of language is literature used in textbooks, if it is used?
3. How is literature used in textbooks?
4. Which following activities are used? Speaking activities, grammar check, working with text, listening, etc.?

Textbooks for Lessons

Conditions required in contemporary education of English language at high schools are very peculiar, however most of the textbooks are constructed mainly to introduce and practice the grammar of the language which is supplemented by speaking and listening activities. Most of the textbooks are also supplemented by CDs and workbooks, which correspond with textbooks and they work as their complements.

Textbooks are designed so that students at each level of their education will get acquainted with the new aspects of the language, so the individual levels of textbooks follow each other in a logical sequence, when the difficulty of the English language is gradually increasing.

New Headway student's books. I choose this set of books because I resulted from my own experience with these textbooks when I was using them as a student during the English language lessons at high school. In addition these textbooks are still nowadays used at Integrovaná škola Živnostenská on the level of elementary. From their point of view, they are with this series rather satisfied. As a positive they see a large amount of additional materials on the DVD iTutor.

In the older versions of New Headway textbooks, the literature appeared more often than in newer versions. Nevertheless the newer versions, in particular the fourth one, is updated to a contemporaneous topics which are more interesting for students. On the other hand textbooks are still mentioning for example historical topics and then the cross-curricular links are applied. Therefore these textbooks acquire a certain balance.

Considering the use of literature in this set of textbooks, it appear only with higher levels of English language, therefore textbooks which have the beginner or elementary

level does not include literature at all, and the learning of language itself is more focused on accuracy.

Pre-Intermediate level. In textbooks for intermediate levels published in 2000 is already mentioned literature or more precisely there is a mention about famous authors. But this mention mostly serves to practice present perfect and past simple, because it is about the contemporary author and the author from the 19th century and it helps students it is easier for students to see the difference between two tenses and to distinguish them. Therefore the language-based approach is applied.

Intermediate level. In the textbook with intermediate level from the 2009 (4th publication) is literature mentioned only at the page 55. There is mentioned the author J.K.Rowling and her biography, therefore the following activities are about the author than about literature itself. Nevertheless, the text itself is followed by some activities which practice grammar, such as gap filling, find or to determine specific tenses in the text, but they don't include the speaking activities.

Upper-Intermediate level. Literature here firstly appears at the pages 29-31 and there are listed some extracts from books plus additional information about the author. In this case, textbook works with the literary text as source for discussion. These exercises ask answers from students on given questions. Another activity which follows the text is the working with the text and vocabulary. It means that students have to find the meaning and unknown words in the text.

Advanced level. Literature firstly appears at pages 17 and 18. The first activity is, that there are pictured specific books with mentioned passages and students' task is to assign this short texts to a genre and to a book to which they belong to. The last activity is finally a speaking activity. It means that students are asked to discuss, what helped them to identify the passages from the book and what have helped them in decision.

At pages 22 and 23 there is also mentioned literature, in concrete author Oscar Wilde. These two pages are mostly focused on listening and speaking activities, firstly the listening activities are included, which are followed by speaking activities (for example

"true or false" or they are focused on discussion between students and to vindicate their opinions).

Evaluation of New Headway set. Considering the use of literature, in the books with lower level of English, if the literature is used, the books work with it just as a source for practicing grammar such as gap fill, to distinguish individual tenses or it serves as a source for work with the text, where the individual tenses has to be searched, but the speaking activities appear not very often. It means that in these workbooks the language-based approached is mostly used. On the other hand, if the literature is used in textbooks with higher language level, the following activities are mostly speaking activities or discussions usually connected with listening.

Table 1. Use of literature in New Headway series.

<i>New Headway series</i>				
1	Using literature in general?	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no	
2	From which level of language is literature firstly used in textbooks?	<input type="checkbox"/> beginner	<input type="checkbox"/> elementary	<input checked="" type="checkbox"/> pre-intermediate
		<input type="checkbox"/> intermediate	<input type="checkbox"/> upper-intermediate	<input type="checkbox"/> advanced
3	How is literature used in textbooks?	<input type="checkbox"/> literature as content	<input checked="" type="checkbox"/> basic for language teaching	
4	Which following activities are used?	<input checked="" type="checkbox"/> speaking	<input checked="" type="checkbox"/> vocabulary	<input checked="" type="checkbox"/> grammar
		<input checked="" type="checkbox"/> working with text	<input checked="" type="checkbox"/> listening	<input type="checkbox"/> reading

Face to Face students' books. With the Face to Face books I firstly met at university where we were using them in the lessons of practical language and that is why I included them into the comparison of individual teaching materials.

Use of literature in Face to Face set. Considering the use of literature in this kind of textbooks I can say that it is not authors' favorite topic, because these books do not use

literature at all. On the other hand if we consider the aspect of structure, these textbooks are focused really on conversational and everyday topics we can understand that this part can be omitted.

Evaluation of Face to Face set. Student’s book is designed mostly for a group work in a language lessons and therefore it contains a lot of conversational topics, on the other hand, these book do not use literature at all.

Table 2. Use of literature in Face2face series.

<i>Face2face series</i>				
1	Using literature in general?	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no	
2	From which level of language is literature used in textbooks?	<input type="checkbox"/> beginner	<input type="checkbox"/> elementary	<input type="checkbox"/> pre-intermediate
		<input type="checkbox"/> intermediate	<input type="checkbox"/> upper-intermediate	<input type="checkbox"/> advanced
3	How is literature firstly used in textbooks?	<input type="checkbox"/> literature as content	<input type="checkbox"/> basic for language teaching	
4	Which following activities are used?	<input type="checkbox"/> speaking	<input type="checkbox"/> vocabulary	<input type="checkbox"/> grammar
		<input type="checkbox"/> working with text	<input type="checkbox"/> listening	<input type="checkbox"/> reading

Maturita Solutions student’s books. I choose this set of books, because I was talking about them with some teachers who are teaching with this set of books and they are satisfied with them. The satisfaction mostly emerges from the fact that Maturita Solutions books offer a wide range of activities applicable for smart boards. In addition the Questionnaire 2 showed the same results. These textbooks are seen in a positive light, it means that teachers are satisfied. As positives they assigned that these textbook have a sufficient part of grammar with regard to leaving exams and translation of words.

As with other books, the using of literature appears with textbooks with higher language level. Thus in the elementary level literature does not occur at all and the book is designed in the manner that students should get familiar with the basics of the language properly. The same is also in the pre-intermediate level, where the literature is mentioned

only in the form of references to authors such as William Shakespeare and Christopher Paolini, and it is more about to practice the work with the text and its understanding, searching for information and in addition the work with vocabulary. Nevertheless the speaking activities are missing.

Intermediate. This level of book also stays aside with the use of literature. There is just notion about poet W.B. Yeats and almost all activities which follow are focused on the listening. The only speaking activity which is somehow connected with this poet is intended for students to brainstorm. Assignment of this task asks students:

- To think about famous poets from their own country.
- How much do they know about their life and works?
- Whether they can think of any similarities with other authors?

This activity, more precisely the questions given at the beginning, give students a chance to think about their own culture and to compare it with the other culture, therefore the cultural aspect and personal involvement of students is applied and moreover, students are getting more confident and fluent in English.

Upper - Intermediate. At this level of the book, there are two pages (56 and 57), which are focused to books and following activities are mostly the speaking activities. Nevertheless this double page is not focused on literature or the individual works itself, but it is designed with respect to students, when assignments of the tasks ask them whether they read or like literature, what they read, what are they going to read etc. Mostly the assignments ask students as at the page 56, exercise 2 to work in pairs and ask and answer the questions:

1. What is your favorite book?
2. Who wrote it?
3. What kind of book is it?
4. What did you most like about it?

It means that students have to talk about their own personalities and experience and therefore it became very motivating material which can be easily fulfilled. In addition, on the page 57 there is very similar, number four exercise, where the assignment says to work in pairs a present the book to your partner. Plus give background information, then talk about the plot and the characters and there is written one inveigling initial sentence. This

exercise guarantees to students their chance to success, because it also fulfills the aspect of motivating material. Therefore these activities are very suitable to practice speaking and thereby to gain the fluency in English language.

Advanced. At the advanced level of Maturita Solutions, the first mention about literature or more precisely about the Arthur Miller and his work Death of Salesman is on the page 17, but most of the activities are focused on listening and reading activities and grammar activities such as fill in the gap, make collocations, etc. Only the exercise number 9 is focused on discussion, when students are asked to work in pairs and discuss the questions. On the other hand, these questions are not possible to answer without the previous listening activities. But the positive is that the questions aimed to make students think about more difficult topics and they ask students for their own opinions.

