



Unfolding reading masculinities: secondary analysis of PIRLS data

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- The “boys problem”, the “boys’ issue”, the ‘boys’ debate”
- Struggling readers, **reluctant readers** (reading reluctance -they can, but they don’t want)
- Contemporary concerns about boys’ declining performance in large-scale assessments of reading
- In some countries (Albania, Bulgaria and Lithuania) the widest gender gaps have been revealed in PISA 2009 (OECD, 2011).

Method of research

- Statistical analysis of PIRLS 2011 data (regression analysis, descriptive statistics); The Progress in Reading Literacy Study (PIRLS). 45 countries, 4th grade pupils
- Lithuanian findings from PIRLS 2011 study; 4660 pupils from 154 schools
- Theoretical framework and interpretation of data

The Progress in Reading Literacy Study (PIRLS)

- For PIRLS, **reading literacy** is defined as the ability to understand and use those written language forms required by society and/or valued by the individual. Young readers can construct meaning from a variety of texts. They read to learn, to participate **in communities of readers in school and everyday life, and for enjoyment.**

- PIRLS focuses on three aspects of student's **reading literacy**:
- **purposes for reading** (reading for literary experience and reading to acquire and use information)
- **processes of comprehension**
- **reading behaviors and attitudes**

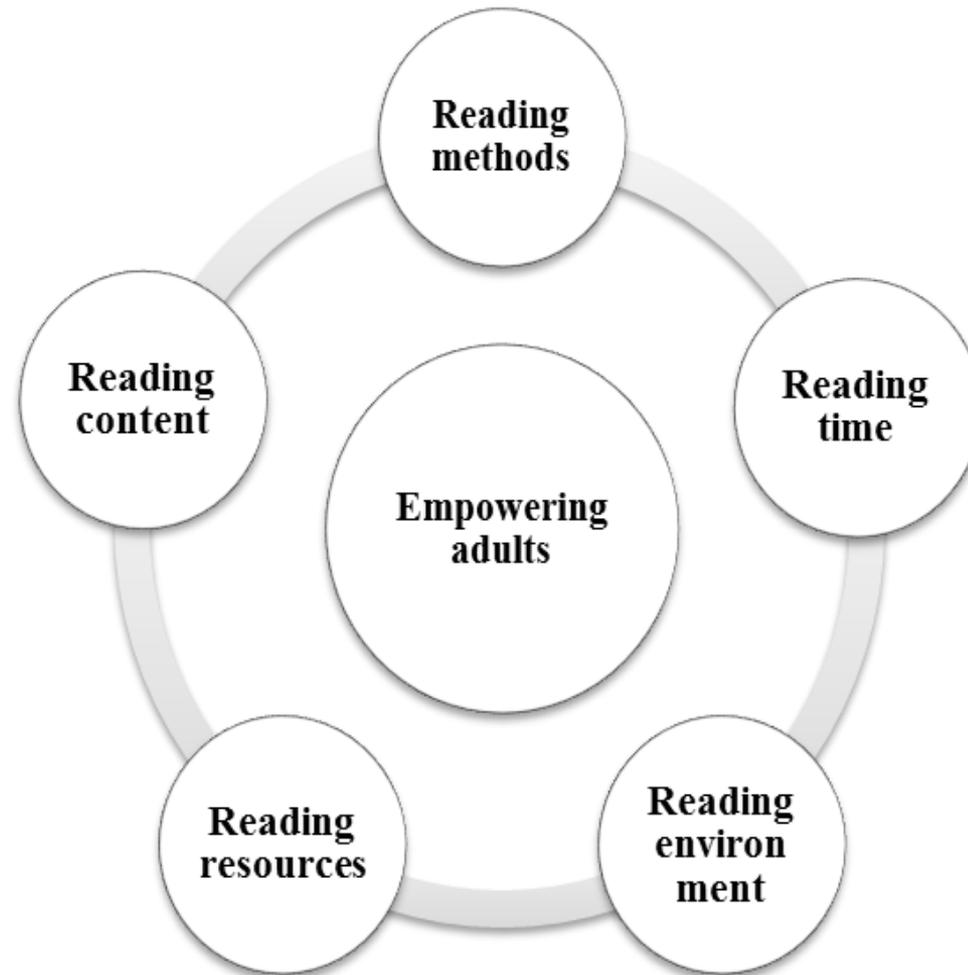
Purposes for reading

- reading for literary experience
- reading to acquire and use information

Home contexts

- **Economic, Social, and Educational Resources** (availability of reading material and educational resources; socio-economic status, socioeconomic status such as parents' or caregivers' occupation or level of education)
- **Parents' Reading Behaviors and Attitudes** (early literacy activity involves adults and older children reading aloud to young children, the support and guidance provided at home; Parents' and caregivers' engagement in many literacy activities)

Social context of reading



School contexts

- school characteristics
- school organization for instruction
- school climate for learning
- school resources
- classroom contexts

Classroom Contexts

- Teacher education and development
- Teacher characteristics and attitudes
- Instructional strategies and activities
- Assessment

Student Characteristics and Attitudes

- Student reading literacy behaviors
- Positive attitudes toward reading
- Student attitudes toward learning to read

