Exploring L1 Reading Practices Of 8 Sixth Graders Of A Low Socio-economic School In Pereira

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Statement of the Problem
STATEMENT OF THE PROBLEM

United Nations Development Programme in 2009

International Reading Literacy Study (PIRLS) 2011

“Colombian National reading and writing plan” (2006)

Rey (2007) “there are several factors that control the variety of such reading activities”
RESEARCH QUESTIONS

What are the characteristics of 6th graders’ L1 reading practices at school and at home?

What are the 6th graders’ and teacher’s perceptions towards readers and reading in L1?

GENERAL OBJECTIVE

To Explore home and school reading practices performed by eight six graders belonging to a vulnerable community from Pereira Colombia, taking into account the perceptions that the participants have constructed throughout their experiences as readers.
SPECIFIC OBJECTIVES

To identify the reading events that take place within the household context of the participants, considering the reading resources and the presence or absence of reading support by relatives.

To analyze the mediating role of the school connected to current students’ reading practices.

To determine the reasons that lead students to engage in reading practices.

To portray the participants’ willingness to read in order to identify their perceptions and attitudes.
Literature Review
The role of “Assisted Performance” in the development of Literacy
Tharp & Gallimore (1988)

Literacy within Households
Barton (1996)

What is a good reader?
Garrido (2004)
Argote and Molina (2010)

The mediating role of the household
Bourdieu (2003)
Argote and Molina (2010)

The mediating role of the School Context
Lahire (2000)
Argote and Molina (2010)
Methodology
METHODOLOGY

Type of Study:
Descriptive-Interpretive Case Study.
*Small groups.
*Phenomena related to the context. (Merriam, 1998)
CONTEXT

- Low socioeconomic status community.
- Mega school.
- 6th grade
- In-development bilingual school.
PARTICIPANTS

- Eight sixth graders.
- From 11 to 15 years old.
- Randomly chosen.
- Language arts teacher.
- Ethical Considerations
## Data Collection Methods

<table>
<thead>
<tr>
<th>Observations:</th>
<th>Interviews:</th>
<th>Researchers’ field notes:</th>
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<tbody>
<tr>
<td>* 4 non-participant observations in the language arts class.</td>
<td>To students and the language arts teacher.</td>
<td>* Observation of the school facilities.</td>
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<td></td>
<td>* 20 minutes each.</td>
<td>* Reading related events (Out of the classroom).</td>
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Researchers’ roles

Interviewer

Mediator: Explaining the intention and overall purpose of the study.

Non-participant observer.
1. Codes
2. Concepts
3. Categories
4. Theory

Grounded Theory
(Glaser and Strauss, 1967)
Findings
1- Lack of adolescents’ autonomy to read.

There are reading materials and fostering strategies, still adolescents do not read as a personal choice.
1.1 Accessibility and exposure, to reading materials, but lack of autonomy to use them.

| Existence and Accessibility | Adolescents’ Preferences | Participants do read. Why? |
Existence of reading materials and Accessibility.

The household and school contexts in this community do possess reading materials of varied kinds which can be freely used by students.

Data sample from YVG’s interview:

YVG:” En mi casa compran el periódico casi todos los días, ah y también hay libros”

Data Sample from Researcher’s field notes:

“The school has a library with 7 racks that contain approximately 150 books each…” “... The library is open for all students during the break that lasts 30 minutes…”

This outcome confirms Bourdieu’s (2003) notion regarding the fact that adolescents are usually surrounded by reading materials.
When adolescents have the opportunity to choose within a series of activities in which reading is included, they prefer others. Still, adolescents do read.

Data Sample from MB’s Interview:

MB: “Cuando voy a la biblioteca voy es a jugar ajedrez más que todo jaja”

Levy (2009) depicts that reading is not perceived as a leisure activity by adolescents, but only as an academic activity.
Why do low-socioeconomic status adolescents read?

Students do engage in reading practices mainly driven by academic demands.

Data sample from MB´s interview:

Interviewer: “Cuando lees por qué lo haces?”

MB: “Porque me toca, para hacer tareas o talleres…”

The Participants evidenced a close relationship between reading and fulfilling academic demands. The results aligned with the idea stated by Levy (2009) who asserts that adolescents have associated the reading concept to assignments.
1.2 Reading fostering strategies.

Students are exposed to reading fostering strategies which have had a positive effects in enhancing the adolescents´ motivation. Still, the positive effects are obstructed.

Where do the positive reactions come from?

- Home
  - Implicit fostering
  - Reading role models.
  - Powell (1994)

- School
  - Implicit and explicit fostering
  - Interesting books.
  - Straightforward invitation to read.

