Abstract

The dissertation is focused on the issue of disciplinary reading in the Czech Republic, which is explored through the approaches of geography teachers. The theoretical basis of the dissertation discuss the key concepts (disciplinary reading, teacher’s approach, text and its difficulty) and put the studied issue into the broader context of teacher’s professional learning. The research carried out within the dissertation draws on the questionnaire survey; uses the grounded theory method to analyze data. The research is divided into two parts, the first research tries to reveal in the teachers’ statements how they approach the inclusion of the disciplinary reading in geography teaching, what factors prevent them from implementing the disciplinary reading and what they help. The second research is aimed at revealing the perspectives used by geography teachers to assess the difficulty of texts useful in geography teaching. Based on a paradigmatic model, a typology of geography teachers’ approaches to disciplinary reading was developed. The resulting types are four and reflect different forms of the two typology categories. Typology is based on how the teacher links reading with the achievement of geographic goals, as well as the character of pupils’ activities defined by levels of thought operations and the frequency of active involvement of pupils in the learning process. The process of implementing the disciplinary reading is influenced by a number of factors that can take on both supporting and limiting forms. Teachers use two quantitative and four qualitative aspects to assess the complexity of texts. However, this does not mean that all teachers use them in summary. Their attention is selective phenomenon. Research has found that some teachers consider the broader context of selecting and evaluating the difficulty of texts (eg pupil’s personality). This fact, together with the inclusion of (un)exploitation of quantitative and qualitative aspects, has allowed to reveal four different strategies of teacher behavior. Research has brought further research findings beyond the research questions chosen. It turns out that the teacher's approach to disciplinary reading reflects the preferences in his general concept of teaching. It is possible that reading is a tool for transforming this concept. Furthermore, it seems that his beliefs (and the source of his beliefs) and the level of his professional knowledge play an important role in shaping the teacher's approach to disciplinary reading, and not only in the field of disciplinary reading. In relation to the evaluation of the intensity of the texts, the teachers' answers suggest that their approach may not only be closely linked to the evaluation of difficulty itself, but also to the examination of the possibilities of the text as such or the requirements that teachers put on the text. Wider thinking about the possibilities of texts is assisted by the tool of didactic potential of the text, which is developed within the research part by geographical specifics.

Keywords: reading in disciplines, disciplinary literacy, text complexity, teacher’s attitude, professional knowing, vision and action, teacher’s beliefs, professional learning, grounded theory