Univerzita Pardubice
Fakulta filozofická
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The Usage of Fairy Tales in English Lessons
and
Their Influence on Children's Social Development

Diplomová práce

2006   Lenka Mikešová

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Thesis

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Používání pohádek v hodinách anglického jazyka
a
jejich vliv na sociální vývoj dětí

Diplomová práce

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The Usage of Fairy Tales in English Lessons and Their Influence on Children's Social Development

Zásady pro vypracování:
Diplomantka se ve své práci bude zabývat možnostmi využití specifických literárních textů pohádek ve výuce anglického jazyka. Teoretická část práce se nejprve zaměří na druhy a specifika literárního žánru pohádek a na jejich možný přínos pro konkrétní věkové skupiny žáků. Následovat bude analýza didaktických aspektů práce s texty tohoto typu přímo v hodinách cizího jazyka, s důrazem především na nácvik jednotlivých řečových dovedností. Bude též diskutována možnost zařazení různých dramatických technik. Praktická část této diplomové práce pak bude věnována prezentaci autorčina vlastního výzkumného šetření s cílem zjistit efektivitu využívání literárních textů pohádek Oscara Wildea v hodinách anglického jazyka, zde především z hlediska zkvalitňování řečových dovedností v anglickém jazyce, ale též jako prostředek pro rozvíjení sociálních dovedností dané věkové skupiny žáků.

Vedoucí diplomové práce: Mgr. Pavel Brebera   **Podpis:**

Vedoucí katedry: Mgr. Śárka Čáňová, PhD.   **Podpis:**

Datum zadání práce: 12.5.2003

ABSTRACT

The thesis deals with the issue of fairy tales and their powerful impact on development of child as both a young reader and a learner of the foreign language, in this case of English.

The theoretical part intends to provide a view on the fairy tales as a literary formation indispensable in the human life and that for the reason of its intrinsic sense carrying wisdom, knowledge and fundamental human values which shape particular nation. Furthermore, the topic how to use fairy tales with young children in English classes in order to improve their mastery of the foreign language as well as to contribute to their overall personal development will be thoughtfully considered and discussed.

The practical part offers analysis and assessment of „a seven – lesson fairy tale block" which has been designed for the purpose of tackling Oscar Wilde´s fairy tale The Happy Prince with young children in a motivating and amusing way. Based on the feedback obtained from the observing teacher and students who participated in this „fairy tale event" the changes for better were done. A more effective final version of a fairy – tale block may be found in „Appendices". In addition, CD including both the teacher's lesson plans and the students´ worksheets for work with this fairy tale is enclosed at the back of the diploma paper, since the basic aim was to provide a teaching material for further use or at least as an inspiration for a teacher on his professional journey.

For the purpose and simplicity of the diploma paper „a teacher" and „pupil" or „a child" have been substituted by the pronouns „he". All paraphrases and quotations from the books written in Czech are my own translations. The books are as reads:

Čáp, Jan. 1980. *Psychologie pro učitele*, Praha: SPN.

Čapek, Karel. 1971. *Marsyas*. Praha: Československý spisovatel.

Černoušek, Michael. 1990. *Děti a svět pohádek*. Praha: Albatros.

Frey, J. 1929. *Psychologie čtenáře*. Brno: Typia.

Piaget, Jean. 1997. *Psychologie inteligence*. Portál

Posoldová, K. 1995. *O čem vyprávějí pohádky*. Praha: Portál

Streit, Jakob. 1992. *Proč děti potřebují pohádky*. Praha: Baltazar

SOUHRN

Diplomová práce se zabývá pohádkami a jejich mocným vlivem na rozvoj dítěte jako mladý čtenář ale také jako student cizího jazyka, v tomto případě angličtiny.

Teoretická část umožňuje pohled na pohádky jako literární útvar nezastupitelný v lidském životě, a to pro jejich důležitý vnitřní smysl nesoucí moudrost, vědomosti a základní lidské hodnoty, které formují daný národ. Mimoto, téma jak pracovat s pohádkami v hodinách anglického jazyka s mladšími dětmi s cílem zlepšit jejich znalost cizího jazyka a současně tak přispět i k rozvoji jejich celkové osobnosti bude pečlivě zváženo a rozebráno.

Praktická část nabízí rozbor a hodnocení sedmihodinového pohádkového bloku, který byl vytvořen za účelem zvládnutí Oscar Wildeovy pohádky Šťastný Princ s malými dětmi motivujícím a zábavným způsobem. Na základě zpětné vazby od učitele a dětí, kteří se účastnili těchto pohádkových hodin, byly provedeny změny k lepšímu. Efektivnější konečná verze tohoto pohádkového bloku je nabídnuta k shlédnutí v „Přílohách". Kromě toho, CD obsahující jak plány všech hodin pro učitele tak i pracovní listy pro studenty k práci s touto pohádkou, je přiloženo na konci diplomové práce; neboť základním cílem bylo poskytnout vyučující materiál, který se bude dále používat nebo alespoň sloužit jako inspirace pro učitele na jeho profesní dráze.

Pro účel a zjednodušení diplomové práce, zájmeno „he" nahrazuje „učitele" a „žáka" nebo „dítě". Parafráze myšlenek a citace z knih v českém vydání jsou mé vlastní překlady. Seznam knih je uveden na předchozí straně.

CONTENT

1. Introduction

When going through Gillian Lazar´s book *Literature and Language Teaching,* I came across the quotation as reads:

> The texts traditionally prescribed for classroom use may generally be accorded high status, but often seem remote from and irrelevant to, the interests and concerns of our students. In fact, being made to read texts so alien to their own experience and background may only increase students´ sense of frustration, inferiority and even powerlessness (1993, 3).

Teachers respond to this situation in different ways. Some become resigned to what they see as "the basic truth that learning a foreign language naturally entails doing work of the ´boring but necessary´ type". Others spend their careers trying to find more interesting ways to teach and materials that they know from their experience the students find "tedious and demotivating" substitute by more challenging and engaging ones (Baudains 1990, 1).

It is not always possible to teach English in a way that all students will both learn and experience fun and enjoyment. However, the teacher should do his best in order to reach as much supportive learning environment in the classroom as possible. In my opinion, and as my diploma paper will try to show and prove in many directions, a motivating and amusing work with fairy tales may contribute to such classroom atmosphere with a great deal. Lazar supports the inclusion of literature into foreign language teaching as well and says: "Literature provides wonderful source material for eliciting strong emotional responses from our students" and using it in classroom is "a fruitful way of involving the learner as a whole person" (1993, 3).

The overall aim of diploma paper is to show benefits of fairy tales for the development of young children not only within the "walls" of school classroom but in their lives as well. Hopefully, the usage of fairy tales in English lessons will help the students to appreciate the literature of target language and build up positive attitude towards literature in general.

The paper itself is divided into two parts – the theoretical and the practical. The theoretical part consists of five main chapters. After "Introduction" Chapter two called "Fairy tale as a literary genre for children" follows. The individual subchapters deal with the issues such as the inner sense and richness of fairy tales, their function in a

young reader´s life or the peculiarities and magic of the fairy tale world. The Chapter three "A benefit of literature (fairy tales) for children´s social development" tries to provide a satisfactory answer to the question "Why is it essential to foster children´s positive attitude towards literature in general?".

So far mentioned chapters describe fairy tales from the literary point of view, however the following Chapter four "Using fairy tales in the language classroom with young learners" starts to consider fairy tales as one of the possible supplementary teaching materials with young learners. Since the term "Young learner" will appear frequently on the following pages, a whole next subchapter is devoted to its clear explanation. The questions "How to teach young learners?", "Why is literature a more suitable classroom material than the usual textbooks?" and "What are criteria for a choice of literary text in order to meet students´ needs?" will be discussed in detail further. The following subchapter named "Inspiration for work with fairy tales" offers a few creative and useful ideas how to work with fairy tales in English lessons for the profit of students´ overall education. In addition, the possible ways how a teacher can encourage students to more intensive reading are mentioned. Finally, Chapter five called "Fairy tales as a basis for the activities aiming in the improvement of language skills and subskills" tries to propose a number of fairy tale-based activities which focus on development of particular foreign language skills: reading, speaking, writing and listening. In addition to language practice the activities take other aspects of learning such as cooperation, imagination, creativity or challenge into consideration.

For the practical part, I decided to create "a seven-lesson fairy tale block" for the purpose of tackling Oscar Wilde´s fairy tale The Happy Prince in an amusing way. Although, it is rather a story for older students it was a challenge for me to use it with young learners. The description and analysis of individual lessons and activities may be read in research part of the paper. Based on the results obtained from the research methods used the sample lessons were redesigned and a set of new and more effective ones may be seen in Appendices (1-7). The creation of such "a fairy tale block" aims to facilitate foreign language teaching, to enrich teacher's choice for possible classroom activities and in addition, to liven up classroom atmosphere and provide successful and more enjoyable English lessons. For the purpose of its use, CD is enclosed as well.

2. Fairy tales as a literary genre for children

The whole chapter deals with fairy tales as one of the literary genres suitable for the enrichment of children´ knowledge and tries to give satisfactory answers to the questions such as "Why do fairy tales have an indispensable place in the human life?" and "What is it that makes them so important "(…) for the child's mental development from the dependent individual to the independent mature and unique personality" (Černoušek 1990, 5)?

2.1. Inner richness of fairy tales

When going through *Chapter: On Fairy-Stories* it can be found there as reads: "It is precisely the colouring, the atmosphere, the unclassifiable individual details of a story and above all the general purport" that make the fairy tales such an influential and unique kind of literature (Tolkien 1996, 46). And the author adds: "The clear and happy ending, good atmosphere, the sudden joyous turn and miraculous grace" are the ingredients that any fairy tales do not lack (Tolkien 1966, 86). From Černoušek´s viewpoint, the optimistic spirit of the fairy tales and the guaranteed happy end are essential for child's mental development. Children need to „see a triumph of justice so that they can also hope for the just measurement for themselves" (1990, 16). Furthermore, the typical happy end of the fairy tales is something children know they can always rely on and thus, brings the feeling of certainty and safety to their lives.

However, it is not only the familiarity of the fairy tales but also its yet - undiscovered and unknown depths that make this literary genre so attractive and beneficial for young readers. Meek says: „The reader enjoys both the security of the familiar and the shock of novelty" (1992, 14). And Lewis in the book *Surprised by Joy* writes following:

> (…) the fairy-land arouses a longing for he knows no what – it stirs and troubles child (to his life-long enrichment) with dim sense of something beyond his reach – and far from dulling the actual world – gives it a new dimension of depth. He does not despise real wood because he has read of enchanted woods: the reading makes all real woods a little enchanted "(1969, 58).

In addition to the above said, it is not only the atmosphere of mystery, thrill and wonder the fairy tales bring to a young reader's world. Streit suggests that they also open the old wisdom and knowledge of humankind we often forget about nowadays.

And he says: „Fairy tales go deep down to the roots of human wisdom and bring it to the surface by the pure words and images" (1992, 38). And according to Černoušek´s opinion children have to be provided with this rich source of cultural and historical experience of humankind, otherwise they „would grow up in the individuals with deep feeling of life uncertainty and infirm personal integrity" (1990, 10).

When speaking about the inner richness of the fairy tales also Čapek´s opinion might be considered: „The soul of a nation with its wisdom, fantasy, simplicity, with its faith in supernatural powers and with its long past national deity is expressed in the fairy tales " (1971, 93).

To conclude, fairy tales are perceived not only as a kind of literature having its aesthetical value but also as a literary formation that includes remains of ancient myths and societies and carries opinions and beliefs of people of certain culture who lived a long time ago. Thus, it may contribute to the enrichment of a young reader's knowledge in a number of ways.

2.2. Function of fairy tales

The nature, form and background of fairy tales reflect the place of their origin; however, it is their function that matters more. Let us now mention some of the valuable functions of this literary piece of work that support children's development.

Children's knowledge of the world is often so small that „they cannot judge off-hand and without help between fantastic, the strange, the nonsensical, and the merely ´grow up´" (Tolkien 1966, 62). They do not understand the world of adults yet because they are "less experienced and less educated" (Hunt 1994, 3). Children perceive the adult's world differently and vice versa, and many situations of the mutual misunderstanding may arise between them. From Černoušek´s point of view, one of the basic functions of fairy tales is to bring sense and order to the incomprehensible almost chaotic world for children and says: „The fairy tales are here to serve as the bridges over the gab between the adult and child's angle of thinking" (1990, 8). Frey adds that literature not only strengthens the understanding and relationship among people within the borders of one nation but he believes that literature is "one of the richest gifts of people's culture that brings them together" (1929, 133).

Children keep asking questions, are curious and need to know answers for everything however; they are not expecting the complicated and logical explanations but the simple meaningful answers. In a book *An Introduction to Children's Literature* Paton Walsh says:

> Not everything can be said for children, not everything can be explained to them. But once it is not clogged up by hesitation and pretension almost anything can be told to them as a story (Hunt 1994, 132).

Fairy tales serve this purpose well and function as an explanatory tool here because from Černoušek´s point of view, they:

> speak the language children understand and show the complicated world before the children's innocent eyes in a comprehensible manners by their simplicity, clear definition of good and evil, understandable incidents and beauty of their language (1990, 9).

Frey in book *Psychologie čtenáře* speaks about the educational function of fairy tales which widens children's knowledge and give them a feel for the codes and preoccupations that shape the human life and society. He claims as follows: "Fairy tales are a rich ever-fresh stream for a child's learning and show life in its entire width as well as depth. A child gets the lecture about its laws, flaws, about the behaviour, obedience (…)" (1929, 134).

When speaking about the influential impact fairy tales have on the development of children's personality, Streit´s opinion might be considered as well. He believes that fairy tales are a rich source of moral principles and thus, contribute to „establish and strengthen the morality in a child's life from his early age where hundreds of orders and warnings failed" (1992, 26). And Černoušek continues further and says that the fairy tales show the moral principles in a way easily understandable for a young reader and thus, teach him

> the basic code: action – consequences – punishment/reward by pointing out the benefits of unselfish behaviour that is rewarded and the disadvantages of evil intentions that are always rightfully punished (1990, 30).

The only to be said in conclusion, is that children have very keen appetite and enthusiasm for all new however, since they have not got so much life experience yet, they need a support in order to get the things right. The fairy tale books are one of the possible means how to show the complicated world of adults to children from their perspective and moreover, how to positively contribute to their personal enrichment.

2.3. The peculiar properties of fairy tales

This chapter will deals with the typical features of fairy tales and what profit they possibly bring for a child entering the fairy tale world as a young reader. Moreover, the question how to utilize these characteristics of fairy tales in the foreign language classroom for the development of students´ knowledge of English will be discussed.

According to Tolkien it is not possible to define strict borders of fairy tales: „The borders of fairy stories are dubious" (1966, 41). We can only talk about the peculiarities most fairy tales possess and make them an uninterchangeable and unique literary formation.

Opening and closing phrases are one of the distinctive features of the fairy tales in any language. The most common opening phrase which can be read in English fairy tale books is: „Once upon a time…" (Haviland 1972, 7). It serves like a magic gate through which the children enter another world, world of fancy and enchantment. The most frequent formula which closes a story from the realm of fairy tales is „…and they lived happily ever after" (Haviland 1972, 85). The latter phrase shows a world from the optimistic point of view and does not leave a young reader in doubts. Both phrases mean a kind of security and certainty for a reader and let him in and out from the magical world of fairy tales.

When reading fairy tales we often come across the same clause structures that are repeated in a story: "Swallow, Swallow, little swallow, …will you not stay with me for one night longer and be my messenger?" (Čaňková 1997, 23). The advantage of such repetitions, especially in a language class, is significant. According to Collie and Slater these repetitions can provide "valuable phonological practice in stress and intonation patterns" (1987, 29).

However, not only pronunciation practice but also an acquisition of the particular grammar patterns may be done in an effortless way. In the book *Once upon a time: Using stories in the language classroom* Morgan and Rinvolucri say that the fairy tales „abound in powerful repeated phrases" and thus, they provide elementary students with "an almost subliminal grammar input" (1983, 2). Sometimes, a form of the repeated sentences may vary a little but a meaning remains the same. This difference makes students pay more attention and do not only memorize the phrases without thinking. In order to expand or revise students' vocabulary a teacher can keep a same

grammatical structure but bring in some new words, for example instead of a swallow students are asked to think of other kinds of animals.

Another and very important feature of fairy tales is a clear distinction between the good and the bad. Meek in her book *How Texts Teach What Readers Read* says that not only while reading but also in a life children have „to confront truth/falsehood, trust/betrayal, heroism/cowardice, unselfishness/self-concern" (1992, 28). Černoušek claims that we cannot protect children by denying an existence of negative examples. On the contrary, we should allow them to see both sides and assist children in distinguishing between them. Children are pushed to take sides, make opinions and thus, they „develop their critical judgement of a life in the world" (1990, 70). Fairy tales provide the context where the relationships among people are very simple and depicted in a comprehensible manner for young readers. The children get easily the right and wrong poles clear and since evil is always punished, it serves as a distracting example for them.

Almost every fairy tale carries the moral messages. It is a proof that fairy tales are not a mere entertainment but also educate. Černoušek says: „They (morals) intentionally instruct the reader and warn him what would happen if he deceives because every cheat is revealed and punished in the end." And he adds: „He (the reader) learns that what is important is "pure modesty, wit and not the richness or social status" (1990, 166). The quotation shows that fairy tales have a big educational value and foster the right ethical attitudes in the young reader's life.

When considering the usage of literature in the foreign language teaching, Lazar supports its inclusion for many reasons. One of them is the above mentioned "powerful function in raising moral and ethical concerns." The tasks designed for exploring these concerns connect the students „with the struggle for a better society" (1993, 3).

To conclude, this chapter showed some of the peculiarities of the fairy tales and the reasons why they are important for the child's development as a reader but as a learner of English as well once the fairy tales are selected as a classroom teaching material.

2.4. The magical world of fairy tales

Let us now mention some other facts about reading and its profit in general by discussing the questions of fantasy and imagination. The importance of the illustrations in the books for children will be considered in this chapter as well.

Tolkien in *Chapter: On Fairy-Stories* talks about the human troubles of the real world and says:

> „There (in the real world) are pain, sorrow, injustice, death and other limitations and hard things from which fairy stories offer a sort of escape" (1966, 83).

According to Frey´s opinion the soothing moments spent over a book, bring the reader a new strength to face burdens of a life and he says: „He (the reader) forgets his life difficulties, mental and physical sufferings" and moreover, the reader experiences „the feeling of happiness and joy" (1929, 113). And Tolkien adds that reading may "open your heart and let all the locked things fly away like cage birds" (1966, 78).

However, the world of fantasy is not isolated from the real world. According to Tolkien a reality is a basis fantasy comes from and without which fantasy as such would not exist at all and he says following:

> „It (fantasy) certainly does not destroy or even insult Reason, and it does not either blunt the appetite for, nor obscure the perception of scientific verity. On the contrary, the keener and the clearer is the reason, the better fantasy will it make" (1966, 75).

There are certain human wishes and desires, such as searching "the depths of space and time", that are not possible in the real human life and the virtue of fantasy rests in satisfying and fulfilling them within the walls of ´the world of literature´ (Tolkien 1966, 41).

By reading, a child is practising and developing his imagination. From Frey´s point of view, a vividness and strength of the child's imagination depend on the comprehension of the words in a book. Fairy tales are a kind of the books which serves this purpose because they are "adapted to suit the child's age and the extent of his vocabulary and moreover, the composition of sentences and plot is simple and understandable" (1929, 77). And Frey explains further: „The author writes the text however, it is a reader himself who creates the appearance of the words and builds up the stage for a story" (1929, 38).

Sometimes, fairy tales are accompanied by illustrations. They „facilitate the comprehension of the text and arise a child's bigger interest in reading" (Frey 1929, 29). However, let us also mention a contradictory opinion as it comes to the question of the importance of illustrations in the children's books. Týnecký says:

> "The best and most reliable illustration of the going story is the reader's fantasy itself. A young soul of the child is the most beautiful and colourful magic that builds up its own, inner and individual world from what the child sees and hears" (Černoušek 1990, 34).

