

# School Reading Lists and Understanding Written Information for Life and Work

Dana Vicherková, Veronika Murinová and Nela Nováková

University of Ostrava, Czech Republic

[dana.vicherkova@osu.cz](mailto:dana.vicherkova@osu.cz)

[l22434@student.osu.cz](mailto:l22434@student.osu.cz)

[p22048@student.osu.cz](mailto:p22048@student.osu.cz)

**Abstract:** School reading lists are an essential factor influencing understanding the content and form of various types of texts: artistic, non-artistic, and electronic texts of an everyday nature among Czech technical secondary school pupils. The research aims to determine by analysing eight key school documents whether recommended school lists of texts for study at secondary technical schools are published electronically on schools' websites in the Moravian-Bohemian and Olomouc Regions of the Czech Republic. A partial goal is to determine whether school reading lists contain different types of texts and whether pupils at technical secondary schools understand information with a professional, artistic, media, etc., focus. A quantitatively oriented questionnaire survey through the lens of 523 pupils from 5 Czech secondary technical schools investigated what factors influence the reader's understanding of printed and electronic texts. The research results showed that Czech secondary school pupils like working with informal texts on social networks, frequently require help understanding texts of an administrative nature, and rarely work with texts from everyday life at school. The average to below-average level of reading and digital literacy among Czech 15-year-old pupils was also highlighted by the PISA 2018 international research.

**Keywords:** analysis of reading lists, types of texts, factors of comprehension of non-artistic texts, literacy competence for life, pupils of secondary technical schools

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## 1. Introduction

Developing reading and digital literacy is paramount for Czech pupils and adults in the 21<sup>st</sup> century, as it plays a crucial role in everyday life and employment. This objective is reflected in the lifelong education concept of 2030+. The Czech Republic is currently undergoing a period of transition regarding the oral examination in the mother tongue, shifting from a national uniform Maturita examination framework to a school-based profile examination framework. As part of this shift, secondary schools must prepare a list of artistic reading materials for pupils, constructed per recommended guidelines from the Ministry of Education and Culture (CERMAT, 2020). The school Maturita reading list serves as a binding e-learning tool for Czech pupils, aiding in creating individual pupil lists of Maturita reading and education with reading (e)books. This e-learning strategy has proven effective even in the era of online education during the Covid-19 pandemic. As defined by Clark and Mayer (2016, p. 30 – 31), E-learning refers to instruction delivered on a digital device intended to support learning. E-learning courses incorporate content and instructional methods that facilitate the acquisition of knowledge. The courses are offered via digital devices. Notably, non-artistic texts are no longer mandatory in the Czech language Maturita examination. Recent assessments of pupils' reading skills in primary and secondary schools, conducted in conjunction with international researches PISA 2018 (2019) and PIRLS (2021), highlight the need to enhance literacy education among modern readers. The results underscore the importance of promoting reading and digital literacy among Czech pupils and adults, as it is an essential aspect of functional literacy in the 21<sup>st</sup> century.

## 2. Reading skills of Czech pupils

Reading comprehension is a crucial skill for effective studying and securing employment in the labour market. The Czech School Inspectorate (ČŠI) places significant importance on reading skills, regularly administering national-level tests to primary school pupils to evaluate their abilities in addition to active participation in international research surveys, such as PIRLS (2021) and PISA 2018 (2019), focused on ten-year-old and fifteen-year-old pupils, respectively. The ČŠI National Report (NZ ČŠI, 2023, p. 5) emphasises that reading skills are a crucial prerequisite for the effective acquisition and mastery of many other skills, including mathematical or scientific skills. By regularly participating in international studies of reading literacy, such as PIRLS and PISA, the Czech Republic can track trends in pupil skills, focusing on reading comprehension and mapping the reading comprehension level when working with diverse information sources, such as electronic forms of testing. However, the latest results from the PIRLS survey show that there has been a slight increase in the proportion of pupils (4%) whose skills did not even reach the lowest level of reading skills (NZ ČŠI, PIRLS, 2023, p. 7).

