

ABSTRACT

The aim of this diploma thesis is mapping options of the use of the interactive whiteboard in the introductory part of Literature lesson called the evocation, based on formulated findings of needs and interests of the prepubescent reader summarized in the theoretical part.

The practical part consists in comparison of teaching with and without the use of the interactive whiteboard, while the lesson plans are conceived in E-U-R model.

The undertaken research shows that work with the interactive whiteboard in Literary lessons increase pupils' motivation to predict, makes modelling of reading literacy methods easier, improve vizualization of problematic places in the text and offers unconventional effective way of sharing pupils' ideas and artefacts.

The benefit of this work is finding effective ways of the use of the interactive whiteboard in Literature lessons especially in the evocation part of lesson.