Another speaking activity with the use of literature is on the page 18 and it is focusing on the work Lord of the Flies by William Golding. Exercise number 1 offers a brainstorming when students have to work in pairs. The assignment of this task asks students to imagine that they marooned with a group of friends on a small island in the middle of the ocean and then they have to discuss the given questions. Here literature again serves as a base for discussion; it means that a language-based approach is applied. Other activities which are connected with the Lord of the Flies extract are focused on reading and working with this text.

Evaluation of Maturita Solutions. Considering the use of literature in this set of books with the reference to other books mentioned here, Maturita Solutions uses the literature quite frequently even if it starts to using it from the intermediate level. In addition it also uses speaking activities more often than other textbooks.

Table 3. Use of literature in Maturita Solution series.

<i>Maturita Solutions series</i>				
1	Using literature in general?	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no	
2	From which level of language is literature firstly used in textbooks?	<input type="checkbox"/> beginner	<input type="checkbox"/> elementary	<input type="checkbox"/> pre-intermediate
		<input checked="" type="checkbox"/> intermediate	<input type="checkbox"/> upper-intermediate	<input type="checkbox"/> advanced
3	How is literature used in textbooks?	<input type="checkbox"/> literature as content	<input checked="" type="checkbox"/> basic for language teaching	
4	Which following activities are used?	<input checked="" type="checkbox"/> speaking	<input type="checkbox"/> vocabulary	<input checked="" type="checkbox"/> grammar
		<input checked="" type="checkbox"/> working with text	<input checked="" type="checkbox"/> listening	<input checked="" type="checkbox"/> reading

New Horizons student's book. I choose this set of books, because I was using them at my teaching practice. If I think about my own evaluation of this set of book I was not too satisfied, because for example I got in touch with one grammatical element which was insufficiently explained. It appeared just like this in the exercise of other grammatical elements and it is quite disappointing, because these workbooks have quite interesting topics. Considering the results from Questionnaire 2, this book is used at Střední škola informatiky a finančních služeb and teachers see this book rather positively.

Considering the use of literature, these books do not include it at all except one mention in the second book where on the page 78 in a chapter called Talking about experience. Literature is here presented in the form of questions on books where they are asking students whether they read any book recently and how it is called, what was the most interesting and boring book they have ever read. In this case the use of literature is followed by speaking activities.

Table 4. Use of literature in New Horizon series.

<i>New Horizon series</i>				
1	Using literature in general?	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no	
2	From which level of language is literature firstly used in textbooks?	<input type="checkbox"/> beginner	<input type="checkbox"/> elementary	<input type="checkbox"/> pre-intermediate
		<input type="checkbox"/> intermediate	<input type="checkbox"/> upper-intermediate	<input type="checkbox"/> advanced
3	How is literature used in textbooks?	<input type="checkbox"/> literature as content	<input checked="" type="checkbox"/> basic for language teaching	
4	Which following activities are used?	<input checked="" type="checkbox"/> speaking	<input type="checkbox"/> vocabulary	<input type="checkbox"/> grammar
		<input type="checkbox"/> working with text	<input type="checkbox"/> listening	<input type="checkbox"/> reading

Conclusion. Considering that using literature in textbooks used for English lessons is not so common and if these books are using literature at least marginally, the language-based approach is applied. It means that literature is used as a basic for language practice and mostly for practicing grammar. Then the activities such as gap filling, distinction of tenses or working with the text appear, but the speaking activities are at least present.

On the basis that literature connected with speaking activities does not occur very often in the English textbooks, it is necessary for teachers when they want to use literature as a source for speaking activities to choose their own literary sources and to make up their own speaking activities. Therefore in next chapters, I will try to present some proposals how to proceed in this case, it means how to choose a proper books and how to choose proper activities.

Tips When Selecting Materials - How to Meet Students Wish

When selecting materials, teachers have to consider a lot of aspects which were already mentioned in the previous chapter. On the other hand there are also some tips how to simplify this process with regard to students' interests, their wish and their own preferences what to read and subsequently to talk about.

The List of Popular Books

The purpose of this list is not to find which books are on the top of the chart, but this list can be helpful in finding books which will fit into English classes. Therefore, the aim of the teacher is not to have a complete list of contemporary and accessible books, but teacher's aim is to find those, which are probable to use in his or her language classes. It means it has to fulfill the requirements, based on the theoretical part, for example to be known or familiar for the students or to be enjoyable for at least the majority of the class. Then, one of the important points for teachers, when using literature in language teaching, is a survey of contemporary books, mainly because in today's world there is almost unlimited offer of books.

Considering this list, there is necessary to choose lists of books which are appropriate to students' age. In the case of teaching on high school, which is my study field, there is necessary to choose list of books for example for young adults (a term used by publishers and librarians for a teenagers or a persons in the early years of adulthood in the age between 12 and 17). Therefore these kinds of lists can be applied into time axis on high school and could be appropriate to use them in teaching of foreign language.

Best Young Adults Books list

In my research of books for young adults I choose the top list called Best Young Adult Books (see Appendix E). This list can be found on the internet pages called Goodreads.com. I choose this list, because most of the books here were also filmed so it raises the probability that students have seen the film or they at least have heard something about it even if they have not read the book.

Considering this list, there are plenty of items. So firstly, for the purposes of the language teaching, the average number of selected items would be approximately the first thirty items. Secondly, on this list there are also included books which have more than one part, so then when readers were voting for these books, only the first part of the series receives a voice and later it appears on the list. Nevertheless then it depends on the teacher and students and their mutual consensus which part of the series could be finally used in a language classroom. Thirdly, this list can also serve as a base for the List of preselected works which will be introduced later in this chapter. In this case it is up to the teacher which books from this list will choose and will use in the List of preselected works.

List of Preselected Works

The first tip for selecting texts according to students' needs and interests is to give them a List of Preselected Works (see the Appendix D) which is based on the list of Best Young Adults books. This list should include the names of authors, titles of books or literary pieces and genres should be also mentioned. There can be also mentioned short samples or contents of literary works to get at least a basic idea about the literary piece. The language of this list should be English, but the titles of literary works can be written also in students' mother tongue to be understandable for students and because there is also a probability that they will know the name of the literary piece in their L1.

This list offers for teachers a great variability, because the selection of literary works can be processed according to different criteria. Students can choose according to their favorite author, favorite genre or according to topics by which they are interested in. Therefore it is just up to the teacher which criteria will set as crucial and the selection will adapt to them.

When students get the list, there are two options how to select literary works. The first option is that students choose literary works, genres or authors they are interested in. The second option is the opposite one and I, as a future teacher like it more. Students choose items which they really don't want to read and later to talk about, so the advantage of the second option is that students choose the less evil for them, because the probability that students read often is decreased in these days. Then it is less stressful for them and they don't have to feel dislike even before start of reading and maybe they can be surprised by this "vice versa" selecting.

In the selection, there is also necessary for teachers to emphasize how many works students have to choose. In the first case of selecting where students choose what they like to read and to talk about, there could be for example an average number of selected pieces three from ten etc. Teachers then select works which will be dealt in a language classroom according to their frequency in the given lists. In the second case of selecting where students choose what they don't like, there is also necessary to define how many works have to be set aside. There I would choose as an appropriate number for example five or seven from ten.

Nevertheless there are also few points, how to even more rise students interest in selecting literary works. The first point is to offer to students for example books which are on the list of popular books or books which were filmed, because it raises the probability that students at least heard of these works.

Conclusion

To meet students wish in selecting materials to motivate them to speak and therefore practice the language is the important part when planning the language lesson; therefore in this chapter were given several tips how to select materials according to students interests and wishes.

The next chapters try to find out whether students from their free will are reading literature, what their attitude to literature is and whether they already encountered using literature in language classes.