Furthermore, while Czech pupils tend to be more successful in searching for and deriving information from the text, they fall behind in more complex reading skills, such as interpreting and assessing information. In teaching reading at Czech primary schools, teachers predominantly require pupils to read aloud and practice vocabulary (80%). Individualised instruction reading or pupils' independent work on their preferred task is used significantly less than the EU average (NZ ČŠI, 2023, p. 8, p. 55). Additionally, Czech pupils' learning and reading activities realised through digital devices are lower than the EU average. Approximately three-quarters of pupils have teachers in whose classes they never encounter digital devices during individualised activities (NZ ČŠI, 2023, p. 61). A secondary analysis of the PISA 2018 survey highlights the importance of motivation for successfully developing reading skills. According to the research, motivation is a necessary and determining condition for the successful development of reading literacy (NZ ČŠI, 2023, p. 59). Tomas et al. (2021, p. 109) identify the reading environment, family support for reading, and reading-motivated teaching as factors influencing text comprehension. Wharton Mc Donald (2011, p. 265) emphasises the role of the teacher in teaching as a critical factor affecting the pupil's reading comprehension skills.

### **3. Working with texts and pupils' positive attitude to reading (PIRLS research, 2021)**

According to the NZ ČŠI communique (2023, p.13), the structure of textual tasks in the PIRLS tests (2021) contained a diverse range of text types, including conventional written texts, electronic texts, Internet texts, and information on simulated websites with multimedia elements. During the PIRLS (2021) testing process, pupils were exposed to various types of texts, such as literary texts (e.g., narrative), scientific, historical, and biographical informational texts, biographical data, descriptions of work processes, advertising information, and reports. The primary focus of PIRLS (2021) was to emphasise four critical text comprehension processes: searching for information, drawing conclusions, interpreting and evaluating text, and two primary reading purposes, namely, reading for gaining experience (literary orientation) and reading for obtaining and using information (informational texts). Furthermore, the long-term mapping of pupils' reading preferences through the international PISA and PIRLS surveys revealed a connection between pubescents' attitudes towards reading and their reading skills.

#### **3.1 Types of texts in educational practice**

The Czech secondary school education system has long been criticised for its heavy focus on professional expository non-artistic printed texts, primarily through teaching texts or textbooks in teaching the mother tongue. In contrast, journalistic-style texts from magazines and daily newspapers receive comparatively less attention. Barták (1993, p. 1116) states that printed text is "the result of the printing workflow, by which the colour is transferred from the printing form by pressure to the paper." However, the Covid-19 pandemic has brought about a new trend and the need for changes in the digitisation of teaching and learning, both from a European and global perspective. The pandemic has highlighted the importance of utilising new technological approaches, tools, and applications to provide effective learning support within school practice. The demand for innovative teaching methods to handle various types and forms of text, such as electronic and hybrid, has been increasing dynamically. As Čermák (2017, p. 398) notes, any continuous text, whether written or spoken, that can be read by a computer and processed can be defined as electronic text. The extent and manner of processing such texts depend on the goal, technical conditions, and needs. Nowadays, many schools work with both printed and electronic forms of text. Due to the increased societal need to communicate with authorities electronically, the need to understand non-artistic administrative texts has also surged. Polívková (2009, p. 87) argues that the informational procedure is frequently applied in administrative texts. Čechová (2017) highlights the prevalence of wordiness in normative, documentary, and notification texts. Administrative communication encompasses formal messages of administrative, organisational, and official nature, such as postal and bank texting. On the other hand, artistic texts bring the uniqueness of the author's expression and fulfil various functions, such as aesthetic and cognitive. In literary education, artistic texts are categorised into four main genres: lyrical, epic, lyrical-epic, and dramatic. As Nünning et al. (2006, p. 163) define, a literary genre is a specific type of text determined based on various criteria, such as a novel, satire, epic, tragedy, historical drama, etc. In modern, effective teaching, it is vital to incorporate a wide range of texts, including artistic, non-artistic, and everyday life texts that provide both practical information and emotionally charged informal messages. These texts may include emoticons, content abbreviations, colloquial phrases (without respect to language norms), e-mail, informal communication on social networks, SMS messages, and more. By engaging with diverse texts, pupils can better understand language and its many forms.

