

## **ABSTRACT**

Working with text represents a crucial element for developing both subject knowledge and reading skills in students. The aim of this thesis is to compare different types of text-based tasks in teaching the topic of the human reproductive system at lower secondary school in terms of solution success rate, perceived difficulty, popularity among students, and frequency of use by class teachers. The study analyzes the success rate of individual tasks and evaluates their difficulty and popularity from both the students' and class teachers' perspectives. Through a combination of quantitative and qualitative research methods, data were gathered on student success, their views on task difficulty and popularity, and the frequency with which these tasks are used by teachers. The data come from a set of 10 custom-designed tasks completed by 94 9th grade students at Dr. E. Beneš Elementary School and Kindergarten in Prague – Čakovice. The results show that the average success rate for solving the tasks was 55.2 %, which corresponds to the average ratings of difficulty (56.6 %) and popularity (54.1 %) by students. Statistical analysis revealed a significant correlation between students' success and their rating of task difficulty, confirmed by the chi-square test. However, correlation analysis did not confirm a dependence between the frequency of task use by teachers and student success. A notable finding is the difference in task difficulty ratings between students and their teachers, indicating different perceptions of students' abilities and needs by teachers, which could impact the effectiveness of instruction.