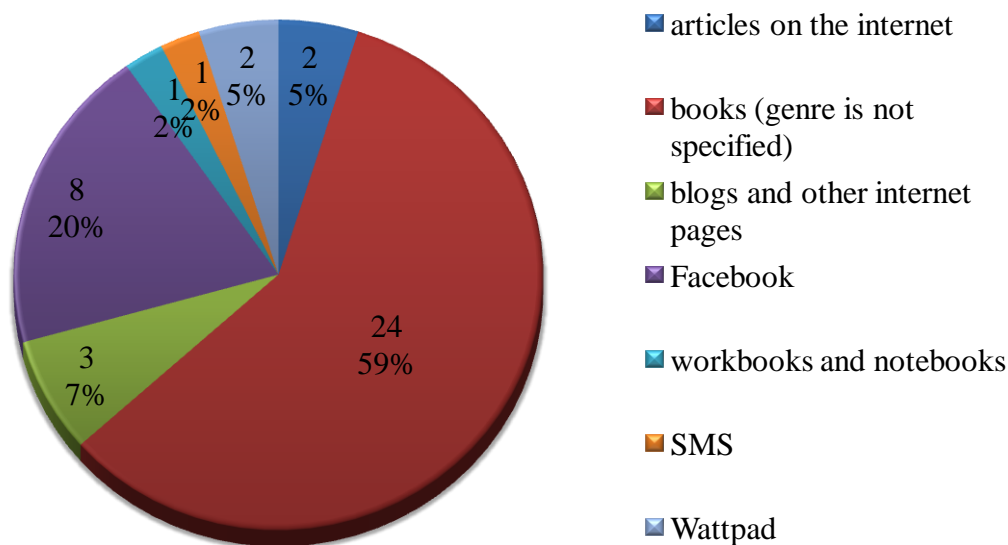
Students' Attitude to Literature

In the Questionnaire, the first two statements had a task to find out who the students are and how old they are. The questions from 3 to 8 are considering students attitude to literature. It asks them what they read most often, how often they read books, what is their relationship to books, which genres they prefer and what book they have read last time.

Students' Reading Preferences

The 4th statement in the Questionnaire presents what students read most often. This statement was not focused to the literature itself, but its task was to get known which kinds of written word students read most often. The following graph shows the results for each of the fourth statement filled in the Questionnaire.

Graph 1. Students' reading preferences in their free time.

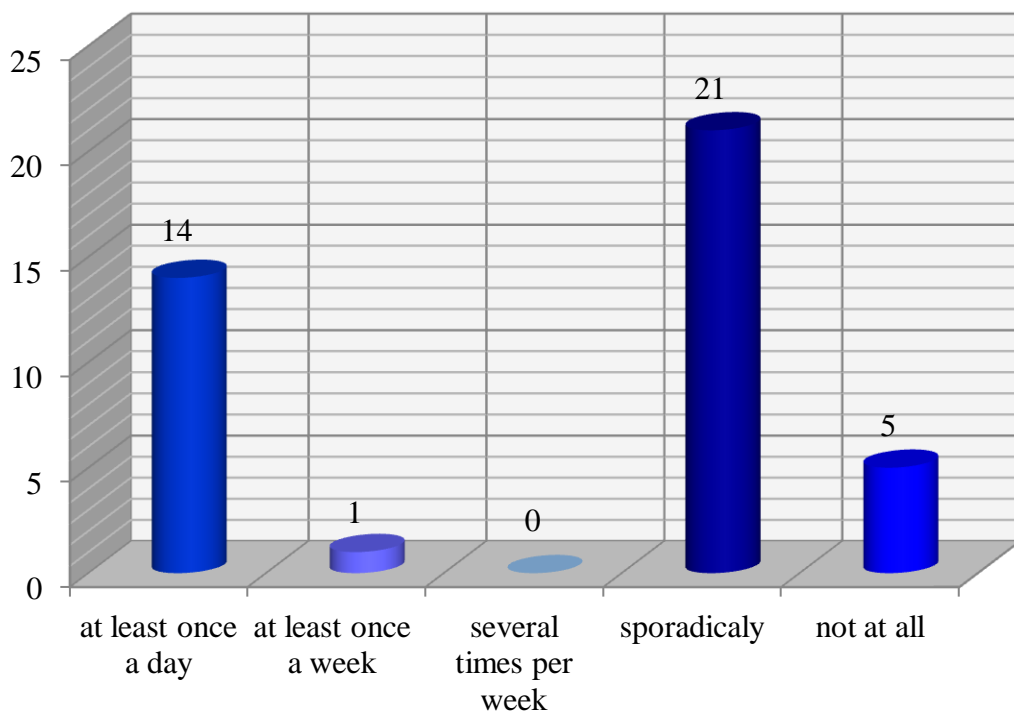


As it can be seen in the graph above, the surprising results show that majority of students read books in their free time. It means that 24 students (59% from 41 respondents), if they want to read something, they reach for a book according to their preferences. The second major part of this statement is unfortunately Facebook page. The 8 students (20 %) reach it as a first choice for reading in their free time. The other parts of the seventh statement are minority answers: blogs and other internet pages chose 3 students, articles on the internet - 2 students, Wattpad - 2 students, workbooks and notebooks chose 1 student and SMS also 1 student.

Students' Reading Frequency

How often students read literature was main aim of the 3rd statement in the Questionnaire. Students had five options to choose as an answer, namely: at least once a day, at least once a week, several times per week, sporadically and not at all. The result is visible in the following Graph 2 and it shows how often students are willing to read books in their free time.

Graph 2. Students' reading book frequency.

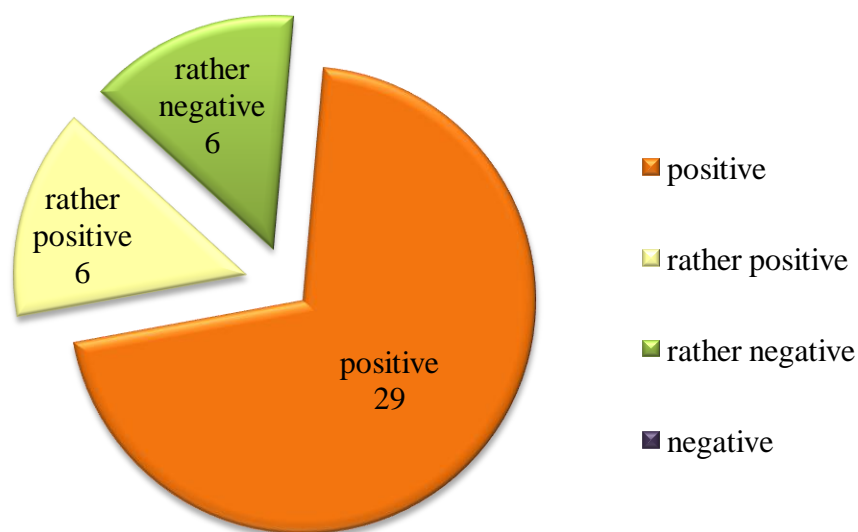


It is visible here, that students choose reading as a very sporadic activity, therefore 21 students chose this possibility. The second answer with the highest result is: at least once a day. This answer chose 14 students. Other answers are probably of students who in the Graph 1 chosen answer 'other materials than books'. In this case, 5 students answered not at all, once a week chose 1 student and several times per week none.

Students' Relationship to literature

To describe students relationship to literature was used the 5th statement in the Questionnaire. Students had 4 options to choose from: positive, rather positive, rather negative and negative. The results how students perceive literature is shown in the following graph.

Graph 3. Students' attitude towards literature.

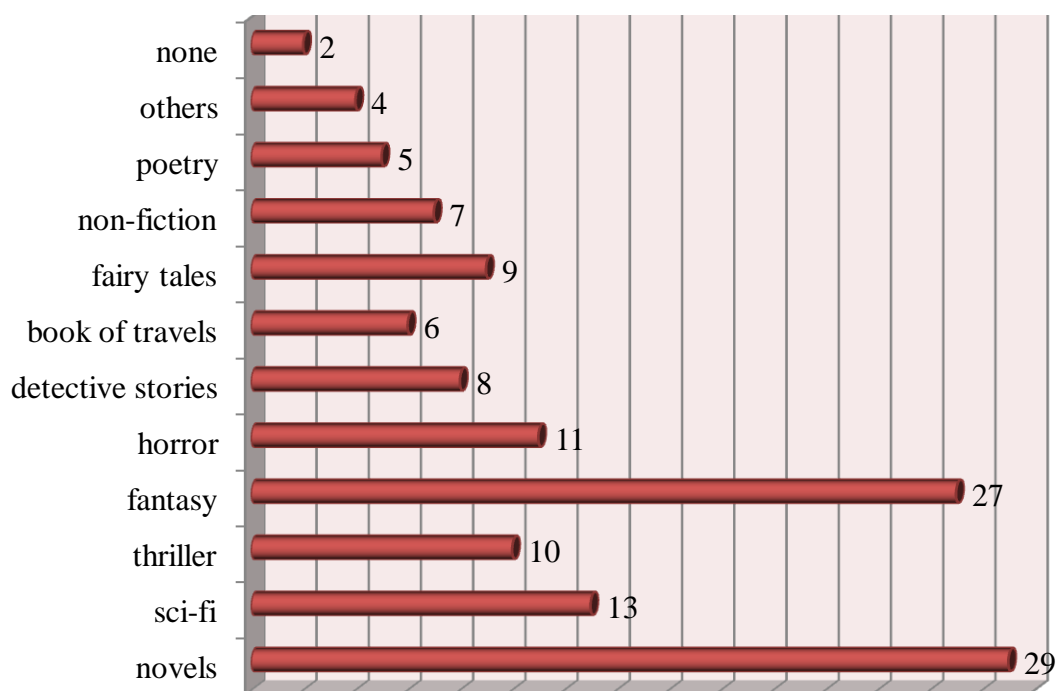


The results shows, that in general students perceive literature as a positive thing, because majority of students answered that they have a positive relationship to literature - in number 29 students and 6 students in addition have rather positive relationship. On the other hand, there are also students who perceive literature rather negatively - particularly 6 students, but it is fortune that no students see the literature only in negative light.