#### **4. The current approach towards creating Maturita reading lists in Czech secondary schools**

From 2011 to 2020, the Maturita examination in the field of Czech language and literature was administered as part of the common section of the Maturita examination in three distinct formats: a written essay, an oral examination, and a didactic test. This approach was based on the then-current Maturita Catalogues, designed and implemented by the Ministry of Education, Youth and Sports of the Czech Republic. However, significant curricular adjustments have been made to the Maturita examination model in the Czech language from 2020 to 2023. As of 2022/2023, the common section of the Maturita examination in the Czech language consists solely of a didactic test (containing closed questions and open tasks from the following areas: spelling, morphology, sentence structure and word formation, knowledge of literature (overview, text analysis, understanding of different types of texts), while the profile section includes a written essay and an oral examination, the content and organisation of which are determined by the school head teacher without reference to the previously mandatory curricular documents – Catalogues. It is noteworthy that individual secondary schools are encouraged by the Ministry of Education, Culture, and Sports to establish a list of Maturita readings for the oral component of the examination in the Czech language.

Before the academic year of 2019-2020, secondary schools completed by the Maturita examination adhered to the Catalogues of examination requirements of the common part of the Maturita examination (Cermat, 2019/2020). These Catalogues established strict guidelines for compiling school and pupil reading lists, encompassing specific literary genres and types of works and selected Czech and world literary works. Furthermore, the Catalogues outlined precise numerical requirements for the literary works designated for secondary school reading. The Maturita reading list is a basic aspect of the Czech language curriculum. It outlines the necessary scope and content of knowledge required to realise the oral Maturita examination. As part of the e-learning process, each pupil collaborates with their mother tongue teacher to create a personalised reading list integral to the partial oral Maturita examination.

**Basic rules for compiling a school Maturita reading list** (valid until 2019/2020, according to the Catalogue):

- "1. The minimum total number of literary works offered is 60; the upper limit is not set.
2. A comprehensive work, not a part of it, is considered a literary work.
3. The edition is specified for a literary work from world literature.
4. The pupil submits to the head teacher a list of 20 literary works compiled based on the criteria for selecting Maturita assignments for the oral examination" (Catalogue, 2019/2020).

**Basic rules for compiling a pupil's Maturita reading list** (valid until 2019/2020, according to the Catalogue):

- "1. Prose, poetry, and drama must be represented by at least two literary works.
2. The list can contain a maximum of two works by one author" (Catalogue, 2019/2020).

From 2020/2021, every Czech secondary school completed by the Maturita examination sets its binding curriculum document for the current school year as a mandatory part of the oral Maturita examination: "School Maturita reading list" as well as rules for compiling the so-called "Pupils' Maturita reading list", which is created by each pupil based on publications read throughout secondary school studies in the field of artistic literature. Currently, school lists of secondary school reading of non-artistic texts in the Czech Republic are not part of binding curriculum documents valid for the common or profile part of the Czech language and literature Maturita examination. The research delves into the current curricular predicament within the Czech concept of the Maturita examination in the mother tongue and its evolution towards a nationwide unified national testing of pupils through partial examinations in the mother tongue. Specifically, the study explores utilising the school Maturita reading list in the form of e-learning (2011) and its impact on the gradual changes in the concept of the Maturita examination (2020 - 2023). Every Czech secondary school completed by Maturita examination designs a draft of the school Maturita reading list to assess the pupil's knowledge of the books from the pupil's reading list in the partial oral examination. This tool has proven helpful in testing the pupils' understanding of literary works and their ability to apply critical thinking skills.

## 5. Research Methodology 1

In the initial stage of our research, our focus was on the issue of the school reading list as a crucial element affecting the comprehension of artistic texts in both printed and electronic formats. The quantitative research conducted by Vicherková, Paličková, and Davidová (2020) served as the foundation for the development of our research plan and tool for executing a content analysis of the Maturita lists of literary works at selected technical secondary schools within the Czech Republic. Our research objective was to scrutinise the content of the school Maturita lists of literary works of secondary technical schools completed by the Maturita examination in the Moravian-Silesian and Olomouc regions. We aimed to determine the types of texts in the selected school Maturita reading lists. A total of 20 secondary schools were approached to participate in our study; eight agreed to participate and provided the researchers with school Maturita reading lists. The documents' content analysis research sample thus included eight school reading lists from eight secondary technical schools in the Moravian-Silesian and Olomouc Regions. The first phase of the research was conducted between December 2022 and March 2023.

