

ABSTRACT

This bachelor's thesis deals with the issue of comprehensibility of lexical units in examples from reading-books for lower secondary school pupils. The work is divided into a theoretical part and a practical part. The theoretical part deals with lexicology and individual concepts that relate to this linguistic discipline and the subject of research. It also includes a discussion of writing style, current research, the concept of teaching the Czech language and the relationship of RVP to teaching vocabulary. The practical research part presents and interprets data obtained from quantitative and qualitative research conducted at two schools. The research was carried out using a questionnaire survey and subsequent interviews with pupils of the 6th and 9th grades of lower secondary school. The questionnaires contained the highlighted lexemes under study in excerpted sentences selected from the reading books intended for the respective classes. The aim of the research was to find out whether the pupils understand the words listed in the questionnaire, whether they can explain them or replace them with synonyms or whether they can derive their meaning from the context of the sentence. In our work, we focused on words that appear in fictional writings and which we evaluated as challenging to explain concerning the assumed level of awareness of lower secondary school pupils. The questionnaire was followed by an interview with ten pupils of the 6th grade and ten pupils of the 9th grade, which focused on a more comprehensive insight into the issue and on establishing the pupils' attitudes towards the research subject. The data showed that pupils have significant difficulties in explaining the less frequent words found in the reading books intended for their grades.

KEYWORDS

lexicology, lexical units, active vocabulary, passive vocabulary, marker, word frequency