Černoušek partially agrees with the above quotation and adds following: "The illustrations noticeably determine the appearance of the characters however; they still leave a never-ending room for the spontaneous and authentic child's imagination" (1990, 32).

When a teacher selects a suitable fairy tale for the foreign language learning with young students, the fact whether a book is or is not accompanied by the illustrations can be one of his concerns. According to Wendy Scott and Lisbeth Ytreberg´s opinions, the illustrations give a visual support and in the books for young children they "matter almost as much as the words themselves" (1990, 53).

The only to be said in conclusion, is that reading is one of the safe ways how to prevent the reader from a danger of boredom or distaste for the traditional way of life. Everyone who enters the world of fantasy has a privilege to free himself absolutely from the real world troubles. In addition to gaining the consolation, safety and rest the reader may through his imagination and fantasy become completely someone else or fulfil his dreams and desires.

3. A benefit of literature (fairy tales) for children's social development

The questions „Why is it important to foster children's love towards literature in general?" and „What is the profound impact fairy tales have on children's social development?" will be discussed further in this chapter. Moreover, the topic "Literature in Foreign Language Classroom" will be mentioned briefly.

Meek in her book *How Texts Teach What Readers Read* says about the young readers following:

> They have innocent eyes, language in the making, fewer presuppositions about the predictable and less experience of established conventions of narrative. They can be counted on as allies by virtue of their curiosity and a huge desire to learn how the world works (1988, 14).

Regarding the quotation above, children have to be provided with the suitable literature that would support them in their further development. According to Frey´s opinion, fairy tales „entirely correspond with a child's mental scope of knowledge" and depict the real world to a child the way he understands (1929, 83). Children show their interest in fairy tales very soon, it is even before they can read. It is natural and important as well because as Frey in his book *Psychologie čtenáře* claims children have to go through the stage of reading the fairy tales in order to become "a mature reader with the well-balanced interests" (1929, 82).

When trying to find a satisfactory answer to the first question asked in the introduction of this chapter, Frey´s suggestion could be considered:

> "The book contributes to expand the young reader's vocabulary, to improve his ability to express and talk about his opinion, … to learn foreign words and recognize the beauty of a written and spoken word. By the intensive reading, he easily acquires the spelling of the words he has come across in a book several times" (1929, 126).

However, it is not only the development of children's language knowledge the literature supports. From Černoušek point of view, some of the fairy tales support "the development and acquisition of memory functions". There are certain things which are necessary to remember otherwise there is a threat of doom, for example, the hero is trapped in a rock because he forgot the magical spell (1990, 167).

Another benefit of the fairy tales that should be mentioned is that they foster a reader's whole-life attitude towards problem-solving situations by showing the illustrating examples. „There are various types of complications appearing in fairy tales and the ways how they are solved can stimulate or on the contrary, hold up the child's creative thinking" (Černoušek 1990, 164).

When going through Higgins's book *Beyond Words* it could be read there that fairy tales touch on and demand upon the reader more than only passive reading and obtaining the information. Let us have a closer look at what the author says:

> They (fairy tales) will ask him to do more than read. They will ask him to grow angry and to be sad, to laugh and to cry, to remember and to project, to feel the softness and sometimes the harshness of the elements, to judge and to show compassion, to imagine and to wonder (1971, 1).

Černoušek supports the above and adds that if there is something that would catch children's attention, it must be not only new and unexpected but also distracting and emotional. The fairy tales provide children with"…entertainment and thrill but on the other hand they awake and encourage their curiosity and imagination". Furthermore, besides contributing to the development of children's intelligence and cognitive skills, fairy tales also affect positively their emotional awareness since they „bring certain order that calms down emotional storms, tension, anxieties or fear" (1990, 15).

According to Frey´s opinion, another benefit the fairy tales bring for the reader is that through the author's depiction of the mental states of the characters, the reader learns to understand the fates of other people and feel "the compassion and social sentiment." The young reader loses his prejudice and starts to be more open towards the human sufferings and poverty he would be blind otherwise (1929, 127). Moreover, fairy tales convey "the information about social values, traditions and basic human interactions, information of the ethical origin and information about a moral dimension of the human life" (Černoušek 1990, 15). Based on the quotation, fairy tales represent a kind of educational source which assists children to understand the fundamental human issues and establish the right values in his life.

It is worth mentioning that another positive influence of the books is that it encourages the child in his own literal production. "The child gets so excited about a book that he wants to become a writer and tries to write and create something himself" (Frey 1929, 13). Wendy Scott and Lisbeth Ytreberg say that when the young children

write something on their own it is very rewarding for them and explain further: "Writing is valuable in itself. There is a special feeling about seeing your work in print and enormous satisfaction in having written something which you want to say" (1990, 69).

The fairy tales can be one of the suitable classroom materials how to influence positively the students´ attitude towards the literature of the target language. According to Collie and Slater´s opinion, young learners however, "may not as yet have developed a wish to read literature in the target language (English) on their own initiative". Therefore, it should be a teacher who introduces the students towards the literature of the foreign language and thus, helps them to appreciate the beauty of the written and spoken word (1987, 8). Of course, the encounter of the students with literature has to be done in a natural and non-violent way in order not to make students feel that they are forced to read. Otherwise, it may result in their discouragement and building up negative attitude towards literature in general.

To sum up, the facts above showed that reading of literature and especially of the fairy tales, is for children's overall development beneficial in a number of ways. Furthermore, if trying to take fairy tales away from children, we „could disruptively affect their development and mental growth" (Frey 1929, 123). As far as concerned the language classrooms, it is a teacher who plays an important role in fostering students´ love towards literature of the target language. Perhaps, the last to be said is that fairy tales were not perceived as a suitable teaching material till the second half of 19th century. The following chapter will try to support the idea that fairy tales are one of the highly motivating course materials. One of the reasons may be as Collie and Slater suggest that they provide a fresh insight into issues which are felt to be close to the heart of young children's concerns (1987, 6). Other assumptions will be discussed further.

4. Using fairy tales in the language classroom with young learners

When children start learning English they have years and years of foreign language study ahead. In order to ensure that learning English in the early years is a motivating and valuable part of children's education, it is essential to capture children's enthusiasm right from the beginning and keep it by presenting the subject matter in the way which takes children's special characteristic, needs and development level into consideration. Carol Read says:

> The teachers not only enhance and make children's experience of learning English more successful *now*, but also help to lay secure foundations for all those years in the future when they will continue to study and need to use English (2003, 47).

Fairy tales as many times mentioned above meet requirements for the development of not only students´ language knowledge but also their whole personalities and therefore, the usage of them in the language classrooms might be the first step towards the students´ life-long interest in English and moreover, in literature and culture of the target language.

4.1. Young learners

This subchapter will deal with a question "Whom do we mean by young learners?" and inevitably, a question „How to teach them?" will arise. Therefore, let us discuss both these questions and pinpoint some facts that are important to take into consideration when working with young children.

Young learners are meant here children of the primary school from ten to twelve years of age. However, it is not so much the children's age that counts but as Sarah Phillips suggests "how mature they are". And she continues further and says:

> (…) the approach and type of activity that the teacher decides to use with the class should be influenced by his knowledge of their (children's) circumstances, attitudes, and interests rather than simply by the children's physical age (1993, 5).

Wendy Scott and Lisbeth Ytreberg in their book *Teaching English to Children* say about young learners that they have the definite views about what they like and do not like doing and are relatively "mature children with an adult side and a childish side". Moreover, they are able „to make some decisions about their own learning" (1990, 4). Regarding the last quotation, the teacher should involve young children in the learning

process and let them participate in the nature of English lessons, for example by giving them the choice what they want to read or allow them to bring the materials they want to work with in the classroom.

Another point to be made about teaching young children is that teacher should make room for the shared classroom experiences because they are "an invaluable source of language work and create an atmosphere of involvement and togetherness" (Scott and Ytreberg 1990, 6). Most of us enjoy the feeling of belonging and this is particularly true of young children. Therefore, the students are not supposed to solve the classroom tasks only individually but pair work and group work should be included into English lessons as well. The students discover "the value of group cooperation" and learn how „to work as a team ... or even in competition with the others" (Baudains 1990, 15). Students learn from each other better and so, if they do not understand the first time, they will still be able to do the activity by watching the others (Scott and Ytreberg 1990, 23). Moreover, Collie and Slater see pair and group work as a means „of increasing learners´ confidence within the foreign language and also of personalising their contact with it" (1987, 9).

The foreign language cannot be taught as an isolated subject, it has to be thought of in terms of a whole child and his individual educational needs and interests. Without knowledge of a child's various stages of cognitive, emotional, physical, social and language development and an ability to recognize these changes, it is difficult for a teacher to plan an effective programme. When going through Jean Piaget´s book *Psychologie inteligence* one of the conclusions is that a teacher working with young children has to be flexible and adjust lesson plans in favour of children´ s development. For further information this book might be suggested as a helpful resource.

Vygotský adds that it is through interaction in a social environment that learning and cognitive development of students take place. A sense of community in the classroom is one of the essentials. This means that children are encouraged by the teacher to cooperate, help and respect each other and are given the opportunities to respond in personal and divergent ways (Read 2003, 49).

Teachers often complain that young children have difficulty in sitting still. Therefore, most activities for younger learners should "include movement and involve the senses". Appealing to the pupils´ senses, for example when the activities are

accompanied by jumping, clapping, moving hands, moving from one place to another will always help the pupils to learn more (Scott and Ytreberg 1990, 5). For deeper studies of the physical development of a child and even more the book *Psychologie pro učitele* by Jan Čáp would be useful to mention and recommend.

The length of time children can concentrate on doing one activity varies from child to child. Wendy Scott and Lisbeth Ytreberg suggest that since concentration and attention spans of young children are short, "variety is a must – variety of activity, variety of pace, variety of organization, variety of voice" (1990, 5-6). Once children have lost interest in an activity, little or no more learning takes place.

When preparing individual tasks not only variety and length are important but also the fact whether the tasks are challenging enough has to be considered. Carol Read says that the teacher has to "get the level of challenge right for children". If the task is too easy, children will simply get bored and it will result in a restless classroom or discipline problems on the contrary, if it is too difficult children may become anxious and probably also disruptive (2003, 48). Sarah Phillips supports the idea of challenging tasks and adds that children will not respond well to an activity that they "perceive childish, or well below their intellectual level, even if it is linguistically appropriate" (1993, 7).

To conclude this subchapter, let us briefly summarize what to bear in mind when working with and preparing activities for young children. The tasks should be simple enough for the students to understand what is expected of them and should correspond with their abilities in order to be achievable. However, at the same time it should be sufficiently stimulating for them to feel satisfied with their work.

4.2. Why use literature (fairy tales) in English classes

Developing of language knowledge is the aim of every English lesson so „Why not use literature (fairy tales) to help the teacher to cope with it?" Literature as such carries many strong positives which may contribute in a number of ways not only to the improvement of students´ knowledge of the target language. Let us have a closer look at a few convincing reasons which support the inclusion of literature (fairy tales) into the

syllabus of English language teaching and hopefully, offer a satisfactory answer to the question asked in the title of this chapter.

Wendy Scott and Lisbeth Ytreberg support using literature especially, the stories with young children not only for the linguistic benefits and say as follows:

> „… educationalists and psychologists have shown that the stories have a vital role to play in the child's development, and, not least, in the development of language" (1990, 28).

Lazar also agrees and suggests that written English take on primary importance for stimulating language acquisition and literature may contribute to it with a great deal because „it provides meaningful and memorable context for processing and interpreting new language" (1993, 17). Furthermore, it offers „samples of a wide range of styles and registers" and focuses „on genuinely interesting and motivating topics to explore in the classroom" (1993, 27). Pupils may be so absorbed in the plot and characters of a literary work, that they "acquire a great deal of new language almost in passing" (1990, 17). Detailed description how to work with literature (fairy tales) in order to develop individual student's language skills and subskills will be discussed in the following subchapters: **Reading, Speaking, Writing**, and **Listening.**

In addition to furthering students´ mastery of the target language, let us mention another supportive fact for the inclusion of literature into the language classroom. Literature enriches the education of the whole student's personality as it „can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness" (Lazar 1993, 19).Ur, Penny in the book *A Course in Language Teaching* also recommends to use literature in language classes for the reason of „its intrinsic educational and aesthetic value and its contribution to motivation and enjoyment" (1996, 201-202).

Another point is that literature broadens students´ cultural awareness. Lazar in his book *Literature and Language Teaching* says that aspect of culture is being mirrored in the literary texts and by using them in the classroom the students become aware of "divergent cultures" and "the rich and fascinating diversities of our world" (1993, 16). Moreover, the students may become familiar with patterns of social interaction in the country whose language is being learnt since literature offers the foreign learner insight

into this country and „reveals the codes or assumptions which shape such interactions" (Collie and Slater 1987, 2).

Finally with regard to young children's interests, fairy tales are very close to this age group. Many texts that can be found in the course books are often created for pedagogical reasons and lack the personal addressing to young children. In comparison, the fairy tales spark children's curiosity, increase interest and create wonder and thus, it may elicit a powerful emotional response and personal involvement of students. And Lazar says: "This involvement may be more absorbing for pupils than the pseudo-narratives frequently found in course books" (1993, 15). Regarding the quotation, the appeal and interest of the literary work are also other convincing reasons why literature especially fairy tales are more motivating and thought-provoking teaching material. In addition, the usage of a good fairy tale together with the interesting activities enables the teacher "to concentrate on meeting students´ weaknesses in particular skill areas" (Collie and Slater 1987, 8).

To sum up, as far as concerned the usage of literature in the language classroom, this chapter showed that its profit for the development of the students´ language awareness as well as their personalities is undisputed. In addition, it may create unusual atmosphere and bring positive change into the routine English lessons. The last to be said in conclusion is that it is not always easy to work with literature for both teacher and students. It is time-consuming and a considerable effort is required as well however, with „well-chosen work, the investment of effort can be immensely rewarding" and „the resulting sense of achievement highly satisfying". Furthermore, students will become

> "more creative and adventurous as they begin to appreciate the richness and variety of the language they are trying to master and begin to use some of that potential themselves" (Collie and Slater 1987, 5).

The criteria for a suitability of the literary text in foreign language classes will be discussed further in the next chapter.

4.3. Criteria for a selection of the suitable literary work (fairy tale)

The teacher's choice concerning whether or not to use such literary text/fairy tale to be worked with has to be based on a judicious decision. Lazar suggests that if the classroom materials are thoughtfully chosen, the students "will feel that what they do in the classroom is relevant and meaningful to their lives" (1993, 15). It is essential to take

students´ intellectual maturity, life experiences, emotions and interests into account. Collie and Slater agree with above and add that when reading a literary work the students have both "a linguistic and a cultural gap to bridge". Therefore, in order to make the students understand and enjoy the text, it must not be too much above their normal reading proficiency (1987, 6). By linguistic difficulty we mean for example unfamiliar vocabulary. The text/fairy tale should include a reasonable number of new words in order not to make the students look up every other word in a dictionary which might discourage them as a consequence.

However, not only language features of the text are necessary to be taken into account. Collie and Slater claim that "interest, appeal and relevance" of the text are far more important and can lead students "to overcome enthusiastically linguistic obstacles" (1987, 6 - 7).

The length of the text is "a crucial pedagogical factor" (Brumfit and Carter 1987, 189) which should be considered when looking for a suitable text/fairy tale as well. The decision what is an adequate length of a fairy tale depends on the age and child's level of language acquisition. Generally, younger children and beginners require shorter fairy tales.

Ur, Penny in the book *A Course in Language Teaching* says about the difficulties with the literary texts in the classroom following: "The problems of length, difficulty and alien content are very real ones" and she offers solution "by using only part of a long text or simplified and abbreviated versions" (1996, 202). Collie and Slater support the idea of simplified versions and say: "At earlier levels of proficiency, simplified texts may help initiate learners into extensive reading" and moreover it "may stimulate interest in literature as well as contributing to language improvement" (1987, 14). However, Brumfit and Carter arise a strong argument against these shortened fairy tales and say that they are „pale imitations of original writing, in thin, stilted language, lacking all the linguistic, emotional, and aesthetic qualities that characterize real literature" (1987, 212). Obviously, this may be true but when using fairy tales with young children the main focus is not on the appreciation of literature but it is the development of language that matters. And Ur, Penny adds: "I think that enough of the literary value of the original is preserved and that my students will get worthwhile learning from them (simplified or abbreviated versions)" (1996, 202).

Another point to be made is whether or not the work with the text/fairy tale fit with syllabus. There should be coherence and continuity of the issues dealt with in the previous lessons „thematically" as well as from the language point of view in order to make the students feel that what they do in the classroom does make sense (Lazar 1993, 55). Similarly, the fact whether the chosen text provides a good potential for a variety of classroom activities such as dialogues or illustrations should be kept in mind.

Children like all other people are individuals and have different tastes. It might be valuable for the teacher to find out pupils´ interests and preferences and let them participate in choosing literary text/fairy tale for the classroom work. Lazar suggest providing students with „a questionnaire designed to find out what … they would like to read in English…" (1993, 41).

To conclude, regardless of the fact whether or not teacher is supposed to take all above mentioned criteria into account when selecting the suitable literary work, a support of students´ confidence has to be considered as well. If fairy tale is not beyond students´ abilities they experience the feeling of success which in turn motivates and helps to "build up self-esteem and also often positively influence both behaviour and performance" in lessons (Read 2003, 48).

4.4. Inspiration for work with fairy tales

The aim of this chapter is to show that the challenging classroom atmosphere and the creative teacher's approach are also essential in order to support the students´ personal and language development.

The responsibility for students´ success is, to a large extent, in hands of a teacher. Therefore, the teacher's enthusiasm, commitment and interest in student's needs as well as his creative approach are the aspects of teaching-learning process that matter as well. Teacher should keep searching for the ideas which may facilitate students´ learning.

Wendy Scott and Lisbeth Ytreberg suggest that when the students are reading a fairy tale it is good to establish a routine which sets the mood. As a result the children will get the maximum benefit out of the reading experience. Rearrangement of the classroom setting or allowing the pupils to sit on the floor can make them feel more comfortable and relaxed and be "more open to what they are about to hear" (1990, 28).

Once children feel secure and content in the classroom, they can become "independent and adventurous in the learning of the language" (1990, 10).

There are the concrete examples how to make supportive classroom environment and moreover, how to foster students´ love and appreciation of the target language literature.

It is beneficial to build up a book corner in the classroom in order to strengthen students´ reading skills. The students can read the books on their own whenever they have time and find their favourite book there because young children "do not usually get tired of good simple stories" (1990, 55). The teacher can also challenge students to write their own fairy tales which may become an essential part of the class reading corner in a form of "pupil-made books" (1990, 63). Furthermore, to get the students excited and look forward to the next lesson teacher may leave the clues indicating what will happen next in the fairy tale on the notice board and encourage the students to write their guesses. Having print everywhere in the classroom whets children's curiosity motivates them to more intensive reading and contributes to students´ enjoyment of the literature of the target language (Scott and Ytreberg 1990, 60).

When the students finish reading fairy tale the creation of „a collage" is one of the thought-provoking activities that besides checking students´ comprehension also stimulates their creativity and imagination. The poster may include pupils´ illustrations, interesting quotations from the fairy tales, the final moral or short reviews on what students think about the fairy tale. It works as a summary for students and valuable feedback for teacher (Scott and Ytreberg 1990, 80).

Another inspiration for a teacher to make students more successful in learning English is to encourage them to keep their own picture fairy - tale dictionary. Wendy Scott and Lisbeth Ytreberg say: "Simple drawings or pictures with vocabulary collections are fun, easy to make and always useful reminders of the words" (1990, 76).

In order to guide students in their reading Lazar in his book *Literature and Language Teaching* suggests to design language worksheets (1993, 186). See below an example of a worksheet the teacher can prepare for his pupils. However, the students have to be motivated because without their interest it would be useless. The notes about the fairy tale need not be long or too complicated. It is also a good idea to encourage students to compile their reading diary from the worksheets.