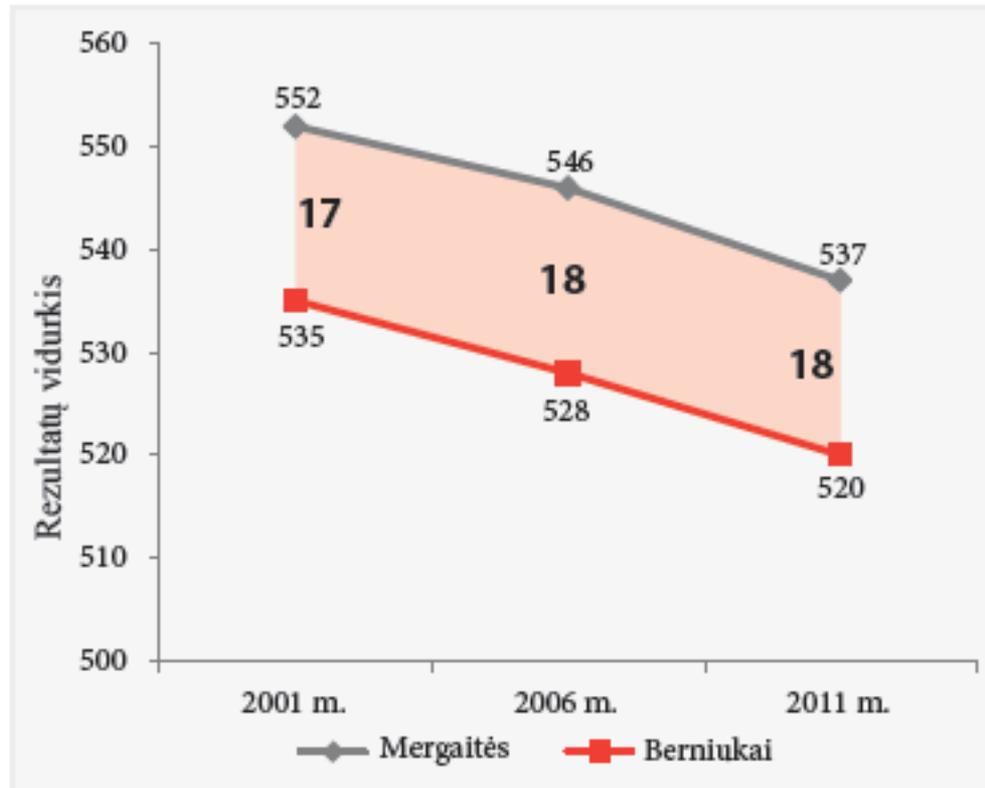
Measurement tools in PIRLS 2011

- **Samples of texts**
- **Student questionnaires** (students' home and school lives, including demographic information, home environment, school climate for learning, out-of-school reading behaviors, and attitudes toward reading)
- **Teacher questionnaire** (background and education, the school climate for learning, attitudes toward teaching, classroom characteristics, and student engagement. It also asks about reading instructional time, approaches, activities, and materials; computer and library resources; homework; and preparation to teach reading).
- **Home/ parent/ caregive questionnaire** (language spoken in the home, preschool experiences, homework activities, home-school involvement, books in the home, and parents' education and involvement)
- **School questionnaire** (school characteristics, instructional time, resources and technology, parental involvement, school climate for learning, teaching staff, the role of the principal, and students' reading readiness)
- **Curriculum questionnaire** (country's reading curriculum, including national policy on reading, goals and standards for reading instruction, time specified for reading, and provision of books and other literary resources).

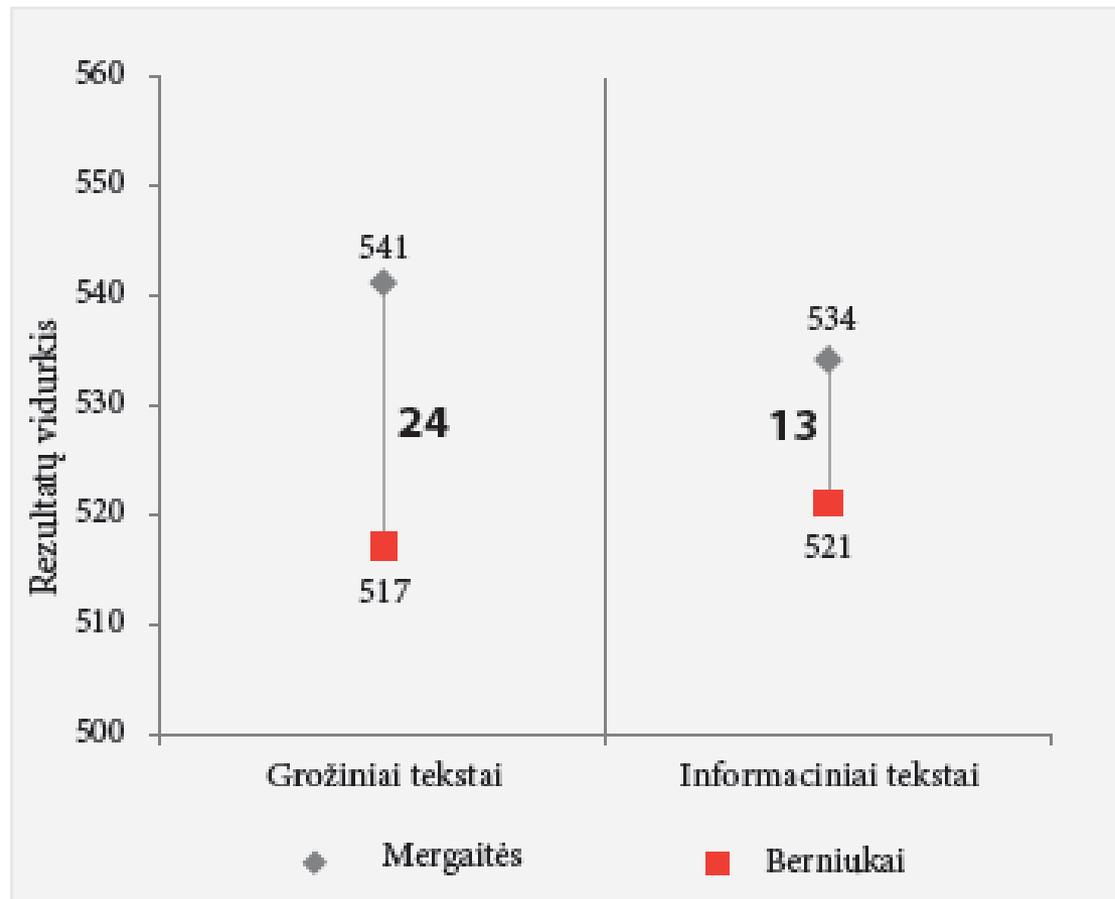
Texts for reading and in various reading environments and reading communities

- This includes traditional written forms such as books, magazines, documents, and newspapers. It also encompasses information and communication technologies, such as the Internet, email, and text messaging, as well as text integrated with various video and television media

