

Abstrakt v anglickém jazyce:

## **FRENCH LANGUAGE WITHIN THE CZECH EDUCATION ENVIRONMENT 1847 -1948**

The objective of this dissertation thesis is to analyse the position of French language as a regular school subject taught in the Czech education environment, with focus on the era of the years 1847 - 1948. This interval was chosen intentionally to demonstrate the development and transformation of the position of French language, from the time it appeared in school curriculum as an obligatory subject, through the golden age of Francophony in the interwar Czechoslovakia of the 1930s, up until the year 1948 when the structure of taught foreign languages changed and French language lost its significant position due to the changes in political regime and the post-February policy of the Communist Party of Czechoslovakia.

The thesis is divided into three theoretical sections which represent different points of view on period French language teaching. The initial section includes characteristics of the Czech education environment with regard to the specific types of public schools where it was taught, as well as references to the most significant education reforms which were shaping the school system during the period concerned. The aim of the opening section is to answer the question of where and under which circumstances the French language was taught. The following section deals with the development of methods in language teaching used in the Czech education environment by 1948. Its objective is to describe the ways French language was taught at Czech schools. The final theoretical section focuses on general theories of textbooks, their structure and the approaches to their research. It also addresses specific features of language textbooks and their functions within the process of language learning/teaching. The final theoretical section provides a point of departure for the analytical part of the thesis, where we present the results of our research of period French language textbooks. The corpus of analysed textbooks includes the first French-language textbooks for Czech pupils designed in the first half of the 19<sup>th</sup> century according to different forms of the Grammar-Translation method. The corpus also includes a few exemplars of rare textbooks based on the Direct method but the largest part of the corpus is made up of interwar textbooks based on the so called Mediation or Analytic-Synthetic method of Jaroslav Otakar Hruška. This method became the official teaching method in 1898 and it retained its position till the 1940s.

Period textbooks enable us to observe changes in the contents and concepts of language teaching and they also help us to deduce how a particular teaching method could have been implemented. In conclusion, we evaluate the results of analyses of selected period textbooks and we focus on different levels of interacting factors with regard to the most significant transformations of the position of French language within the Czech education environment.

**Key words in English:** French language, French language textbooks, diachronic approach, education reforms, language teaching methods, Mediation method, Czech lands 1847-1948