TITLE: _____

AUTHOR: _____

A. Content

1. *SETTING*: Where the fairy tales take place? _____

2. *PLOT*: This fairy tale is about_____

3. *CHARACTERS*: Write down the names of the main characters and 2 adjectives to describe them._____

4. *MORAL*: What message does the fairy tale carry? _____

B. Language

Write down 3 or 4 words, phrases or expressions you have learnt from reading this fairy tale._____

C. Opinion

1. Choose from the following adjectives to describe the fairy tale:

 difficult, boring, interesting, moving, funny, long, amusing,...

2. Why did you like or dislike this fairy tale?

_____

It is always useful to find out what pupils think of a fairy tale they just finished reading. From Wendy Scott and Lisbeth Ytreberg´s point of view "Book reviews" help both teacher and students. The teacher gets some indications about the pupil's progress or whether the fairy tale was suitable and enjoyable for them and thus, facilitates him to decide on the next one. Writing a book review helps pupils to "develop a critical approach to reading matter" and makes them feel that the teacher cares what they are reading and what their responses are to it (1990, 65).

The only to be said in the conclusion is that among others also the supportive classroom conditions and creative teacher's approach contribute to more successful students´ learning and development significantly. The main objective of this chapter was to provide the teacher with a wide choice of possible suggestions how to generate students´ desire to read and make work with the fairy tales more enjoyable.

5. Fairy tales as a basis for the activities aiming in the improvement of language skills and subskills

Collie and Slater say that a student of English working with literature is "helped with the basic skills of language learning" and these are as follows: **reading, speaking, writing** and **listening** (1987, 5). The activities suggested in the following subchapters are grouped under individual headings as mentioned above however, majority of them integrate several language skills or subskills. In addition to promoting an intensive practice of English language the activities also aim to educate students in general, such as to expand their culture awareness, to stimulate their imagination and creativity or to foster their positive attitude towards and appreciation of target language literature. Some of the activities have become an inspiration for the research part of the diploma paper.

Since this chapter is not dealing with language subskills in detail, it would be useful if grammar as one of the big students´ weaknesses is discussed more before moving on to the particular language skills. Let us start with what Wendy Scott and Lisbeth Ytreberg say about an explanation of grammar rules:

> Children have an amazing ability to absorb language through play and other activities, which they find enjoyable. How good they are in a foreign language is not dependent on whether they have learnt the grammar rules or not (…) The best time to introduce some sort of simple grammar is either when a pupil asks for an explanation, or when you think a pupil will benefit from learning some grammar (1990, 6-7).

As suggested above, the teacher cannot entirely neglect teaching grammar even when working with young children. There is a number of exercises for not only a grammar practice and consolidation such as gap-filling, multiple choice, true/false statements or matching. These type-exercises are quite useful, especially at the beginner stages because they "do not require much active production of language, since most of the language is given" (Scott and Ytreberg 1990, 72) but still „focus on a particular grammatical problem that students may have" (Lazar 1993, 85).

From Collie and Slater´s point of view, when working with the literary text the grammar-type exercises should be done very briefly in order to "maintain the ´magic´ of the narrative and the reader's immersion in its fantasy". And they recommend open-ended exercises: „(…) although, the structure is being controlled, the learner's use of language is more personal and creative" (1987, 115 – 116).

5.1. Reading

Books open up other worlds to young children, and making reading an enjoyable activity is a very important part of the language learning experience. Wendy Scott and Lisbeth Ytreberg say: "As pupils become better and better in the foreign language, the printed word becomes the main source of expanding and strengthening the language" (1990, 49). In the classroom teacher can use various reading techniques and one of them is „Reading aloud" (1990, 57). It is important for teacher to decide for what purpose he wants to use reading activities and what aims should be achieved. Reading a fairy tale aloud serves as "a means of training and checking rhythm and pronunciation" and moreover, lets the teacher "smooth out any language difficulties" the students may have immediately (1990, 58).

Collie and Slater suggests "Mini-reading aloud". The class is divided into groups and each is given different section of the extract from the fairy tale. The task is to prepare the performance for the rest of the class. The teacher is available to give help where required however, it is more or less up to the students to discuss the pauses and special emphasis in the speech and negotiate the nature of the whole presentation. This activity aims to "develop student awareness of intonation, rhythm, stress and other features of spoken language" (1987, 68 – 69). Lazar offers continuation of this activity by making students to prepare questions for the class and piecing a whole fairy tale together afterwards (1993, 160).

Reading aloud is a separate skill and it is not the same as reading silently which aims in an understanding of the gist of the story. Wendy Scott and Lisbeth Ytreberg say: "(…) reading for meaning should be encouraged as soon as possible" (1990, 51). Students should be taught to select what is important for overall comprehension of the story and ignore the irrelevant details. Nunan in the book *Designing Tasks for the Communicative Classroom* agrees and adds that students are supposed to keep on reading, "rather than blocking on unknown vocabulary or complex grammar" (1989, 81). However, besides leading the students „to guess and infer meanings from the surrounding context, from their background knowledge or out-of-class experience" they should be encouraged „to work with the help of resources, for example dictionaries" (1989, 81 - 82).

After ensuring that students have a reasonable understanding of the fairy tale the teacher can use it for „choral reading" (Lazar 1993, 118). It is a kind of performance in which the selected passages from the fairy tale are read aloud by a group of students. Lazar suggests to accompany the choral reading by a "limited use of movements, gesture, facial expressions and the changing qualities of the voice" in order to make it more amusing (1993, 118). This classroom activity gives the feeling of security so that even weaker and shy pupils can get involved in reading without being worried and in addition, it may bring positive change into usual lessons.

When a teacher decides to work with a fairy tale in the classroom, he should follow certain outline. There are three stages: pre – reading activities, reading itself and follow-up activities.

Before actual reading the possible ways how to introduce and help the students with new vocabulary which will occur in the tale fairy tale have to be considered. Lots of ideas and inspiration can be found in Gillian Lazar´s book *Literature and Language Teaching*. One of them is "a glossary" (1993, 85). The student is given a piece of the fairy tale in advance and his task is to look up the unknown words in dictionary and prepare a glossary for his classmates within a group. Besides vocabulary expansion this activity also involves student's creativity and imagination since it is up to him what a glossary will look like. Pre-reading activities or tasks are important not only to help students tackle language difficulties but can "be designed to set the mood, create interest, or spark curiosity" and moreover, "build motivation and foster a love of reading" (Collie and Slater 1987, 16 – 17).

In order to foster students´ understanding and appreciation of words and expressions in the fairy tale Collie and Slater suggest "a five-point star diagram". Each group is given an empty star shape on a paper and their task is to group descriptive words into five categories which are decided by the teacher. One of the categories may be the words indicating feelings of the fairy tale character. It's an interesting kind of visual exercise, which helps the students understand the text more deeply and enrich their vocabulary (1987, 101).

After reading, follow –up activities should be done in order to check the comprehension of the fairy tale or practise and consolidate new vocabulary. Collie and Slater believe that working with ten words from the fairy tale and then in individualised

sentences, will "reinforce students´ ability to use them (ten words) in different contexts". Firstly, the students search for ten new words in a puzzle and then use each word in a sentence of their own or in pairs write one sentence including as many words as possible. Afterwards, the students present the sentences in front of the class and are evaluated for example, according to the imaginative or amusing use of the words. For variety, students can be given definitions with which they must match particular ten words. In order to make it more challenging the students may get one definition extra (1987, 135 - 137).

5.2. Speaking

According Wendy Scott and Lisbeth Ytreberg´s opinion speaking is perhaps "the most demanding skill for teachers to teach". And they explain further that with beginners it is important to find "the balance between providing language through controlled and guided activities and at the same time letting them (beginners) enjoy natural talk (1990, 33). Fairy tales provides a rich source of the language texts on which both types of activities can be based.

When going through the book *Teaching English to Children* it can be read there that one of the most successful ways of presenting language to young children is through "a class mascot". It may be a character from the fairy tale and the teacher can encourage students to ask „him" simple questions or practise the dialogues. In authors´ view it is an amusing and effective way of promoting speaking skills of young children (Scott and Ytreberg 1990, 34).

Penny Ur in her book *A Course in Language Teaching* offers an inspiration for another activity which besides developing children's confidence in producing English before an audience also supports their creativity. The students are asked to look through the fairy tale and pick up the part they particularly like. Afterwards, they are supposed to prepare their own oral presentation including the poster for the whole class (1996, 204).

When working with the fairy tales in the foreign language classroom, it is useful to include different interaction patterns. One of the suggestions for the pairwork activity which aims in both speaking skills and grammar practice, is "finding the difference". The students in pair are provided with two pictures from the fairy tale which differ in a

few aspects. Their task is to figure out the differences by asking each other the simple questions. The idea of a group work activity which concentrates on an oral practice and involves fun as well is "Putting pictures in order". Each member of the group is given a picture illustrating the crucial part of the fairy tale. Without showing it to the rest of the group he tries to depict what is on the picture. When all students finish their descriptions, the group decides on the correct order of the fairy tale (Scott and Ytreberg 1990, 45).

To conclude, there are many other possible ways how to improve speaking skills. The above mentioned books may serve as an inspiration for more intensive practice focusing on this students´ weakness. The last to be said before moving on to the next subchapter is that during the discussion activities in groups or pairs, young children may switch and start speaking mother tongue. However, the teacher should not get upset because as Collie and Slater suggest it usually "indicates that the learners are enjoying the task and are engrossed in it" and in addition, the students "are bringing their knowledge and experience to bear on the new language, thus identifying with it and personalising it" (1987, 10).

5.3. Writing

Wendy Scott and Lisbeth Ytreberg say about writing that it is an exciting and rewarding activity which is the most visible of all particular skills and they add further:

> Becoming a writer in a foreign language is magic – pupils can take writing home; their writing can be displayed; they can look back in their folders and see how much better they can do things now"(1990, 82).

However, writing is rather difficult for children. It requires many demands on pupils and they often do not like practising it. Wendy Scott and Lisbeth Ytreberg agree and say: "Many children take a long time to master the skill of writing". Regardless of the fact that writing brings many difficulties, „it is still a useful, essential" and "integral" part of the foreign language. Moreover, it can become highly motivating and enjoyable for pupils if the tasks are well-designed (1990, 68 - 69). According to Collie and Slater´s opinion, literature is a suitable teaching material for practising writing skills because it

provides a rich context in which individual lexical and syntactical items are made more memorable… Students gain familiarity with many features of the written language – the formation and function of sentences, the variety of possible structures, the different ways of connecting ideas – which broaden and enrich their own writing skills (1987, 5).

It is useful for students to keep a "copying book" where they can copy new vocabulary, dialogues, quotations or the moral message from the fairy tale. By rewriting the text the students develop their awareness of spelling and improve their mastery in the written language (Scott and Ytreberg 1990, 72).

One of the classroom activities which concentrates on development of students´ writing as well as listening skills is "a dictation". Teacher or one pupil is reading a selected part from the fairy tale and the rest of the class writes down. When finished, the students change their notes in pairs and check the correct version in the book. A variation of this activity which may serve well for checking comprehension of the fairy tale is that the teacher dictates only half a sentence and asks the students to complete it according to the information obtained from the fairy tale (Scott and Ytreberg 1990, 72).

The pupils have difficulties when they are supposed to write something longer and on their own. Their vocabulary is limited and they are not confident about the mechanics of writing. The benefits of pre-writing work are that they are "designed to give them (pupils) language, ideas and encouragement before they (pupils) settle down to the writing itself". One of the examples for such activities is "Word star". The teacher writes a key word on the blackboard and the students in groups write down all the words connected with it. When the task is finished, the students share their ideas and create one word star together on the board. This activity can be used when the students are supposed to write a summary of the fairy they just finished reading (Scott and Ytreberg 1990, 75 - 76).

Collie and Slater suggest "Connectors and summary writing" activity which aims in developing students´ awareness of the way of connecting ideas and is a useful preparation for further writing. The teacher gives the class a list of various connectors, for example: however, meanwhile, on the other hand, and they are asked, in pairs, to write the summary of the excerpt from the fairy tale they were supposed to read at home (1987, 57 - 58).

Another classroom activity which in addition to writing practice, stimulates students´ creative thinking and involves their imagination is to challenge them to write down what they think will happen next in the fairy tale or allow them finish the fairy tale at their pleasure. Afterwards, the students can share their predictions with the whole class and discuss the different opinions. This kind of procedure is very motivating and "provides an unintimidating way of bridging the gab between language study and the development of more literary – based skills (Lazar 1993, 28). Moreover, it contributes to the students´ overall development because as Nunan suggests by making the students do their guesses and predictions they "draw on their general knowledge and personal experience, use their imagination and test their powers of logical reasoning"(1989, 68).

To sum up, this subchapter about writing shows only a limited choice of the possible activities which might be done with young children in order to consolidate their writing skills and in addition, to give them as many words and ideas as possible before they start on the actual writing task. All above mentioned books are valuable sources of inspiration for a number of further challenging writing activities.

5.4. Listening

When students start learning a foreign language, it is going in mainly through their ears and what the students hear is „their main source of the language". Of course, the teacher tries to give them „as much visual back-up as possible through facial expression, through movement, through mime and through pictures" in order to facilitate the language acquisition and make the listening exercises more amusing and motivating (Scott and Ytreberg 1990, 21).

Children are very vivid and become anxious if they are forced to stay on one place for a long time. Movement therefore, should be an important aspect of teaching young children. Wendy Scott and Lisbeth Ytreberg suggest "listen and do" activities. One them is "Put up your hands". The teacher can whisper the sentences from the fairy tale and the students are supposed to put their hands up if the statement is not true. Next activity which involves a great deal of movement is called "Mime stories". The teacher is reading the fairy tale and children imitate the actions of the characters. "Listen and draw" is a favourite type of listening activity almost in all classes. The teacher chooses a scene from the fairy tale and he or one of the students instructs the rest of the class what

to draw. This activity is useful for revision of vocabulary the students have come across when reading the fairy tale or for practising the grammar for example the prepositions. Another way how to support the development of listening skills is "Listen for the mistake" activity. The teacher uses a picture from the fairy tale but makes the mistakes in the text he is reading. The students are supposed to listen and find out the differences between the text and the picture. It is generally known that young learners love colouring. Therefore, the activity "Listen and colour" can be very amusing and motivating for them. The teacher selects a black-and-white picture from the fairy tale and gives the students simple instructions for example, the prince's sword is golden. Besides practising students´ listening skills this activity aims in vocabulary revision of colours (1990, 22 – 26).

Listening can be still enriching and interesting, even if some students are already familiar with the fairy tale selected for classroom work or the class has read it before. Collie and Slater in the book *Literature in the Language Classroom* say: "The experience of hearing the section always brings some new detail to the fore" (1987, 5).

The teachers should sometimes allow the students to listen for the pleasure because it "does help them create their fantasy response to the text and become involved in it" (1987, 66). In the next lesson the listening can be done again but accompanied by the concrete tasks this time. The usage of "Grids" in addition to furthering listening skills may serve as a reliable feedback for the teacher to check the students´ comprehension of the fairy tale read. The headings of a grid can be following: characters of the fairy tale, their appearance or magical powers occurred in the fairy tale (Collie and Slater 1987, 67).

To conclude, there are many other types of activities which could be mentioned here. However, it is worth remembering that students „are very good at making up this kind of exercise themselves". Therefore, the teachers should let the students get involved in their learning and prepare a listening task for the rest of the class or the members of another group. It is an excellent way how to promote listening skills as well as stimulate students´ creative thinking (Scott and Ytreberg 1990, 27).

PRACTICAL PART

1. Introduction

The overall aim of the practical part of diploma paper is the usage of Oscar Wilde´s fairy tale The Happy Prince with young children for both the intensive language practice and the social development in a motivating and amusing way.

In order to provide a clear structure with helpful information the practical part of my diploma thesis consists of two parts. The first one explains the reasons why Oscar Wilde´s fairy tale The Happy Prince was chosen and why it was necessary to create its simplified version. Finally, this part describes the target age group and provides the theoretical input exploring three types of analysis applied with its aims and methods used.

The aim of the research part was to provide the detailed analysis and evaluation of the seven sample lessons. Besides pointing out the positive aspects of the lessons and the problems occurred also the changes to make the lessons run more smoothly are suggested. Consequently, the lesson plans were redone and more carefully prepared. The word „final" is crucial here. The Appendices 1 – 7 do not list the originally planned lessons but provide the final version of „a seven – lesson fairy tale block" how to tackle Oscar Wilde´s fairy tale The Happy Prince with young children in a more effective way. Both teacher's lesson plans and students´ worksheets are included. Since the aim was to provide lessons for further use, CD with all necessary materials is enclosed at the back.

2. Theoretical input

2.1. Why Oscar Wilde´s fairy tale The Happy Prince

The choice of the fairy tale for the research part of my diploma paper was of the personal nature to a greater extent. I remember when I started learning English, the teacher brought Oscar Wilde´s book The Happy Prince and Other Stories into English lesson. We read only a short extract from the fairy tale The Happy Prince and in Czech. Nevertheless, it was challenging enough to get me started learning English more intensively in order to read the original version of the fairy tale and in a full length on my own once.

This personal reason led me to decide on the usage of the fairy tale The Happy Prince as a teaching tool to improve the students´ language knowledge and foster their appreciation of English literature. In order to support my choice of the fairy tale for teaching young children let me mention Naomi Lewis's quotation in which she writes that reading Wilde´s fairy tales are like „stepping into a country of strange landscapes and strange treasures", and adds that even though some parts of the reader's journey in the book are difficult to travel through, „it sends not one of its travellers, especially when they are children, away empty-handed" (1991, 12).

The main theme of the fairy tale The Happy Prince is love, the importance of self-sacrifice, being helpful and recognition of what is really important in life and thus, the fairy tale teaches young children what are the true human values they should seek. Since this fairy tale is a part of literature of the foreign language it reflects the different culture to some extent and supports the development of the students´ culture awareness. In addition, the text of this fairy tale provides a wonderful source for designing interactive activities for the language practice with young children since it contains rich vocabulary input and repetitions.

Finally, the fairy tale as a literary genre very close to this age group as are young children may foster their positive attitude towards literature of the target language and reading in general.

Simplified version of the fairy tale The Happy Prince

Keeping the suggested criteria for a selection of the suitable text in my mind (see Subchapter 4.3.), I was „forced" to simplify the original version of the fairy tale The Happy Prince for the purpose of using it with young children. Firstly, since it is not manageable to read a whole story with young learners, I chose six key scenes from the fairy tale to provide students with the main outline of the story and rewrote them in order to meet the level of English proficiency of young children. However, on the other hand, I tried to preserve the original text as much as possible in order to offer an insight into the beauty of English literature to the students. The simplified version of the fairy tale The Happy Prince may be found within the Appendices 1 – 6 since one particular scene was always used for each lesson.

2.2. Analysis applied

The lessons were prepared for and performed with the students of the fifth grade of the primary school aging from ten to eleven years whose level of English may be marked as the beginners. The size of the class varied from lesson to lesson but an approximate number of my students was eighteen.

The selected research method was by means of:

- **Lesson reports**

- **Observation sheet**

- **Follow – up discussion with the observer after each lesson**

- **Students' response in the individual lessons**

- **Students´ feedback questionnaire** (it was filled in at the end of „a fairy tale block")

- **Final evaluating discussion with the observer**

As regards the self - made observation sheet an inspiration for its design was found in the book *Teaching Practice Guide FOR ASSISTANTS in the Clinical Year Project* by Monika Černá and Michaela Píšová (see Appendix 12). Before the actual observing I led the session with an observer to both prevent the misunderstanding of the aim of the lessons and tackle the anticipated difficulties with the terminology. During the lessons, it turned out that the observation sheet was not well–structured and included too much theoretical input. Therefore, I simplified it (see Appendix 11) and in addition,

the teacher was provided with the „Terminology Sheet" listing the options as well as clear explanation of the particular terms (see Appendix 10). The concrete sample of one of the filled-in observation sheets may be seen in Appendix 12.

