**PALACKÝ UNIVERSITY OLOMOUC**

**FACULTY OF EDUCATION**

**INSTITUTE OF EDUCATION AND SOCIAL STUDIES**

Literature and Media in Reading Literacy Development
of Elementary School Children

(*Foreign Language 1*)

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**Summary**

The aim of my presentation is to introduce a student research project and its outcomes.
The project was created and realized for the purposes of my dissertation. The research was designed as a preliminary research for dissertation thesis.

I will deal with the role of literature and media in the context of reading literacy development amongst elementary school children in my presentation. At first I will introduce
the issue and the basic concept, than I will describe a research project. There will be also shown basic characteristics of the questionnaire investigation and research results in the presentation.

In my dissertation thesis I focus on reading literacy development. Reading literacy is considered to be a prerequisite for education and successful integration of an individual into society. Over the last few years experts in the Czech Republic have paid great attention to reading literacy including international comparative researches (e.g. PIRLS, PISA, etc.). Nevertheless, this research shows that although teaching reading at Czech schools is one of the priorities of primary education, Czech pupils, compared with their peers from other participating countries, have just average scores, and in some aspects they are even below average. Thus, the Czech Republic is currently facing the challenge to increase the reading literacy of elementary school pupils.

The international research PIRLS defines reading literacy as “the ability to understand and use those written language forms required by society and/or valued by the individual. Young readers can construct meaning from a variety of texts. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment.” [2]. A high level of reading literacy is crucial for the wellbeing of individuals. Reading literacy is a tool for continuous education in all areas of human knowledge.

Contemporary children are born into the world of computers and the Internet which they regard as their natural environment and therefore there are permanent changes in their reading behaviour. “There is a shift from the traditional reading of books for pleasure to taking up new reading opportunities through the internet and other multimedia systems. Computers as well as other devices, on which text, pictures, movies and sounds can be presented in combination, are commonly used tools that can support the development of children's reading skills.” [1]. It is the reason why we have focused our research on this area.

Empirical investigation is based mainly on quantitative research method. For the purpose of our investigation a non-standardized questionnaire was created. In creating the questionnaire we were inspired by pupils’ questionnaires from the PIRLS 2011 research and also by J. Trávníček’s research [6] which involved reading in the digital form among the Czech Republic’s inhabitants over the age of 15.

**References**

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