Gender difference in reading performance

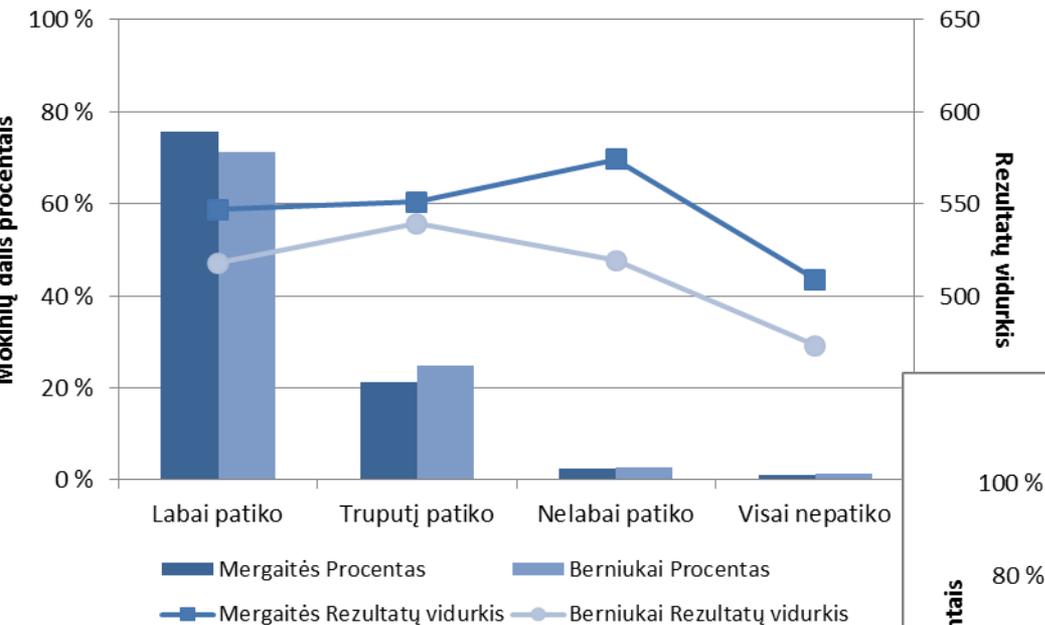


Types of texts: fiction and non-fiction (information) texts

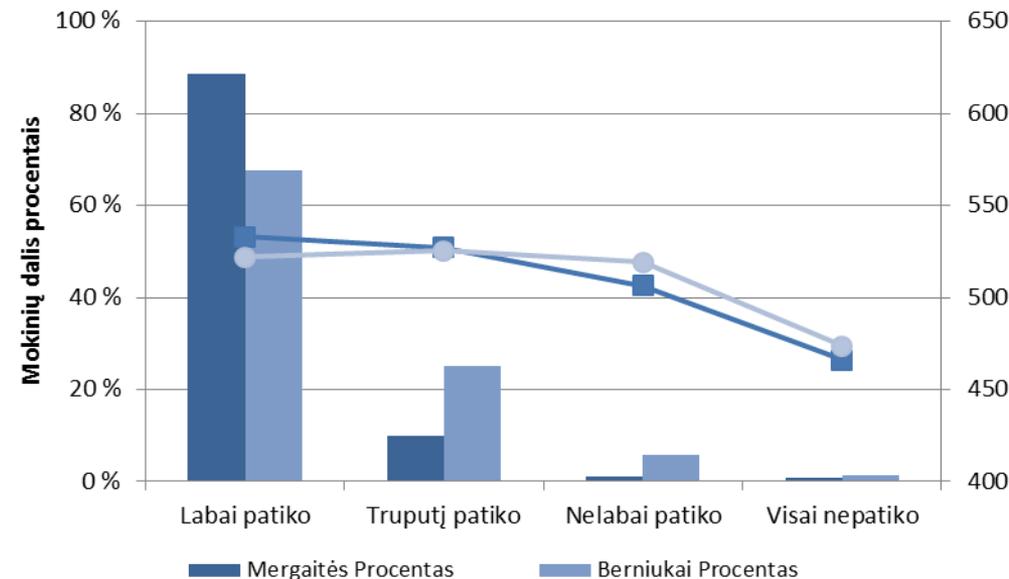


Reading of fiction stories (,Fly, Eagle, Fly', ,Enemy Pie')

Skrisk, Erelī, skrisk



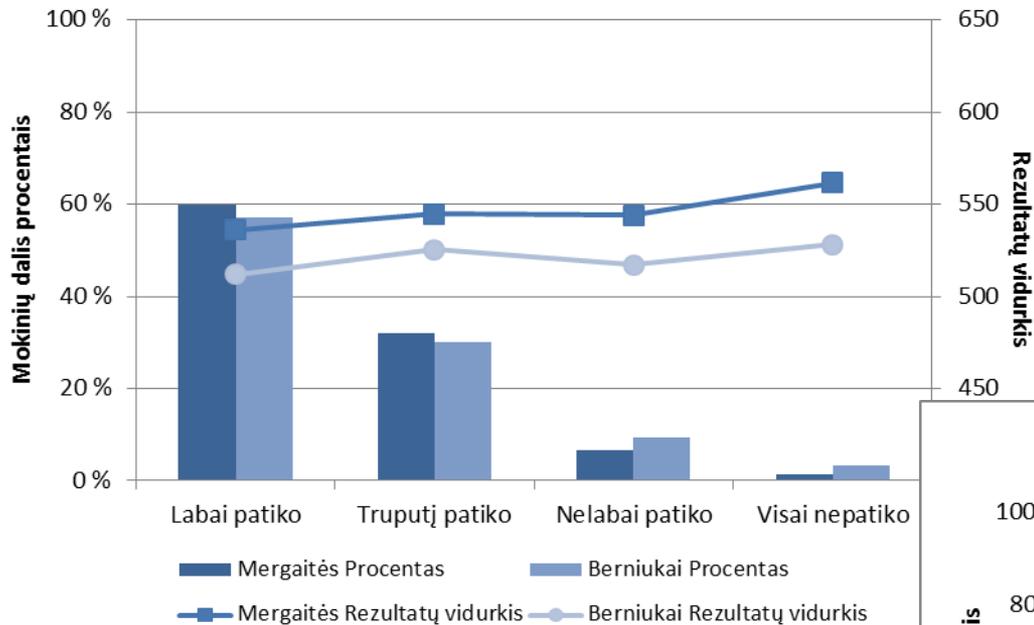
Priešo pyragas



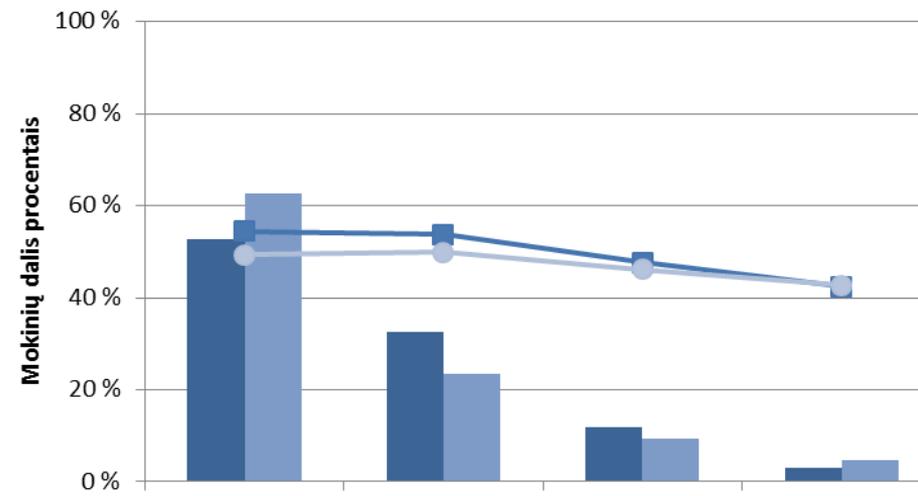
Informational texts

(„Discover the Fun of Day Hiking, “The Giant Tooth Mystery”)