In my research part I provide a reader with three types of analysis. Their descriptions, aims and methods used are as follows:

A. ANALYSIS OF INDIVIDUAL ACTIVITIES

The research method by means of:

- Lesson report

- Students´ response

- Observation sheet

- Follow-up discussion

The illustrating example of the form used:

PLANNED ACTIVITY:

ORGANIZATIONAL FORM:

DESCRIPTION:

AIMS: 1. Linguistic:

  2. Others:

IN CLASS:

The aim of this type-analysis is to show potential profit of the individual activities for the young learners´ language and personal enrichment.

In the preliminaries for each activity planned to be done in a lesson, I give its brief description with the steps how to work with it and suggest the organizational form suitable for its use. The aims of specific activities are divided into two parts „linguistic" and „others". The „linguistic" aims cover language focus while the „others" aims refer to the intellectual and social development of the students. In addition, bearing in mind the theoretical input about young learners and how to teach them (see Subchapter 4.1.) the second category of aims of activities also takes into consideration aspects of learning such as classroom atmosphere, sense of cooperation and competition, short concentration span of young learners, involvement of physical movement, increase of students´ confidence and autonomy and so on. The analysis tries to identify to what

extent individual activities address there objectives. The categories of aims were inspired by Sarah Phillips´s book *Young Learners.* The „IN CLASS" part offers the description of the actual performances of the individual activities and points out both positives and negatives of the activities.

In addition, at the end of each lesson there are the ideas for homework in order to reinforce the lesson input or make a link to the following lesson.

B. CONTENT ANALYSIS OF THE LESSON PLANS AND MATERIALS

The research method by means of:

- Lesson report

- Students´ response

- Observation sheet

- Follow-up discussion

This part includes comparative analysis of the planned lessons and their actual performances. The analysis evaluates what was good and what went wrong and why, and suggests the changes in order to provide more effective lessons for further use.

C. EVALUATION OF „A SEVEN-LESSON FAIRY TALE BLOCK" AS A WHOLE

The research method:

- Students´ feedback questionnaire

- Final evaluating discussion

The aim of this final evaluation was to show whether „a seven-lesson fairy tale block" as a whole was or was not successful and why. The results from both means of the research method will be discussed more on the pages 57 - 59. The form of the feedback questionnaire may be seen on the page 57 and „a collage" made from the concrete students´ answers can be found in Appendix 13.

3. Research part of diploma thesis

    3.1. Lesson one

    <u>A. ANALYSIS OF INDIVIDUAL ACTIVITIES</u>

PLANNED ACTIVITY 1: Explanation of terms: fairy tale/title/author

ORGANIZATIONAL FORM: Whole class work

DESCRIPTION: The students are supposed to look the terms up in the dictionary and when given the worksheets, they are asked to rewrite them on the lines provided.

AIMS: 1. Linguistic: vocabulary expansion - focus on literary terms, spelling

    2. Others: introduction to the topic – to set the right mood in the classroom, to awake students´ curiosity, development of students´ cultural awareness- the fairy tale of different culture

    IN CLASS: I explained the topic of the lesson by writing the word „a fairy tale" on the blackboard and encouraged the students to look it up in the dictionary. It kindled the students´ competitive ambitions as they raced who would be the first one to find it. The explanation of the other two terms „a title" and „an author" was carried out in the same way. The „fairy-tale" spirit of the introduction naturally increased the students´ interest as this kind of literary genre is very close to this age group of the students (one of the comments I obtained from the teacher's observation sheet). After getting familiar with the spoken form of the literary terms the students were provided with the worksheets I designed for them in advance and were asked to rewrite the terms on the lines.

PLANNED ACTIVITY 2: Multiple choice exercise – selection of the correct title

ORGANIZATIONAL FORM: Whole class work, pair work

DESCRIPTION: The students read and translate the given titles in their worksheets (if necessary, the usage of the dictionaries is possible). Then they are asked to look at the picture of the cover design and in pairs speculate about the correct title of the fairy tale according to what they can infer from the given clues (options and picture). They write their final decision into the worksheets.

AIMS: 1. Linguistic: reading aloud - pronunciation, vocabulary expansion, spelling

    2. Others: to develop the skill of making decisions according to given evidence, to stimulate students´ imagination

IN CLASS: I did not tell the students the title of the fairy tale we were going to read however, I offered them six possibilities they were supposed to choose from and a colourful picture of the prince which indicated many clues to help the students to come up with the correct title. This activity ran very smoothly since the students knew almost all the vocabulary from the given options. In pairs they did their guesses and we could move on to the next task.

PLANNED ACTIVITY 3: Reading aloud, translation and making own glossary
ORGANIZATIONAL FORM: Whole class work, individual work
DESCRIPTION: Students one by one read and translate the sentences from the extract of the fairy tale (the first key scene). If there is an unknown word, a whole class searches for it in the dictionary. A student who finds it first, goes to the blackboard and writes the word in English and Czech, each on a separate wing of the board. The rest of the class rewrites a new word into a glossary in the worksheets.
AIMS: 1. Linguistic: reading aloud -pronunciation, vocabulary expansion – descriptive language, consolidation of the new vocabulary (spoken – written form)

2. Others: to develop students´ sense of the competition, to teach them how to work with dictionaries, building up students´ autonomy - making glossary for themselves and in the way which supports their learning style, involvement of physical movement, development of students´ creativity

IN CLASS: Right after the first sentence, I knew that the text was too difficult for the students as they had to look up every second word in the dictionary. Too long text and loss of the students´ concentration were the notes I obtained from the observation sheet. Therefore, I created a completely new and shorter text which included less unfamiliar vocabulary for the next use. Moreover, this experience was very beneficial for me in order to cope with the preparation of the further excerpts more thoughtfully. Regardless of this fact, the activity was very stimulating and engaging since the students´ response to it was very positive. They became absorbed in the task and worked with natural enthusiasm not even being aware of time. Unfortunately, I had to stop the reading of the excerpt in the middle to move on to the next activity.

ACTIVITY 4: Vocabulary practice – "Memory game"

ORGANIZATIONAL FORM: Individual work

DESCRIPTION: The students read new English words from a board and the teacher helps them with correct pronunciation if necessary. Then they are asked to cover their glossary and the wing of the board with English words is closed. The students write as many English words as they remember; they can use the Czech counterparts on the board as a clue. This is repeated again but now vice versa (the students write the Czech equivalents). The last step is that a blackboard is closed completely so that the students cannot see any word and they are challenged to write as many new words (both Czech and English) as they can remember.

AIM: 1. Linguistic: consolidation of new vocabulary – both pronunciation and spelling

2. Others: competitive mood – increase of students´ interest, developing of students´ memory

IN CLASS: As I was short of time new vocabulary was not practised enough and in a way I suggested in the *DESCRIPTION* above. In a follow – up discussion the observing teacher recommended that the last step of the activity would be sufficient for the acquisition of new words. Lately, it was one of the changes for better done in the final version of the lesson one. Nevertheless, the observer as well as the students found the activity very amusing and motivating because it involved the elements of intellectual challenge and fun as well and supported the competitive classroom atmosphere.

ACTIVITY 5: Short description of the prince and Change of the title

ORGANIZATIONAL FORM: Individual work

DESCRIPTION: Students write a short summary to describe the prince's qualities and characteristics according to the obtained information from the extract (4 sentences) and have a chance to change their decision about the correct title of the fairy tale.

AIM: 1. Linguistic: language of personal description, writing

2. Others: developing students´ interpretative and critical abilities

IN CLASS: I did not manage to do this activity with the students due to the lack of time. During the follow – up discussion the observer recommended to integrate this

activity as a part of homework. Therefore, the original homework which was only the drawing of cover design and did not include much writing was changed.

HOMEWORK:

A creation of the book cover according to the crucial information from the excerpt of the fairy tale (the title, the author, the illustrator – it is student himself).

AIM: 1.Linguistic: writing, consolidation of the lesson input

2. Others: students are given a social role of an illustrator - building up their autonomy, drawing - development of students´ creativity and imagination

IN CLASS: Since I was short of time at the end of the lesson the students were not provided with the exact instructions what they were supposed to do. Consequently, many of them brought the drawings that lacked the point I had in mind. Besides drawing and using their creativity I wanted them to write three literary terms (the title, the author, the illustrator) together with the right answers on their book designs. Thus, I intended to reinforce what they had learnt in the lesson. I admit it was my severe fault since I did not handle the time management of the lesson well. An illustrating example of the student's book cover may be seen in Appendix 8.

B. CONTENT ANALYSIS OF THE LESSON PLANS AND MATERIALS

Although the first lesson did not run smoothly and according to my plan it was of the greatest benefit for me. It provided me with the essential information as far as concerned the students´ exact level of English proficiency and their intellectual maturity since I did not know them before. In addition, this lesson gave me an overall impression of the class and helped me in a number of ways for the preparation of the further lessons.

The lack of time influenced the lesson in a significant way. One of the reasons was that I had to explain the purpose of my being in the classroom at the beginning of the lesson. Next, the students were asked to create their name cards in order to facilitate my teaching. I really did not expect these introduction issues would take so long. Nevertheless, besides enriching my teaching experience these valuable facts helped me to redesign the original plan of the lesson one into a better version (see Appendix 1).

3.2. Lesson two

A. ANALYSIS OF INDIVIDUAL ACTIVITIES

PLANNED ACTIVITY 1: Pre-teaching of the new vocabulary

ORGANIZATIONAL FORM: Whole class work

DESCRIPTION: In their worksheets in a three-column chart, the students have got 12 new words they will need for further tasks. The teacher reads them and the students repeat after him. Then, three students are challenged to read one column each.

AIMS: 1. Linguistic: pronunciation, vocabulary expansion, listening

   2. Others: to increase students´ confidence in reading

   IN CLASS: Before starting this activity I collected the students´ homework and promised to pick up the best one which would be rewarded with the mark one next lesson. I was curious how many students remembered the correct title and author of the fairy tale and therefore I asked them. To my pleasant surprise, everybody put up their hands and was eager to go and write the answers on the blackboard. Then, I distributed the worksheets and we began with the pronunciation practice of new vocabulary. When challenged to read the new words on their own, the students coped in a fearless and confident way almost without any mistakes in pronunciation.

PLANNED ACTIVITY 2: "Wordsearch"

ORGANIZATIONAL FORM: Whole class work and individual work

DESCRIPTION: The teacher prepares a same table the students have got in their worksheets on the blackboard. The students choose one of the new words, pronounce it correctly and go to write it into the table on the board. The rest of the class does the same in their worksheets. It is done with ten words of the students´ choice. Then the students fill in the missing letters in their tables (it is entirely up to them which ones). When finished the teacher challenges them to remember the particular words they put into the table, circle them and write below. The same procedure is done on the blackboard afterwards.

AIMS: 1. Linguistic: vocabulary practice – spoken form and written form

   2. Others: to support challenging and motivating classroom climate and increase students´ involvement, inclusion of physical movement into lesson, development of students´ thinking skills and memory abilities

IN CLASS: I prepared the table on the board before the lesson however; I forgot to write the numbers along the sides of it. The students started complaining since it was difficult for them to copy the exact location of the individual words into their worksheets. I corrected my mistake immediately and it gave me a useful lecture that not only a creative idea but also the technicalities of the activity are what count. Nevertheless, the students enjoyed the activity very much and surprisingly, all participated in a disciplined and cooperative manner. Moreover, I expected the activity to take much longer since it required much explanation. The advantage of a quick completion of the task spared some time and of course, had the positive impact on the further course of the lesson.

The feedback I got from the observation sheet was also very praiseful not suggesting any changes. The activity was considered very beneficial because it prepared the students sufficiently for the following reading. Moreover, the students acquired many new words in an effortless and amusing way.

PLANNED ACTIVITY 3: Silent reading and gap-filling exercise
ORGANIZATIONAL FORM: Pair work, whole class work
DESCRIPTION: The students read the excerpt from the fairy tale (the second key scene) and fill in the missing adjectives from the box provided. The dictionaries may be used. The teacher is monitoring the class and helps if asked.
AIMS: 1. Linguistic: reading comprehension, vocabulary revision and practice, spelling

2. Others: to support sense of cooperation, work with the dictionaries, appeal to the students´ emotions– the end of story is left open, development of students´ interpretative skills

IN CLASS: Taking into account my experience with the linguistic complexity of the text from the previous lesson, this time I prepared the extract reasonably. Therefore, any serious problems did not appear during the reading. Moreover, the students worked in pairs so that they could help each other. During my monitoring I noticed that some of them were acting in a smart manner and decided to read only one paragraph each. However, lately they found out that it was not very wise as they had to fulfil the next task. The checking of the correct results was done by calling up the students and encouraging them to say their suggestions. In order to reinforce the students´

comprehension the observing teacher recommended translating the text. However; I think that the following exercise was sufficient.

PLANNED ACTIVITY 4: Sequencing of the events

ORGANIZATIONAL FORM: pair work

DESCRIPTION: The students put the jumbled sentences into the correct order and number them from one to six according to the information obtained from the reading.

AIMS: 1. Linguistic: reading comprehension

2. Others: cooperation between students, building up their confidence since they check themselves whether they understand, to develop students´ logical thinking

IN CLASS: Since I noticed that we were running out of time I stopped the activity. The students were told that the task would be checked the next lesson. Then, I gave the students instructions about the homework in order to prevent the anticipated problems. Regardless of the fact that the activity was not finished, it was considered beneficial. From the observer's point of view, it was an interesting way how to check the students´ comprehension of the text. Nevertheless, the students liked the activity since they were engaged in their tasks and cooperated in pairs quite well not even noticing that the lesson was about to end.

HOMEWORK:

1. The students prepare own „wordsearch chart" with eight words they have learnt in the lesson for one of their classmate. His name is written on the line. It is the same procedure as performed at the beginning of the lesson.

2. The students do their guesses about „What a strange thing a little swallow sees" and write up to three sentences to describe it.

AIMS: 1. Linguistic: consolidation of the lesson input – vocabulary, spelling, writing

2. Others: stimulating the students´ imagination and prediction-making abilities

IN CLASS: The observing teacher liked the form of homework very much since its objective was clearly explained and it was well-illustrated in the students´ worksheets. Consequently, all students completed the task successfully. The reason why I did design the table for the students myself and did not leave it up to them came out from my previous teaching experience. In this type of activity, it is important to set the

exact rules of a form otherwise; the students may come up with a one-page table which is not clear and practically useless.

B. CONTENT ANALYSIS OF THE LESSON PLANS AND MATERIALS

I was very satisfied with the overall impression of the lesson. Lately, the positive comments from the observation sheet confirmed my assumption. One of the observed facts was that the "wordsearch" activity gave an amusing and effective entry route to the text which lacked any unfamiliar words as a consequence. Next fact was that the activity created cooperative working environment in the classroom. The lesson was well structured and the text was of the adequate difficulty.

Moreover, the unexplained end of the extract left the mystery and sparked students´ curiosity and thus, it made them look forward to the next lesson. The observer emphasized the benefits of a smooth transition, logical sequence and natural link among individual activities which contributed to a strong consolidation of the lesson input. This lesson I watched time thoughtfully and therefore, I managed to do all intended tasks. The final version of the lesson two can be found in Appendix 2.

3.3. Lesson three

A. ANALYSIS OF INDIVIDUAL ACTIVITIES

PLANNED ACTIVITY 1: Homework – students´ "wordsearch"

ORGANIZATIONAL FORM: Individual work

DESCRIPTION: In pairs the students exchange their „wordsearch" tables and try to discover all hidden words.

AIMS: 1. Linguistic: vocabulary practice, spelling

2. Others: to create challenging and competitive classroom atmosphere, development of students´ intellectual abilities – they search and discover

IN CLASS: The activity was done at the beginning of the lesson and served as an effective revision of the vocabulary from the previous lesson. Nobody forgot to do his homework. It pleased me and surprised me as well since I am used to the students´ never-ending and unbelievable excuses why they have not completed their homework. The activity ran well and the students finished their „wordsearch" tables very soon. In order to move on to the next task I did not develop any further continuation of this activity.

The possibilities how to improve this activity are endless however, it depends on the teacher's decision how much time of the lesson he wants to devote to this activity. The teacher can prepare a bigger chart and ask the students to hide more words in there. Or in order to make it more difficult, the students do not write down the words which their classmates are supposed to search for. The follow-up suggestions for the vocabulary practice are for example a "Memory game" (lesson 1) or the teacher can challenge the students to write the sentences including the words from their charts.

PLANNED ACTIVITY 2: Jigsaw activity

ORGANIZATIONAL FORM: Whole class work

DESCRIPTION: The teacher prepares six sentences (*PLANNED ACTIVITY 4* from the previous lesson) on the separate pieces of paper. Six volunteers are called up to come to the blackboard and are given 1 sentence each. They sit at random order in front of the class and read their sentences. The class tries to put a story into a correct order.

AIMS: 1.Linguistic: vocabulary revision, checking the reading comprehension

2. Others: to lead students towards cooperation, inclusion of physical movement

IN CLASS: Before the lesson when mentioning this activity the observer warned me that it might have come out of control. However, it did not happen and the course of it was very smooth. The students acted in a disciplined and responsible way and experienced fun at the same time. Regardless of the fact that the students spoke only Czech the activity served its purpose which was checking students´ comprehension.

PLANNED ACTIVITY 3: Pre-teaching of new vocabulary - matching

ORGANIZATIONAL FORM: Group work

DESCRIPTION: The groups of three are provided with dictionaries and the envelope which contains ten new English words and their ten Czech counterparts (see Appendix 3). The groups race one another to match the correct pairs. Afterwards, the students read their matches and go to the blackboard to write them there. „Memory game" as suggested in lesson one may follow.

AIMS: 1. Linguistic: vocabulary expansion (both spoken and written form)

2. Others: to build up a sense of group cooperation, to set competitive classroom environment – to increase students´ involvement, work with dictionaries, to include an element of physical movement

IN CLASS: The activity was carried out in a competitive spirit and all students participated with enthusiasm. Surprisingly, the activity was done quickly and without any discipline or language problems. Then the individual students were encouraged to read a random pair of the words. In order to consolidate the written form of new vocabulary as well the students wrote the words on the blackboard. I intended to practise the vocabulary input more as suggested in *DESCRIBTION* above however, we were short of time. Therefore I did move on. One of the recommendations I obtained from the follow-up discussion with the observer, was that it might be wise to check the returned envelopes before the next use since students were not very careful when putting back the strips.

Based on the comments from the observation sheet, the activity was found very engaging and beneficial. It expanded students´ vocabulary and brought elements of fun and challenge to the classroom.

PLANNED ACTIVITY 4: Reading and translation of the text
ORGANIZATIONAL FORM: Whole class work
DESCRIPTION: The teacher distributes the worksheets and the students read the excerpt from the fairy tale (the third key scene). Each student reads and translates one sentence.
AIMS: 1. Linguistic: reading aloud – pronunciation, consolidation of vocabulary input

2. Others: to let the students know what „a strange thing" the little swallow sees and thus, check their predictions and answer their curiosity

IN CLASS: Before the actual reading I asked two students to share their prediction about „a strange thing" with the rest of the class. The students could speak their mother tongue. During the reading I collected the students´ homework in order to check their writing and find out their creative ideas. The reading was done in the groups which remained from the previous activity. It was done in order to save time otherwise the students can get back to their seats to have more space. The reading went well since many words were known from the previous lessons and not much new vocabulary

appeared. However, we did not finish the whole extract. The adequate difficulty of the text but too long were the comments from the observation sheet. This resulted in my shortening of the extract in order to provide more suitable text for further use.

HOMEWORK: ROLE PLAY

In pairs the students learn the dialogue between the swallow and the Happy Prince (it is the excerpt they read in this lesson however, simplified into the direct speech only). They are not supposed to know it by heart, but try to remember and make it original as much as possible since they will perform it before the class next lesson. They are suggested to use movements, gestures or other props or play with their voice. Secondly, the students are challenged to predict if the little swallow stays with the Prince or not by circling one of the options: YES / NO?

