

ABSTRACT

The presented rigorous thesis is based on my diploma thesis that aimed to map the levels of comprehension of the narrative text for students of the fourth grade of elementary school. The thesis deals with the comprehension of the text in terms of listening and oral reading. The rigorous thesis is traditionally divided into a theoretical and empirical part.

The first part of the thesis presents the theoretical background of research issues of understanding the read and listened text with a focus on comparing these skills from the perspective of Czech and foreign studies. Attention is also focused on the text properties affecting reading comprehension, as well as the diagnostics of reading and assumptions that are reflected in the reader's understanding.

The focus of this thesis is its empirical part, which compares the conclusions of its own research with the results of the three-year research project GAČR – Reading comprehension - typical development and its risk. The rigorous work responds to the conclusions of the above-mentioned research project, which came to different conclusions than international research studies. The main goal of the presented thesis is to clarify the cause of this difference. One of the considered factors is the different level of the comprehension texts. The research survey is therefore newly supplemented by a linguistic analysis of texts, which compares in detail both texts of reading comprehension that were used in the research surveys.

KEY WORDS

Listening comprehension, oral reading comprehension, text comprehension, basic language skills, diagnostics of reading comprehension, text, text properties, literary genre, primary school students