

Abstract

The aim of this thesis is to analyse the linguistic awareness of children at the first and second grade of elementary school in both reading methods, i.e. the analytic-synthetic and the genetic method of reading.

In the theoretical part of the thesis, the critical analysis of the terms “linguistic awareness” and “linguistic sense” is done and further the approaches and traditions used abroad are compared to actual situation in the Czech Republic.

In the analytic part of the thesis, the research project focused on the comparison of two tests of linguistic awareness is developed. The first method is the traditional *Linguistic Sense Examination* (Žlab, 1992), used not only for the diagnosing of the specific learning disorders, but also for diagnosing of bilingual children, children from minority groups and children with hearing or mental disabilities. The second method is the new *Linguistic Awareness Test* (Kucharská, Šmejkalová, under the preparation) prepared in the cooperation with Department of Czech Language and the Department of psychology PedF UK. In the research project, there were 40 schoolchild from the first and second grade of elementary school, 20 of them in the analytic-synthetic method of reading and 20 of them in the genetic method of reading. Several areas were monitored. Firstly, the comparison of the diagnosing ranges included in the new Linguistic Awareness Test was done. Secondly, the performance results of the both tests, i.e. Linguistic Sense Examination and Linguistic Awareness Test were compared. Thirdly, the possible influence of age, gender and method of teaching reading on the level of linguistic awareness development was analysed. Fourthly, other comparative methods such as cognitive, linguistic and phonological tests were applied. The achieved results were used for the validity and reliability check of the new Linguistic Awareness Test and for the proposals on changes in the particular areas of the test or in its particular tasks.

The analysis of the data showed that the traditional *Linguistic Sense Examination* and the new *Linguistic Awareness Test* strongly positively correlated together. Also, in terms of age, the statistically important difference in the results was proved – the older children are more successful than the youngest ones. On the contrary, neither the gender nor the method of teaching reading had a decisive influence. No statistically important correlations between the *Linguistic Awareness Test* and the *Nonverbal Intelligence Test of Cubes* were proved. Conversely, the *Linguistic Awareness Test* had an important positive correlation with the *Test of Rapid Automatized Naming* and with the *Vocabulary Test*. In the thesis, the conclusions of the particular analyses were examined in detail and put into context not only with theoretical basis and current scientific knowledge, but also with the methodological limits that might have influence on the obtained findings.

Key words:

Linguistic awareness, diagnosing, analytic-synthetic method of reading, genetic method of reading, rapid automatized naming, vocabulary, phonology