The research goal was to analyse the content of the school Maturita reading lists of secondary technical schools completed by the Maturita examination and to find out what types of texts are part of the selected school Maturita reading lists. The key recommendations for schools, teachers and pupils published in the ČŠI National Report include supporting efforts "to develop advanced reading abilities and skills in all pupils by including suitable reading situations in teaching within all subjects and to use the available methodical care in the area of pupils' reading literacy" (NZ ČŠI, PIRLS 2021, IEA, 2023, p. 64).

### 5.1 Content analysis of school Maturita reading lists (artistic literature)

#### 5.1.1 Objectives of Content Analysis and Research Questions

##### Main objective:

The research objective is to analyse the content of school Maturita reading lists of secondary technical schools completed by the Maturita examination.

##### Sub-objectives and research questions

1. To find out how many works of contemporary Czech literature of the 21<sup>st</sup> century (published since 2000) are represented in selected school Maturita reading lists.  
Does the reading list contain at least 5 Czech literary works?
2. To find out how many works of contemporary world literature of the 21<sup>st</sup> century (published since 2000) are represented in selected school Maturita reading lists.  
Does the reading list contain at least 4 works of world literature?
3. To find out how many world and Czech literature works up to the end of the 18<sup>th</sup> century are represented in selected school Maturita reading lists.  
Does the reading list contain at least 2 works of literature?
4. To determine how many world and Czech literature works up to the end of the 19<sup>th</sup> century are represented in selected school Maturita reading lists.  
Does the reading list contain at least 3 works of literature?
5. To determine whether there is a difference in the number of books in selected school Maturita reading lists.  
Do the selected Maturita lists contain a higher/lower number of works than the minimum specified in the Catalogue, 2019/2020 (i.e., 60 works)?
6. To determine how many printed publications are represented in selected school Maturita reading lists.  
Are printed publications represented in selected school Maturita reading lists?
7. To determine how many electronic publications are represented in selected school Maturita reading lists.  
Are electronic publications represented in selected school Maturita reading lists?  
Does the number of printed publications exceed electronic in selected school Maturita reading lists?

*Research sample:*

The research sample consisted of eight documents (i.e., eight school Maturita reading lists from eight participating Czech secondary technical schools). The reading lists were analysed using the document analysis method).

5.1.2 *Items (P1-P7):*

**P1** - works of world and Czech literature up to the end of the 18<sup>th</sup> century

1 – contains      2 – doesn't contain

**P2** - works of world and Czech literature up to the end of the 19<sup>th</sup> century

1 – contains      2 – doesn't contain

**P3** - works of world literature of the 20<sup>th</sup> and 21<sup>st</sup> centuries

1 – contains      2 – doesn't contain

**P4** - works of Czech literature of the 20<sup>th</sup> and 21<sup>st</sup> centuries

1 – contains      2 – doesn't contain

**P5** - minimum number of works (60 works)

1 – contains      2 – doesn't contain

**P6** - printed publications

1 – contains      2 – doesn't contain

**P7** - electronic publications

1 – contains      2 – doesn't contain

**5.2 Research results summary (the occurrence of individual items P1 – P7):**

A table contains data acquired by the content analysis of documents of school Maturita reading lists of selected schools in MSK and OL regions (S1 – S8).

**Table 1: Content analysis data of school Maturita reading lists**

List →	S1		S2		S3		S4		S5		S6		S7		S8	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
P1		X	X		X		X		X		X			X	X	
P2	X		X		X		X		X		X		X		X	
P3	X		X		X		X		X		X		X		X	
P4	X		X		X		X		X		X		X		X	
P5	X		X		X		X		X		X		X		X	
P6	X		X		X		X		X		X		X		X	
P7		X		X		X		X		X		X		X		X

List of secondary technical schools that participated in the research (the number of literary works included in the school Maturita reading list is in parenthesis):

- S1 – Secondary school 1, (61)
- S2 - Secondary school 2, (73)
- S3 - Secondary school 3, (65)
- S4 – Secondary school 4, (80)

- S5 - Secondary school 6, (100)
- S6 – Secondary school 7, (70)
- S7 – Secondary school 8, (61)
- S8 – Secondary school 9, (80)

The present study conducted a content analysis of the school Maturita reading lists of eight Czech secondary technical schools completed by the Maturita examination.