Students' Choice of Genres

The statement 6 had to discover which genres students prefer when they are choosing books for reading. Students had 10 options to choose from and the last option, the 11th was called other, where students could write a genre which could not be found in the preselected ones. Which genres resulted as number ones is visible in the following graph.

Graph 4. Students' choice of genres when selecting books.



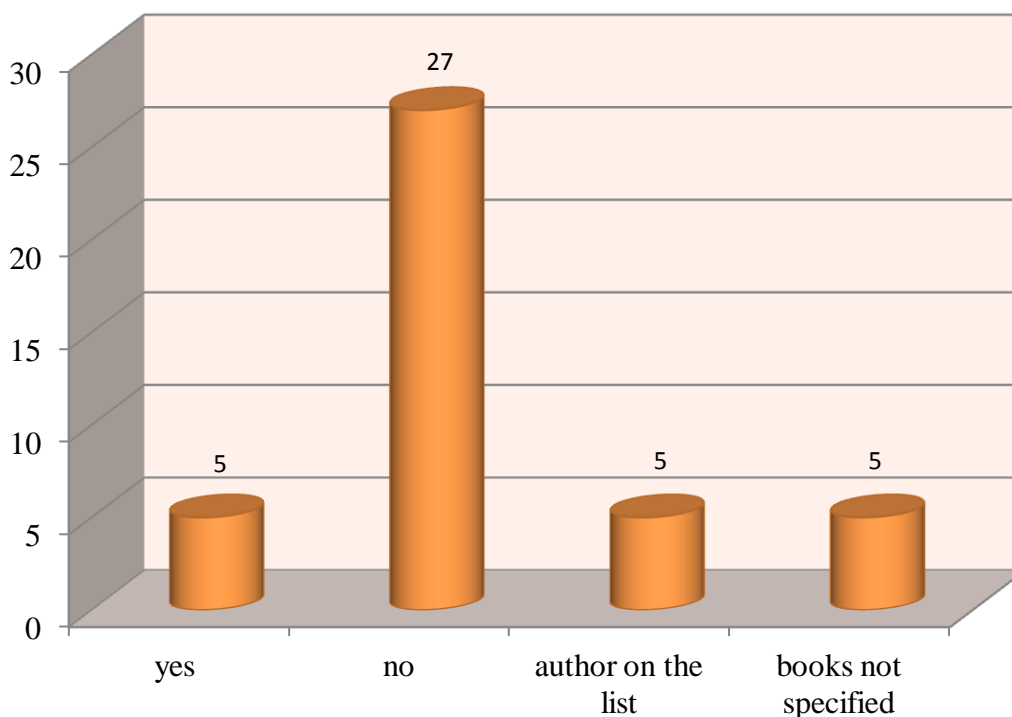
In the above graph, we can see that students mostly choose novels as a main genre. It means that 29 students prefer this genre before other genres. The second genre which had a majority of selections and closely follows novels is fantasy - it is the preference of 27 students. The third genre which was chosen the most frequently is sci-fi which was selected as a preferable genre for 13 students. Other genres, ranged from highest to lowest, are: horror, thriller, fairy tales, detective stories, non-fiction, poetry, others and none. In the genre other, students specified their choice and they marked genres such as: cookery books, historical novel from the real life, fan fiction, young and new adults and dystopia. Two students chose answer none and it means that they do not read books at all.

As this graph shows, the majority of students choose the novel, fantasy and sci-fi so therefore this types of books are those most important to look at when selecting literary materials for language lessons and speaking activities.

Students' Books and the List of Young Adults Books

What students read last time was the main aim of the statement 8. This question was drawn as open one and its task was to discover which books students read and later to compare them with the List of Young Adults Books whether these books are on the list or not. The results are visible in the following graph.

Graph 5. Students' reading preferences and the List of Young Adults Books.



From the above graph can be visible that the majority of students, in number 27, choose according to their free will books, which are not on the List of Young Adults Books. The rest of the results are well-balanced. Only five students from the total number 41 read last time the book which appeared on the List of Young Adults Books. And also five students read the book, which is not on the List, but at appear to be at least the author

of the work. And the last, but not least five students did not specify the book at all. So it means that even if students read books in their free time, their preferences are not the books from the Best Young Adults Books list.

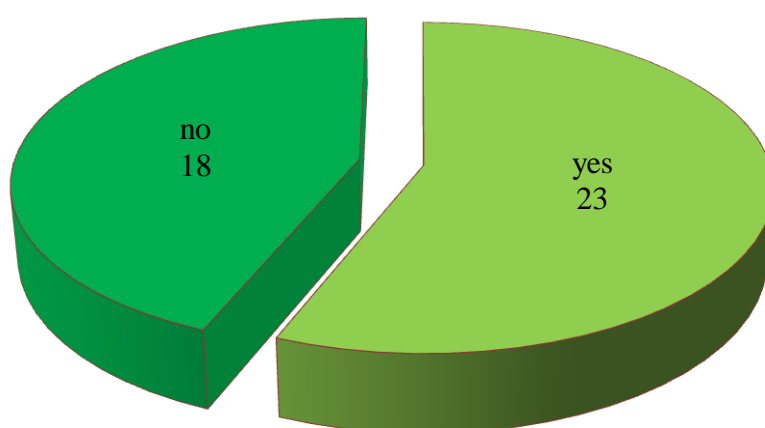
Literature Used in Lessons

In the Questionnaire, the statements from 9 to 11 were dealing with literature in English lessons. These three questions had to find out if students work with literature in language classes and whether they enjoy this kind of lessons, and lastly this part of Questionnaire asked students if they think that lessons led as discussions may help them to develop their active part of the language.

Students' Experience

To describe students' experience with using literature in language classes, the statement 9 was used. Students had two simple options to choose from: yeas and no. The results whether students ever encountered with using literature in language classroom are analyzed in the graph below.

Graph 6. Students' experience with using literature in language classes.

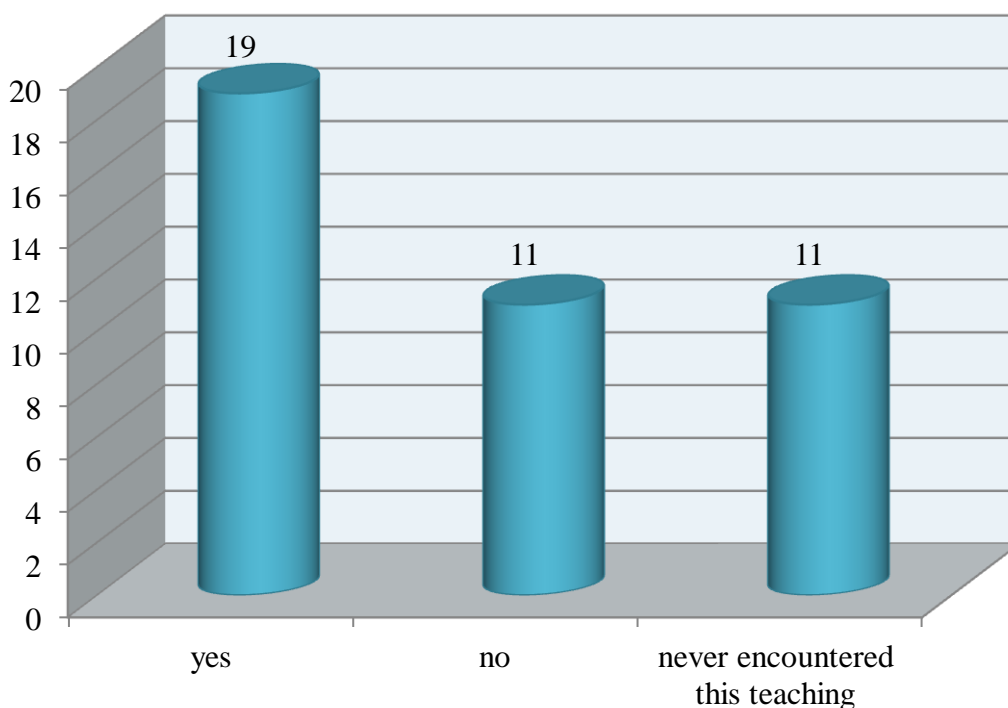


In this graph it is visible, that results are quite balanced. More than half of the students, in number 23, chose the option yes and it means that they already encountered with the lesson where literature was used as a source for language learning. The rest of the students answered no, it means that in number 18 students never encountered using literature in language classes.