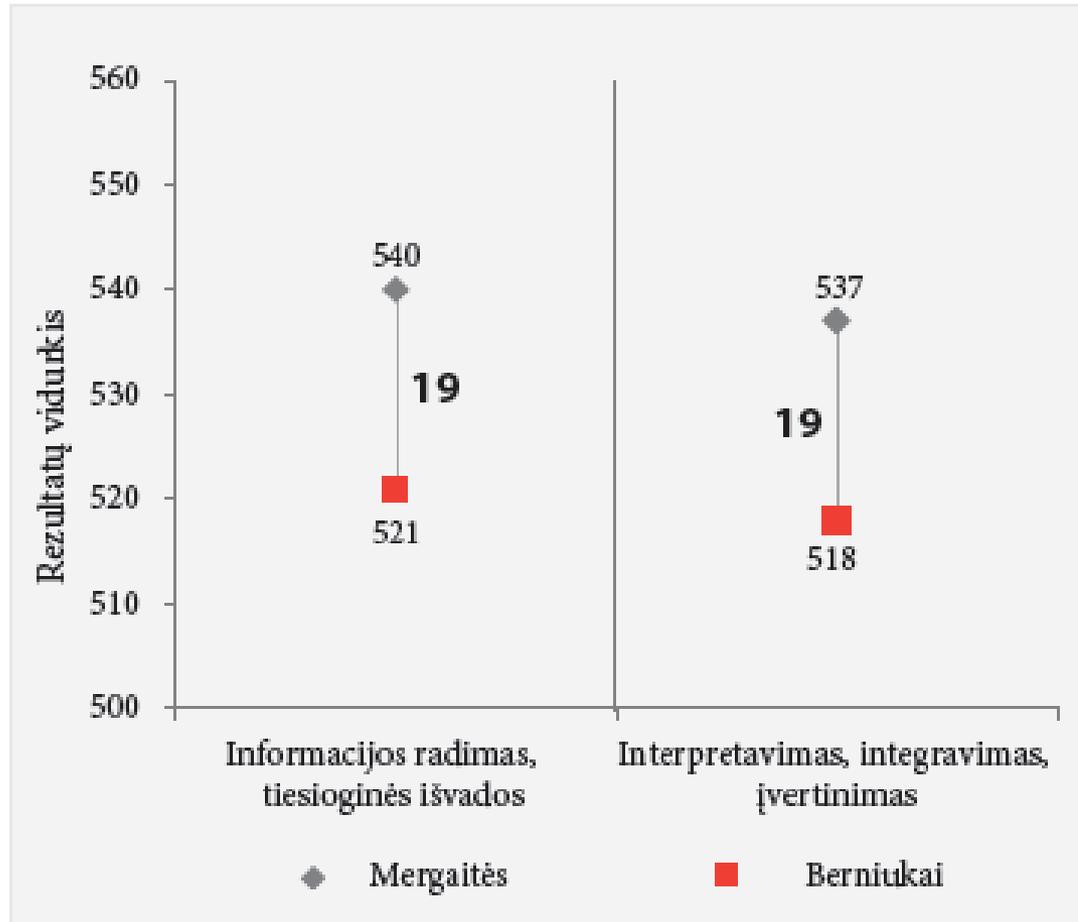
Atrask dienos žygio pėsčiomis žavesį



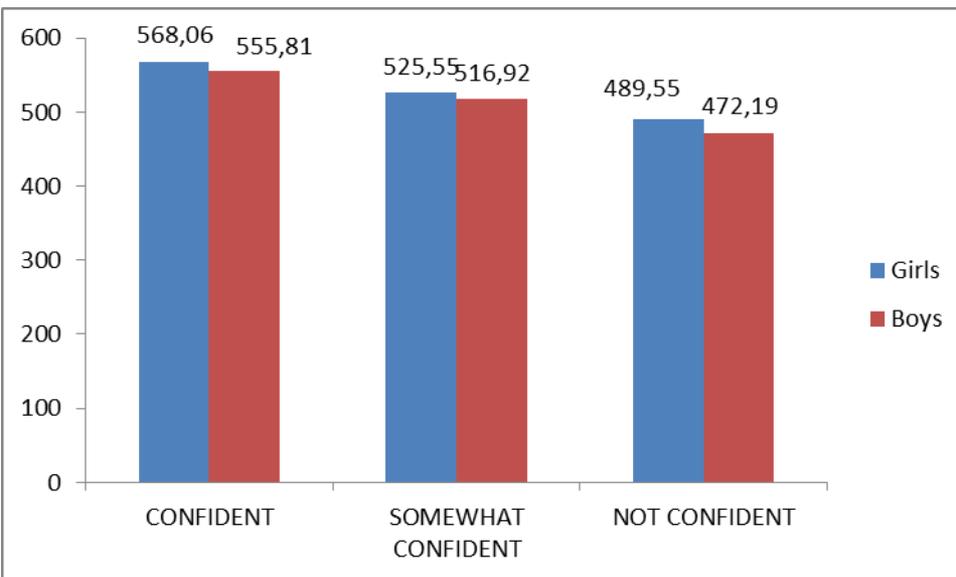
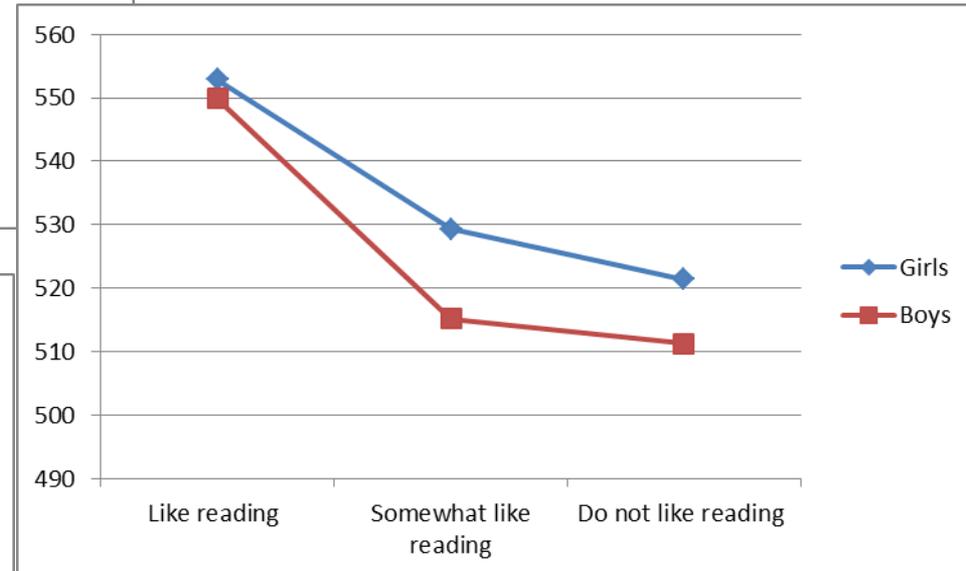
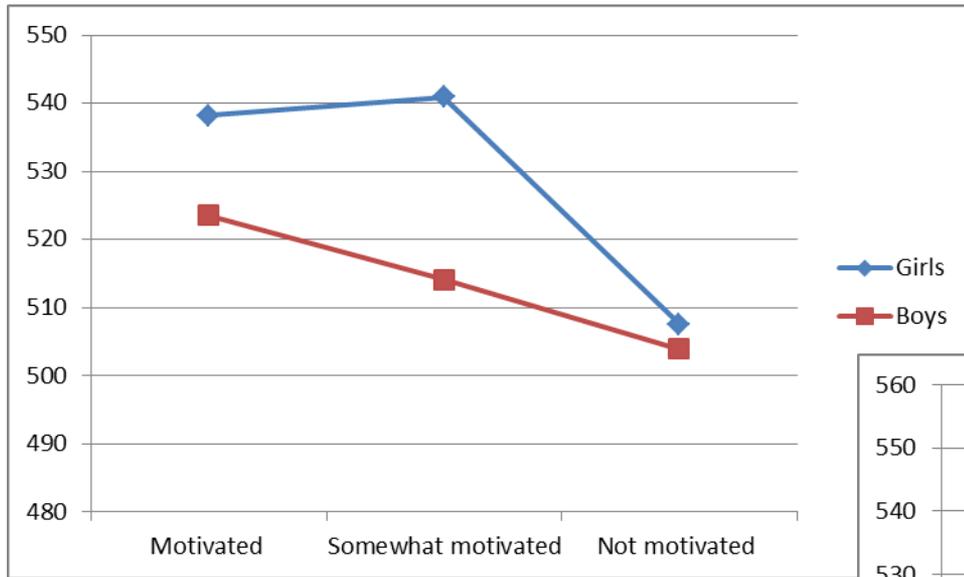
Milžiniško danties paslaptis



