

ABSTRACT

The thesis deals with the influence of social disadvantages on vocabulary and reading comprehension of 4th grade primary school students. Four groups of pupils were included in the research - pupils without social disadvantage, pupils with social disadvantage, pupils with social disadvantage in institutional education and Roma pupils with social disadvantage in institutional education. The aim was to find out if these groups differ from each other in terms of vocabulary diversity and reading comprehension and potential causes of this differentiation.

Semi-structured interviews with open-ended questions were used for data collection, and grounded theory was chosen as the research design (Švaříček, Šed'ová, 2007). The interviews were conducted with fourteen 4th grade students. The interviews were focused on the understanding of the tasks from the TIMSS 2015 international testing and from the 4th grade science textbooks published by TAK TIK.

The results show that there is a big difference between the vocabulary and reading comprehension of pupils without social disadvantage and those with social disadvantage. Furthermore, the research did not show that Roma pupils in institutional education have a weaker vocabulary than non-Roma pupils who are also in institutional education. On the contrary, the greatest influence on vocabulary and reading comprehension is the length of the pupil's stay in an institutional care. Pupils with social disadvantages and pupils with social disadvantages in institutional education often achieved similar results, while pupils in institutional education sometimes used a more developed vocabulary and they demonstrated better reading comprehension. The research emphasizes that educators should focus on vocabulary development and comprehension in their school work for all groups studied. For example, it is advisable to include reading books aloud (by the teacher) in the classroom with opportunities to refer the context and understanding of individual words.

KEYWORDS

vocabulary, reading comprehension, social disadvantage, institutional education, Roma pupils

