

ABSTRACT

The aim of this thesis is to assess the reading comprehension of pupils in the second grade of elementary school. This work focuses on possible existence of differences in reading comprehension of children taught using analytic-synthetic and genetic method. The content of this thesis is also a reading self-evaluation of these students.

The theoretical part acquaints readers with the main topics related to the issue, with the help of available literature sources. It focuses particularly on issues of literacy, reading, reading comprehension, reading teaching methods, self-evaluation of reading, reader environment or reading diagnostics. Due to the research goals, for the practical part, quantitative methodology was used. The test battery includes two tests of reading comprehension and self-assessment questionnaire. Examination "We're going on a trip" is taken from a research project Reading comprehension– typical development and its risk. Other used methods are test "Hedgehog" and "Questionnaire reading for pupils in second year". These methods were created under the project Development of the reading literacy competencies in the inclusive education. The research sample includes 155 children attending the second grade of primary school (66 taught analytic-synthetic reading method and 89 genetic reading method). All children were attending elementary schools in Prague.

It was concluded that the differences in reading comprehension tests performance among students taught by the analytic-synthetic and genetic reading method were not confirmed to be statistically significant. Differences between girls and boys in the results of reading comprehension tests were not confirmed to be statistically significant, as well as the differences of the comprehension test among the participating schools were not confirmed to be statistically significant. Conversely, the correlation between the results of the reading comprehension tests and reading self-evaluation of students (both in the research sample as a whole and for the group called “weak readers”) was confirmed to be statistically significant.

Keywords:

Literacy, reading, reading comprehension, analytic-synthetic method, genetic method, reading self-evaluation, reading diagnostic