Students' Interest in Discussion

The 10th statement was used to show if students are interested in the discussion about literature used in language classroom to develop their speaking skills. Students had 4 options to choose from: yes, no, other and I have never encountered this kind of lesson. The last option was chosen when students answered in the previous question no. The answer other was put here for the emergency case that some students for example would like to answer that they never encountered this kind of lesson, but on the other hand they think, they could like it.

Graph 7. Students' interest in discussion about literature in language lessons.

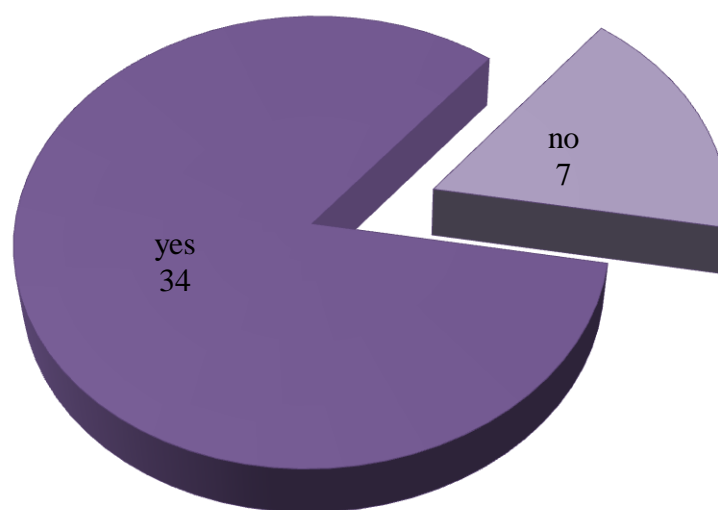


In the above graph, almost half of respondents answered yes, in the meaning that they are interested in using literature in language classes as a source for discussion. From this graph it is also visible that some students, exactly 11 answered that are not interested in this kind of lessons. Students who chose this type of answer are probably those, who do not read books. And exactly 11 students answered, they have never encountered this kind of lessons, but it also means that they don't have an opinion they could like this kind of lessons, because subsequently students could then use the option other.

Students' Active Language

Students' opinion on discussion which is used in language classes to develop their active part of the language investigated the statement number 11 in the Questionnaire. Students had three simple options to choose from: yes, no and I don't know.

Graph 8. Students' opinion on discussion used to develop their active part of language.



As it can be seen, the results for the above graph show students' opinion on discussion to develop their active part of the language as a positive one. It means that 34 students agree that discussion can help them to develop their language. The rest of the students, in number 7 think that this kind of lesson can't help them. Those students who

chose the answer no, are probably those who are not interested in literature and who do not read books.

From the above graphs it is visible, that literature can be used in order to develop students speaking skills. Therefore the next chapter is focused on proposal of possible speaking activities in language classes.

Proposal to Speaking Activities

As it was already mentioned in the theoretical part of this work, the speaking activities and more precisely discussion are an essential part of language speaking with use of literature. Therefore in this part of the work I am going to introduce some speaking activities which may be suitable for a speaking lesson based on literature. As a source for these activities was chosen the fifth part of Harry Potter series called *The Order of the Phoenix*. I choose this series of books because it appeared on the first place in the List of Best Young Books and it is more than probable that students had heard about this book. On the other hand, this book may be suitable for younger learners at the first or second years at high schools.

Discussion as starting activity

If teachers want to start with a discussion at the beginning of the lesson, they have to think of difficulty of the activity. This activity should be mastered without any special kind of students preparation in advance, except for the reading itself. Discussion as starting activity should serve to warm up an atmosphere in a class, warm up students themselves and motivate them to the following work. As another advantage of this activity is that all participants work individually and there is much more opportunity for the most of the students to talk.

For this activity, there is also necessary to prepare some pre-speaking activity. In this case the reading of at least a summary of the book or series of the books with basic characteristics of main heroes is sufficient. This pre-speaking activity may be done as homework or before the start of the lesson/activity, but a preferable time to do this activity is to be done as homework in order to have more time to for example look up the unknown words and phrases. If we consider that we chose the Harry Potter book, I think there is not

necessary to do any pre-speaking activity, because Harry Potter series is well-known to a lot of students.

Considering the process itself, everyone is given the names of characters from the book which was selected by teachers from The Best Young Adults book list, in this case Harry Potter, or from book which was selected by students themselves from The List of Preselected Works. These names students keep in secret. Then the whole class stands up and walks around. Everyone is meeting, chatting, asking and answering questions and guessing the classmates' character. These questions can be written on the board as a hint for student and should be conceived as classic WH questions (Who, What, Where, When, Why, How). It means that students ask others for example:

- Who are you? A man or a woman?
- How old are you in a book?
- What is your profession in a book? / What you usually do in a book?
- When you firstly appear in a book?
- Where do you live?
- Etc.

Star Diagram

This activity is also a speaking activity where students have to communicate in order to fulfill the task. A demonstration of this diagram can be found in the appendices part, as an Appendix F.

As a pre-activity for a star diagram can serve a reading itself. In the case of choice of Harry Potter and The Order of the Phoenix book, the appropriate part to read is chapter number 18 - Dumbledore's army, where firstly appears a Room of Requirement (this room later serves as a starting point for the activity). For the reading itself, students are warn to notice how the main heroes see the room from inside and what things can be found there.

The process of this activity is, that students in class are divided into groups (3 or 4), but they are firstly working individually. Each student is given a piece of paper where they have to draw a five-pointed star. Then in each corner of the star students write words: see, feel, smell, and hear and things. Then students are told: Imagine that you firstly enter the Room of Requirement. Write into your star diagram what you can see, feel, smell and hear

and what things are situated in this room. Students have from 5 to 10 minutes to think about and write down what they imagined. After the time run out, students are working in groups, where each student presents what he or she imagined to other students. At the end of this activity each group selects one student from the group with the best imagined star diagram and this student is presenting it to the rest of the class.

Conclusion

From the above detailed analysis of Questionnaires and the analysis of books, I can conclude that the use of literature, more precisely the use of books of young adults, in language lessons is possible, but only with some conditions. Otherwise students themselves, even if it is just sporadically, are mostly reading books in their free time, the research also showed that textbooks used at schools are not familiar with the topic of literature and therefore teachers are intimidated to choose other sources such as books etc. On the one hand, most of the students already encountered the using literature in language lessons, so it is not anything new for them. And on the other hand, a majority of students would have like the language lessons with using discussion about literature. Students also think that this kind of lessons can help them to develop their speaking skills. Therefore the major finding of this work is that using popular books for young adults in language lessons to develop students' speaking skills is with appropriately selected books imaginable.

This chapter tried to answer the three research questions by exploring the data gathered with the help of questionnaires and analysis. The results show that literature can work as a possible source for speaking activities together with students' interest.

V. IMPLICATIONS

This chapter consists of three parts: Implications for Teaching, Limitations of the Research and Suggestions for Further Research. The first part of this chapter based on the research, draw attention to the most important findings for teachers and also for students in order to develop their speaking skills. The second part shows limitations of the research and its possible weaknesses. And the last part of this chapter recommends suggestions on how the research could be expanded or improved.

Implications for Teaching

Information in the theoretical part and the results from the research show that literature can be used as an essential part in English language teaching. An important implication is that research showed that students' overall attitude to literature is positive and it is also positive in the meaning of choosing books for reading in their free time. So even if they read literature just sporadically it should be included into language classes. The research Questionnaire 1 also helped to expose the students' unexpected interest in genres where novels are on the first place. Therefore in choosing of literary texts according to theoretical background, the novels should be preferred.

