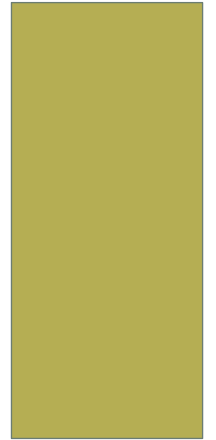


# CHILDREN'S READING AS A CONTEMPORARY PHENOMENON IN THE CZECH REPUBLIC

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EDUC 290B



# MASARYK UNIVERSITY, BRNO



- Faculty of Education
- Main tasks: training and education of teachers for elementary and middle school

# THE INSTITUTE FOR RESEARCH IN SCHOOL EDUCATION

- *The Institute for Research in School Education (IRSE)* is a research department of the Faculty of Education at Masaryk University, Brno, Czech Republic.
- Its **goal** is to promote research in school education in broader socio-cultural contexts.
- **Aim:** projects and research in the area of curriculum, teaching, learning and teacher education, etc.

# THEORETICAL BACKGROUND OF THE RESEARCH

In PISA (OECD, 2009, p. 14) is **reading literacy** defined as:

*“an individual’s capacity to understanding, use and reflect on and engage with written texts, in order to achieve one’s goals, to develop one’s knowledge and potential and to participate in society”.*



# THEORETICAL BACKGROUND

Czech understanding of **reading literacy** completely ignores an aesthetic-educational function of literary texts.

It is obvious that the aesthetic component of literature is one of the integral parts of the education.

**Literary literacy** (Baleiro, 2011, p.22) can be defined as:

*“the competency to amplify individual self-reflective interaction with a literary text in order to produce an interpretation”.*

# RESEARCH OF READING LITERACY, READING COMPREHENSION, READING

## PISA 2012 results READING

	Mean Score in PISA 2012	Annualised change
<b>OECD average</b>	<b>496</b>	<b>0.3</b>
Schanghai-China	570	4.6
United States	498	-0.3
Czech Republic	493	-0.5

## TOTAL SCORE PISA 2012

- 1. Schanghai-China
- 7. Lichtenstein
- 24. Czech Republic
- 32. United States

# RESEARCH OF READING LITERACY, READING COMPREHENSION, READING

## Czech research

- There are currently (Lederbuchova, 2004) three types of reading research in the Czech Republic: (1) Research on the layout of the text; (2) Research on the disposition of the reader; (3) Research on the communication situation. These studies are closely interconnected throughout the all research field.
- We also have some Czech study what focuses on reading literacy, process of reading, reading comprehension (Gabal & Hesusova, 2003; Prudky, 1996; Lederbuchova, 2004; Travnicek, 2008).

# METHODOLOGICAL FRAMEWORK I

## RESEARCH GOALS

- (1) to **describe** and **analyze** the specific aspects influencing individual students reading and using guided interview and observation, then (2) to **reveal** the differences in understanding of a literary text for each child recipients fall into the category of reader permanent and non-reader

## RESEARCH QUESTIONS

- *Which aspects impact an individual student reading in fourth grade of elementary school the most?*
- *What kinds of relationships exist between individual student reading and aspects that impact it?*



# METHODOLOGICAL FRAMEWORK II

## MIXED DESIGN

- **Quantitative methodology** describes and analyzes the state of the examined phenomenon and
- **Qualitative methodologies** analyze the aspects on specific cases in detail.
- Hendl (2005, p. 275) regards the sequential combining qualitative and quantitative methodology of Scheme *QUAN*→*qual*, the qualitative approach used to investigate deflected units or unexpected results.

## RESEARCH SAMPLE

- Elementary schools: 4;
- Classes: 8;
- Students in elementary school: 187;
- Their parents: 163;
- Teachers: 8;
- Management of school: 4;
- Students for the interpretation of literary text: 16 (two from each class)

# METHODOLOGICAL FRAMEWORK

## III

### RESEARCH TOOL

- Quantitative research – **questionnaire**
  - (total 67 items)
    1. Student (15)
    2. Parental (12)
    3. Teacher (22)
    4. School management (17)
- Qualitative research – **Interpretation of literary text**
  - Prose (M. Twain)

