

Summary

Youth Literacy in the New Orality Age

The book *Youth Literacy in the New Orality Age* concentrates on the issues connected with acquiring and improving texts written by young people. It addresses a broad cultural, social, cognitive and educational context of this process. Writing is treated as an accessible and useful tool for development of human potential, which strengthens such abilities as: categorization, analysis, drawing conclusions, abstraction and generalizing. Literacy is the key to participation in culture, it allows for using the achievements of a certain community and facilitates transgression from the language of images to the language of abstraction and the symbolic image of reality connected with it. The acquisition of this ability has therefore its cognitive, social and cultural consequences. As a result of modern changes in the culture of writing, young people are increasingly in contact with the linguistic and cultural practices characteristic of the new orality. Speed, brevity and colloquiality of modern language communication result in perceiving diligence and precision of the written language as ineffective. The main area of improvement of these skills is school education, whose duty is to introduce pupils to literacy. Preparation for obligatory external exams, which take place at the end of each educational stage, is an important element of school practice. To what extent do the exams allow for the diagnosis of the literacy of young people? How are students' writing skills presented in the light of their results? The author answers these questions, analysing the documents concerning exams written at the end of primary and lower secondary school. The research revealed serious problems among young people in constructing longer written texts, which may hinder full participation in the culture of writing.

Translated by Bożena Lesiuk