

TITLE:

Developing handwriting in a multicultural environment

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ABSTRACT:

This thesis aimed to determine early development of handwriting in multicultural environment. The theoretical part investigates Czech and English writing systems, school scripts, curricular documents, instructional methods and identifies today's trends in developing handwriting in language comparison. In addition, it provides conceptual models of bilingual learning, specific linguistic features of both languages as well as their role in biliteracy and its acquiring. The main purpose of the empirical part was to answer the question: How do students acquire handwriting in Czech and English language when attending bilingual school. 2-year-long research was based on collecting handwritten works of first graders and their later qualitative analysis. The findings revealed how to connect and support two different methodology worlds of early handwriting and defined problems the students face when acquiring handwriting bilingually.

KEYWORDS:

developing handwriting, bilingual school, literacy, school scripts