Another implication is that use of literature in language lessons can be very beneficial to students' in order to develop their speaking skills. Considering that majority of students already encountered the use of literature and they liked to work with it in language classes, then the speaking activities which use literature as a source will arouse interest and will lead students to motivation. On the other hand, based on the theoretical part of this work, it is necessary to follow some principles in choosing the literary texts, because students have different needs and wishes; either it is students' age, their language level or a topic, and some principles in planning the speaking lesson itself. Nevertheless, the use of literature as a source for discussion appeared in the research as a very important aspect in language learning. The students themselves are aware that discussion about literature will help them to improve their speaking skills and active part of the language and therefore students' ability to talk fluently and confidently takes place. The advice for teachers is then to use the literature in discussion activities, because students themselves understand the purpose of these activities and for that reason they are motivated to work.

Limitation of the Research

The research has its limitations and they are going to be addressed in this chapter. As one important limitation is, that the results come from a limited number of respondents and the results therefore showed in a slightly distorted view. In other words, more respondents could show different results in the meaning of more diverse results. On the other hand, teachers still should take the theoretical part and the results from this work as a sample guide how to help students to develop their speaking skills.

One and other possible limitation of this research was that every student is an individual person. It means that even if the research showed the proportionate positive result that literature can be used as a possible source of speaking lessons and activities, we cannot generalize this too much. In so much as in this case it still does not mean that all students will be interested in this kind of lessons, because there still remains the minor negative part of the results.

Other limitation and weakness of this research was that it was done through the Google questionnaire. On the one hand this questionnaire offers time savings in the meaning that everything can be done from home – it saves teachers time in lessons and also students' time to learn something in a lesson. On the other hand its limitation is that it offers some kind of freedom to respondents, because they can fill it without any supervisor and then they have no chance to feedback from questionnaire's contractor if they do not understand something.

The weakness of this research also was from my side. It means that I realized the insufficiency of some given questions. More precisely the question number 6 – Which book you read last time? Is inappropriate in this questionnaire, because it does not show students attitude to literature neither their attitude to speaking activities.

Suggestions for Further Research

There is no doubt, that this research could be improved and extended. Firstly the research should be done with increased number of participants in order to have more students to comment their attitude to literature and following speaking activities in the form of discussion and therefore the results would have higher reliability. Despite the fact, that research showed some positive results, we cannot generalize it to all students, because

there still remain imperfections and therefore many variations can be applied to improve this research.

To conclude the section of implication, it showed that the research results can be applied into language classes and speaking activities and it aware teachers what they should be aware of when they are teaching language classes with using of literature. The last chapter called Conclusion highlights the overall summary of the most important findings and points of this work.

VI. CONCLUSION

This thesis explores and studies the use of popular books for young adults in language classes in order to develop students' speaking skills. The theoretical part of this work provides information about using literature in classes in order to make teachers aware some peculiarities which can arise. This part also focuses on the speaking itself in order to help develop students' speaking skills.

The process of analyzing, the gathered data and the research questions showed that use of popular books in language classes can help to develop students' speaking skills. The results shows that students even if they read books in their free time, they are not a selection from the List of Young Adults books. Nevertheless, there is at least an interest in literature, so therefore the using of popular books could students motivate to later work. Therefore the research results also show that students would like to work with literature in English classes in the meaning of discussions, because they already understand, that an active using of language can help them to be more fluent and confident in using the language. On the other hand, some students' didn't see using literature as a benefit, because they do not read books at all. Nevertheless the speaking activities in the form of discussion are an ideal way how to deepen students' language proficiency and students themselves, take literature as a source for their improvement. In addition, the limitations of the research and their improvements were suggested in order to improve further research.

Considering what was explored, the elements of this thesis make teachers to be aware of many peculiarities when using literature as a source of language classes and it also shows some peculiarities of students and their limitations in order to work properly. The overall use of popular books in order to develop speaking skills mentioned here show teachers how to use and select literature to make good speaking activities.

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APPENDICES

Appendix A

Dotazník 1

Dotazník slouží jako podklad pro diplomovou práci a zjišťuje, jaký vztah mají studenti středních škol k literatuře, jak často se věnují četbě literatury a zda-li je literatura využívána jako zdroj ve výuce cizího jazyka.

Dotazník obsahuje 10 jednoduchých otázek a je zcela anonymní.

Po zodpovězení všech otázek, prosím dotazník odešlete tlačítkem dole.

Děkuji Vám za vyplnění.

*Povinné pole

1. Kdo jsem?

- muž
 žena

2. Můj věk

.....

3. Co nejčastěji čtete ve svém volném čase? *

Pokud zaškrtnete odpověď jiné, uveďte prosím pravdivě, co nejčastěji čtete.

Označte jen jednu odpověď.

- knihy (jakéhokoli žánru či zaměření)
 komiksy, časopisy
 blogy
 SMS zprávy
 Facebook
 Jiné:

4. Jaký vztah máte k literatuře a ke knihám? *

Označte jen jednu odpověď.

- pozitivní
 spíše pozitivní
 spíše negativní
 negativní

5. Jaké žánry upřednostňujete při výběru knih? *

U této otázky můžete zaškrtnout více odpovědí najednou. Položku "jiné" vyberte v případě, že knihy nečtete a doplňte prosím "žádný".

Zaškrtněte všechny platné možnosti.

- romány
 sci-fi
 thrillery
 fantasy
 horor
 detektivky
 cestopisy
 pohádky
 naučnou literaturu (např. počítače a internet, sport, technika, zdraví a lékařství,
 hobby, encyklopedie....)
 poezii
 jiné:

6. Jakou knihu jste četl/četla naposledy? *

Uveďte prosím jméno knihy, a pokud víte, i jméno autora. Pokud jste nikdy v životě žádnou knihu nečetl/nečetla, uveďte do odpovědi "žádnou".

.....

7. Pracujete / pracovali jste s literaturou či jejími úryvky při hodinách cizího jazyka? *

Označte jen jednu odpověď.

ano

ne

8. Baví Vás / bavila Vás diskuze o knihách či literatuře v hodinách cizího jazyka? *

Pokud jste v předchozí otázce odpověděli ne, zde označte prosím možnost "nikdy jsem se s touto formou výuky nesetkal(a).

Pokud zvolíte odpověď jiné, uveďte prosím důvod - např. nesetkal (a) jsem se, ale hodina by mi bavila.

Označte jen jednu odpověď.

ano

ne

nikdy jsem se s touto formou výuky nesetkal(a)

jiné

9. Myslíte si, že hodiny cizího jazyka vedené formu diskuze (např. o literatuře) Vám pomohou k rozvoji aktivní části jazyka? *

Označte jen jednu odpověď.

ano

ne

nevím

Questionnaire 1

This questionnaire serves as a basis for diploma work and it finds out which relationship students on high schools have towards literature, how often they read literature and whether is literature used as a source in foreign language learning.

Questionnaire contains 10 simple questions and it is completely anonymous.

After answering of all questions, please send the questionnaire with the button down.

Thank you for your time.

* **Obligatory field**

1. Who I am? *

- man
- woman

2. My age?

.....

3. What do you read most often in your free time? *

If you mark the answer "others", please truly write what you read most often.

Tick just one answer.

- books (genre is not specified)
- comic books, magazines
- blogs
- SMS messages
- Facebook
- Others:

4. What is your relationship to literature and books? *

Tick just one answer.

- positive
- rather positive
- rather negative
- negative

5. Which genres you prefer when selecting books for reading? *

Here you can tick more than one answer. The item "other" tick in the case that you do not read books and please write "none".

Please, tick all possibilities.

- novels
- sci-fi
- thriller
- fantasy
- horror
- detective stories
- book of travels
- fairy tales
- non-fiction (e.g. PCs and internet, sport, health and medicine, encyclopedia, etc.)
- poetry
- others:

6. Which book did you read last time? *

Please write the title of a book and the name of author (if you know that). If you never read any book, please write "none".

.....

7. Do/did you work with literature or with its parts in foreign language lessons? *

Please, tick just one answer.

- yes
- no

8. Do/would you like discussion about books or literature in foreign language classes? *

If you in the previous question answer "ne", please mark here "I have never encountered with this kind of lesson".

If you choose the option "other", please write the reason.

Please mark just one answer.

- yes
- no
- I have never encountered with this kind of lessons
- others

9. Do you think that foreign language classes led in the form of discussion can help you to develop your active part of the language? *

Please, mark just one answer.

- yeas
- no
- I don't know

Appendix B

Dotazník 2

1. Název školy

.....

2. Název učebnice používané ve výuce anglického jazyka

.....

3. Úroveň učebnice

.....

4. Rok vydání učebnice

.....

5. S učebnicí jsem

spokojen(a)

spíše spokojen(a)

spíše nespokojen(a)

nespokojen(a)

jiné:

6. Uveďte prosím pozitiva, která učebnice má

.....

