

TITLE:

Evaluation of the text difficulty of chemistry textbooks for secondary vocational schools

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ABSTRACT:

This thesis builds on previous researches of textbooks for primary, secondary and grammar schools and focuses on the analysis of the text difficulty of chemistry textbooks for secondary vocational schools of non-chemical focus. The aim of this work is to analyse the text difficulty of chemistry textbooks for non-chemical high schools, using the Nestlerova-Prucha-Pluskal method, to compare the text difficulty of chemistry textbooks for non-chemical high schools with primary and secondary school textbooks, and last but not least, to compare the text difficulty of particular chapters of chosen textbooks for primary and secondary schools. The results of the analysis are intended to provide teachers seeking support for their teaching with a possible criteria for a textbook selection. Based on the findings, the five analyzed series of textbooks can be divided into two groups. The first group consists of textbooks published by Scientia and Fortuna, whose text difficulty is at an appropriate level with a lower rate of technical terms. The other group consists of two textbooks published by SPN and textbooks published by Eduko, whose text difficulty considerably exceeds the recommended level. These textbooks can be evaluated as less suitable for students independent work with the text during the class or for their self-study at home.

KEY WORDS:

Secondary vocational schools of non-chemical focus, text difficulty, analysis of the chemistry textbooks.