

Abstract of the thesis

The dissertation thesis deals with the problem of using children's literature in teaching foreign languages at elementary schools. It frames the topic by Czech curricular documents and constituents of the teaching-learning process, provides a historical survey and lists the genres of the children's literature. It characterizes the skill of reading in foreign language teaching and deals with the position of the literary text and lesson planning with children's literature within the foreign language teaching process. Attention is also paid to children's literature as the constituent of the pre-service teacher training. The aim of the thesis is to find out whether children's literature is used in foreign language teaching at elementary schools, whether contemporary textbooks use it, how it is perceived by in-service and pre-service teachers and last but not least what children's literature in the teaching-learning process of foreign languages has to offer. Research tools used for the purposes of the thesis were questionnaires, observations, specially prepared teaching materials based on literary texts and analysis of a textbook.

The research proved that children's literature is used both by contemporary textbooks and by teachers in the foreign language education process. Since there is relatively high proportion of unqualified English teachers at elementary schools, the problem of the usage of children's literature in teaching foreign languages is perceived rather intuitively. The research proved that in-service teachers suffer from the complete absence of methodology for using literary texts in foreign language teaching, lack of reading contests for their pupils but also from an insufficient awareness of reading materials for particular language level and age available on the Czech market. These findings lead to the conclusions that further education of in-service foreign-language teachers in the field of this problem is required together with the shift from loud to silent reading within language lessons. Last but not least it signals that more systematic approach to the didactics of literary texts for pre-service foreign-language teachers is needed.

Key words: **children's literature, literary text, reading skills, scanning, didactics of literature**