

PALACKY UNIVERSITY IN OLOMOUC

Faculty of Education

Department of Czech language and literature

Name: Radim Šink

Object of study: Pedagogy (focused on Czech language)

Tutor's name: doc. PhDr. Milena Krobotová, CSc.

**Reading Literacy and Vocabulary from Language and
Didactic Point of View
(Summary for an exam)**

OLOMOUC 2010

INTRODUCTION

The main goal of my work is to focus on developing reading literacy skills and vocabulary development of students in teaching in the Czech language. The theoretical part of my work describes the results of international surveys of reading literacy. The practical part of our work illustrates the results of research reading literacy in Czech children using different methods of working with word meanings.

READING LITERACY

The term “reading literacy” is preferred to “reading” because it is likely to convey to a non-expert audience more precisely what the survey is measuring. “Reading” is often understood as simply decoding, or even reading aloud, whereas the intention of this survey is to measure something broader and deeper. Reading literacy includes a wide range of cognitive competencies, from basic decoding, to knowledge of words, grammar and larger linguistic and textual structures and features, to knowledge about the world. It also includes metacognitive competencies: the awareness of and ability to use a variety of appropriate strategies when processing texts. Metacognitive competencies are activated when readers think about, monitor and adjust their reading activity for a particular goal.

The PISA 2009 definition of reading adds engagement in reading as an integral part of reading literacy:

Reading literacy is understanding, using, reflecting on and engaging with written texts, in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate in society.

Five aspects guide the development of the reading literacy assessment tasks:

- retrieving information

- forming a broad understanding
- developing an interpretation
- reflecting on and evaluating the content of a text
- reflecting on and evaluating the form of a text

International surveys of reading literacy, which took place in 2000, 2003, 2006 and 2009, showed that the reading literacy skills of Czech pupils are below average. Czech pupils had the greatest difficulty in retrieving information. Results of the last test (from 2009) are not yet available.

One of the causes of misunderstanding of the text is a misunderstanding of the word meaning of individual words. Gavora said: “Understanding text depends on understanding words.” We focused attention on the current educational documents in which we searched the concepts of understanding text and vocabulary.

Methods of research:

– Experiment

We compared the results of two groups of interprets of the identical text, but using different working methods. The first group of students interpreted the text without prior preparation in the form of an explanation of the meaning of selected words, the second group of students interpreted the text with prior preparation in the form of an explanation of the meaning of selected words. The aim of the survey was to ascertain whether the work with word meaning influences the quality of student interpretations.

USED LITERATURE

GAVORA, P. *Žiak a text*. Bratislava: SPN, 1992. ISBN 80-08-00333-2

GAVORA, P. *Učiteľ a žáci v komunikaci*. Brno: Paido, 2005. ISBN 80-7315-104-9

GAVORA, P. a kol. *Ako rozvíjať porozumenie textu u žiaka*. Nitra: ENIGMA, 2008. ISBN 978-80-89132-57-7.

GEJGUŠOVÁ, I. *Komplexnost ve výuce literární výchovy*. Ostrava: OU, 2008. ISBN 978-80-7368-541-6.

METELKOVÁ SVOBODOVÁ, R. *Čtenářská gramotnost z lingvodidaktického hlediska*. Ostrava: OU, 2008. ISBN 978-80-7368-653-6.

PALEČKOVÁ, J. a kol. *Hlavní zjištění výzkumu PISA 2006*. Praha: ÚIV, 2007. ISBN 978-80-211-0541-6.

Rámcový vzdělávací program pro základní vzdělávání. Praha: VÚP, 2007.

The Framework Educational Programme for Basic Education (FEP BE)

STRAKOVÁ, J. a kol. *Vědomosti a dovednosti pro život*. Praha: ÚIV, 2002. ISBN 80-211-0411-2.

PISA 2006: Science Competencies for Tomorrow's World Executive Summary. OECD, 2007

PISA 2009 ASSESSMENT FRAMEWORK – KEY COMPETENCIES IN READING, MATHEMATICS AND SCIENCE. OECD, 2009