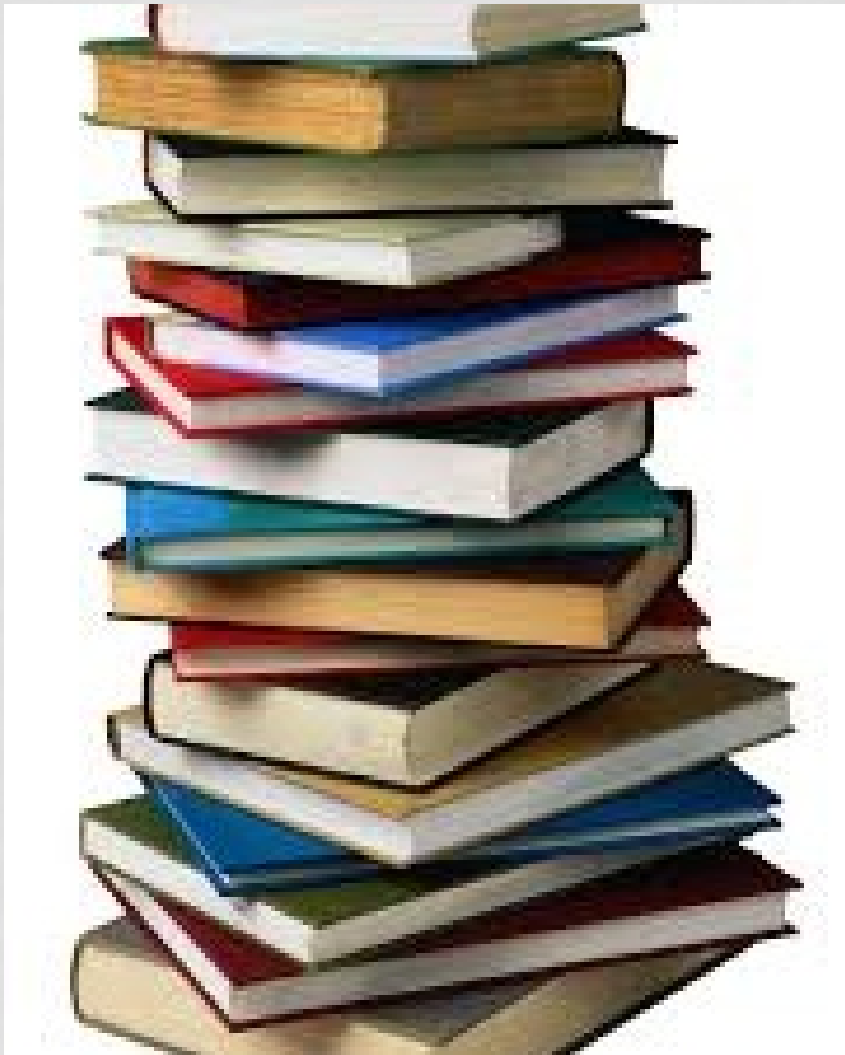
*Cronbach's alpha* for the student questionnaire reaches values:  $\alpha = 0.70$  and parental questionnaire  $\alpha = 0.73$ .

TABLE!1!

The!dimension!and!position!of!items!in!the!questionnaire!

<b>Questionnaire</b>	<b>Dimension</b>	<b>Position of items in the questionnaire</b>
<b>Student</b>	Interest in reading	1, 2, 3, 4, 5, 6, 7,14
	Family background	8, 9, 10, 13
	School environment	11, 12, 13
<b>Parental</b>	Interest in reading	1, 2, 3
	Preference of own interests	4
	Support of children reading	5, 6, 7, 8, 9, 10
	Linking families with school	11, 12
<b>Teacher</b>	Interest in reading	1, 2, 3
	Preference of own interests	4, 5, 6
	Characteristics of tested class	7, 21
	Teacher's class action	8, 9, 10, 11,12, 17, 22
	Activities and materials for the development of reading	13, 14
	Linking school with families	15, 16
	Reading level, typology readers	18, 19, 20
<b>School management</b>	Characteristics of the school, locality	1, 2, 3, 4, 5
	Support of reading	6, 7, 8, 9, 14, 15
	School library, cooperation with any different library	10, 11, 12, 13
	Socio-economical background	16, 17

# SELECTED RESULTS (QUANTITATIVE PART) I



- 47.6 % students like reading books;
- 79.7 % students prefer reading of prose;
- 31.6 % of them also like comics;
- 87.7 % like getting books as a gift;
- 44.4 % students like to read books to their parents;
- 75.7 % parents think their children like reading books;

# SELECTED RESULTS (QUANTITATIVE PART) II

- 60.1 % parents think that their support is very important in the relationship between child and reading books;
- 6 of 8 teachers discuss with their students about reading books;
- only one of four school links the elementary and secondary school in activities for the support of reading books.



# SELECTED RESULTS (QUANTITATIVE PART) III

- We assume that *students have a better relationship to reading books when their parents discuss the subject of reading book with them.*
- **Chi-square** ( $\chi^2 = 12,02$ ;  $p < 0,05$ ), significant difference
- **Z-score test** “a” ( $z = 1,33$ ); “c” ( $z = 2,34$ ), significant difference
- **Cuprov (T) coefficient of contingency**  $T = 0,38$ , medium dependence

Z score test: "a" (z=1,33); "c" (z=2,34), significant difference!!

Parental answers about an active relationship of their children to reading	Student answers: Who am I talking about reading books with?		
	1. With parents	2. With classmates	3. With friends
1. My support is important	1.33	-0.61	-0.97
2. Support of school is more important than mine	-0.80	0.86	-0.04
3. Children will do what they want to do	-1.73	0.01	2.34

NS -1,96 - +1,96;  $p < 0,05$   $\pm 1,96 - \pm 2,58$ ;  $p < 0,01$   $\pm 2,58 - \pm 3,30$ ;  $p < 0,001$  more than  $\pm 3,30$

# CONCLUSIONS

- Children like more reading books if their parents read them from books too.
- The support from family is very important.
- Almost all students discuss with someone about books (especially with parents, then with friends).
- Children read seven books per school year.
- Parents think that the support from school is good.
- No school participate in any national activity to support reading books.
- A comparative study?



THANK YOU



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