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Teachers and literacy development in primary schools with Polish language of instruction

In the Czech Republic, in the Moravian-Silesian region, the only schools with language of instruction different from Czech and established as public with a long-standing tradition, have been schools with Polish as a language of instruction. Czech has been taught as a specific subject since the second grade. Even if the reading literacy has been developed both in lessons in Polish and in Czech, we as researchers have been interested in finding out how the teachers develop reading literacy in lessons in Czech, particularly when teaching the second graders. We decided to explore this in terms of qualitative methodology, using observations to describe the teachers' actions, analysis of the learning materials that the teachers use to support the literacy development, and semi-structured interviews with the teachers to gain a deeper insight into their personal approach to this issue. The number of teachers we have observed and interviewed is eight and their work has been monitored throughout 40 lessons. The presentation offers results obtained mainly from the observation data analysis, which we would like to discuss.