

Development of Elementary Literacy in the Czech Republic

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Abstract : There is great attention being paid in the field of development of first reading, thus early literacy skills in the Czech Republic. Yet inconclusive results of PISA and PIRLS force us to think over the teacher's work, his/her roles in the education process and methods and forms used in lessons. There is also a significant importance to monitor the family environment and the pupil, themselves. The aim of the publishing output is to focus on one side dealing with methods of practicing reading technique and their results in the process of comprehension. In the first part of the contribution there are the goals of development of reading literacy and the methods used in reading practice in some EU countries and a follow-up comparison of research implemented by the help of modern technology of an eye tracker device in the year 2015 and a research conducted at the Institute of Education and Psychological Counselling of the Czech Republic in the year 2011/12. These are the results of a diagnostic test of reading in first classes of primary schools, taught by the genetic method and analytic-synthetic method. The results show that in the first stage of practice there are no statistically significant differences between any researched subjects taught by different methods of reading practice (with the use of several diagnostic texts focused on reading technique and its comprehension). Different results are shown at the end of Grade One and during Grade Two of primary school.

Keywords : elementary literacy, eye tracker device, diagnostic reading tests, reading teaching method

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