The analysis presented in Table 1 offers a comparative overview of the total occurrence of individual items in a selected sample of eight schools. As per the curriculum recommendations, item P2 contains the correct minimum number of world and Czech literature works until the end of the 19th century. This requirement entails including three literary works in all eight school Maturita reading lists based on the participating schools' research. Furthermore, the content analysis of school reading lists reveals that item P3 comprises works of world literature of the 20<sup>th</sup> and 21<sup>st</sup> centuries, with a minimum of four literary works. Similarly, item P4 includes works of Czech literature of the 20<sup>th</sup> and 21<sup>st</sup> centuries, with a minimum of five literary works. Additionally, item P6 highlights that the school Maturita reading lists of the entire research sample (100%) only contain works in the printed text.

One interesting discovery is that item P1 encompassing the world and Czech literature works until the end of the 18<sup>th</sup> century in the specified minimum number of 2 literary works, is fulfilled by only 6 school Maturita reading lists. Two school Maturita reading lists contain only works of world literature up to the end of the 18<sup>th</sup> century and no works of Czech literature from the same period. Another research finding pertains to item P5, which determines the minimum number of literary works included in a school's list to 60 literary works. However, the variable exhibits significant variation in the number of literary works featured in the reading lists of eight participating schools, ranging from 61 to 100 books. Furthermore, item P7 indicates that none of the literary works in the school Maturita reading lists is available in electronic form. No link to an electronic publication on the school's website was found within the analysed school Maturita reading lists.

## **6. Research Methodology 2**

A quantitative questionnaire research focusing on five secondary technical schools was conducted in two regions of the Czech Republic: the Moravian-Silesian Region and the Olomouc Region. The research was carried out from December 2022 to March 2023 and obtained data from 523 respondents (pupils). It is worth noting that most of the respondents were male, with 459 pupils accounting for 87.76% of the total number of pupils in the 1<sup>st</sup> - 4<sup>th</sup> year of technically oriented secondary school studies. To gather our data, we utilised a semi-structured questionnaire that contained 25 semi-open items carefully sorted into four distinct categories (A - E):

- A. "Types of texts in terms of their popularity among technical secondary school pupils" (5 items)
- B. "Types of texts in terms of the frequency of reading texts from the point of view of secondary school pupils" (5 items)
- C. "Effects of reading a non-artistic text on a secondary school pupil" (3 items)
- D. "School Maturita reading list" (5 items)
- E. "Factors supporting the reading of non-artistic texts" (7 items)

### **6.1 Research objectives**

The research objective was to determine factors influencing pupils' reading of non-artistic and artistic texts at secondary technical schools. The sub-objectives of the research were to find out what kinds of non-artistic and artistic texts are popular with secondary school pupils and what kinds of texts technical secondary schools classify as recommended reading,

The research problem was decomposed into the following research questions:

1. Is there a relationship between peer recommendation of non-artistic reading and perceptions of non-artistic as reading for knowledge? H1 (9x11)
2. Is there a relationship between reading non-artistic texts for knowledge and the frequency of reading non-artistic texts? H2 (18 x 23)
3. Is there a relationship between reading electronic text for knowledge and reading electronic text for entertainment? H4 (12x13)

## 6.2 Results

The research objectives and questions conveyed three research hypotheses, presented simultaneously with the results of their statistical verification in the next chapter.

