

ABSTRACT

I Can Read But I Don't Want To: A Study of Six Aliterate Students at an Urban High School

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This case study sought to understand the phenomenon of aliteracy through the perceptions, thoughts, and experiences of six literate teenagers at an urban secondary school, who identified themselves as reluctant readers. Data were collected through interviews and document analysis. The findings revealed that: 1) the students did not like to read long works of fiction because they viewed it as time consuming and stressful, 2) their early experiences with reading at home and at school had a significant effect on the students' feelings about reading, and 3) the students who do not necessarily enjoy reading long novels may engage in a variety of reading activities online.

Keywords: Reading habits; Case studies; Aliteracy; Urban schools; Adolescents; Secondary school students; Reluctant readers; Trinidad and Tobago