

## **Literary Texts in English Textbooks**

**Pavλίna Vočková**

*Palacky University Olomouc*

### **Abstract**

The use of literary texts in foreign language teaching brings many advantages. Besides the fact that learners are exposed to an authentic manifestation of the language whose system they learn theoretically, it is also necessary to mention the spontaneous introduction to geographical, cultural, historical, and social realities. However, the main function of literature, which is to have an aesthetic effect on the reader, should not be missed. The reading experience can serve as the springboard for further activities in a foreign language class, especially those practicing speaking. It is important, however, to pay attention to what questions to ask. On one hand, there are reading comprehension questions, and on the other hand, there are those that encourage sharing readers' responses to the text, as well as their life experiences, beliefs, and opinions. We do not consider the relationship between the two different types of questions to be competitive but complementary. An analysis of ten textbook series used in Czech upper secondary schools to teach English shows that the use of literary texts can be zero (Gateway to Maturita), oriented mainly towards reading comprehension (Headway, etc.), or varied and taking into consideration the aesthetic function of literature (High Note).

**Keywords:** EFL; English teaching; question; literature; reader-response approach