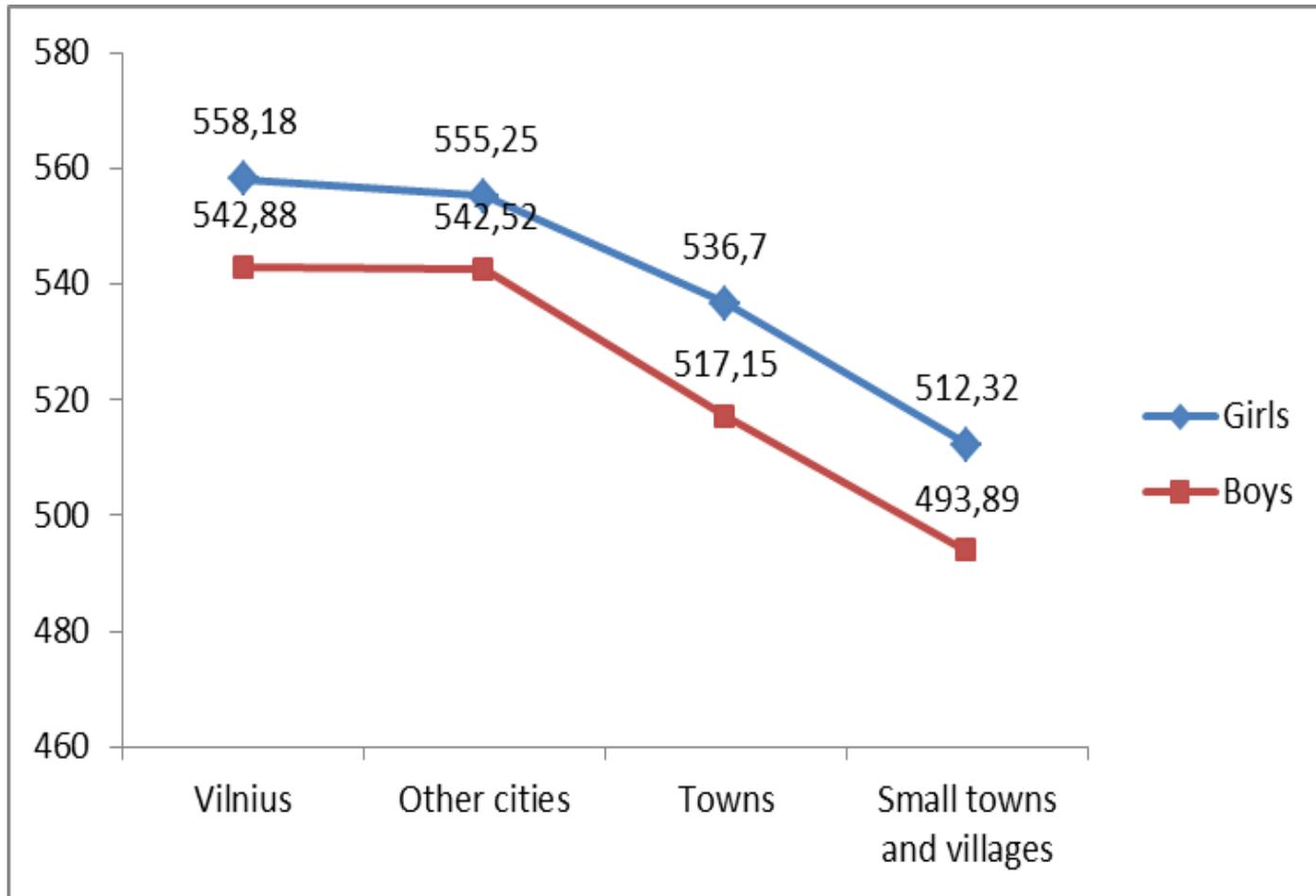
Comprehension processes



Reading motivation



Place of residence

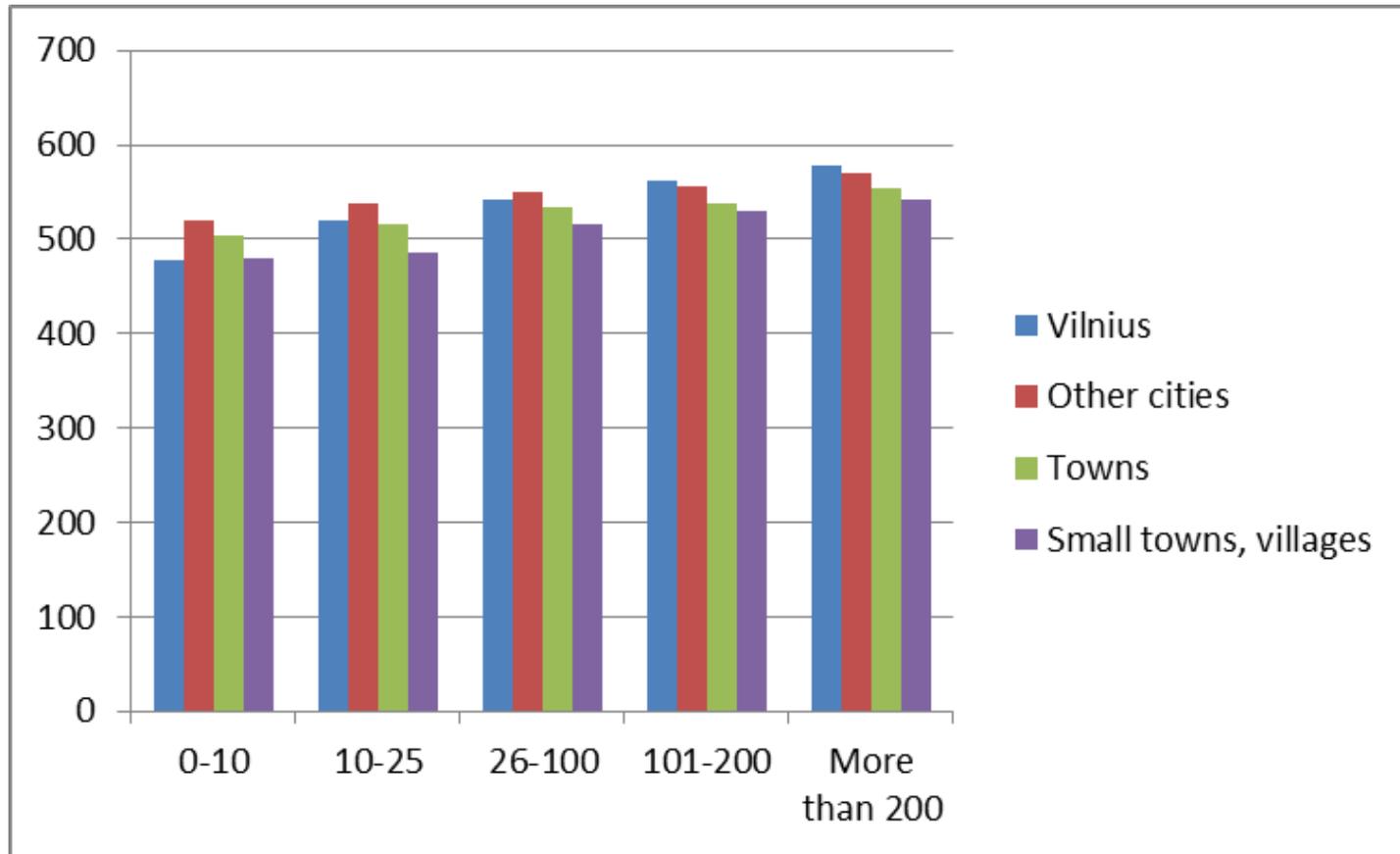


Number of books at home (100-200 books)

