Bibliographie annotée

Brozo, W. (2006). Bridges to literacy for boys. *Educational Leadership*, *6*, 71-74. Retrieved

from [https://www.researchgate.net/publication/ 288272630Bridgestoliteracyforboys](https://www.researchgate.net/publication/288272630_Bridges_to_literacy_for_boys)

Mots clefs:

Boys, reluctant readers, competency through repetition, personal Interests and passions, caring adult mentors.

Objectif de l’article:

The goal of this article is to show the effectiveness of self-efficacy, relevant reading content, and positive male role models on boys’ motivation to read.

Résumé:

In this article, Willian Brozo recounts several case studies involving strategies that lead to conditions favorable to encouraging boys to read. In the first case study, a remedial English teacher uses the lyrics to popular songs to help students enjoy repeating words and sounds, and this repetition and focus on specific vocabulary that is relevant to the students leads them to success in learning and, consequently, an enjoyment of this learning.

In the second case study, a history teacher finds out about the hockey passion of a reluctant reader and provides him with a book about hockey. The student enjoyed reading it so much that he asked for more. Another student with a passion for windsurfing was given a book on this topic. A third student is helped by a teacher who finds him reading material on the space program. These anecdotes show how the teacher can be instrumental in helping the student find the material that can be of interest to them. They also show how once a student discovers the enjoyment that can result in ‘getting lost in a book’ they can become internally motivated to repeat the experience.

Another case study describes how a community volunteer became an inspirational role model for a seventh grade boy with special learning needs. Having a positive male role model who was learned in a topic of interest provided the student with the conditions inductive to successful reading, critical inquiry, and project completion. This case study also supports the findings of other researchers who have shown that if boys can direct the priorities of their projects and learning tasks they will be more motivated.

Méthodologie:

This article describes, in anecdotal form, the events and results of qualitative case studies involving middle school and junior high teachers finding strategies to help boys who are reluctant readers. These teachers include a middle school remedial reading teacher, a history teacher, a science teacher, and the community mentors of a middle school mentoring project.

Pertinence pour les objectifs d’études que vous avez choisis:

This article discusses three conditions of motivation that are directly related to my topic. The case studies showed definitive examples of boys who become motivated to read and learn given particular conditions: repetition of attainable challenges that produce a feeling of self-efficacy, relevant content topics of reading material, and attachment to positive male role models. As these conditions are deemed important by other researcher that I am reading, I feel that it is important to include this study in my project. Reading is an integral part of French immersion language arts, and these strategies are, therefore, very relevant. The anecdotal presentation gives me a clear picture of how these strategies are implemented.

References

Brozo, W. (2006). Bridges to literacy for boys. *Educational Leadership*, *6*, 71-74. Retrieved from <https://www.researchgate.net/publication/288272630_Bridges_to_literacy_for_boys>