

ABSTRACT

The bachelor thesis summarizes the results of a research focused on text difficulty in chemistry textbooks for primary schools. The used method was eye-tracking, in which pupils are observed by an eye camera that accurately records the reading progress. The research sample of pupils was selected using a reading pretest constructed from a released pilot task of the PISA test. In the next measurement participated eight subjects. The text difficulty was tested using selected excerpts from the chapters contained in textbooks published by Fraus and Nová Škola. During the test, the answers to each question were audio-recorded and afterwards the subjects were interviewed to map their stands to reading and chemistry. The results of these measurements were compared with the established method of the Nestlerová-Průcha-Pluskal trio. The research shows that successful readers were able to search the text for key information, according to which they solved the tasks correctly. Unsuccessful readers had to pay more attention to the text as they often had problems with reading comprehension, which led to using limiting strategies such as guessing.

KEYWORDS

Eye-tracking, The Think-aloud method, The analysis of primary school chemistry textbooks, Text difficulty