### 6.3 Descriptive research data

The descriptive data analysis helps to comprehensively understand the reading preferences on artistic and non-artistic texts among individuals within the research group. The results showed that out of all the respondents surveyed, only 33 (6.31%) preferred administrative texts, while 99 (18.93%) indicated a predilection for advertising texts. Moreover, a significant majority of the respondents, 393 (75.14%), identified knowledge as the primary motivator for reading non-artistic texts. Notably, around half of the secondary school pupils, i.e., 265 (50.67%), select non-artistic texts based on recommendations from their peers, such as friends and classmates. Interestingly, the findings revealed that most respondents, i.e., 450 (86.04%), preferred informal and visually appealing texts. Furthermore, almost half of the respondents, 254 (48.57%), found reading non-artistic texts enjoyable, while a third of the respondents, 174 (33.27%), believed that reading non-artistic texts was beneficial for learning. The results also indicated that most respondents, i.e., 457 (87.38%), reported reading texts online during leisure time. The qualitative responses to the semi-structured questionnaire provided an insightful understanding of Czech secondary school pupils' reading habits and preferences. The findings revealed that these pupils preferred working with informational texts on social media platforms and frequently struggled to comprehend administrative texts. Additionally, they rarely engaged with texts related to everyday life during class. Interestingly, the pupils preferred technical texts over artistic ones as a gift.

### 6.4 Relational research results

Using Pearson's Chi-square for the contingency table, three hypotheses were tested. The source data and corresponding statistical results are shown in the following tables.

The pupils answered questions 9 (whether reading non-artistic texts affects their knowledge) and 11 (which texts they read more frequently daily) of the questionnaire.

**Table 2. Detected and expected frequencies to H1**

Pearson's chi-square = 0.010977      degree of freedom = 1      significance $p=0.9165574$			
Q 9	Q 11 – non-artistic text	Q 11 - artistic text	Line totals
Yes, it affects my cognition	343 (342.65)	50 (50.35)	393
No, it doesn't affect my cognition	113 (113.35)	17 (16.65)	130
Column totals	456	67	523

**Hypothesis 1**, stating that pupils who think that reading non-artistic texts affects their cognition read non-artistic texts more frequently daily than pupils who do not think that reading non-artistic texts affects their cognition, **was not confirmed** (Tab. 2). There is no statistically significant relationship between reading non-artistic texts for knowledge and daily reading of non-artistic texts.

The pupils answered questions 18 (whether they have a list of reading recommended by the school) and 23 (concerning texts they own) of the questionnaire.

**Table 3. Detected and expected frequencies to H2**

Pearson's chi-square = 8.828069      degree of freedom = 1      significance $p=0.0029663$			
Q 18	Q 23 - artistic text	Q 23 - non-artistic text	Line totals
Yes	274 (265.22)	211 (219.78)	485
No	12 (20.78)	26 (17.22)	38
Column totals	286	237	523

**Hypothesis 2**, stating that pupils who have a school-recommended art reading list own more artistic texts than pupils who do not have a school-recommended art reading list, **was confirmed** (Tab. 3). There is a statistically significant relationship between the school reading list and the type of text in the home library.

The pupils answered questions 12 (what kind of text do they read more frequently for knowledge) and 13 (what kind of text do they read for entertainment) of the questionnaire.

**Table 4. Detected and expected frequencies to H3**

Pearson's chi-square = 72.701127    degree of freedom = 1    significance $p= 0.1508E-18$			
Q 12	Q 13 - printed text	Q 13 - electronic text	Line totals
Printed text	61 (26.84)	55 (89.16)	116
Electronic text	60 (94.16)	347 (312.84)	407
Column totals	121	402	523

**Hypothesis 3**, stating that pupils who read an electronic text more frequently for knowledge also read an electronic text more frequently for entertainment than pupils who do not read an electronic text more frequently for knowledge, **was confirmed** (Tab. 4). There is a statistically significant relationship between reading electronic texts for knowledge and entertainment.

The study's findings indicated that several factors influence the comprehension of non-artistic texts. Among these factors, the availability of daily opportunities to engage with non-artistic texts was identified as a crucial aspect, as reported by 87.19% of the participants (456). Additionally, the research highlighted the impact of technological advancements, such as robotisation, digitalisation, and automation, on reading for knowledge and interaction with virtual, electronic, digital, and hybrid texts. Most respondents (77.82%; 407) reported that these processes had influenced their reading habits. Furthermore, the study revealed that electronic texts are increasingly preferred for leisure-time reading, with 76.86% of the participants (402) indicating their preference for this format. Notably, technical school pupils perceived reading non-artistic texts as a vital factor in enhancing their general knowledge, with 75.14% of the respondents (393) acknowledging its importance.