7. Uveďte prosím negativa, která učebnice má

.....

Questionnaire 2

1. Name of school.

.....

2. Title of textbook used in teaching of English language.

.....

3. The level of textbook.

.....

4. Textbook's year of publication

.....

5. I am with the textbook:

satisfied

rather satisfied

rather dissatisfied

dissatisfied

others:

6. Please write positives which textbook has.

.....

7. Please write negatives which textbook has.

.....

Appendix C

Name of School	Name of Textbook	Level of Textbook	Level of Satisfaction	Positives	Negatives
Hotelová škola Plzeň - Akademie hotelnictví a cestovního ruchu	x	x	x	x	x
Integrovaná střední škola živnostenská	New Headway	elementary (A2)	rather satisfied	a large amount of additional material on the DVD iTutor	
	Nová Maturita (Infoa)	B1			
Střední odborná škola obchodu, užitého umění a designu	Maturita Solution (2nd edition)	Elementary, Pre-intermediate	satisfied	comprehensive preparation for graduation	texts are not sometimes suitable
Střední škola informatiky a finančních služeb	New Horizons	elementary, intermediate		language review at the end of each chapter	grammar insufficiently explained
Konzervatoř	x	x	x	x	x
Obchodní akademie Plzeň	Maturita Solutions	Pre-intermediate , Intermediate	rather satisfied	translation of words, grammar reference	occasional errors in texts, errors in keys
Hotelová škola	Maturita Solutions	Pre-intermediate	satisfied	sufficient part of grammar with regard to leaving exams	missing proper explanation of grammar
	Maturita Activator				
Střední průmyslová škola stavební	x	x	x	x	x
Střední zdravotnická škola (Karlovarská 1210)	x	x	x	x	x
Střední průmyslová škola dopravní	x	x	x	x	x
Střední průmyslová škola strojnická a Střední odborná škola profesora Švejcara	x	x	x	x	x

Appendix D

List of Preselected Works

First option: Please mark books which you would like to read. The appropriate number is 3.

Second option: Please mark books which you don't want to read. The appropriate number is 7.

*Povinné pole

City of Bones (Město z kostí)

serie: The Mortal Instruments

author: Cassandra Clare

genre: fantasy

description:

When fifteen-year-old Clary Fray heads out to the Pandemonium Club in New York City, she hardly expects to witness a murder - much less a murder committed by three teenagers covered with strange tattoos and brandishing bizarre weapons. Then the body disappears into thin air. It's hard to call the police when the murderers are invisible to everyone else and when there is nothing - not even a smear of blood - to show that a boy has died. Or was he a boy? This is Clary's first meeting with the Shadowhunters, warriors dedicated to ridding the earth of demons. It's also her first encounter with Jace, a Shadowhunter who looks a little like an angel and acts a lot like a jerk. Within twenty-four hours Clary is pulled into Jace's world with a vengeance, when her mother disappears and Clary herself is attacked by a demon. But why would demons be interested in ordinary mundanes like Clary and her mother? And how did Clary suddenly get the Sight? The Shadowhunters would like to know... (from Goodreads.com)

words:

brandish = ohánět se, máchat (čím)

smear = skvrna, šmouha

ridding (riddance) = čištění, zbavování se

vengeance = pomsta

mundane = pozemský, pozemšťan

*

Ano

Ne

The Giver (Dárce)

author: Lois Lowry

genre: fantasy

description

The haunting story centers on Jonas who lives in a seemingly ideal, if colorless, world of conformity and contentment. Not until he is given his life assignment as the Receiver of Memory does he begin to understand the dark, complex secrets behind his fragile community. (from Goodreads.com)

words:

conformity = shoda, souhlas

contentment = spokojenost

assignment = úkol

*

Ano

Ne

The Fault in Our Stars (Hvězdy nám nepřály)

author: John Green

genre: realistic fiction

description

Despite the tumor - shrinking medical miracle that has bought her a few years, Hazel has never been anything but terminal, her final chapter inscribed upon diagnosis. But when a gorgeous plot twists, Augustus Waters suddenly appears at Cancer Kid Support Group and Hazel's story is about to be completely rewritten. (from Goodreads.com)

words:

terminal = smrtelný

*

Ano

Ne

Divergent (Divergence)

serie: Divergent (Povstalecká trilogie)

author: Veronica Roth

genre: sci-fi/fantasy

description:

In Beatrice Prior's dystopian Chicago world, society is divided into five factions, each dedicated to the cultivation of a particular virtue - Candor (the honest), Abnegation (the selfless), Dauntless (the brave), Amity (the peaceful), and Erudite (the intelligent). On an appointed day of every year, all sixteen-year-olds must select the faction to which they will devote the rest of their lives. For Beatrice, the decision is between staying with her family and being who she really is - she can't have both. So she makes a choice that surprises everyone, including herself. During the highly competitive initiation that follows, Beatrice renames herself Tris and struggles alongside her fellow initiates to live out the choice they have made. Together they must undergo extreme physical tests of endurance and intense psychological simulations, some with devastating consequences. As initiation transforms them all, Tris must determine who her friends really are—and where, exactly, a romance with a sometimes fascinating, sometimes exasperating boy fits into the life she's chosen. But Tris also has a secret, one she's kept hidden from everyone because she's been warned it can mean death. And as she discovers unrest and growing conflict that threaten to unravel her seemingly perfect society, she also learns that her secret might help her save those she loves . . . or it might destroy her (from Goodreads.com).

words:

faction = strana (politická)

initiates = zasvěcenec

exasperating = popuzující

*

Ano

Ne

The Book Thief (Zlodějka knih)

author: Markus Zusak

genre: historical novel

description:

It's just a small story really, about among other things: a girl, some words, an accordionist, some fanatical Germans, a Jewish fist-fighter, and quite a lot of thievery... Set during World War II in Germany, Markus Zusak's groundbreaking new novel is the story of Liesel Meminger, a foster girl living outside of Munich. Liesel scratches out a meager existence for herself by stealing when she encounters something she can't resist—books. With the help of her accordion-playing foster father, she learns to read and shares her stolen books with her

neighbors during bombing raids as well as with the Jewish man hidden in her basement before he is marched to Dachau. (from Goodreads.com)

words:

foster = pěstoun, pěstounská péče

schratch out = vyškrtnout, vyškrábat

meager = hubený, vyzáblý

raid = nálet

*

Ano

Ne

The Perks of Being a Wallflower (Ten kdo stojí v koutě)

author: Stephen Chbosky

genre: epistolary novel

description:

Charlie is a freshman. And while he's not the biggest geek in the school, he is by no means popular. Shy, introspective, intelligent beyond his years yet socially awkward, he is a wallflower, caught between trying to live his life and trying to run from it. Charlie is attempting to navigate his way through uncharted territory: the world of first dates and mix tapes, family dramas and new friends; the world of sex, drugs, and The Rocky Horror Picture Show, when all one requires is that perfect song on that perfect drive to feel infinite. But he can't stay on the sideline forever. Standing on the fringes of life offers a unique perspective. But there comes a time to see what it looks like from the dance floor (from Goodreads.com).

words:

wallflower: ve smyslu outsider

infinite: neomezený

fringe: okraj

*

Ano

Ne

Holes (Díry aneb Tajemství Zeleného jezera)

author: Louis Sachar

genre: adventure, mystery

description:

Stanley Yelnats is under a curse. A curse that began with his no-good-dirty-rotten-pig-stealing-great-great-grandfather and has since followed generations of Yelnatses. Now Stanley has been unjustly sent to a boys' detention center, Camp Green Lake, where the boys build character by spending all day, every day digging holes exactly five feet wide and five feet deep. There is no lake at Camp Green Lake. But there are an awful lot of holes. It doesn't take long for Stanley to realize there's more than character improvement going on at Camp Green Lake. The boys are digging holes because the warden is looking for something. But what could be buried under a dried-up lake? Stanley tries to dig up the truth in this inventive and darkly humorous tale of crime and punishment and redemption (from Goodreads.com).

words:

warden = dozorce, strážce

redemption = spása, náhrada

*

Ano

Ne

The Host (Hostitel)

serie: The Host

author: Stephanie Meyer

genre: sci-fi/romance/thriller

description:

Melanie Stryder refuses to fade away. The earth has been invaded by a species that take over the minds of human hosts while leaving their bodies intact. Wanderer, the invading "soul" who has been given Melanie's body, didn't expect to find its former tenant refusing to relinquish possession of her mind. As Melanie fills Wanderer's thoughts with visions of Jared, a human who still lives in hiding, Wanderer begins to yearn for a man she's never met. Reluctant allies, Wanderer and Melanie set off to search for the man they both love (from Goodreads.com).

