Bibliographie annotée

Worthy, J., Moorman, M., & Turner, M. (1999). What Johnny likes to read is hard to find

in school. *International Reading Association*, *34*(1), 12-27. Retrieved from https://utexas.influuent.utsystem.edu/en/publications/what-johnny-likes-to-read-is-hard-to-find-in-school

Mots clefs:

Preadolescents, reading preferences, situational interest, individual interest

Objectif de l’article:

This study seeks to determine reading preferences of preadolescents and the availability of these materials in school library and classrooms.

Résumé:

This article gives an excellent insight into the reading preferences of pre-adolescents and of the lack of these resources in schools. The study looked at two factors of motivation: situational interest and individual interest. Situational interest refers to the environment around the learner. In this study, situational interest can be influenced by the teacher showing enjoyment and enthusiasm for reading, and a genuine interest in the student’s reading preferences. Another aspect of the situation is the reading materials available. If the school and classroom have only particular types of reading material, certain students will be unmotivated to read. Teachers and school librarians need to look at bringing in popular media into the classroom.

Individual interest begins as an inclination towards a certain topic or type of material. When given the opportunity to explore material of interest, the reader then has the opportunity to become fully engaged in the material and enter into a state of pleasure in the reading activity. There is a connection here with Csikszentmihalyi’s description of a flow experience (Csikszentmihalyi, 1990).

The results of the survey showed that students’ reading preferences were far from what the traditional curriculum contains. Both boys and girls prefer popular fiction topics such as horror stories, comics, and magazines on sports, animals, and pop culture. Boys also stated a preference for magazines on cars and trucks. Of particular interest is the finding that the students who achieved lower on reading competency and lower on attitude scores were among those who preferred books on drawing and magazines on cars and trucks. These are materials not likely to be found in traditional classrooms, and these are the materials preferred by students who struggle in literacy.

The authors note that there is a significant gap between what students prefer to read and what is available to them. While more affluent students can purchase reading materials of their choice outside of school, students from lower income homes do not have this opportunity, and thus are limited to what is offered to them at school. There is a need for schools to update their reading materials and to pay attention to the reading preferences of their students if we want to improve the situation of literacy in our schools.

**Méthodologie:**

This is a qualitative study involving three middle schools obtained through nonprobability sampling. For the 419 students and teachers participating in the study, researchers collected data on ethnicity and household income. The reading score from the state standardized exam was collected for the students. The three librarians were also included in the study, to provide information on reading materials available in the library.

The teachers were interviewed once and observed in their classroom. They also assisted by distributing the survey materials. Teachers were given a small honorarium and free books for their classroom in return for their participation. Students were responsible for returning permission slips and completing surveys.

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

At first glance this article seems far from applicable to the high school French immersion classroom, however, upon closer study, two pertinent issues are boldly presented. Firstly, the concept of situational and individual interest. In order for success with boys in the French immersion program, I need to investigate these two concepts in depth, and the suggestions by Worthy et al. are very relevant, pointing out clearly that the teacher must be passionate about the activity and have a true concern for the interests of the students.

Secondly, this article speaks directly to a problem that I am treating specifically in my final project – that of the gap between what students want to read and what is available in the classroom. This is particularly relevant in my situation and I have already begun to work on it, and I plan on including this in my final project.

References

Csikszentmihalyi, M. (1990). Literacy and intrinsic motivation. *Daedalus*, *119*, 115-140. Retrieved from https://msu.edu~dwong/CEP991/CEP991Resources/Csikszentmihalyi-Lit&Mot.pdf

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