

ABSTRACT

The thesis deals with the development of reading literacy in lower secondary education (according to the international classification ISCED 2). It is divided into a theoretical and a research part. The theoretical part of the thesis defines reading literacy as an important competence for life in society, describes its individual components, its problematic position in the curriculum documents of Czech education and appropriate methods for its development.

The research part of the thesis contains a description of the action research. The aim of the research is to improve the reading literacy of selected pupils at secondary school. First, we conducted an observation, a questionnaire survey to identify attitude to reading, and a pretest to determine students' reading literacy levels. Then, we designed intervention methods, implemented them and evaluated them. The research shows that regular and systematic inclusion of RWCT methods and reading workshops leads to the development of reading skills and a attitude to reading, especially it forms an inner need to read, creates reading habits and supports sharing reading experiences with each other. In conclusion, we propose recommendations for next work in the classroom, which will support the further development of reading literacy and motivate pupils to read.

KEYWORDS

reading, reading literacy, development of reading, attitude to reading, reading workshops, RWCT, action research