

Abstract

The thesis "Comparison of Reception of Literary and Film Work at High School" addresses the issue of using films in literature classes at secondary schools. It analyzes the differences between literary and cinematic storytelling and their impact on recipients, drawing primarily from Maryanne Wolf's work "Reader, Come Home" (2020). The thesis further examines contemporary narratological approaches to analyzing literature and film and the possibilities of incorporating film into the educational process according to the Framework Educational Program for Secondary Vocational Education" and the Catalogue of Requirements for the common part of the Matura exam in Czech language and literature. Through an anonymous survey involving 212 respondents from selected vocational secondary schools and 31 respondents from two classes at a secondary school where the prepared lessons are subsequently implemented, it maps students' attitudes towards stories, reading in general, reading fiction, watching videos and films, and working with these media in school. The aim of this thesis is to demonstrate how teachers can meaningfully use films in their lessons without abandoning the effort to encourage students to read. Principles for working with films in literature classes are proposed. The result is a proposal for two lessons that show how film clips can be used in literature classes to motivate students to read.

Keywords

Film, fiction, adaptation, secondary vocational school, Framework Educational Program