Abstract

The Woodcock-Johnson 4th Edition Test Battery is the latest version of assessment battery which measures cognitive function in childhood and adulthood. This is a very large test battery and the adaptation of the Czech version of this method is in progress. However, some subtests are closely related to the language and cultural habits of a country.

The aim of this diploma thesis is to examine selected verbal tests of the Woodcock-Johnson assessment battery in the Czech environment. Specifically if these subtests do not disadvantage children who are from other language environment than Czech.

The theoretical part of the thesis speaks about the concept of bilingualism (definition, categorisation) and how bilingualism is reflected in the results of cognitive tests. It also introduces the theory of CHC, which was the basis for the creation of the Woodcock-Johnson assessment battery. It analyses verbal subtests of the Woodcock-Johnson test battery, fourth edition, in more details.

The research study focuses on comparison of the results of two groups of children. The groups are divided according to the language environment from which the tested children come from: either Czech or Russian-Czech. The focus will be put onto (1) the extent to which the dissimilarities in the groups express cultural differences and (2) to what extent the adaptation of the subtests in Czech version is necessary.