Why are they obstructed?

- Lack of frequency:
  - YVG: “En mi casa hay periódicos, revistas y libros que los utilizan mi mamá, mi papá, y mi hermano muy de vez en cuando”

- Follow-up activities:
  - I: Después de leer esos cuentos que los ponen a hacer?
  - EJR: “Casi siempre escribir resumen de lo que entendimos en nuestras propias palabras”
Powell (1994):
- Parents within a superior socioeconomic level have better education
- More interested in reading
-. Our finding confirms Powell’s notion when describing the low or even non-existent level of interest towards reading in the low socioeconomic level community.

Argote and Molina (2010):
- Teenagers’ willingness and motivation towards reading is often negatively affected by the perception of academic demand.
- The outcomes align with Argote and Molina’s (2010) study:
- The use of appropriate materials enhances students’ interest.
- However, the academic demand usually linked to such practices affects the motivation of students.
The language arts teacher includes three aims towards developing reading skills.

- Comprehension
- Motivation
- Linguistic Structuralism
  Lahire (2000)
Motivation

Comprehension

Teacher’s Aims Within The Reading Activity.

Sample from Classroom Observation 1:
“The teacher brings mid-size books for students and the titles seem to be interesting for them… After reading individually, the teacher chooses some students and asks the question: Usted qué entendió?”
The language arts teacher also uses reading materials in order to promote a structural approach to reading.

Data sample from MG`s interview:

I: ¿Alguna de estas palabras le suena conocida: Verbo, artículo, adjetivo, adverbio?

MG: Sí, más que todo los verbos.

I: Y ¿por qué te suena conocida?

MG: A veces en clase de Español sacamos frases de libros y llenamos unos cuadros ahí con los verbos y si esta en pasado o en presente y esas cosas.
The teacher has a multi-aim approach towards reading that embodies the three aspects in the graphic.

Lahire (2000):
- Language arts teachers’ conceive reading under a single structural approach.
- A contrast with Lahire’s (2000) emerged as our participant teacher proved to include not only linguistic, but also motivation and comprehension aims towards reading.
4. There Is Not a Consensus Regarding The Perception of a Good Reader.

The adolescents´ and language arts teacher´s opinions towards defining effective readers are divided.

**Language arts teacher´s perception**
- Fluent reading
- Comprehension
- Autonomy
- Enjoyment

**Adolescents´ Perceptions**
- Fluent Reading (Positive acknowledgement)
- Comprehension
The academic level of the teacher makes her able to have a wide view on what a good reader is.

Data sample from Language arts teacher’s interview:
“Un buen lector es aquel que toma un texto sin que le digan y se sienta simplemente a disfrutarlo, sin que se vea obligado por una tarea. El buen lector también lee varias veces hasta que entiende y también es capaz de transmitir a través de su voz.”
Adolescents’ Concept Of A Good Reader.

Data sample from ALI’s interview:
I: Para usted qué es ser un buen lector?
ALI: Comprender lo que uno lee y hacer un resumen.

Data sample from MB’s interview:
“I: Para usted qué es leer, ¿qué es ser buen lector?
“MB: Para mi una persona que sabe leer, lee de seguido y no se equivoca tanto.”

Comprehension

Fluent Reading
The participant teacher prioritizes the enjoyment towards reading as the key characteristic a good reader must have.

Both Garrido´s (2004) and our language arts teachers prioritize enjoyment and autonomy as characteristics of a good reader.

Adolescents´ Perception.

- Argote and Molina´s (2010):
  - Adolescents' view of a good reader:
    Good readers enjoy texts.

- Our finding contrasts with the one found in Argote and Molina´s study, as our participant adolescents did not suggest any connection between the concepts of enjoyment and good reader.
Research and Pedagogical Implications
Researching reading in L1 support the understanding L2 related problems.

Time and distracting elements.

The transferability of L1 reading skills to L2 reading abilities needs to be explored. (Out of the scope)
Pedagogical Implications

Raise awareness on the reading stimulus in early ages. (Reading for pleasure)

School and Parents working together

Changes in the adolescents’ perception of education
Limitations

- **Contextualized Research.**
- **Non-Natural setting**
- **Time Constrains**
Conclusions

Lack of adolescents’ autonomy to read

Inclusion of reading activities without being required as assignment.

Students reading practices at home

Negative influence of academic demands (School Context)

Strategies to foster reading practices (free reading sessions)

Implementation of programs for parents. (Home Context)
Thank You!

Questions?