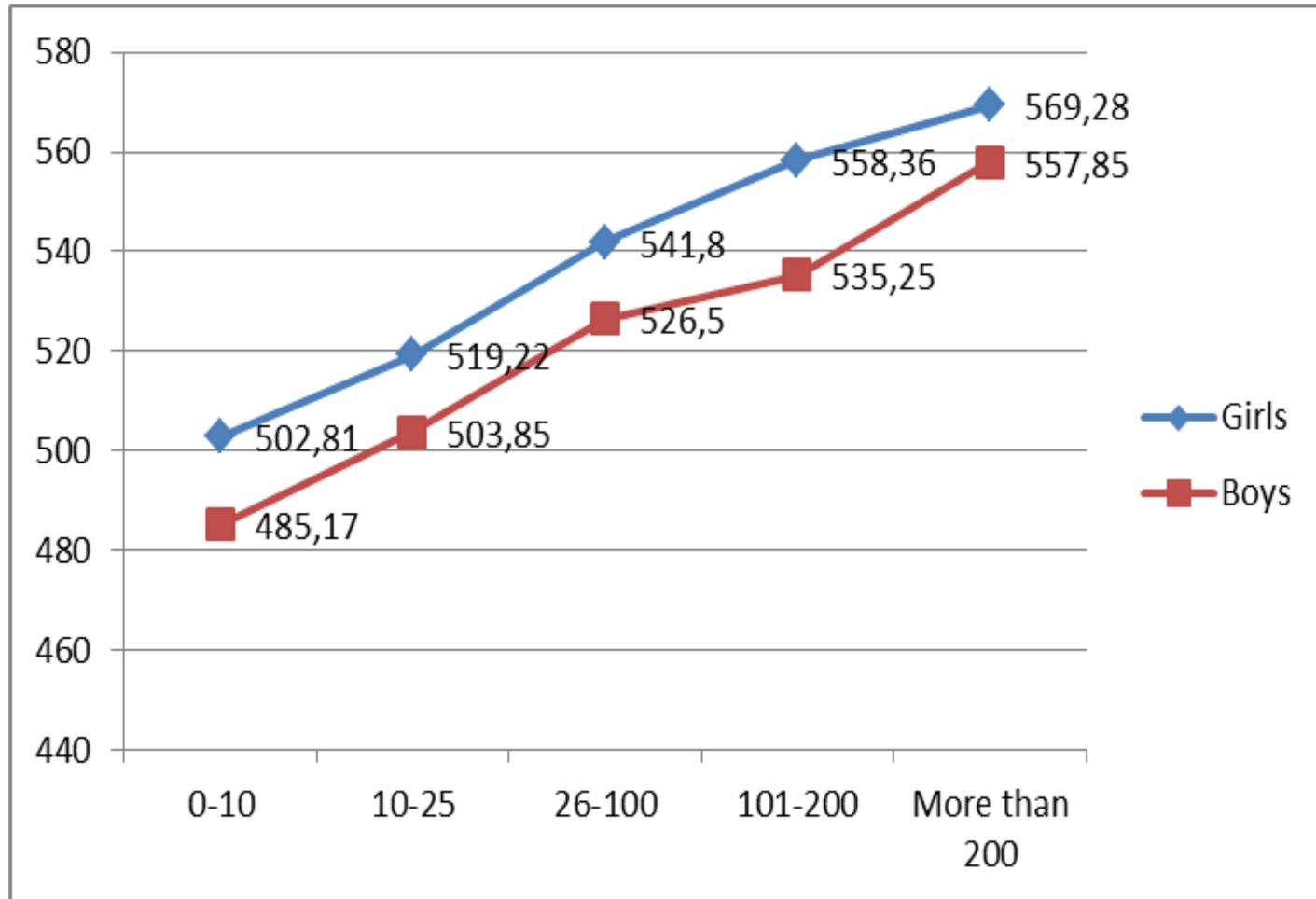
Place of residence

	101-200 books (%)	More than 200 books (%)
Vilnius	17,06	33,49
Other big cities	16,78	17,65
Towns	11, 41	10,87
Small towns and villages	8,02	9,31

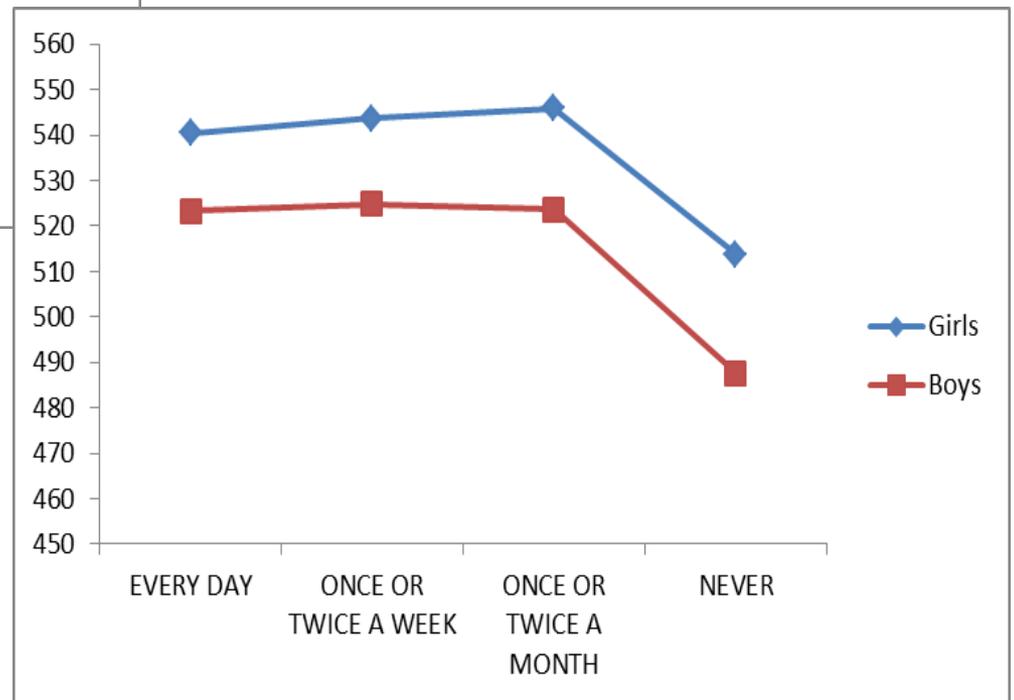
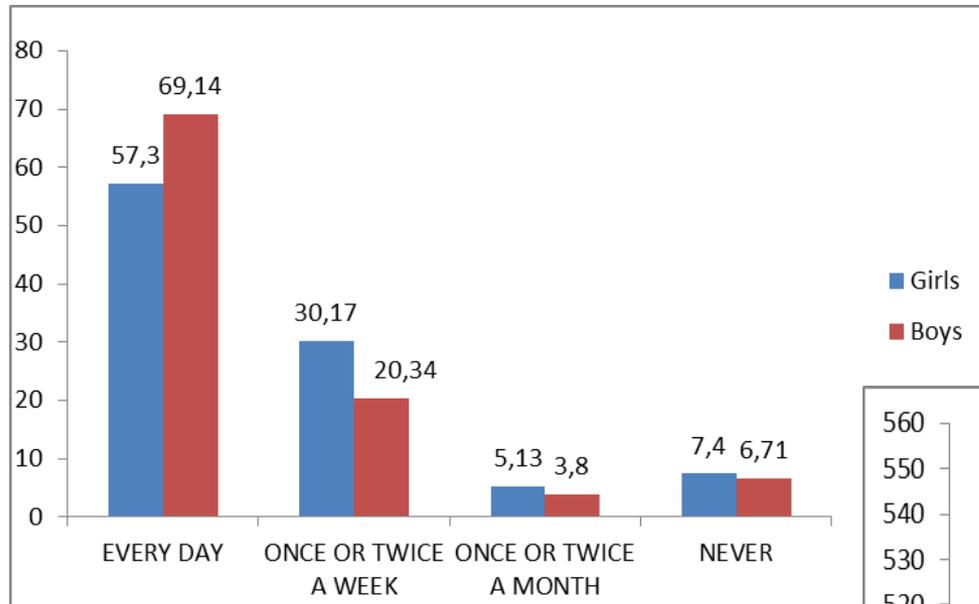
Number of books at home and place of residence