AIMS: 1.Linguistic: oral practice, pronunciation, vocabulary practice

2. Others: the students are given a social role – different identity, development of the pair cooperation, to develop students´ creativity and stimulate their imagination

IN CLASS: Since I did not handle the time management of the lesson successfully, I informed the students about the homework very briefly. Not coping well with time which led to „hurry-up" instructions of homework were the only reproof I obtained from the observation sheet. Otherwise, the observer liked the idea very much

B. CONTENT ANALYSIS OF THE LESSON PLANS AND MATERIALS

From the observing teacher's point of view the lesson was successful. It included both sufficient practice for the students´ acquisition of new vocabulary and the elements of fun. Nevertheless, according to the suggestions from the observation sheet, students´ response to the activities and my overall impression of the lesson a few corrections have been done in the original lesson plan. The final version of the lesson 3 can be found in Appendix 3.

3.4. Lesson four

A. ANALYSIS OF INDIVIDUAL ACTIVITIES

PLANNED ACTIVITY 1: Homework – students´ performances of dialogue

ORGANIZATIONAL FORM: Work in pairs but a whole class involvement

DESCRIPTION: The teacher asks for two voluntary pairs and if there is no response he chooses himself at random.

AIMS: 1.Linguistic: oral practice

2. Others: to build up students´ confidence in performance before the class and to help them overcome their shyness, development of pair cooperation, physical movement – usage of gestures, developing students´ creativity

IN CLASS: Surprisingly, the students did not fear to come up to the blackboard with their performances. As a result, it prevented an embarrassing situation when it would be me to pick up the students. Both pairs coped with enthusiasm and quite well as there were no any serious mistakes in pronunciation. However, I had bigger expectations such as more spontaneous and creative acting. The notes in the observation sheet were following: the activity was of a great benefit not only for the students´ language improvement but also for the development of their whole personality. On the other side, more students should have got an opportunity to show their performances. The suggestions are useful and might be considered next time.

PLANNED ACTIVITY 2: Choral reading

ORGANIZATIONAL FORM: Whole class work, group work

DESCRIPTION: The students read aloud the extract from the fairy tale (the fourth key point) and are encouraged to infer the meaning of new words from the context. When familiar with the text, the students are divided into the four groups and each is given particular passages to read. The teacher rehearses the choral reading with students and assists them with correct intonation and rhythm. When performing the teacher plays a role of narrator.

AIMS: 1. Linguistic: reading aloud - pronunciation, practice of intonation, rhythm and stress, practice of unknown grammar patterns, vocabulary expansion

2. Others: to create supportive and challenging classroom atmosphere, to build up sense of cooperation, to increase students´ involvement – this activity is a sort of back-up for shy and weak students who lack confidence in performing on their own, physical movement- possible usage of gestures

IN CLASS: The activity was an enormous success. When I heard the harmonized groups´ performances I felt it was one of the moments when a person knows that what he or she is doing does make a sense. Regardless of the fact that the preparation is sometimes time-consuming, teaching young children is worthwhile and very rewarding.

The students enjoyed the activity very much as well since they responded wholeheartedly and with a complete involvement.

The comments from the observation sheet only confirmed my satisfactory impression of the activity. Nevertheless, the observing teacher also suggested that the passages assigned to individual groups were not balanced. Consequently, some students started losing their concentration and got restless. It was taken into consideration and the length of specific passages was adjusted. During the follow-up discussion the observing teacher added that it was wise me joining the choral reading. I could intervene in the students´ performing for good not only from the language point of view but also to lift the level of students´ enthusiasm and spontaneous participation.

PLANNED ACTIVITY 3: Dictation of the repetitive parts from the fairy tale
ORGANIZATIONAL FORM: Individual and pair work
DESCRIPTION: The students are asked to put their worksheets face down on the desks. The teacher dictates the repetitive phrases from the fairy tale to the students. One volunteer is challenged to write on the blackboard. In pairs the students swap their texts and together with the teacher correct each other's writings according to the blackboard.
AIMS: 1. Linguistic: listening, spelling, written practice of the grammar patterns the students read in the previous activity

2. Others: when correcting students are given the role of the teacher – feeling of own importance, to practice and develop students´ memory

IN CLASS: The activity was planned to be done with the students at their seats. Since I felt the time press I left them in the groups from the previous activity. However, it turned out not to be very wise decision for two main reasons. Firstly, the students did not have enough own space and secondly, the undesirable behaviour appeared during the activity. The observing teacher also recommended doing this exercise with the students at their own seats in order to prevent restless classroom or any other discipline problems. Another suggestion was that there was frequent repetition of „the little swallow" which was not necessary. Taking this point into account, I changed the sentences for the dictation. Nevertheless, the activity was found very purposeful and beneficial. From the language point of view it led to a strong consolidation of the vocabulary and grammar patterns from the previous activity.

HOMEWORK: CROSSWORD:

The students are supposed to finish the sentences or translate the Czech words into English and fill in the crossword. Thus, the students will find out what is the message in the middle.

AIMS: 1. Linguistic: practice of new vocabulary, spelling

2. Others: to motivate students

IN CLASS: Since the homework was simple and clearly explained in the students´ worksheets it did not require much explanation.

B. CONTENT ANALYSIS OF THE LESSON PLANS AND MATERIALS

After the lesson a discussion with the observing teacher followed. He pinpointed that the lesson was well structured and involved the intensive language practice. Moreover, since there were the elements of fun, cooperation and challenge it increased students´ participation and made supportive working climate in the classroom. All recommendations for the smoother course of the lesson have been taken into consideration and the final version of the lesson four can be found in Appendix 4.

3.5. Lesson five

A. ANALYSIS OF INDIVIDUAL ACTIVITIES

PLANNED ACTIVITY 1: Homework - the crossword

ORGANIZATIONAL FORM: Whole class work

DESCRIPTION: The students read and go to write the words they filled in the crossword on the blackboard.

AIMS: 1.Linguistic: vocabulary revision and practice (spoken and written form of words)

2. Others: to set the mood in the classroom, to check students´ completion of the task, involvement of physical movement

IN CLASS: Right at the beginning of the lesson the students shouted the message from the crossword at me. All of them fulfilled their homework responsibly. Moreover, some of them drew the pictures on their worksheets according to the excerpt we read in the previous lesson. From the language skills point of view, the activity aimed at practising the vocabulary input from the lesson four and according to the observation sheet it was successfully achieved.

PLANNED ACTIVITY 2: Students´ presentation

ORGANIZATIONAL FORM: Group work

DESCRIPTION: The class are provided with the worksheets and divided into five groups of three. Each group reads a particular passage from the extract (the fifth key scene of the fairy tale) which is colourfully numbered for them. The students look up the new vocabulary in dictionaries and write them into the glossary in the worksheets. The task is to prepare presentation for the rest of the class (1 student – makes the glossary on the board, 1 student reads the particular paragraph and 1 student translates for the others).

AIMS: 1. Linguistic: oral practice, listening, vocabulary expansion

2. Others: to make the students explore the value of group cooperation and thus, teach them to come to the terms (to assign individual roles and negotiate the form of the presentation), to elicit students´ excitement, to increase students´ confidence in performing before the class, to develop students´ creativity, to bring an element of movement

IN CLASS: After my ensuring that everybody knew what he was supposed to do, the students started working on their tasks. The groups were ready to perform very soon since the individual passages were short and of an adequate difficulty. The course of the individual presentations went smoothly and from the students´ positive responses and engagement I recognized that they enjoyed the activity. Sometimes, I helped the students with the correct pronunciation or spelling of new vocabulary or encouraged them to speak up. The commentary from the observation sheet was following: the activity provided the space for students´ creativity and thus, elicited their great enthusiasm to participate. In addition, it supported students´ sense of achievement as the task was relevant to the level of their language knowledge.

PLANNED ACTIVITY 3: Putting the story together

ORGANIZATIONAL FORM: Whole class

DESCRIPTION: The students are encouraged to arrange the individual passages of the fairy tale (the previous presentations) in correct order.

AIMS: 1. Linguistic: reading comprehension

2. Others: to create cooperative working atmosphere, to stimulate students´ logical thinking - the students are challenged to come up with the solutions and express their own opinions

IN CLASS: There were only a few minutes left from the lesson and therefore, the activity was done in hurry. The students discussed vividly and many of them came up with the reasonable arguments to defend their opinions. Finally, we agreed on the correct order of individual passages and pieced the extract of the fairy tale together successfully. Regardless of the fact that the entire speculation ran in the mother tongue, it was an interesting and motivating way of checking students´ understanding of the text (one of the notes from the observation sheet).

PLANNED ACTIVITY 4: A game „Getting warmer and warmer"
ORGANIZATIONAL FORM: Whole class work
DESCRIPTION: A volunteer is sent behind the door. The class agrees on one new word from the blackboard which is written on a piece of the paper and hidden somewhere in the classroom then. The student is called in and he searches for the word. The whole class keeps pronouncing the word in a low or loud voice according to the distance between the particular student and the hidden word.
AIMS: 1. Linguistic: pronunciation and vocabulary practice

2. Others: to set playful mood of the end of lesson, to elicit students´ emotional involvement (excitement and thrill of the game), to include a great deal of movement

IN CLASS: In order to provide the students with instructions for their homework I did not manage do this activity with them. I regretted that I had not coped wisely with the time management of the lesson because according to my previous teaching experience this activity is very engaging. Besides intensive pronunciation practice it also brings a great deal of fun and enjoyment into the classroom.

HOMEWORK: The students are provided with the last key scene of the fairy tale The Happy Prince in advance. They read and look up the unfamiliar words in the dictionary. Their task is to make their own "FAIRY TALE GLOSARY". The form and appearance is entirely up to them however, the headlines such as follow are required.

PUPIL´S NAME: _____
A FAIRY TALE: _____
AN AUTHOR: _____

The students are encouraged to use their creativity and imagination (different colours, big letters, and pictures – by their hand or photos). It should be emphasized that a dictionary is for their use and more effective learning. Since there are not many new words in the text, the students are supposed to browse through their old worksheets and add at least eight words they learnt in the previous lessons.

AIMS: 1. Linguistic: vocabulary practice, spelling

2. Others: developing students´ autonomy and individuality - they are assigned the role of a designer, to develop students´ creativity and stimulate their imagination

IN CLASS: I instructed the students about their homework very quickly and briefly because we ran out of time. However, it was not necessary anyway because it was clear from their worksheets.

B. CONTENT ANALYSIS OF THE LESSON PLANS AND MATERIALS

One of the suggestions from the follow-up discussion was not to perform the first activity (crossword) to such extent. The writing on the blackboard was not necessary since it did not lead to any further continuation. Or only the students´ homework could be collected for checking. Consequently, it would save time for the last activity which was found more beneficial since it was focusing on the intensive practice of the pronunciation of the lesson vocabulary input.

When changing the original teaching plan and students´ worksheets of the lesson five for better I took this reasonable remark into consideration as well. The final version can be seen in Appendix 5. Nevertheless, when evaluating whether the lesson was a success or failed in achieving the general aim of furthering students´ mastery of the foreign language the observer said that all activities performed brought much profit. Moreover, according to a great students´ involvement the lesson was interesting and motivating.

3.6. Lesson six

A. ANALYSIS OF INDIVIDUAL ACTIVITIES

PLANNED ACTIVITY 1: "BINGO"

ORGANIZATIONAL FORM: Individual work, whole class involvement

DESCRIPTION: Each student is given a different „word box" which contains new English words from the extract the students were supposed to read for their homework.

The teacher says the Czech words and the students if they have the English equivalents in their „wordboxes" cross them out. The student with no words left says „bingo" and the teacher checks his box. If it is correct the student gets mark one. The same is done again but now the students are provided with the Czech „word box" and the teacher says the words in English.

AIMS: 1. Linguistic: listening, practice and consolidation of the vocabulary from the homework

2. Others: to set playful mood in the classroom, to stimulate students´ feelings and competitive ambitions

IN CLASS: The lesson started with checking the students´ homework. Most of the „Fairy tale dictionaries" were really amazing and thus, acknowledged that young children's creativity and originality is endless (see Appendix 9). Some of these „art pieces" were displayed in the classroom in order to make the students feel appreciated for their careful work and thus, let them know that what they did was purposeful.

After such a pleasurable introduction of the lesson I started the first planned activity. I had to calm down the students a little as they were still very excited. However, it did not require much effort since they got fully involved in a Bingo game and totally forgot about the dictionaries. The students enjoyed the activity very much and wanted to carry on. However, I did prepare only two „word boxes" for each and we had to move on anyway.

PLANNED ACTIVITY 2: "Wrong spelling"

ORGANIZATIONAL FORM: Individual work

DESCRIPTION: The worksheets are distributed and the students are encouraged to create the right words from the jumbled letters.

AIMS: 1. Linguistic: vocabulary practice, spelling

2. Others: to make challenging classroom atmosphere, physical movement

IN CLASS: The activity was done in the competitive spirit and to my pleasant surprise; it was managed very quickly without any problems. The first six students went to the blackboard and wrote the correct spelling of the individual words. From the observer's point of view the task was very beneficial since it helped students to

consolidate the written form of the vocabulary input. Moreover, it was done in a motivating and amusing way.

PLANNED ACTIVITY 3: „Reading race" activity

ORGANIZATIONAL FORM: Group work

DESCRIPTION: The students are divided into the groups and each group is provided with a set of six comprehension questions concerning the extract from the fairy tale (the last key scene) they were supposed to read for their homework. The task of each group is to cooperate on the answering of the questions as soon as possible and write them on the reverse side of the particular strips. When done they have to piece the story together. The extract is in the students´ worksheets so that they can use it if necessary.

AIMS: 1. Linguistic: reading comprehension, writing

2. Others: to elicit students´ competitive ambitions, to develop students´ logical thinking

IN CLASS: Not all the groups were of a same number of students and thus, it could be considered unfair. However, the students did not complain which pleased me. The group which finished the task as first acted very wisely. It was a group of three and each student worked on two questions separately. It did not cause pointless confusion and mess as it happened in the case of one group. Regardless of the spelling mistakes in some of the students´ answers, the task was completed successfully by all groups. Then, the individual groups were encouraged to read and translate one answer, of course following the correct order of the events. There was no negative feedback to this activity in the observation sheet. On the contrary, according to the observer it was very engaging task which contributed to the development of the students´ language knowledge with a great deal.

HOMEWORK: „Brainstorming" task

1. The students are asked to browse through their all worksheets and refresh their memory in order to do brainstorming about Oscar Wilde´s fairy tale The Happy Prince.

2. They write 5 sentences about the fairy tale and try to use as many words from "their brainstorming" as possible.

AIMS: 1. Linguistic: writing, revision of the previous lessons input

2. Others: to develop students´ independence, to elicit students´ thoughts and feelings, to stimulate students´ memory

IN CLASS: The observing teacher liked the idea of homework very much. From his viewpoint it was thought - provoking activity which helped to reinforce the language input of the previous lessons. In addition, the students were encouraged to sum up their knowledge about the fairy tale The Happy Prince.

B. CONTENT ANALYSIS OF THE LESSON PLANS AND MATERIALS

To conclude, according to the students´ responses the lesson six was very enjoyable and promoted intensive language practice at the same time. In the follow-up discussion the observer suggested that the activities were relevant to the students´ proficiency of English and thus, they provided them with feeling of success and achievement. The time management of the lesson was also handled well and therefore, the plan of the lesson six was not changed at all (see Appendix 6).

Obviously, when used with the other class the course of the lesson may vary considerably. The factors such as the size of the class, whether the students are used to working in groups, their intellectual maturity and so on have to be taken into account.

3.7. Lesson seven

A. ANALYSIS OF INDIVIDUAL ACTIVITIES

PLANNED ACTIVITY 1: Homework („ brainstorming sentences")

ORGANIZATIONAL FORM: Group work, whole class involvement

DESCRIPTION: The students share their „brainstorming circles" with their classmates in a group. Then, individual students are asked to pick up one sentence and read it for the profit of a whole class.

AIMS: 1. Linguistic: listening, reading

2. Others: to create classroom atmosphere with sense of sharing and appreciation, to include element of movement

IN CLASS: I divided students into six groups and encouraged them to share and compare each other's brainstorming circles. Thus, the students could see what all they learnt about the fairy tale The Happy Prince. It was done very quickly since I wanted to pay more attention to the next planned activities. The observer found this activity quite

useful for the vocabulary revision. As a result, the students coped well in the task which followed.

PLANNED ACTIVITY 2: Reading comprehension

ORGANIZATIONAL FORM: Group work

DESCRIPTION: There are six groups in the classroom. Each is given seven titles and six shortened key scenes of the fairy tale The Happy Prince from the previous lessons. One title is extra to make it more difficult. The students are supposed to match the scenes with the correct titles.

AIMS: 1. Linguistic: reading comprehension, revision of the previous lessons input

2. Others: to set competitive classroom mood but make the students explore the value of group cooperation, to develop students´ logical thinking

IN CLASS: In order to make the students cooperate within the group effectively I advised them to read two paragraphs each (all groups except one were of three). Then I suggested sharing the information with the rest and negotiating on the possible correct title. During the task I walked around the classroom and encouraged the individual groups by providing them with helpful hints and comments. Unexpectedly, the students were doing well and all of them completed the task successfully.

From the observing teacher's point of view, the activity kept the students engaged because it was not only amusing but involved an element of intellectual challenge as well. Moreover, it brought the summary of the whole fairy tale which enabled smooth transition to the next students´ work in the classroom.

PLANNED ACTIVITY 3: COLLAGE

ORGANIZATIONAL FORM: Group work

DESCRIPTION: Each group gets a large sheet of paper and is supposed to make a collage of one scene from the fairy tale. The students can either choose or the teacher assigns the individual paragraphs to the groups. The students draw the scenes and rewrite their particular passage on the collage. There are no set rules about the form but the following headlines are required:

TITLE: **HAPPY PRINCE**
AUTHOR: **OSCAR WILDE**
SCENE: (for example):   **THE DESCRIBTION OF THE HAPPY PRINCE**
ILLUSTRATORS: **(students´ names in a particular group)**

AIMS: 1. Linguistic: vocabulary practice, writing

     2. Others: to create relaxed and creative working classroom environment, to develop students´ creativity and fantasy

     IN CLASS: When working on the collages the class got quite noisy. However, in a case of such activities it is natural since the students have to discuss the appearance of the collage and individual students´ roles within the group. Students´ enthusiasm, high participation and creative attitude were signs that the activity was enjoyable. Moreover, the observation sheet confirmed that the activity brought for language development as well. Unfortunately, from the lack of time the students did not manage to finish their collages. Since it was the last encounter with „the fairy tale block" I promised to talk with their teacher to let them complete the task next lesson and then display the collages in the classroom so that they could share and see other groups´ works.

     B. CONTENT ANALYSIS OF THE LESSON PLANS AND MATERIALS

     The overall aim of the lesson seven was to sum up Oscar Wilde´ fairy tale The Happy Prince, help the students to order their thoughts and let them make their own opinion about it. According to the students´ collages, their successful acting in the tasks and comments in the observation sheet the aim was achieved. From the observer's point of view the last lesson was very thought–provoking and enjoyable. It included activities which focused on the students´ language improvement and education of their whole personality as well. I did not change the version of the lesson seven at all. Nevertheless, one of the conclusions is that the time management has to be considered more carefully and wisely next time. Since the students´ worksheets are not used in this lesson only teacher's lesson plan can be found in Appendix 7.

3.8. Evaluation of „a seven – lesson fairy tale block" as a whole

3.8.1. Students´ feedback questionnaire

The form of the feedback questionnaire was anonymous and written in Czech on the blackboard. The students of the 5th grade have not got a sufficient vocabulary and their mastery of English is right at the beginning, therefore they were asked to answer the questions in Czech. My decision to design the questionnaire in Czech also supports Sarah Phillips's quotation saying as follows:

> „Feedback should be done in the children´ native language, as the aim is not to practice English, but to involve the children in learning process" (1993, 11).

