Annotated Bibliography

**Clark, C., & Burke, D. (2012). *Boys’ Reading Commission: A review of existing research to***

***underpin the Commission*. London: National Literacy Trust Mots clefs:**

**Mots clés:**

Boys dislike reading, reading materials, positive attitudes, reading resources,

autonomy of reading choice

**Objectif de l’article:**

This report highlights pertinent information from research done by the National Literacy Trust of the UK for the Department of Education. The focus for this resume is

1. Trends in areas of difficulty for boys in the UK education system
2. The connection between boys attitudes towards reading and their reading activity
3. Strategies that have shown success

**Résumé**

This report contains much interesting information, but I will outline only that which is pertinent to my study.

1. With references to reading choices, studies showed that boys showed preference for comics, joke books, non-fiction, newspapers, and instruction manuals. With fiction, boys preferred science fiction / fantasy, war stories, and sports related plots.

2. Boys indicated a perceived belief that boys who read are not ‘cool’. Reading is perceived as a feminine activity.

3. Students who perceive themselves to be readers attain higher reading scores, which indicates that self-perception and early success are important factors in performance.

4. Textbook and popular fiction publishers and libraries cater more to girls than boys.

5. “It is widely accepted in educational circles that providing students with choice and control over their reading material enhances their involvement with and enjoyment of reading. More generally, choice has been linked to increased educational outcomes, such as greater levels of intrinsic motivation, greater persistence, better performance, more positive effect and higher satisfaction” (Clark & Burke, 2012, p. 18)

6. There is conflicting evidence regarding the effect of teacher gender on students; however, it has been noted that:

* there is a lack of male reading role models, be they teachers or librarians
* teachers have a tendency to give higher marks to work by students of the same gender

7. Boys prefer activities that involve movement. Sitting and reading is perceived as ‘boring’.

8. We must not stereotype all boys as being the same. It is necessary to find out about each student to determine their interests and learning style. Then we must

* work in their area of interest; be creative and flexible in this regards.
* give choices of topics and activities
* provide various media to work with (print, digital, etc)

**Méthodologie:**

This information was taken from three sources:

1. A survey of teachers from 226 schools in the UK.
2. “the academic and policy perspectives from secondary sources” (Clark & Burke, 2012, p. 4)

c. A survey of students done by the National Literacy Trust

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

 This study reinforces others that I have found in describing important elements of learning for boys. French Immersion programs involve reading and writing, be it in language arts, social studies, science, or option blocks. Reading is an activity that boys usually do not like (again, not all boys are the same). The suggestions that are made by the National Literacy Trust report are valid suggestions to be applied to our French Immersion programs. It is important to know our students and their interests, provide choice of reading materials and media, be flexible with our inclusion of nontraditional texts, and recognize the importance of movement and physical involvement in an activity. Librarians should have this knowledge as well, so that libraries can be equipped according to the interests of all students. Lastly, wherever possible male reading role models should be involved with students.

References

Clark, C., & Burke, D. (2012). *Boys’ Reading Commission: A review of existing research to underpin the Commission*. London: National Literacy Trust.