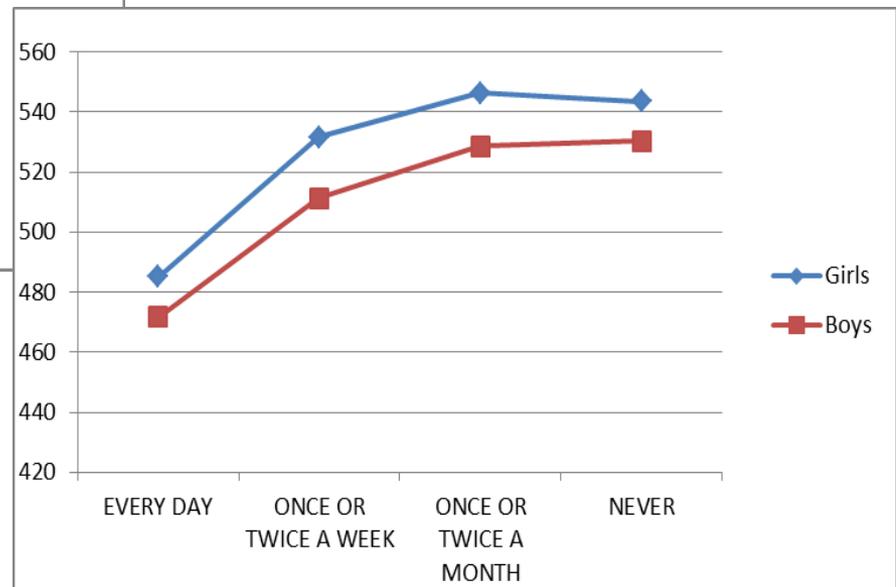
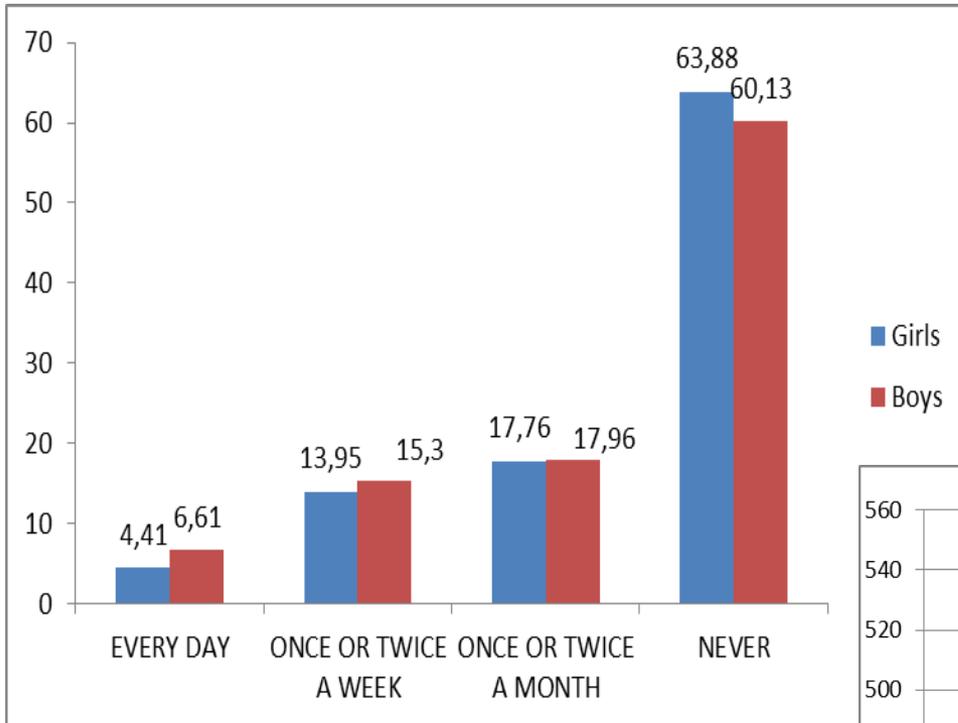
Number of books at home



