

## Summary

The present dissertation examines certain crucial issues in the field of literature teaching and the use of literature in the foreign language classroom. In particular, it focuses on the specific aspects of the didactics of English literature in the context of the current trends and changes of the Czech grammar school curriculum. Therefore, it explores the relation of literature and education, the question of interpretation and reception of a literary work in connection with the foreign language classroom, which is currently influenced by the new curricular documents. At the research level, the dissertation attempts to find a potentially ideal combination of the disciplines related to this field, i.e. literary scholarship, EFL methodology as well as the outcomes and intentions of the new curricular documents, and searches for new possibilities of the optimal use of English literature in the EFL classroom.

The theoretical section consists of three main chapters that correspond to the three main theoretical grounds of the dissertation reflecting the above mentioned disciplines. At first the focus is given to the role of literature in education, its specific position in the foreign language classroom and to the introduction of the basic principles of reception theory and Wolfgang Iser's approach to the process of reading and reception. In the following chapter, a detailed analysis followed by a comprehensive comparison of the old and new curricular documents with respect to the role and inclusion of foreign language literature has been carried out. The last chapter addresses the issue of reading and literary texts in the foreign language classroom.

The research section has been dedicated to the creation and verification of a didactic model for the optimal use of English literature in the EFL classroom in compliance with the new curricular documents as well as the specific features of literature. The first phase of our research focuses on the creation and description of a model seminar on English literature teaching in the EFL classroom reflecting the above mentioned aspects that is aimed at the gradual improvement and verification of the didactic model itself. The second phase of our research has in fact two stages: a pilot study, and then the research itself, during which the model seminar has been verified and improved. The whole research is followed by an additional research study conducted at grammar schools. The data gathered and interpreted during our research indicates that the above mentioned didactic model based on the principles of Wolfgang Iser's reception theory not only respects the specific aspects of English literature and its use in the EFL classroom, but also complies with the intentions of the new curricular documents. Consequently, the didactic model can undoubtedly be considered a valuable

contribution to the field of literature teaching and the use of English literature in the foreign language classroom. On the practical level, the data shows that the preparation of future teachers could be definitely supplemented by the model seminar.

The topic of this dissertation, which discusses the question of the optimal use of literature representing a specific phenomenon in the foreign language classroom and offers teachers a possible way of coping with it, also meets the current social, cultural and economic requirements of our changing society, which is beginning to stress the quality and complexity of education. Last but not least, this dissertation follows the research plan of the Faculty of Education Charles University in Prague.