

Title: Reading as an Instrument for Education of Critical Reading at Lower Secondary School Level

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Abstract

This thesis deals with the topic of reading as an instrument of critical reading; which enables training of critical reading within teaching English as a part of lower secondary education. Critical reading is considered to be an important part of general education due to the fact that critical reading and thinking as the highest form of work with information gathered from written texts are included in school curriculum and they work as key competences. Research of the thesis maps experience of teachers as well as students with critical reading within English language education and consequently verifies efficiency of systematic work with foreign language text as the means of critical reading.

The research is divided into two parts. The quantitative part submits implementation rate of critical reading methods in the English lessons and the qualitative part introduces methodical materials prepared for practical realisation of critical reading practice including mentoring and evaluation of this methodical material. Data collection of both parts was in motion in 2013 - 2017.

The quantitative research consists of the questionnaire for lower secondary teachers and learners of the 8th classes. The qualitative research includes ten methodical materials to be regularly implemented into two lessons a month within the school year as a researching cycle. At the beginning the entry level of the text comprehension and at the end the output level were tested to gather data to compare improvement of critical reading. A control group, which did not take a participation in mentoring, was always tested at the same time.

The research results are commented on the basis of detected data which were evaluated using selected statistics methods in cooperation with Department of Mathematics at Faculty of Applied Sciences at University of West Bohemia. The thesis conclusions enable better understanding the researched issue in the context of contemporary English language education and analyse options and limits of using critical reading methods in practice.