Other findings include the factors influencing pupils' comprehension of artistic and non-artistic texts. Among these factors, the possession of a personal library was found to be a significant determinant. Specifically, a higher number of artistic kinds of literature in pupils' libraries, totalling 286 or 54.68%, was found to correlate positively with their internal motivation to read artistic texts recommended by the school. Additionally, the awareness of the existence of a functional school list for artistic literature was found to be a decisive factor in shaping the reading culture of secondary school pupils, their orientation in verbal art, and their acquaintance with the traditional literary references of our ancestors to the values of everyday life as was evident in the responses of 485, or 92.73% of the participants. As for non-artistic literature, it was found that administrative texts do not constitute the most frequently read material among the school's recommended list. The absence of a higher number of administrative texts in school literature lists and the associated lower reading activity in contact with official texts of an everyday nature can be understood as a factor influencing the reading experience and reading misunderstanding of the texts needed for everyday civic literacy. This factor may lead to insufficient reading and digital competence when filling out e-mail and e-banking forms needed for everyday life. Furthermore, the study revealed that graphic imagination and the experience of working with graphic displays in everyday and professional texts significantly influence pupils' understanding of information in the graphic image of the text. As indicated by 431 or 82.41% of the respondents, this aspect of reading is an area that has the potential to enrich the reading experience and enhance the comprehension of the information presented in the graphic form.

## 7. Discussion and conclusion

The investigation into creating school Maturita reading lists at Czech secondary schools has yielded significant findings. The content analysis on the "School Maturita Reading List" document from 8 secondary technical schools in the Czech Republic determined that literary works are only listed in printed texts, with no links to electronic literary publications available on school websites. Moreover, an analysis of school documents revealed that schools recommend a minimum of 61 and a maximum of 100 literary works for school Maturita reading, with contemporary Czech and world literature being frequently recommended. Interestingly, the minimum number of publications recommended by the schools in particular time-limited literary periods in Czech and world literature was observed in all analysed lists. However, it was noted that a minimum number of literary works of world literature by the end of the 18<sup>th</sup> century were represented in 75% of school reading lists, and no literary work from Czech literature until the end of the 18<sup>th</sup> century was present in all analysed lists. One concerning research finding was the absence of lists of non-artistic literature for secondary school studies

finished by Maturita examination on school websites. The study also quantitatively presented the reading habits and preferences of technically oriented Czech secondary school pupils towards different types of texts, their understanding of information towards different purposes of reading, and the frequency of reading different types of texts. Additionally, the research defined selected factors influencing the comprehension of content and form of various non-artistic texts (professional and leisure) and reading artistic texts. The dominance of reading leisure activity of pupils (aged 15-19 years) in reading texts in the Internet environment was also highlighted. These findings provide insight into the reading habits and preferences of the younger generation concerning different types of texts.

The quantitative research results did not confirm (H1) a statistically significant relationship between reading non-artistic texts for knowledge and daily reading of non-artistic texts.

Research has confirmed:

- (H2) that pupils with a school-recommended art reading list own more artistic texts than pupils who do not have a school-recommended art reading list.
- (H3) that a statistically significant relationship exists between reading electronic texts for knowledge and entertainment.

An interesting research finding is that as a gift, pupils would prefer a printed, technically oriented text over an artistic one. Research by Ludewig et al. (2022) pointed to a decline in average reading comprehension, corresponding to one-third of a year of the learning process. The problem of language and cognitive skills of pupils was dealt with in the research of Kim (2020). Research by Duke and Cartwright (2021) highlighted the importance of active self-regulatory processes in reading success. Králíková (2020, p. 5) and Hník (2016, p. 234 – 241) dealt with the problem of critical discussions on the current Czech Maturita school reading canon. The research of Utami and Nur (2021) dealt with analysing pupils' reading interests during learning (e-learning) throughout the Covid-19 pandemic.

## Acknowledgement

The paper was created with the financial support of the SGS project at the Faculty of Education of the University of Ostrava. The authors thank for the support provided to SGS12/PDF/2023 Factors influencing the understanding of (e)non-artistic texts among pupils at secondary vocational schools with a technical orientation in the Moravian-Silesian and Olomouc regions.

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