

The reading practices of university students: A research on cognitive, affective and emotional dimensions

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Abstract

Empirical research in the educational field highlights the need to strengthen strategies aimed at counteracting the phenomenon of reading disaffection which risks fuelling functional illiteracy (UNESCO, 2017). In particular, it is suggested to adopt an integrated, systemic and flexible model of reading in educational contexts (Moretti & Morini, 2023). The aim is to train mature and aware readers who do not lose the pleasure and desire to read over time (Cremin, 2014). Research reveals that, even at university level, a large number of students show gaps in their ability to read and understand texts (Moretti et al., 2015; Rosa & Trufelli, 2019; Castellana & Lucisano, 2021; Campagnolo, 2022). In Italy, at the university entry stage, basic and transversal skills are assessed through an initial test. This allows timely intervention by implementing strategies and tools that can contribute to academic success, filling students' gaps. This contribution presents the results of a research project whose main objective was to deepen the profile of the adult reader, investigating both the cognitive and the affective and emotional dimensions. The research involved university students attending the Department of Educational Sciences, University of Roma Tre. The data were collected through a semi-structured questionnaire and focus groups. The main outcomes allow us to reflect on the students' reading practices, beliefs and attitudes.

Keywords: reading practices, functional illiteracy, universities, reading comprehension, reading pleasure