In addition, I intended to make the students express their opinions and feelings about the „fairy tale block" spontaneously and freely in order find out whether and for what reasons the lessons were or were not beneficial for them. It was done with my assistance to be of any help since children of such age keep asking „never-ending" questions. The form of the questionnaire was following:

Název pohádky:
Autor pohádky:
Líbily/ nelíbily se ti „pohádkové hodiny"? :
A proč? :
Co nového ses naučil v anglickém jazyce:
- kolik slovíček a uveď 3 příklady:
- fráze:
- něco jiného ses naučil?:
Chceš ještě něco napsat?:

I got the feedback from all students who took part in this „seven – lesson fairy tale block" as they were all present that lesson. The results were not evaluated from the quantitative point of view but I focused on the diversity and originality of the answers. Consequently, I do not state exact numbers of students and yes/no answers referring to particular questions but bring an insight into students´ opinions in general. When assessing the results from the questionnaires, I found out that all students were able to write the title and author of the fairy tale correctly and there was no positive answer to the question: „Nelíbily se ti „pohádkové hodiny"? According to the students´ answers the lessons were enjoyable because:

- There was a great deal of fun

- The activities were amusing and interesting

-students emphasised that finally they were „doing something creative" in the classroom and for their homework as well (collages, fairy tale dictionaries, book cover)

- Many students felt that they were playing most of the time but also leant many new and useful things (This supports my belief and not only mine that students can play and learn at the same time.)

- „The teacher was very nice and praised us all the time. " (This note suggests that besides relevant teaching materials also teacher's positive attitude and his enthusiasm are important for supportive learning classroom environment.)

- students liked the fairy tale characters (It confirms the fact that the students of this age group enjoy working with the fairy tales more than with other classroom materials lacking such personal appeal.)

To the question „Co nového ses naučil v anglickém jazyce?" most students answered that they acquired a great deal of new „fairy tale vocabulary" and all of them wrote three examples at least. To my pleasant surprise, there were not almost spelling mistakes in the words. Everybody also managed to write one of the „the repetitive phrases" from the choral reading. From the language point of view, the students felt very confident to claim that they „improved their English enormously". Under the caption „něco jiného ses naučil?" the students´ answers were that they learnt for example how to look up new words in dictionaries, how to cooperate with their classmates or how to „read in a choral".

When answering to the last question „Chceš ještě něco napsat?" most of the students noted that they would like to read fairy tales in English lessons more frequently or play such „amazing games" at least. A few students also suggested that they found these lessons more motivating than the usual textbook-based ones. Only two students were „eager" to read the story in original once. Since I brought Oscar Wilde´s book in Czech into the first lesson one student came to me and was interested in reading next fairy tales from this collection.

To conclude, the positive feedback from the students showed that „a seven-lesson fairy tale block" was very enjoyable for them and brought many positives for their language and overall enrichment as well. „A collage" from the students´ divergent answers and opinions was made and may be seen in Appendix 13.

3.8.2. Final discussion with the observer

Leaving aside before mentioned problems which occurred in the lessons and were solved anyway, the observing teacher found „a seven - lesson fairy tale block" for teaching with young children beneficial for a number of reasons.

One of them was that the fairy tale as a literary genre is very close to this age group as young children and therefore, provoked students´ emotional involvement and had a powerful appeal to them. Since the students were introduced to the fairy tale of different country it enriched their culture awareness to some extent and fostered their positive attitude towards literature of target language.

Another positive fact mentioned was that the „seven - lesson fairy tale block" included a variety of activities: some quiet, some active, some involving the whole class, some in pairs or groups. Besides intensive language practice these changes of pace and focus helped keep the children interested and motivated and in addition, let them explore the value of cooperation and competition.

From the observer's point of view, many activities required involvement of students´ creativity and imagination which contributed to their overall personal development. The achievement of all tasks was found relevant to English proficiency of the students. Moreover, other positive suggestions were that „a seven - lesson fairy tale block" brought challenging and supportive learning atmosphere into the classroom and developed students´ autonomy and confidence.

To conclude, this chapter showed different facts and reasons when it comes to the question whether and why the fairy tale lessons were or were not beneficial. Perhaps, the last to be said is that the success or failure of the lessons depends on the teacher's planning and preparation to a great extent. Regardless of the fact of how time – consuming it sometimes may be it is tremendously rewarding if prepared thoughtfully and purposefully. This is particularly true when working with young children since they respond wholeheartedly to the teacher's efforts and know instinctively whether he enjoys working with them or not.

CONCLUSION

The diploma paper as a whole tries to answer the question „How can fairy tales contribute to the development of a child as both a young reader and a young learner of a foreign language?"

Theoretical part looks at the fairy tales as a literary genre which brings the world of fantasy, enchantment and entertainment but has a wider educational function as well. Secondly, it aims to discuss a possible inclusion of the fairy tales into the English lessons with young children for the benefit of target language improvement as well as their personal enrichment.

The general aim of my practical part was to further the students´ mastery of English and support their overall development by means of using Oscar Wilde´s fairy tale The Happy Prince in a motivating way.

One of my assumptions is that the effectiveness of an activity is relative to students´ response to it and that no one type of activity is in itself more motivating than any other. What some students find engaging can perhaps be totally dismissed by the others. In general, the activities should be interactive, stimulating students´ enthusiasm and involve elements of fun as well as intellectual challenge. The classroom work should get the students busy but make them feel positive emotions about what they do.

The „seven – lesson fairy tale block" includes a series of activities that besides language focus also take into consideration aspects of learning such as young children's short concentration span, need of movement, involvement of different organizational classroom forms, development of students´ autonomy, creation of the challenging and relaxed classroom atmosphere, increase of students´ interest and active participation, value of cooperation and development of students´ creativity and imagination. A teacher is provided with one of the possible ways how to use a fairy tale for the development of students´ English language knowledge and bring play and amusement into the classroom teaching at the same time.

To conclude, the thesis tries to show fairy tales from two different points of view. Firstly, they are depicted as a unique literary genre with its aesthetical and educational value. Secondly, fairy tales are considered as a one of the highly motivating teaching materials for young children.

RESUME

Tato diplomová práce se zabývá tématem prospěchu pohádek pro rozvoj dítěte a to jak, mladého čtenáře vstupujícího do knižního světa fantazie a zázraků, tak i studenta anglického jazyka. Na jedné straně je zde pohádka vnímaná jako literární žánr se svou nezaměnitelnou vnitřní bohatostí. Na straně druhé, jako mnohem více motivující materiál pro zlepšení úrovně anglického jazyka než jsou tradiční školní učebnice.

Po formální stránce je diplomová práce rozdělena na dvě hlavní části – teoretickou a praktickou. Teoretická část se člení do pěti základních kapitol a většina z nich obsahuje další úžeji zaměřené podkapitoly.

Po úvodu následuje kapitola druhá s názvem „Pohádky jako literární žánr pro děti". V jednotlivých podkapitolách jsou pohádky líčeny jako jeden z vysoce kvalitních literárních žánrů nesoucí moudrost, vědění a duchovní hodnoty specifického národa. Poukazuje se tak na jejich nenahraditelnost ve vývoji dítěte v jedinečnou osobnost a čtenáře vyznačujícím se vyrovnanými zájmy. Na jedné straně pohádky přinášejí svět plný kouzel, údivu a zábavy. Ale také slouží jako nevysychající zdroj vzdělání, poučení a informací. Upevňují mravní a etické zásady v dítěti a učí ho základnímu životnímu kodexu, že každý skutek má své následky, a to buď formou trestu nebo odměny.

Jedna z důležitých funkcí pohádek, která je zmíněna je, že přinášejí smysl a řád do chaotického světa mladého čtenáře, který ještě nemá tolik zkušeností a mnohdy nerozumí spoustě věcí. Pohádky tak díky své jednoduchosti a názornosti slouží jako most mezi dvěma světy, světem dospělých a dětí. Další fakt podporující důležitost pohádek v životě mladého čtenáře je, že vzbuzují a stimulují zvídavost a představivost. Napomáhají rozvoji inteligence a poznávacích schopností, ale také mocně působí na citové prožívání dítěte. Pohádky přináší pocit jistoty a bezpečí, neboť nikdy nenechají mladého čtenáře na pochybách otevřeného konce či nevyřešené situace. Dobro vždy zvítězí a zlo dostává odpovídající trest. Cílem této kapitoly je poukázat na nezastupitelné místo pohádek v lidském životě, a to nejen pro jejich estetickou hodnotu ale hlavně pro jejich výchovnou a vzdělávací funkci.

Kapitola třetí „Přínos literatury (pohádek) pro sociální rozvoj dětí“ se snaží shrnout důvody proč je důležité pěstovat v dětech lásku k uměleckému slovu, ke knihám a literatuře jako takové již od ranného věku. Kniha totiž významně přispívá k rozšiřování slovního bohatství mladého čtenáře. Tím, že se stává zběhlý v četbě, snadno ovládá i pravopis slov, které už několikrát viděl. A nejen to, jeho schopnosti vyjadřování a mluvení o svých názorech se rozvíjejí také. Literatura napomáhá budovat čtenářův celoživotní postoj k řešení problémů a rozvíjí jeho kritické myšlení a tvoření úsudku. Dítě je díky spoluprožíváním s knižními hrdiny vedeno k sociálnímu cítění a začíná být mnohem otevřenější k lidským problémům.

Do tohoto bodu diplomové práce jsou pohádky popisovány z literárního pohledu. Kapitola čtvrtá „Používání pohádek v jazykové třídě s mladšími žáky“ začíná pohádky považovat jako jeden z vysoce motivujících učebních materiálů pro rozvoj cizího jazyka, v tomto případě angličtiny. První podkapitola „Mladý žák“ rozebírá specifika a potřeby této věkové skupiny při učení. Vyzdvihuje se například, zařazení pohybu či četnost aktivit pro zabránění ztráty koncentrace žáků. Organizační formy jako práce ve skupinkách a ve dvojičkách jsou zvažovány také, neboť významně napomáhají k rozvoji smyslu spolupráci mezi žáků.

Na otázku „Proč používat literaturu/pohádky při hodinách anglického jazyka“ se snaží odpovědět další podkapitola. Jeden z opodstatněných důvodů je například to, že literatura přináší do hodin zajímavá témata, která jsou pro mladé žáky mnohem motivující než obvyklé texty a cvičení v učebnicích. Tím, že žáci čtou literaturu jiného národu, rozšiřují si obzor o kultuře, tradicích a společenském postavení lidí dané země. Práce s literaturou může i významným způsobem přispět ke zlepšení a vytvoření pozitivní atmosféry při hodinách anglického jazyka, což podporuje mnoho citovaných zdrojů v této podkapitole.

Dále je rozebíráno, co je třeba zvážit a jak postupovat při výběru vhodného literárního díla pro specifickou věkovou skupinu. Jedno z nejdůležitějších kriterií je jazyková náročnost textu. Pokud text obsahuje mnoho neznámých slovíček, spíše to studenty odrazuje a přináší pocit neúspěchu. Ale na druhou stranu je poukazováno na zajímavost a působivost literárního díla, což může vést studenty k překonání této lingvistické bariery. Otázka zda použít zjednodušenou verzi literárního díla je také diskutována jako jeden z bodů této podkapitoly. Učitel by se měl snažit zapojit žáky do

procesu jejich učení co nejvíc. Jeden z možných způsobů je, že sami žáci si vyberou pohádku, kterou chtějí v hodinách anglického jazyka číst.

Podkapitola „Inspirace pro práci s pohádkami" přináší spoustu kreativních návrhů pro učitele, jak zábavným a efektivním způsobem použít pohádku pro zdokonalení úrovně anglického jazyka žáků. Například, vybudování knižního koutku ve třídě, může žáky vést k intenzivnějšímu čtení a vytvoření positivního vztahu k literatuře cílového jazyka. Učitel může motivovat žáky k napsání vlastní pohádky a tak rozvíjet nejen psanou formu jazyka ale také jejich kreativitu. Vytvoření koláže po přečtení pohádky nebo vedení si vlastního pohádkového slovníčku, jsou další návrhy pro zajímavou a motivující práci s pohádkou.

Žáci studující cizí jazyk se zdokonalují ve čtyřech základních oblastech a to čtení, mluvení, psaní a poslech. Pátá kapitola „Pohádky jako zdroj pro vytvoření aktivit zaměřující se na zdokonalení jednotlivých jazykových dovedností" popisuje, jak může být využita práce s pohádkou pro rozvoj jazykové kompetence žáků. Jeden z faktů, který je zde zmíněný je i to, že žáci mladšího věku se lépe učí cizímu jazyku hrou a zábavnými aktivitami a složité vysvětlování gramaticky není potřeba, dokonce je to i někdy bezúčelné.

Další celá podkapitola „Čtení" se věnuje rozvíjení čtecích schopností žáků pomocí „pohádkových" aktivit. Zdůrazňuje se zde, že čtení potichu a nahlas jsou dvě různé metody. Čtení potichu se zaměřuje na porozumění podstaty textu a studenti jsou vedeni k tomu, aby poznali, co je relevantní a nevyhledávali každé druhé slovo ve slovníku. Další metoda je sborové čtení. Je to vhodný způsob jak procvičit výslovnost, intonaci a rytmus anglického jazyka, ale také jak zapojit slabší a méně sebevědomé žáky. Dále se zde uvádí, že jsou tři druhy aktivit, které přispívají k efektivnějšímu čtení. Aktivity před samotným čtením pomáhají studentům nejenom zvládnout jazykové problémy, ale také mohou navodit správnou atmosféru ve třídě.

V následujících podkapitolách „Mluvení", „Psaní" a „Poslech" je rozebíráno, jak práce s pohádkou může pozitivně přispět k rozvoji a zdokonalení těchto dovedností mladších žáků. Spoustu zajímavých „pohádkových" aktivit je zde uváděno pro inspiraci.

Cílem praktické části diplomové práce bylo seznámit studenty pátého ročníku základní školy s Oscar Wildeovou pohádkou Šťastný Princ. Pro tento účel byl vytvořen zábavný „sedmihodinový pohádkový blok“, který zahrnuje aktivity zaměřené nejen na zlepšení jazykové znalosti angličtiny, ale i na celkový rozvoj osobnosti studentů. Důvody pro vybrání této pohádky byly z větší části osobní. Jelikož text pohádky neodpovídal jazykovým možnostem cílové skupiny, byla vytvořena nová zjednodušená verze. V úvodu praktické části jsou popsány vybrané metody pro hodnocení efektivnosti jednotlivých aktivit a hodin jako celek.

Dále pak výzkumná část diplomové práce nabízí podrobnou analýzu „pohádkových hodin“. Poukazuje nejen na pozitiva ale i na problémy, které se během hodin objevily. Na základě navržených změn byly původní plány hodin přepracovány a efektivnější verze tohoto „sedmihodinového bloku“ je nabídnuta ke shlédnutí v přílohách 1 – 7. Cílem bylo poskytnout motivující materiál k dalšímu využívání, proto i CD obsahující, jak plány hodin pro učitele, tak i pracovní listy pro studenty je přiloženo.

Po ukončení práce s touto pohádkou studenti vyplnili dotazník, který sloužil pro získání zpětné vazby zda tyto „pohádkové hodiny“ byly pro ně přínosné a popřípadě jak. Hodnocení studentů bylo velmi kladné. Odpovědi byly například, že se studenti učili hledat ve slovníku a i když měli pocit, že si celou dobu „hráli“, tak se naučili spoustu nových slovíček. Hodiny pro ně byly plné zábavy a několik studentů si dokonce tuto knihu chtělo přečíst v původním znění. Učitel, který se účastnil jednotlivých hodin, považoval „pohádkový blok“ za velmi úspěšný a přínosný pro studenty z mnoha důvodů. Studenti byli například vedeni ke spolupráci, rozvíjela se jejich samostatnost, kreativita ale i jazykové schopnosti. Podrobnější rozbor jak dotazníku pro studenty, tak i názoru učitele je zařazen na závěr praktické části.

Na závěr, diplomová práce se snaží přinést pohled na pohádku ze dvou úhlů. Na jedné straně je to literární dílo, které formuje názory a hodnoty mladého čtenáře. A na straně druhé, je vnímána jako jeden z vhodných a přínosných materiálů pro výuku anglického jazyka s mladšími žáky.

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APPENDICES

Lesson 1 – Teacher's plan

1. EXPLANATION OF THE TERMS: the fairy tale/title/author

The students are supposed to look the terms in the dictionary and when given the worksheets, they are asked to rewrite them on the lines provided.

2. MULTIPLE-CHOICE EXERCISE – TO SELECT THE CORRECT TITLE OF THE FAIRY TALE

THE RICH PRINCE
THE HAPPY PRINCE
THE BEAUTIFUL PRINCE
THE ANGRY PRINCE
THE SAD PRINCE
THE GOLDEN PRINCE

The students read and translate the given titles in their worksheets (if necessary usage of the dictionaries), then they are asked to look at the picture of the cover design and in pairs speculate about the correct title of the fairy tale according to what they can infer from the given clues (options and picture) and write their final decision into the worksheets.

3. READING ALOUD AND MAKING OWN GLOSSARY

Students one by one read and translate the sentences from the extract of the fairy tale (the first key scene), if there is an unknown word, the whole class search for it in the dictionary. The student who finds it first, goes to the blackboard and writes the word in English and Czech, each on a separate wing. The rest of the class rewrites a new word into a glossary on their worksheets.

Title:
Author:
HIGH above the city, on a tall column, stands the statue of the _____ Prince. His whole body is golden. He has got two bright sapphires for his eyes and there is a large red ruby on his sword. People admire him and say: "He is as beautiful as a weathercock". "Why can't you be like the _____ Prince?" asks a sensible mother of her little boy who is crying. "The _____ Prince never cries for anything. „I am glad there is someone in the world who is very happy," says a disappointed man as he passes by the wonderful statue. „He looks just like an angel," say the children.

4. VOCABULARY PRACTICE – „Memory game"

The blackboard is closed and the students are asked to cover their glossary and write as many new words (both Czech and English) as they can remember.

5. CHANGE OF THE TITLE?

The students are given a chance to change their decision about the correct title of the fairy tale according to the information from the reading the extract.

HOMEWORK:

1. Design your own book cover:
- the correct title:
- the author:
- the illustrator – it is YOU:-)

2. Use the information from the fairy tale and write a short description of the statue of the Happy Prince on your book cover (6 sentences):
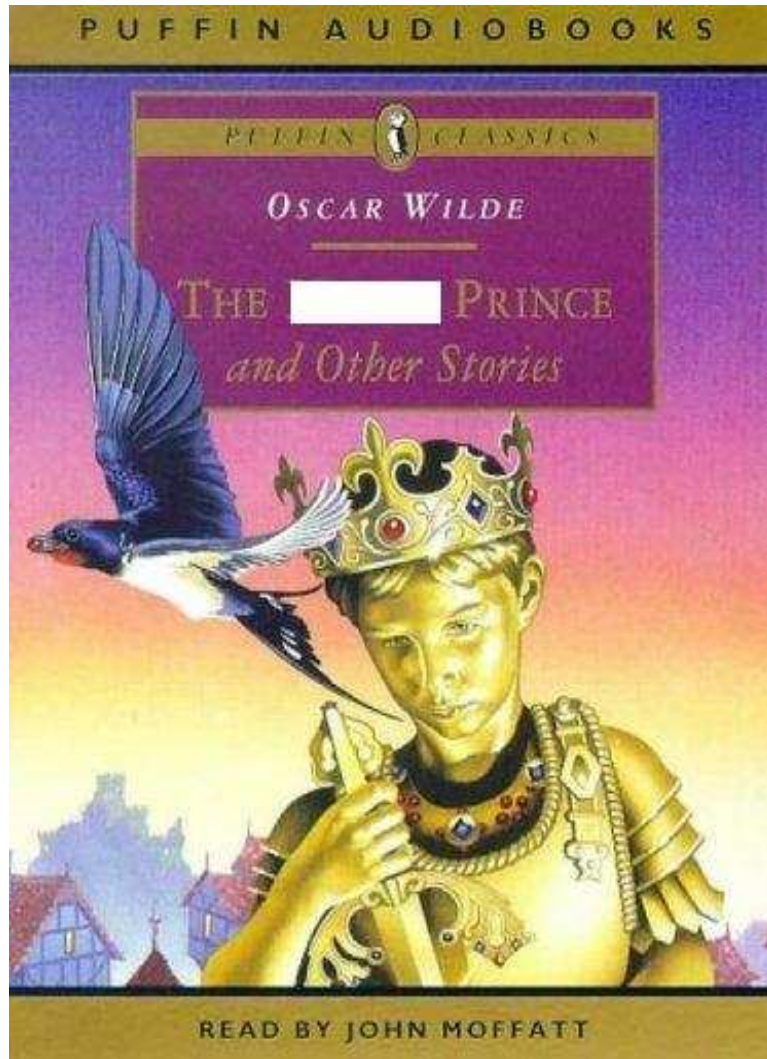
The Happy Prince is/has got/....

