

3. LEARNING TO LEARN – TRENDS

Reading for enjoyment

- Fewer students reported reading for enjoyment in 2009 compared to 2000.
- This decline was seen in the majority of countries that participated in PISA in both years.
- The greatest decline in reading for enjoyment occurred in Chile, the Czech Republic, Finland, Mexico, Portugal and the partner countries Argentina, Liechtenstein and Latvia. The greatest increase in reading for enjoyment occurred in Japan.

What it means

Reading for enjoyment is an important part of the engagement in reading that helps students perfect their reading skills. PISA results show that, in all countries, students who enjoy reading the most perform significantly better than students who enjoy reading the least. While the majority of students do read for enjoyment, the growth in the minority who do not should prompt schools to try to engage students in reading activities that they find relevant and interesting.

Findings

Students in 2009 tended to be less enthusiastic about reading than their counterparts were in 2000. The percentage of students who reported reading for enjoyment fell from 69% to 64%.

In 22 of the 38 countries for which comparable data are available, the percentage of 15-year-olds who reported that they enjoy reading fell. In 10 countries it did not change significantly, and in 6 countries the percentage rose.

The largest declines in reading enjoyment, by at least double the average rate, occurred in Chile, the Czech Republic, Finland, Mexico, Portugal and the partner countries Argentina, Liechtenstein and Latvia. In some cases, students who had been very enthusiastic

about reading in 2000 were considerably less so in 2009. For example, in Portugal, more than one student in three did not read for enjoyment in 2009, compared to fewer than one in five in 2000.

In contrast, the percentage of students who reported that they read for enjoyment rose in six countries. The increase was greatest in Japan, where the smallest proportion of students – just 45% – reported that they read for enjoyment in 2000. By 2009 this proportion had grown to 56%, although this was still well below the OECD average.

Definitions

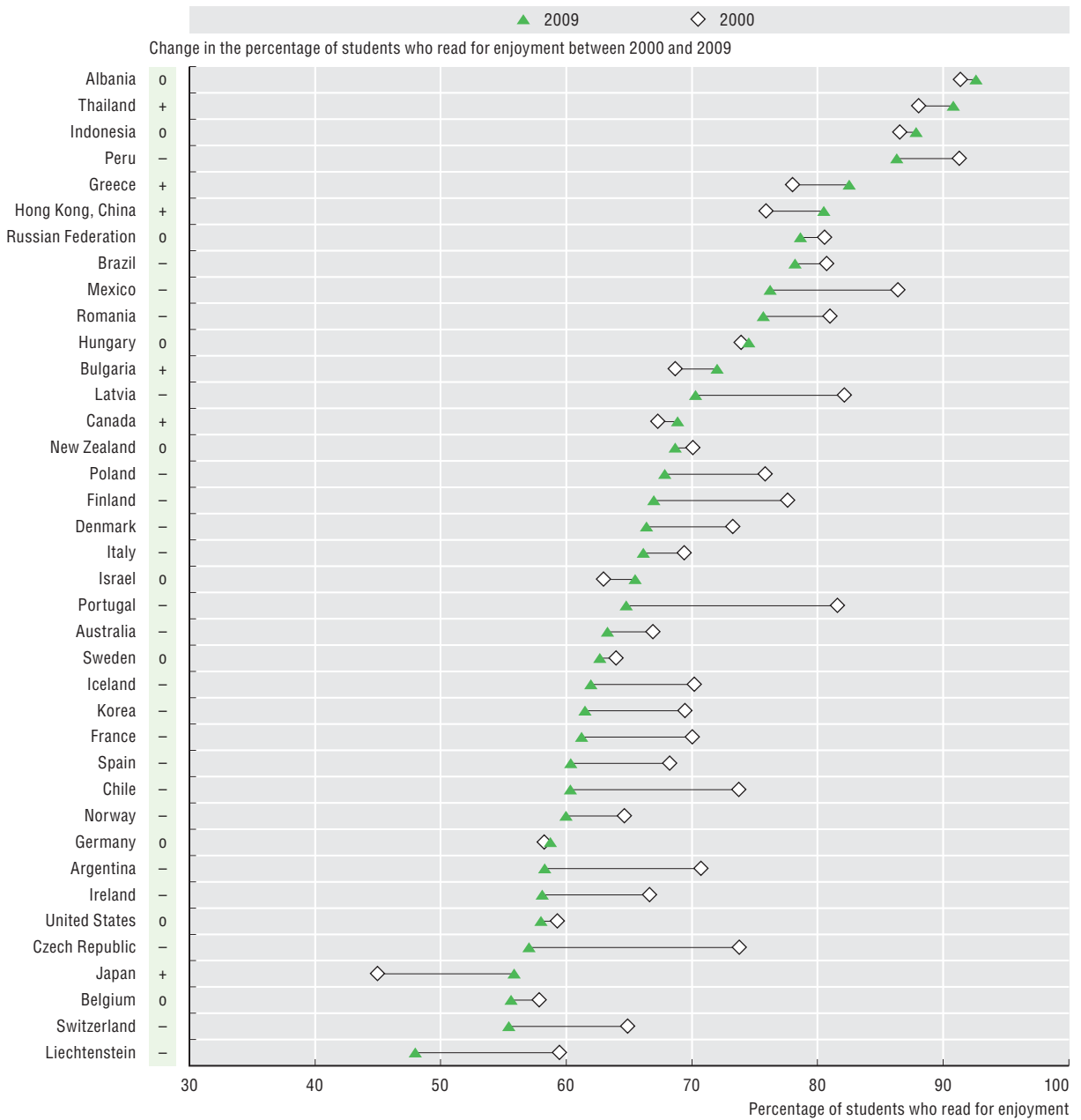
Students were asked how much time they spend each day reading for enjoyment. The possible answers ranged from “I do not read for enjoyment” (students who chose that statement were classified as those who do not read for enjoyment) to “more than 2 hours a day” (students who chose statements indicating that they read for enjoyment from up to 30 minutes a day to more than 2 hours a day were classified as those who read for enjoyment). Only those countries that have valid results in both PISA 2000 and 2009 are compared.

Information on data for Israel: <http://dx.doi.org/10.1787/888932315602>.

Going further

Further analysis of changes in reading for enjoyment between 2000 and 2009 are presented in Chapter 5 of *PISA 2009 Results Volume V, Learning Trends: Changes in Student Performance Since 2000*. Full data are shown in Table V.5.1 at the back of that volume.

Figure 3.6. Percentage of students who read for enjoyment in 2000 and 2009



	2009 higher than 2000	2009 lower than 2000	No statistically significant difference
95% confidence level	+	-	0

Note: Countries are ranked in descending order of percentage of students who read for enjoyment in 2009.

Source: OECD (2010), PISA 2009 Results, Volume V, Learning Trends: Changes in Student Performance Since 2000, Figure V.5.1, available at <http://dx.doi.org/10.1787/888932360024>.



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