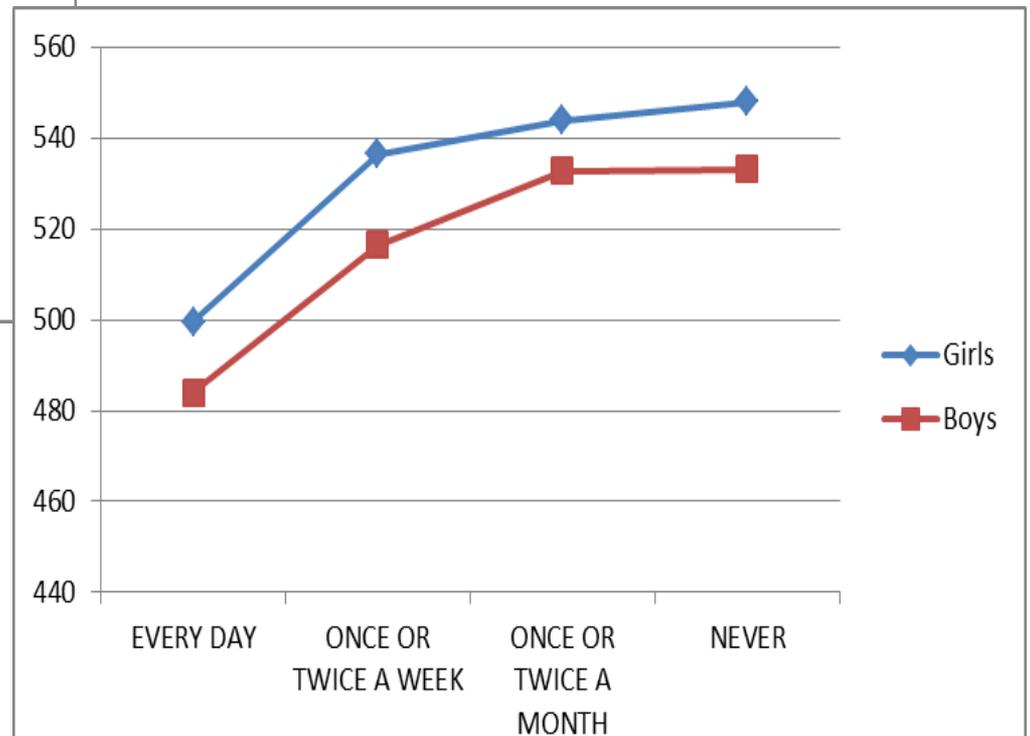
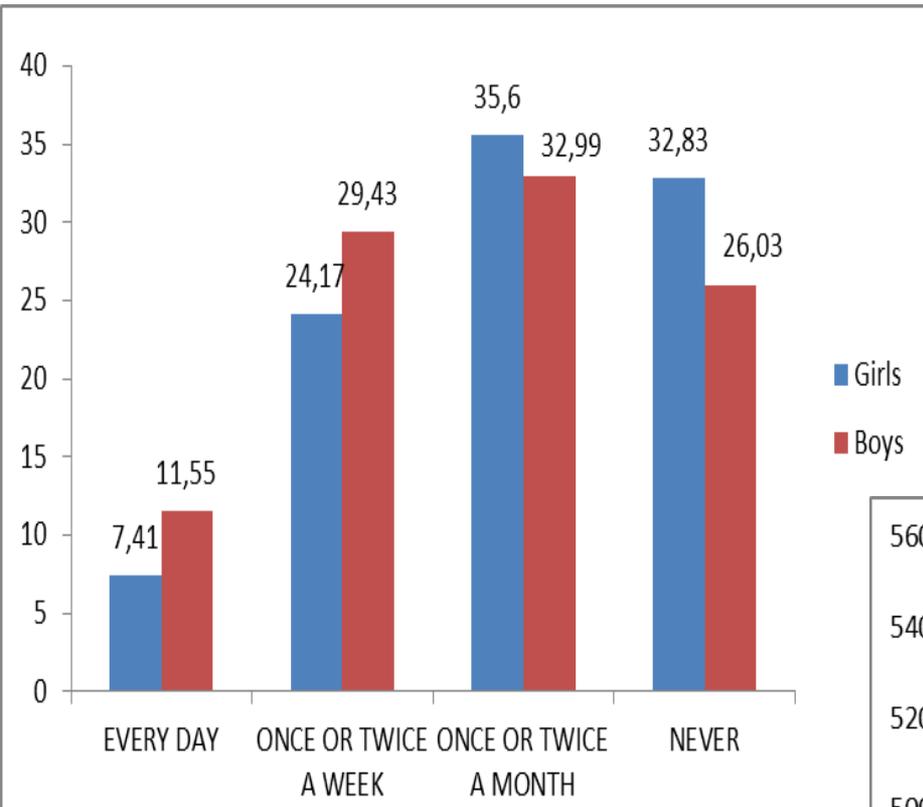
Use of computer at home



Use of computer at school



Use of computer in other places



THEORETICAL FRAMEWORK

- multiple dimensions of motivation for reading, including pupils' attitudes, reading self-efficacy, and intrinsic and extrinsic motivation for reading, and social aspects
- girls typically having **more positive attitudes** toward reading, demonstrating **more positive reading self-concept**, and engaging **more often in reading activities** outside of school

P.Bourdieu's theory and reading

- **3 forms of capital** (cultural, social, financial)
- Reading as **habitus** and cultural capital
- **Cultural capital** is concentrated on the person's abilities, knowledge, beliefs and values, and is based on linguistic and cultural competences.

Types of cultural capital:

- **Embodied** (in form of habitus and skills) – reading skills, motivation, practices
- **Objectified** (physical objects owned – books, reading resources (including texts and educational resources), other cultural objects)
- **Institutionalised** (institutional recognition, qualifications, from cultural capital to economic in labour market)
- **Social reproduction** (the role of reading as habitus and cultural capital in reproduction of elite)
- **Feminine and masculine habitus** (Bourdieu, 'Masculine domination', 2001) and reading

Feminist theory, gender and masculinities studies

- Gender as **social construct**
- **Doing** gender
- **Intersectionality.** Intersections between sex, gender, race, ethnicity, socio-economic status, sexualized identities in school
- **Normative (hegemonic) masculinity and multiple masculinities** (Connell). Doing gender differently.

- Rhetoric of a masculinity crisis
- “Boys today are in crisis,” says William Pollack in *Real Boys: Rescuing Our Sons from the Myths of Boyhood*

R.W.Connell on boys, masculinities and schools

- *R.W.Connell “Teaching the Boys: New research on Masculinity, and gender strategies for schools*
- Boys’ academic failure
- Panic in USA on schools destroying boy’ culture
- How far can we make generalisations about „boys“ in a bloc?
- Hegemonic masculinities, hierarchy of masculinities
- Collective masculinities
- Multiple masculinities
- Active construction. Ethnometodology. Layering. Dynamics

R.W.Connell on boys, masculinities and schools (1996)

- Schools' gender regimes
- Power relations
- Gender division of labour
- Patterns of emotions
- Symbolisation of gender
- Masculinising practices
- School as masculinity making device?
- Peer culture, protest masculinity at school

Reading and gender studies theoretical framework

- **Reading masculinity**
- **Doing gender** - construction of boys as particular kinds of readers
- **Complexities and multiplicity** of reading masculinities (class, ethnicity, socio-economic factors, age, etc.)
- **Masculinization of curriculum** is criticized criticised since this project leads to the normalization of **hegemonic masculinity**. Project of masculinization of curriculum: to give boys to read books about traditional normative masculinity. Lithuanian case of “Flintas” magazine for boys.
- More **male role models** in the reading practices!!!
- More **repertoires of the self** for boys (multiplicity of reading masculinities)

- Questioning the prevailing **‘female culture’** and habitus within schools, **feminized school curriculum**;
- a project of **masculinization of curriculum** (to give boys to read books on stereotypically masculine themes and in line with traditional normative masculinity)
- **alternative strategies of diversification of repertoires of the self for boys** by constructing multiple reading masculinities with **multiple male role models**.

R. Connell on masculinities

The numerous masculinities in every society are contingent, fluid, socially and historically constructed, changeable and constantly changing, variously institutionalized, and recreated through media representations and individual and collective performances