Lesson 1 – Student's worksheet
NAME: _____

1. What is a fairy tale / author / title?

_____

2. What do you think is the title of a fairy tale?

THE RICH PRINCE
THE HAPPY PRINCE
THE BEAUTIFUL PRINCE
THE ANGRY PRINCE
THE SAD PRINCE
THE GOLDEN PRINCE

3. Discuss it with your partner and choose one of the suggestions.

The title of the fairy tale is _____

4. Read and translate the first key scene of the fairy tale, if there are the words you do not know, look them up in the dictionary and write them below into your glossary. (Title – use a pencil)

Title:
Author:

H IGH above the city, on a tall column, stands the statue of the _____ Prince. His whole body is golden. He has got two bright sapphires for his eyes and there is a large red ruby on his sword.

People admire him and say: "He is as beautiful as a weathercock".

"Why can't you be like the _____ Prince?" asks a sensible mother of her little boy who is crying. "The _____ Prince never cries for anything."

"I am glad there is someone in the world who is very happy," says a disappointed man as he passes by the wonderful statue.

"He looks just like an angel," say the children.

GLOSSARY:	ENGLISH	CZECH	(PICTURE)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

5. Cover your glossary and write as many new words as you remember.

_____

_____

_____

_____

_____

_____

_____

6. After all this do you want to change your decision about the correct title of the fairy tale???

                The title: _____

HOMEWORK:

1. Design your own book cover:
- the correct title:
- the author:
- the illustrator – it is YOU:-)

2. Use the information from the fairy tale and write a short description of the statue of the Happy Prince on your book cover (6 sentences):

The Happy Prince is/has got/....

Lesson 2 – Teacher's plan

1. NEW VOCABULARY

The teacher reads the words and the students repeat after him, then three students are challenged to read one column each.

swallow – vlaštovka	single - jediný	wing - křídlo
distant – vzdálený	surprised – překvapený	soft - jemný
hurry – spěch	drop - kapka	confused - zmatený
decide – rozhodnout	fall - spadnout	strange - zvláštní

2. WORDSEARCH

1	2	3	4	5	6	7	8	9	10
2									
3									
4									
5									
6									
7									
8									
9									
10									

A. The teacher prepares a same table on the blackboard.

B. The students choose one of the new words, pronounce it correctly and go to write it into the table on the board. The rest of the class follows the example in their worksheets. It is done with ten words of the students´choice.

C. Then the students fill in the missing letters in their tables (it is entirely up to them which ones).

D. When finished the teacher challenges them to remember the particular words they put into the table, circle them and write below (one suggestion: intentionally, the chart is big, so that the students can draw the pictures of the words at home if them want).

E. The same procedure the students do in their worksheets is done on the blackboard afterwards.

3. SILENT READING AND GAP-FILLING EXERCISE

The students read the excerpt from the fairy tale (the second key scene) and fill in the missing adjectives from the box provided (usage of the dictionaries). The teacher is monitoring the class and helps if asked.

COLD	GOLDEN	TIRED	HAPPY	LONG	LITTLE

One evening a _____ swallow flies over the city. He is on his _____ way to a distant Egypt because a _____ winter starts very soon. A little swallow is in a big hurry but he is also _____. He decides to stop at the golden statue of the _____ Prince to stay for a night. "I have a _____ bedroom," the little swallow smiles and prepares to go to sleep.

SOFT	BRIGHT	SINGLE	STRANGE	CONFUSED

He puts his head under his _____ wing but a large drop of water falls on him. The little swallow is _____ because there is not a _____ cloud in the sky, the stars are _____, and yet it is raining. So he looks up at the golden statue of the Happy Prince and he is very surprised because he sees a _____ thing…

4. SEQUENCING OF EVENTS

The students´ task is to put the sentences into the correct order and number them (1 – 6) to map the events from the beginning to the end.

- A. _____ The little swallow is confused.
- B. _____ The little swallow puts his head under his soft wing.
- C. _____ The little swallow flies over the city.
- D. _____ The little swallow prepares to go to sleep.
- E. _____ The little swallow sees a strange thing.
- F. _____ The little swallow is tired.

HOMEWORK:

1. The students are supposed to prepare own "WORDSEARCH" chart for his classmate using 8 words they have learnt in the lesson.
2. Students should try to guess what is the strange thing a little swallow sees and write up to 3 sentences to describe it.

Lesson 2 – Student's worksheet
NAME: _____

1. WORDSEARCH
A. Here are the new words you will learn today:

SWALLOW – vlaštovka	SINGLE - jediný	WING - křídlo
DISTANT– vzdálený	SURPRISED – překvapený	SOFT – jemný
HURRY – spěch	DROP - kapka	CONFUSED- zmatený
DECIDE – rozhodnout	FALL - spadnout	STRANGE - zvláštní

B. Choose 10 words and put them into the chart below.

1	2	3	4	5	6	7	8	9	10
2									
3									
4									
5									
6									
7									
8									
9									
10									

C. Fill in the missing letters; it is up to you which ones you choose.

D. Do you remember the words you put into chart? Circle them and write them below.

2. In pairs read the text (the second key scene from the fairy tale The Happy Prince) and fill in the missing adjectives from the box.

COLD	GOLDEN	TIRED	HAPPY	LONG	LITTLE

One evening a _____ swallow flies over the city. He is on his _____ way to a distant Egypt because a _____ winter starts very soon. A little swallow is in a big hurry but he is also _____. He decides to stop at the golden statue of the _____ Prince to stay for a night. "I have a _____ bedroom," the little swallow smiles and prepares to go to sleep.

SOFT	BRIGHT	SINGLE	STRANGE	CONFUSED

He puts his head under his _____ wing but a large drop of water falls on him. The little swallow is _____ because there is not a _____ cloud in the sky, the stars are _____, and yet it is raining. So he looks up at the golden statue of the Happy Prince and he is very surprised because he sees a _____ thing…

3. Here are the sentences about the little swallow but they are not in the correct order. Number them (1 – 6) to map the events from the beginning to the end.
    A. _____ The little swallow is confused.
    B. _____ The little swallow puts his head under his soft wing.
    C. _____ The little swallow flies over the city.
    D. _____ The little swallow prepares to go to sleep.
    E. _____ The little swallow sees a strange thing.
    F. _____ The little swallow is tired.

HOMEWORK:
      a. **Prepare your own "WORDSEARCH" chart for your classmate.**
      b. **Choose 8 words from the fairy tale you learnt today and put them into the chart below.**

Pupil's name: _____

1	2	3	4	5	6	7	8	9	10
2									
3									
4									
5									
6									
7									
8									
9									
10									

    3. Write here 8 words you want your classmate to find:

4. Today at the end of the fairy tale a little swallow sees a strange thing. Do you remember? Try to guess what it is and write up to 3 sentences to describe it.

_____
_____
_____
_____
_____
_____
_____

Lesson 3 – Teacher's plan

1. HOMEWORK – students´ "wordsearch"

In pairs the students exchange their „wordsearch" tables and try to discover all hidden words.

2. JIGSAW ACTIVITY

The teacher prepares six sentences from the previous lesson on the separate pieces of the paper (see below). Six volunteers are called up to come to the blackboard and are given 1 sentence each. They sit at random order in front of the class and read their sentences. The class tries to arrange the story according to what happened first and then.

The little swallow is confused.
The little swallow puts his head under his soft wing.
The little swallow flies over the city.
The little swallow prepares to go to sleep.
The little swallow sees a strange thing.
The little swallow is tired.

3. PRACTICE OF THE NEW VOCABULARY

The groups of three are provided with dictionaries and an envelope containing ten new English words and its ten Czech counterparts (see below). The groups race one another to match the correct pairs. Afterwards, the students read their matches and go to the blackboard to write them there. Memory game as suggested in lesson one can follow.

A MISERY	BÍDA
AN INJUSTICE	NESPRAVEDLNOST
POOR	PROSTÝ, CHUDÝ
A FEVER	HOREČKA
GIVE	DÁT
A MESSENGER	POSEL
THIRSTY	ŽIZNIVÝ
ILL	NEMOCNÝ
FULL	PLNÝ
BRING	DONÉST

4. READING AND TRANSLATION

The teacher distributes the worksheets and the students read the excerpt from the fairy tale (the third key scene). Each student reads and translates one sentence.

The eyes of the Happy Prince are full of the tears. "Who are you?" asks the little swallow. „I am the Happy Prince", answers the prince. "Why are you crying then?" the little swallow asks again. „I stand high above the city and I can see all the misery and the injustice there". And the Happy Prince continues: "Far away in the city, there is a poor house. In the room there is a little boy and he is ill. He has a fever. His mother has got nothing for him. Swallow, swallow, little swallow can you bring the large red ruby from my sword to her? " "But I am on my long way to the distant Egypt", answers the little swallow. The Happy Prince asks again: "Swallow, swallow, little swallow, will you stay with me one night longer and be my messenger? The boy is so thirsty, and his mother is so sad".

HOMEWORK: ROLE PLAY

1. In pairs the students learn the dialogue between the swallow and the Happy Prince (the excerpt read in the lesson but simplified into the direct speech only). They are not supposed to know it by heart, but try to remember and make it original as much as possible since they will perform it before the class next lesson. They are suggested to use movements, gestures or other props or play with their voice.

SWALLOW: "Who are you?"
PRINCE: "I am the Happy Prince".
SWALLOW: "Why are you crying?"
PRINCE: "I stand high above the city and I can see all the misery and injustice there. Far away in the city, there is a poor house. In the room there is a little boy and he is ill. He has a fever. His mother has got nothing for him. Swallow, swallow, little swallow can you bring the large red ruby from my sword to her?
SWALLOW: "But I am on my long way to the distant Egypt",
PRINCE: "Swallow, swallow, little swallow, will you stay with me one night longer and be my messenger? The boy is so thirsty, and his mother is so sad".

2. The students are challenged to predict if the little swallow stays with the Prince or not by circling on of the options: YES / NO?

Lesson 3 – Student's worksheet
NAME: _____

Read and translate. You will find out what „a strange thing" the little swallow sees.

The eyes of the Happy Prince are full of the tears. "Who are you?" asks the little swallow." „I am the Happy Prince", answers the prince. "Why are you crying then?" the little swallow asks again." I stand high above the city and I can see all the misery and the injustice there".

And the Happy Prince continues: "Far away in the city, there is a poor house. In the room there is a little boy and he is ill. He has a fever. His mother has got nothing for him. Swallow, swallow, little swallow can you bring the large red ruby from my sword to her? "

"But I am on my long way to the distant Egypt", answers the little swallow. The Happy Prince asks again: "Swallow, swallow, little swallow, will you stay with me one night longer and be my messenger? The boy is so thirsty, and his mother is so sad".

HOMEWORK:

1. ROLE PLAY - Learn this dialogue with your partner (not by heart, but try to remember as much as possible, you will perform it before your class). You can change your voice, use movements, gestures or other props – it is entirely up to you.

SWALLOW: "Who are you?"
PRINCE: "I am the Happy Prince".
SWALLOW: "Why are you crying then?"
PRINCE: "I stand high above the city and I can see all the misery and injustice there. Far away in the city, there is a poor house. In the room there is a little boy and he is ill. He has a fever. His mother has got nothing for him. Swallow, swallow, little swallow can you bring the large red ruby from my sword to her?
SWALLOW: "But I am on my long way to the distant Egypt",
PRINCE: "Swallow, swallow, little swallow, will you stay with me one night longer and be my messenger? The boy is so thirsty, and his mother is so sad".

2. Do you think the little swallow will stay or not? Do your guess. And next lesson you will find out if you are right:-)
            YES / NO

Lesson 4 – Teacher's plan

1. HOMEWORK: performance of the students´ dialogues

The teacher asks for two voluntary pairs and if there is no response he chooses himself at random.

2. CHORAL READING

The students read aloud the extract from the fairy tale (the fourth key point) and are encouraged to infer the meaning of the new words from the context. When familiar with the text, the students are divided into the four groups and each is given particular passages to read. The teacher rehearses the choral reading with students and assists them with correct intonation and rhythm. When performing the teacher plays a role of narrator.

TEACHER: The little swallow feels sorry for the Happy Prince and so he stays.
GROUP 1: „Thank you, little swallow",
TEACHER: says the Prince. The swallow takes out a large red ruby from the Prince's
          sword and brings it to the ill boy and his sad mother.
TEACHER: Next night the swallow wants to leave but the Happy Prince asks him
          again:
WHOLE CLASS: „Swallow, swallow, little swallow, will you stay with me one night
          longer and be my messenger?
GROUP 2: Far away across the city I see a young man and he is hungry and very cold.
          Take out one of my sapphires and bring it to him".
GROUP 3: "Dear Prince",
TEACHER: says the Swallow,
GROUP 3: "I cannot do that".
GROUP 4 "Swallow, swallow, little swallow, please do as I command"
TEACHER: The little swallow has got a good heart and flies with the bright sapphire to
          a poor man.
TEACHER: Next evening the little swallow says:
GROUP 1: "Good-bye, the Happy Prince. I am leaving".
WHOLE CLASS: „Swallow, swallow, little swallow, will you stay with me one night
          longer and be my messenger?
GROUP 1:"It is winter,"
TEACHER: answers the Swallow,
GROUP 1: "and the cold snow is here very soon".
TEACHER: But the Prince continues:
GROUP 3: "There is a poor girl in the street and she has not got money. Take out my
          next sapphire and give it to her."
GROUP 2:"Dear Prince",
TEACHER: answers the Swallow,
GROUP 2: "I cannot do that, you will be blind".
GROUP 4: "Swallow, swallow, little swallow, please, do as I command".
TEACHER: The little swallow does as the Happy Prince commands.

3. DICTATION of the repetitive parts of the fairy tale

The students are asked to put their worksheets face down on the desks and the teacher dictates the selected phrases from the fairy tale to them. One volunteer is challenged to write on blackboard. In pairs the students swap their text and together with the teacher correct each other's writings according to the blackboard.

The phrases:

- Thank you, little swallow.
- Swallow, swallow, little swallow, will you stay with me one night longer and be my messenger?
- Dear, Prince, I cannot do that.
- Little swallow, please do as I command.

HOMEWORK: Crossword

#	Word
1.	C O N T I N U E
2.	H U N G R Y
3.	F E E L
4.	H E A R T
5.	L E A V E
6.	P R I N C E
7.	S A P P H I R E
8.	M O N E Y
9.	P O O R
10.	B R I N G
11.	B L I N D
12.	M E S S E N G E R
13.	C O M M A N D
14.	W I N T E R

Lesson 4 – Student's worksheet

NAME: _____

1. CHORAL READING

Do you know what group you belong? Find your passage and read together with your mates in group

TEACHER: The little swallow feels sorry for the Happy Prince and so he stays.

GROUP 1: „Thank you, little swallow",

TEACHER: says the Prince. The swallow takes out a large red ruby from the Prince's sword and brings it to the ill boy and his sad mother.

TEACHER: Next night the swallow wants to leave but the Happy Prince asks him again:

WHOLE CLASS: „Swallow, swallow, little swallow, will you stay with me one night longer and be my messenger?

GROUP 2: Far away across the city I see a young man and he is hungry and very cold. Take out one of my sapphires and bring it to him".

GROUP 3: "Dear Prince",

TEACHER: says the Swallow,

GROUP 3: "I cannot do that".

GROUP 4 "Swallow, swallow, little swallow, please do as I command"

TEACHER: The little swallow has got a good heart and flies with the bright sapphire to a poor man.

TEACHER: Next evening the little swallow says:

GROUP 1: "Good-bye, the Happy Prince. I am leaving".

WHOLE CLASS: „Swallow, swallow, little swallow, will you stay with me one night longer and be my messenger?

GROUP 1: "It is winter,"

TEACHER: answers the Swallow,

GROUP 1: "and the cold snow is here very soon".

TEACHER: But the Prince continues:

GROUP 3: "There is a poor girl in the street and she has not got money. Take out my next sapphire and give it to her."

GROUP 2: "Dear Prince",

TEACHER: answers the Swallow,

GROUP 2: "I cannot do that, you will be blind".

GROUP 4: "Swallow, swallow, little swallow, please, do as I command".

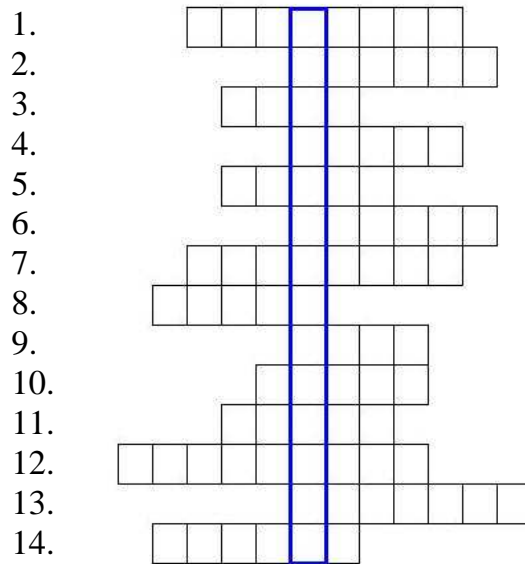TEACHER: The little swallow does as the Happy Prince commands.

2. DICTATION
Listen and write. These phrases are from the text you read.

_____
_____
_____
_____
_____
_____
_____

HOMEWORK: CROSSWORD

You learnt some new English words today, your task is to fill them in the crossword and find out what is the message in the middle for you:

1. Write Czech word "POKRAČOVAT" in English.
2. The young man is _____ and very cold.
3. The swallow _____s sorry for the Happy Prince and so he stays.
4. The swallow has got a good "SRDCE".
5. The swallow wants to "ODEJIT".
6. The Happy _____
7. The Prince has got two bright _____ for his eyes.
8. The poor girl has not got _____
9. There is a _____ girl in the street.
10. Write English verb "DONÉST"
11. The Prince has not got his eyes any longer, he is _____
12. Swallow, stay with me one night longer and be my _____
13. Swallow, please, do as I _____
14. It is snow. It is a cold _____

APPENDIX 5

Lesson 5 – Teacher's plan

1. HOMEWORK – The crossword

The students read and go to write the words they filled in the crossword on the blackboard.

2. STUDENTS´ PRESENTATION

Each group reads a particular passage from the extract (the fifth key scene of the fairy tale), which is clearly marked for them. The students look up the new vocabulary in dictionaries and write them in the glossary on their worksheets. The task is to prepare presentation for the rest of the class (1 student – makes the glossary on the board, 1 student reads the particular paragraph and 1 student translate for the others)

(TEXT 2)
GROUP 5: Next day the Prince says: „Fly over my city, little swallow, and tell me what you see there". So the Swallow flies and sees: the rich people who have got everything, the beggars who have got nothing and the poor children who are hungry, thirsty and cold.

(TEXT 1)
GROUP 2: The little swallow comes back to the Prince and says: „You are blind now, I stay with you always". „No, little Swallow", says the Happy Prince, „you must go away to distant Egypt". „No, I stay with you", answers the Swallow and sleeps at the Prince's feet.

(TEXT 5)
GROUP 3: The winter comes and it is snowing. The poor little swallow is very cold, so he eats the crumbs outside the baker's door and moves his wings to keep warm. He stays with the Happy Prince because he loves him too much.