words:

fade away = zmizet

intact = nedotčený, neporušený

tenant = nájemník

relinquish = opustit, vzdát se

yearn = toužit

reluctant = neochotný, zdráhavý

*

Ano

Ne

Uglies (Ošklivý)

serie: Uglies

author: Scott Westerfeld

genre: sci-fi

description:

Tally is about to turn sixteen, and she can't wait. In just a few weeks she'll have the operation that will turn her from a repellent ugly into a stunning pretty. And as a pretty, she'll be catapulted into a high-tech paradise where her only job is to have fun. But Tally's new friend Shay isn't sure she wants to become a pretty. When Shay runs away, Tally learns about a whole new side of the pretty world-- and it isn't very pretty. The authorities offer Tally a choice: find her friend and turn her in, or never turn pretty at all. Tally's choice will change her world forever... (from Goodreads.com)

words:

repellent = odpuzující

stunning = úžasný, ohromující

*

Ano

Ne

Speak (Mluv)

author: L. H. Anderson

genre: fiction

description:

Melinda Sordino busted an end-of-summer party by calling the cops. Now her old friends won't talk to her, and people she doesn't even know hate her from a distance. The safest place to be is alone, inside her own head. But even that's not safe. Because there's something she's trying not to think about, something about the night of the party that, if she let it in, would blow her carefully constructed disguise to smithereens. And then she would have to speak the truth (from Goodreads.com).

words:

disguise = převlek, maska, předstírání

smithereens = kousičky

*

Ano

Ne

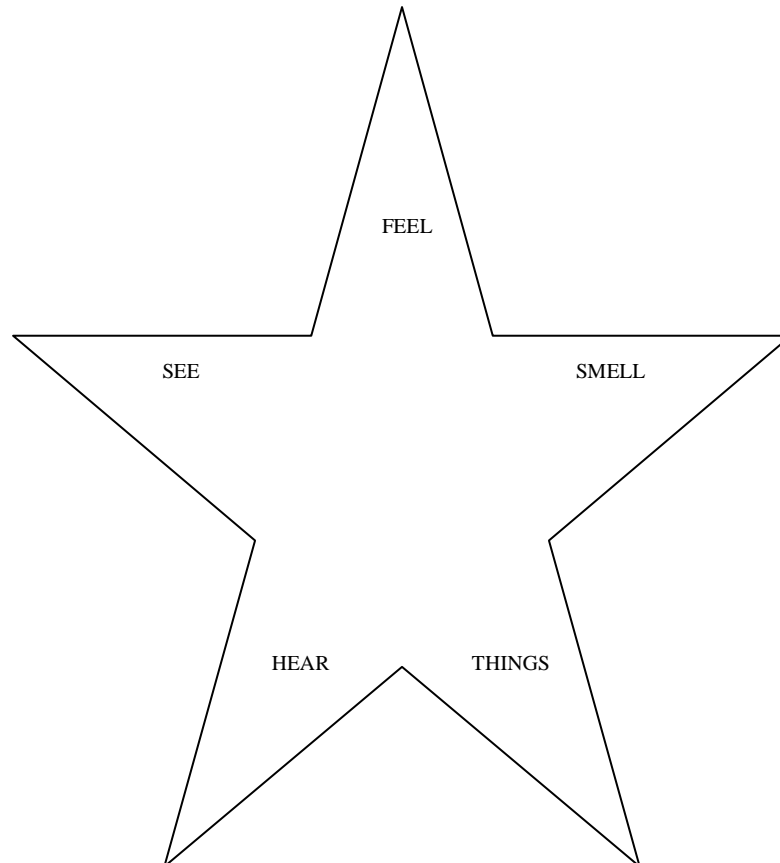
Appendix E

<i>List of Young Adults Books</i>				
No	Title of Book (Czech title)	Author	Genre	Serie (Parts) (Czech Title)
01	Harry Potter (Harry Potter)	J. K. Rowling	fantasy	Harry Potter (7) (Harry Potter)
02	The Hunger Games (Hunger Games)	Suzanne Collins	dystopia	The Hunger Games (3) (Hunger Games)
03	The Lightning Thief (Zloděj blesku)	Rick Riordan	fantasy, adventure	x (1) (x)
04	Twilight (Twilight sága)	Stephaie Meyer	fantasy	Twilight (3) (Twilight sága)
05	The Giver (Dárce)	Lois Lowry	sci-fi, fantasy	x (1) (x)
06	City of Bones (Město z kostí)	Cassandra Clare	fantasy	The Mortal Instruments (6) (Nástroje smrti)
07	The Fault in Our Stars (Hvězdy nám nepřály)	John Green	realistic fiction	x (1) (x)
08	Divergent (Divergence)	Veronica Roth	sci-fi, fantasy	Divergent (4) (Povstalecká trilogie)
09	The Hunger Games (Hunger Games)	Suzanne Collins	dystopia	The Hunger Games (3) (Hunger Games)
10	To Kill a Mockingbird (Jako zabít ptáčka)	Harper Lee	drama	To Kill a Mockingbird (2) (Jako zabít ptáčka)
11	The Book Thief (Zlodějka knih)	Markus Zusak	historical novel	x (1) (x)
12	The Perks of Being a Wallflower (Ten, kdo stojí v koutě)	Stephen Chbosky	epistolary novel	x (1) (x)
13	The Hobbit (Hobit)	J. R. R. Tolkien	fantasy	x (1) (x)
14	Holes (Díry aneb Tajemství Zeleného jezera)	Louis Sachar	adventure, mystery	x (1) (x)
15	The Outsiders (Outsideři)	S. E. Hinton	drama, fiction	x (1) (x)
16	The Host (Hostitel)	Stephanie Meyer	sci-fi, romance	The Host (3) (Hostitel)
17	The Golden Compass (Zlatý kompas)	Philip Pullman	fantasy	His Dark Materials (3) (Jeho temné esence)
18	Looking for Alaska (Hledání Aljašky)	John Green	realistic fiction	x (1) (x)
19	Vampire Academy (Vampýrská akademie)	Richelle Mead	fantasy	Vampire Academy (6) (Vampýrská akademie)
20	Eragon (Eragon)	Christopher Paolini	fantasy, sci-fi	The Inheritance Cycle (4) (Odkaz Dračích jezdců)
21	Uglies (Oškliví)	Scott Westerfeld	sci-fi	Uglies (4) (Oškliví)

22	A Wrinkle in Time (Nebezpečná zkratka)	Madeleine L'Engle	fiction	Time Quintet (5) (Time)
23	Ella Enchanted (Zakletá Ella)	Gail Carson Levine	fantasy	x (1) (x)
24	Bridge to Terabithia (Most do země Terabithia)	Katherine Paterson	fantasy, drama	x (1) (x)
25	Clockwork Angel (Mechanický anděl)	Cassandra Clare	sci-fi, fantasy	The Infernal Devices (3) (Pekelné stroje)
26	Speak (Mluv)	L. H. Anderson	fiction	x (1) (x)
27	Charlotte's Web (Šarlotina pavučinka)	E.B. White	children's book	x (1) (x)
28	Little Women (Malé ženy)	Louisa May Alcott	educational novel	Little Women (4) (Malé ženy)
29	Pride and Prejudice (Pýcha a předsudek)	Jane Austen	satire	x (1) (x)
30	Hush, Hush	Becca Fitzpatrick	fantasy	Hush, Hush (4) (Nora Greyová)

Appendix F

Star diagram



SHRNUTÍ

Tato práce se ve své teoretické práci zabývá předmětem využití literatury, přesněji řečeno využitím populárních knih pro mládež. V této části jsou vysvětleny důvody, proč by měla být literatura zařazena do výuky cizích jazyků, stejně tak jako jsou zde vysvětleny přístupy k literatuře a aktivity, které pomáhají rozvinout řečové dovednosti.

Největší důraz práce klade na fakt, zdali mohou být populární knihy pro mládež nebo literatura všeobecně využita ve výuce jazyka k rozvíjení řečových dovedností u studentů. Provedený výzkum mezi studenty a učiteli je popsán v druhé části práce. Výzkum byl realizován s pomocí dotazníků a analýzy, které mapovali přístup studentů k literatuře a využití literatury v učebnicích používaných na středních školách. Na základě výsledků založených na výzkumu, je závěr práce takový, že využití populárních knih nebo literatury obecně pomáhá studentům rozvíjet jejich řečové dovednosti.