

## **ABSTRACT**

This thesis, entitled *A case study: the teaching of literature in genre-themed units at the ISCED 3 level in the context of an alternative study program*, focuses on a, in our environment, non-traditional approach to teaching literature in high schools, based on a unique study program.

The thesis consists of two parts – a theoretical part and an empirical part. The theoretical part includes the definition of the term “literary education” along with its insertion into the context of the educational plan outline for high schools. Furthermore, the definition of the term “alternative schooling” is given, and the terms that are subsequently used in the empirical part – reading and reading literacy, formative assessment, Content and Language Integrated Learning, and tandem teaching – are also defined. Finally, the period of adolescence is described, with an emphasis on the psychological and social characteristics of an individual.

The aim of the empirical part was to describe how teaching takes place in an alternative study program at the ISCED 3 level, with an emphasis on the teaching of literature arranged into genre-themed units. From this, the sub-objectives unfolded, which were: to implant the alternative study program into the context of the given school; to describe how the study of the alternative study program is organized; to describe how the teaching of literary education takes place in this alternative study program.

The aim was achieved through a descriptive case study of a study program in a high school in Prague. The research was conducted from fall of 2021 to spring of 2022. The methods of data collection used to fulfill the objective were: analysis of official and promotional documents, in-depth interviews with a teacher, a student, and a graduate of the program, and a questionnaire focused on reading and the relationship to literary education, which was filled out by twelve students.

The research showed that this is a unique study program that implements the latest educational trends (e.g. focus on key competencies, the use of formative assessment, tandem teaching, integrated teaching, student participation in education) and thus respects the course of the Czech Republic's educational policy. The teaching of literary education is linked to other findings from the humanities field within the social sciences block, is divided mainly by historical periods and during the course of studies, its intensity is systematically increased.

**KEYWORDS**

literary education, alternative schooling, ISCED 3, high school, case study