(TEXT 4)
GROUP 4: The swallow takes leaf after leaf of the gold from the Prince's body and brings it to the needy people in the streets. „Thank you, little Swallow", says the Happy Prince, „you have got very good heart. "

(TEXT 3)
GROUP 1: The Swallow flies back to the Prince and tells him about all the misery and injustice in the city. „My whole body is golden", says the Happy Prince, „take leaf by leaf and give it to the poor people of my city".

3. PUTTING THE STORY TOGETHER

The whole class tries to piece the story together in the right order.

4. GAME "Getting warmer and warmer"

A volunteer is sent behind the door. The class agrees on one new word from the blackboard that is written on a piece of the paper and hidden somewhere in the classroom then. The student is called in and he searches for the word. The whole class keeps pronouncing the word in a low or loud voice according to the distance between the particular student and the hidden word.

HOMEWORK:

The students are provided with the last key scene from the fairy tale The Happy Prince in advance. They read and look up the unfamiliar words in the dictionary. Their task is to make their own "FAIRY TALE GLOSARRY". The form and appearance is entirely up to them however the headlines such as follow are required.

PUPIL´S NAME: _____
A FAIRY TALE: _____
AN AUTHOR: _____

The students are encouraged to use their creativity and imagination (different colours, big letters, and pictures – by their hand or photos). It should be emphasized that a dictionary is for their use and more effective learning. Since there are not many new words in the text, the students are supposed to browse through their old worksheets and add at least eight words they learnt in the previous lessons.

Lesson 5 – Student´s worksheet
NAME: _____

1. GROUP PRESENTATION
Here is the extract (the fifth key scene) from the fairy tale. Find the passage, which is numbered, for your group. Look up new vocabulary in the dictionaries and write them in the glossary. Your task is to prepare presentation for the rest of the class (one of you makes the glossary on the board, another one reads "your" passage and the third translates for the others).

GROUP 5: Next day the Prince says: „Fly over my city, little swallow, and tell me what you see there". So the Swallow flies and sees: the rich people who have got everything, the beggars who have got nothing and the poor children who are hungry, thirsty and cold.

GLOSSARY:
_____
_____
_____
_____
_____

GROUP 2: The little swallow comes back to the Prince and says: „You are blind now, I stay with you always". „No, little Swallow", says the Happy Prince, „you must go away to distant Egypt". „No, I stay with you", answers the Swallow and sleeps at the Prince's feet.

GLOSSARY:
_____
_____
_____
_____
_____

GROUP 3: The winter comes and it is snowing. The poor little swallow is very cold, so he eats the crumbs outside the baker's door and moves his wings to keep warm. He stays with the Happy Prince because he loves him too much.

GLOSSARY:
_____
_____
_____
_____
_____

GROUP 4: The swallow takes leaf after leaf of the gold from the Prince's body and brings it to the needy people in the streets. „Thank you, little Swallow", says the Happy Prince, „you have got very good heart. "

GLOSSARY:
_____
_____
_____
_____
_____

GROUP 1: The Swallow flies back to the Prince and tells him about all the misery and injustice in the city. „My whole body is golden", says the Happy Prince, „take leaf by leaf and give it to the poor people of my city".

GLOSSARY:
_____
_____
_____
_____
_____

2. Try to piece the story together into the correct order.

HOMEWORK:

Here is the last key scene from the fairy tale The Happy Prince. Read and look up the unknown words in the dictionary. Your task is to make your own "A FAIRY TALE DICTIONARY". The form and appearance is entirely up to you however, the following headlines are required.

PUPIL´S NAME: _____
A FAIRY TALE: _____
AN AUTHOR: _____

Use your creativity and imagination (different colours, big letters, and pictures – by your hand or photos) – it is a dictionary for your use, so make it in the way, which helps you learning. Add at least eight words you learnt in the previous lessons.

THE END OF OSCAR WILDE´S FAIRY TALE
The Happy Prince

„Good-bye, dear Prince", says a little swallow. „I am glad that you are leaving, the little Swallow", answers the Happy Prince, "thank you for everything."

"I am sorry", says the little Swallow, "but I am not going to the distant Egypt. I am very cold, tired and too weak." He kisses the Happy Prince and dies.

The next morning people see that the Happy Prince is not golden any longer and that there is a dead bird at his feet. So they decide to pull the statue of the Prince down.

"Bring me the two most precious things in the city", says God to his Angel and the Angel brings Him the Prince's heart and the dead bird.

Lesson 6 – Teacher's plan

1. VOCABULARY PRACTICE GAME "Bingo"

The teacher has to prepare two different „word boxes" for each student (Czech and English words from the extract the students read for homework). The teacher says the Czech words and the students if they have the English equivalents in their „wordboxes" cross them out. The student with no words left says „bingo" and the teacher checks his box. If it is correct the student gets mark one. The same is done again but now with the Czech „word box" and the teacher says the words in English. Here is an illustrating set of 2 "wordboxes" for one student:

A. The teacher says the words in English

PRINC	VLAŠTOVKA
EGYPT	MĚSTO

B. The teacher says the words in Czech

LEAF	PEOPLE
WEAK	NEEDY

2. "WRONG SPELLING"

The students create the right words from the jumbled letters.

ISSK   _____
EAKW   _____
OVEL   _____
IREDT   _____
EADD   _____
ATTUES   _____

3. READING COMPREHENSION - READING RACE

The students are divided into the groups and each group is provided with a set of six comprehension questions concerning the extract from the fairy tale (the last key scene) they read for homework. The task of the group is to cooperate on the answering of the questions as soon as possible and write them on the reverse side of the individual strips. When done they have to piece the story together. The extract is in the students´ worksheets so that they can use it if necessary.

„Good-bye, dear Prince", a little swallow says. „I am glad that you are leaving, little Swallow", answers the Happy Prince, "thank you for everything." "I am sorry", says the little Swallow, "but I am not going to the distant Egypt. I am very cold, tired and too weak." He kisses the Happy Prince and dies.

The next morning people see that the Happy Prince is not golden any longer and that there is a dead bird at his feet. So they decide to pull the statue of the Prince down.

"Bring me the two most precious things in the city", says God to his Angel and the Angel brings Him the Prince's heart and the dead bird.

COMPREHENSION QUESTIONS:

Is the little swallow going to the distant Egypt?

Why is the little swallow dying?

What does the swallow before he dies?

What do the people see the next morning?

What do the people decide to do?

What are the two most precious things in the city?

HOMEWORK: „Brainstorming" task

1. The students browse through their all worksheets and thus, refresh their memory in order to do "brainstorming" about Oscar Wilde´s fairy tale The Happy Prince.

2. They write 5 sentences about the fairy tale and try to use as many words from "their brainstorming" as possible.

Lesson 6 – Student's worksheet

NAME: _____

1. BINGO
Listen and if you have the particular words cross it out from your "wordbox". Call out „Bingo" if there are no words left.

A. The teacher says the words in English

PRINC	VLAŠTOVKA
EGYPT	MĚSTO

B. The teacher says the words in Czech

PEOPLE	LEAF
NEEDY	WEAK

2. "WRONG SPELLING" – Can you create the right word?

ISSK   _____
EAKW   _____
OVEL   _____
IREDT   _____
EADD   _____
ATTUES   _____

3. "READING RACE"
This is an extract from the fairy tale (the last key scene) you read for homework.
Your task is to answer the comprehension questions. Use the text, if necessary.

„Good-bye, dear Prince", a little swallow says. „I am glad that you are leaving, little Swallow", answers the Happy Prince, "thank you for everything."
"I am sorry", says the little Swallow, "but I am not going to the distant Egypt. I am very cold, tired and too weak." He kisses the Happy Prince and dies.
The next morning people see that the Happy Prince is not golden any longer and that there is a dead bird at his feet. So they decide to pull the statue of the Prince down.
"Bring me the two most precious things in the city", says God to his Angel and the Angel brings Him the Prince's heart and the dead bird.

HOMEWORK:
A. Write as many "vocabulary connections" you remember about Oscar Wilde´s fairy tale The Happy Prince.

THE HAPPY
PRINCE

B. Write 5 sentences about this fairy tale and use as many words from "your brainstorming" as possible.

_____
_____
_____
_____
_____
_____
_____

Lesson 7 – Teacher's plan

1. HOMEWORK („ brainstorming sentences")

The students share their „brainstorming circles" with their classmates in a group. Then individual students are asked to pick up one sentence and read it for the profit of the whole class.

2. READING COMPREHENSION

The students are divided into 6 groups and each group is given 7 titles and 6 shortened key scenes of the fairy tale The Happy Prince from the previous lessons. To make it more difficult the students are provided with 1 title extra. They match the paragraphs with the correct titles.

TITLE A THE DESRIBTION OF THE HAPPY PRINCE
TITLE B THE ENCOUNTER OF THE HAPPY PRINCE AND THE LITTLE SWALLOW
TITLE C THE HAPPY PRINCE IS VERY SAD BECAUSE OF THE MISERY AND INJUSTICE IN THE CITY
TITLE D THE SWALLOW BECOMES A PRINCE´ S MESSENGER
TITLE E THE HAPPY PRINCE IS BLIND AND THE SWALLOW STAYS WITH HIM
TITLE F THE TWO MOST PRECIOUS THINGS IN THE CITY
TITLE G THE PRINCE IS VERY HAPPY

TEXT 6 - F

„Good-bye, dear Prince", says a little swallow. I am too weak." And he kisses the Happy Prince and dies. The next morning people decide to pull the statue of the Prince down. "Bring me the two most precious things in the city", says God to his Angel and the Angel brings Him the Prince's heart and the dead bird.

TEXT 4 - D

The little swallow feels sorry for the Happy Prince and stays. Next night the swallow is leaving but the Prince asks him again: "Little swallow, please, be my messenger? I see a young man and he is hungry and cold." The little swallow flies with the sapphire to a poor man. Next evening the Prince says: "There is a poor girl in the street, give her my next sapphire." And so the Prince becomes blind.

TEXT 5 - E

The little swallow says to the Prince: „You are blind now, I stay with you always". Next day the Swallow tells the Prince about all the misery and injustice in the city and takes leaf after leaf of the Prince's gold and brings it to the needy people. The winter comes and the little swallow is very cold but he stays with the Happy Prince because he loves him too much.

TEXT 1 - A

High above the city, on a tall column, stands the statue of the Happy Prince. His whole body is golden. He has got two bright sapphires for his eyes and there is a large red ruby on his sword. People admire him and say: "He is as beautiful as a weathercock".

TEXT 2 - B

One evening a little swallow flies over the city. He is on his way to a distant Egypt. He decides to stop at the golden statue of the Prince to stay for a night. He prepares to go to sleep when a large drop of water falls on him. The little swallow looks up and sees a strange thing…

APPENDIX 7

TEXT 3 - C

> The eyes of the Happy Prince are full of the tears. "Who are you?" asks the little swallow. "I am the Happy Prince", answers the prince. "Why are you crying then?" "I can see all the misery and injustice of my city". Swallow, swallow, little swallow, stay with me one night longer and be my messenger? The people need your help."

3. "COLLAGE"

Each group gets a large sheet of paper and makes a collage of one scene from the fairy tale. The students can either choose or the teacher assigns the individual paragraphs to the groups. The students draw the scene and rewrite the particular passage on the collage. There are no set rules concerning the form but the following headlines are required.

TITLE: **HAPPY PRINCE**
AUTHOR: **OSCAR WILDE**
SCENE: (for example):   **THE DESCRIBTION OF THE HAPPY PRINCE**
ILLUSTRATORS: (students´ names in a particular group)

APPENDIX 9
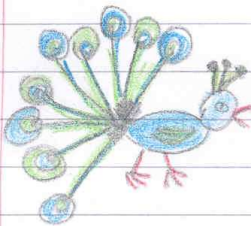## Student's fairy tale picture dictionary

LUCKA LANGEROVÁ

andĕl
an angel

PUPIL'S NAME : LUCKA
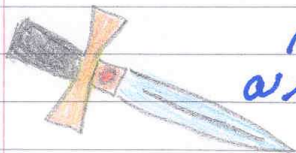A FAIRY TALE : THE HAPPY
PRINCE
AN AUTOR : OSCAR WILDE

bůh
god

I'm cold – je mi zima
I'm tired – jsem unavený
I'm weak – jsem slabý
kiss – políbit, políček
people – lidé
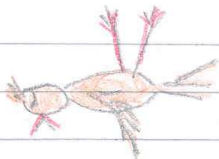to pull down – strhnout
longer – déle
statue – socha

pár
weathercock

meč
a sword

Červený rubín
red ruby

mrtvý ptáček
dead bird

„TERMINOLOGY SHEET"

1. ACTIVITY: the teacher gives a brief description of the activity

2. AIMS OF THE ACTIVITY TO BE OBSERVED:

- COGNITIVE individual language skills (reading, listening, writing, speaking) and subskills (vocabulary, grammar, pronunciation, spelling)
- SOCIAL/AFFECTIVE
(moral issues, emotional and culture awareness, students are given social roles, work with dictionaries, classroom atmosphere, …)
- PSYCHOMOTOR
(physical movement, creativity, imagination, …)

3. OBSERVER´S COMMENTS ON THE ACTIVITY USED IN THE LESSON
The teacher takes these aspects of the activity into consideration:

- challenge (level of difficulty)
- suitability
- type
- variety (too long- students lose their concentration and interest, too short – not sufficiently practised)

4. CLASSROOM ORGANIZATIONAL FORMS

- group work, pair work, individual work, whole class work
- team work x cooperation x competition

5. OVERALL IMPRESSION OF „THE FAIRY-TALE LESSON"

- Students´ involvement (what is the students´ response to the work with the fairy tale – increase/ loss of their interest, curiosity, motivation …)
- Students´ enrichment (to foster students´ positive attitude towards literature of the target language and reading as such, ...)
- Teacher's attitude (his enthusiasm, usage of praise, encouragement,…)
- Teacher's techniques to help the students with any difficulties (usage of pictures, blackboard, dictionaries, translation, explanation,…)

APPENDIX 11
New form of the observation sheet

OBSERVATION SHEET – Usage of Oscar Wilde's fairy tale The Happy Prince in English class

Lesson: _____

Class: _____

Number of the students: _____

Age of the students: _____

Aim: This observation sheet focuses on the objectives of specific activities from a more general perspective. Thus, in addition to the traditionally mentioned cognitive, social/affective and psychomotor aspect of learning (Bloom's taxonomy of aims) also other features of activities, interaction patterns and atmosphere of the lessons are considered. While observing, try to identify whether and to what extent individual activities address these objectives. And please, add your comments on further aspect of the lesson.

ACTIVITY	AIMS			OBSERVER´S COMMENTS ON THE ACTIVITY USED	CLASSROOM ORGANIZAT. FORMS	OVERALL IMPRESSION OF "A FAIRY TALE LESSON"
	COGNITIVE	SOCIAL/AFFECTIVE	PSYCHOMOTOR			

TEACHER´S FURTHER NOTES:

APPENDIX 12
The filled – in observation sheet

OBSERVATION SHEET – USAGE OF A FAIRY TALE IN ENGLISH LESSONS

Lesson: _One_ 5. grade

This observation sheet focuses on the objectives of specific activities from a more general perspective. Thus, in addition to the traditionally mentioned cognitive, social/affective and psychomotor aspect of learning (Bloom's taxonomy of aims) also other features of activities, interaction patterns and atmosphere of the lessons are considered.
While observing, try to identify whether and to what extent individual activities address these objectives. And please, add your comments on further aspect of the lesson.

ACTIVITY (brief description of the activity)	AIMS			OBSERVER'S COMMENTS on the challenge (level of difficulty), suitability, type and variety (too long- students lose their concentration and interest, too short – not sufficiently practised) of the tasks	ORGANIZATIONAL FORMS (group work, pair work, individual work, whole class – team work x cooperation x competition)	OBSERVER'S COMMENTS on the classroom climate/students' involvement/ teacher's attitude and his techniques to help the students with any difficulties (usage of pictures, dialogues, dictionary, translation, explanation,…)
	COGNITIVE (individual language skills and subskills)	SOCIAL/AFFECTIVE (moral issues, emotional and culture awareness, social interaction-given roles, …)	PSYCHOMOTOR (physical movement, creativity, imagination,….)			
THE HAPPY PRINCE (OSCAR WILDE)		– vytvoření pozitiv. vztahu k literatuře				
PRÁCE S NADPISEM	– čtení + porozumění, výběr slov. zásoby – práce se slovníkem + čtení + vyslovit	– početní – motivace, navození atmosféry žáků – seznámení s pohádkou jiné kultury	– rozvoj fantazie žáků	– přiměřená obtížnost – vhodné pro toto věk. stupeň	– vhodná práce ve skupinách – práce soutěživosti zvýšil zájem o aktivitu žáků	– hezké navození atmosféry – využití obrázku – podpora tvořiv. atmosféry
PRÁCE S TEXTEM	– rozvoj čtení – překlad textu – vyvození slov. zásoby – spelling	– využití citového náboje pohádky – tomuto věku je zahr. pohádky blízky vart žáků (zapojí se i emoce)	– rozvoj tvořivosti žáků – rozvoj představ. vart žáků?	– obtížnost přiměřená věku i schopnostem – příliš dlouhý text → ztráta koncentrace žáků nedostatek času?	– vhodná práce ve skupinách – správné střídání forem práce (ind. práce x práce s celou třídou)	– maximal. využití slovníků – srozumitelné pokyny učitele – pěkná / zajímavá výhava učitele – využití pomůcky k porozumění zalu

D.Ú.
vytvoření obálky + jednoduchy popis marného prince (– kreativita žáků, samostatnost / – schopnost učitele rychle
Vhod. knižní obálky upevnění látky – zobrazení obrazů.) a vhodné reagovat

název: The happy prince
autor: Oscar Wilde

Pohádka: LÍBILO SE MI TO PROTOŽE
JSTE NÁS PORÁD
POCHVAVOLANA, MOHLI JSME
(UČILI JSME HLE DAT VE SLOVNÍKU
SE)

15 slovíček
Swallow, swallow, little
swallow will you stay
with me one night
longer and be my messenger.

1. LÍBILA: líbily se mi ty hry
co máme p. učitelka Mikešová
byla krásný a ta pohádka, protože v ní
byla krásný ptáček.

Líbilo: Když ž, ...

1. líbilo - protože jsme si ...
The happy prince oscar wilde
Naučil 20 nových slovíček

jsem se spoustu nových věcí 30 slovíček

paní učitelka Mikešová byla moc hodná
a líbyla se mi moc, že jsme se učili
z té knížky a ne učebnice.

hodiny se mi ... protože - byla plné zábavy

ÚDAJE PRO KNIHOVNICKOU DATABÁZI

Název práce	Používání pohádek v hodinách anglického jazyka a jejich vliv na sociální vývoj dětí
Autor práce	Lenka Mikešová
Obor	Učitelství anglického jazyka
Rok obhajoby	2006
Vedoucí práce	Mgr. Pavel Brebera
Anotace	Práce pojednává o přínosu pohádek pro sociální vývoj dětí, ale také jak tento literární žánr využít v hodinách anglického jazyka pro zlepšení jazykové úrovně mladších žáků. Praktická část nabízí podrobnou analýzu sedmihodinového pohádkového bloku, který byl vytvořen za účelem zvládnutí Oscar Wildeovy pohádky Šťastný Princ zábavným a motivujícím způsobem. Plány všech hodin pro učitele včetně pracovních listů pro studenty mohou být shlédnuty v přílohách. Pro účel dalšího využití těchto důsledně připravených a odzkoušených hodin je přiloženo i CD.
Klíčová slova	Pohádky; rozvoj dítěte; fantazie; představivost; pohádkový svět; cizí jazyk; hodiny angličtiny; školní prostředí; mladý žák; jazyková úroveň; čtení; psaní; poslech; mluvení; slovní zásoba; cíl aktivity; Oscar Wilde; Šťastný Princ; vyučující materiál; zpětná vazba; hodnocení; positivní postoj k literatuře; motivace; kreativita; zábavný způsob vyučování.