

social and cultural context. There are significant differences in the preference of literary genres. Polish learners are art oriented and interested in experiential contents, Slovak learners prefer encyclopaedias. However, the results of PIRLS measurements show that Slovak learners' achievement in informational reading is worse than in literary reading. The finding should be examined further. There is also a significant difference in the preference of listening to literary texts (audio-book), preferred by majority of Polish learners. Here, too, their different reading culture is manifested. For decades, many Polish teachers have systematically encouraged children's relationship to reading also by listening to literary texts. Teachers read learners mainly shorter prose at school (Konopnicka, 2013). Yet, the Polish curriculum has the lowest number of instruction hours allotted directly to the mother tongue and literature (PIRLS 2016). Poland has applied the concept of integrated curriculum content in primary education, which could be reflected also in the results of the reading literacy measurement. Reading is the goal and means not only of literature classes but it is incorporated in all subjects.

There is no difference between national groups in their preference of printed books over the Internet sources. All national groups prefer books, which does not support the frequent assertion that generation Z rejected the traditional reading format. All three national groups prefer films to books. A descriptive analysis of the data shows clearly that only enthusiastic readers prefer books to films. All respondents, regardless of their reading levels, are attracted by graphic designs of books. Czech learners resent compulsory reading the most; Slovak and Polish learners approve of it depending on their reading level.

As recommended by W. Martino (2001), when developing learners' reading skill teachers should get inspiration from published researches. It is also the intention of our research findings processed from data from 1200 learners. Information of the scholar community certainly helps to improve the knowledge about children's reading.

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