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## Age variable student's personal characteristics and their reader's preferences

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### Abstract

The article is based on a research monitoring a relationship between personal characteristics of young readers and their poetry reading preferences. When implementing the research the semantic differential method and Q-methodology was used. The semantic differential has been adjusted in our earlier studies, when exploring poetry reception there are three factors observed in reading reactions of the respondents: comprehensibility, evaluation and impressiveness of selected poems. Q - methodology has been selected to observe the students' relation to human values, their personality characteristics and circumstances and their views on teaching of literature, especially poetry. The older respondents (14-15 years) are more independent, more critical of the authority of parents and teachers. When compared with the younger respondents (12-13 years) they have a greater resistance to poetry, they are moody and more sensitive. The older respondents show a greater understanding of the hidden humor of the nonsense poem, referring to their own school experience and at the same time they allow Prevert's text to reach them emotionally by the image of one of the many variants of the relationship between a man and a woman. They perceive the world around them as a more complex one than then the younger respondents who were impressed by the light Japanese five verse poem Oh designed primarily for adolescent readers.

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### 1. Introduction

The understanding of how students perceive artistic text allows us in literary education to choose suitable texts for different age categories and select an appropriate methodological approach. One of the ways is the think-aloud approach which allows students to gain insight into the processes of the reception experienced by their teachers and vice versa (Earthman, 1992, Eva-Wood, 2004, 2008; HarkerPeskin, 1998). Another approach involves the monitoring of the reception of poetry by a quantitative research method and subsequent processing of the data by statistical methods which we may help us uncover the differences of the reception experienced by different categories of respondents. The paper attempts to establish relationships between personal characteristics of the respondents and their poetry preferences. In the previous studies poetry reading preferences of different categories of respondents have been observed, classified by age (12-19 years), by gender, according to their attitude to reading, to poetry, according to the field of study (humanities and science), according to their personality type of (extravert and introvert). The results have provided basic information about the differences in reading experiences between the established categories of the respondents in terms of three observed factors: comprehensibility, evaluation and impressiveness. To understand these results better we have focused the next phase of the research on a selected sample of 240 respondents (12-19 years) to further our understanding of the respondents' attitudes to human values, teaching methods as well as their personal characteristics, etc. Through these findings we want to obtain a better understanding of their assessment of the selected poems. In this way we develop the

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