J Ę Z Y K O Z N A W S T W O

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INVESTIGATING EFL LEARNERS' SITUATIONAL AND PERCEIVED INTEREST IN READING DIFFERENT TYPES OF TEXTS

A b s t r a c t. This paper reports a classroom-based empirical study that aimed to establish the level of situational and perceived interest generated by EFL learners while reading three types of texts (General Comprehension, Culture Focus and Narrative texts). Situational interest was defined as comprising five Sources of Interest, that is Text Cohesion, Prior Knowledge, Engagement, Ease of Recollection, and Emotiveness. The analysis of the students' ratings of the questionnaire statements for the particular texts has revealed the main effect of Text Type, with the highest level of the students' interest gained for Narrative texts. The level of interest was also dependent on Sources of Interest, with the highest mean gained for Cohesion. Narrative was the type of text perceived by the students as the most interesting of the three they worked with. The results of the study showed that the role of situational and perceived interest in reading different text types needs to be adequately approached by FL specialists as a vital factor in reading and learning tasks.

Key words: reading in a foreign language; text types; Sources of Interest; situational interest; perceived interest; cohesion.

Interest is not an easy concept to understand and define for second/foreign language teachers, despite the fact that they often use it while describing teaching materials, activities, learners' responses, to mention a few, with reference to a variety of educational settings characterized by different proficiency levels. Interest, undoubtedly, plays an essential role in processing reading texts with the goal of comprehension and learning, as well as in de-

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veloping L2/FL literacy skills. As a theoretical background, this paper will first address the construct of interest and its types as espoused and explained by educational experts. What will be focused on is situational interest, that is a psychological state that can be attributed to a reader processing a particular text at a given time as well as interest as perceived by readers themselves. The empirical part of the paper will report a classroom-based study, which aimed to explore situational and perceived interest generated by the students while reading different types of texts. Having read a sequence of selected texts, the participants of the study, EFL secondary school learners, were instructed to rate their interest in each text by filling in a questionnaire (adapted from Brantmaier 2006). The questionnaire items assessed the students' situational interest in terms of five dimensions, labeled Sources of Interest, namely text cohesion, prior knowledge, engagement, ease of recollection, and emotiveness, as well as in terms of their Perceived Interest. As situational and perceived interest have been found to be dependent on text characteristics, the present study aimed to investigate the effects of the three types of texts used in an EFL authentic classroom on the students' ratings of situational and perceived interest, as well as on comprehension scores. The texts used for the study represented two types of expository texts, labeled General Comprehension, Culture Focus texts vs. Narrative texts. Some implications of the study findings for EFL instruction will be indicated.

1. INTRODUCTION

Even though EFL specialists as well as classroom teachers would generally confirm the conviction that it is texts interesting to read that make a critical contribution to the language learning process, too rarely a comprehensive explanation of why some texts, rather than others, are found to be interesting by L2 learners and their teachers has been attempted. An overview of the relevant literature shows that selecting adequate instructional texts has been consistently found to be a key issue by FL course designers and such text features as exploitability, readability, topic, cultural suitability, political appropriateness, and even text appearance have long been recognized as a source of interest and motivation for learners (Day 1994). Also, interests and preferences learners bring to the class have generally been perceived as learner individual characteristics that require due consideration (Harmer 2012; Ur 1995). The role of the classroom teacher thus is both to

choose appropriate textual input in order to satisfy learners' interest as well as to stimulate their interest and intrinsic motivation in a given educational situation (Hedge 2000). Special contribution in this respect undoubtedly comes from generating L2 learners' interest in reading for its own sake, particularly in a form of extensive reading (Dakowska 2015; Nation 2008; Wallace 1992).

In order to better conceptualize the construct of interest and its different meanings related to L2/FL reading contexts, it would seem indispensable to look at the relevant research offered in the field. Yet, due to its scarcity, the studies into the parallel issues, especially those concerning the dimensions of interest associated with reading and learning from text in other educational settings have to be looked upon. Even then a unified view of interest stimulated while reading and its clear definitions are not easily available (Renninger and Hidi 2011). Yet, taking a variety of perspectives on interest makes it possible to notice that what is problematic about the concept is its multidimensionality and the need for interpreting both the cognitive and affective aspects of the reading process. What is more, interest has frequently been conceptualized as one of the numerous concepts associated with motivation in reading (Conradi, Jang and McKenna 2014). Despite this, defining interest and its dimensions so as to adopt some of its main distinctions and classifications is of unquestionable value for the search of more enlightening insights into the quality of L2/FL reading practice.

The fundamental differentiation in understanding interest in educational settings is that between individual and situational interest, understood as general characteristics of a person vs. interestingness, a feature of a particular learning activity or environment, which are not to be treated as dichotomous categories (e.g. Anderman and Wolters 2006; Hidi and Anderson 1992; Krapp, Hidi, and Renninger 1992; Krapp and Prenzel 2011). With regard to a reading event this can be interpreted as a distinction between a stable vs. context-specific positive orientation towards a particular topic (Conradi et al. 2014). Thus while readers come to a class session with their individual interest, existing prior to the kind of practice they are involved in, their situational interest is triggered in the process of reading a given text in a particular context influenced by a range of factors. Hence readers may be situationally interested and effectively stimulated by a particular text worked upon in the classroom, as well as topically interested in a text or task over a period of time, which means that the interest they develop will direct them in domain knowledge acquisition (Boscolo and Mason 2003; Carr, Mizelle,

and Charak 1998; Renninger and Hidi 2011). It may, however, be the case that the reader's emotions raised while reading will not be positive and their interest will not be sustained (Hidi and Anderson 1992).

Differentiating situational interest from the learner's individual interest points to the need of approaching the processing of particular texts by Ł2 readers in a principled way. First of all, a text employed in a reading task is not to be seen merely as a static object with its feature of being interesting, but as a component of the meaning making process with the involvement of the reader. That is the reason why EFL teachers need to fully understand the complex and dynamic relationship and interplay between texts, readers and tasks they are intended to perform. Useful terms that have been coined to imply the importance of the reader's role in text processing are: text-based interest (Hidi and Anderson 1992; Renninger and Hidi 2011) and reader-text interest (Schraw, Bruning, and Svoboda 1995; Wade, Buxton, and Kelly 1999).

The conceptualization of reader-text interest has led educational psychologists to explore the potential sources of readers' situational interest generated as a result of the reader-text interaction. One of the models of situational interest was proposed by Schraw, Bruning, and Svoboda (1995), who listed the following dimensions of reader-text interest: (1) ease of comprehension (2) text cohesion, (3) vividness, (4) engagement (5) emotiveness, and (6) prior knowledge. What was to be measured through the recall of text were the readers' perceptions of such text properties as the easiness to remember the text, its organization and clarity, the presence of exciting and vivid details, the text's stimulating function and its potential to evoke emotional responses as well as the reader's familiarity with the content. The empirical study carried out by the researchers confirmed that all the sources of interest they singled out, beside prior knowledge, contributed significantly to situational interest. Simultaneously, the results of the study implied that the text that might generate readers' interest would be characterized by being cohesive, easy to understand, and vivid with some emotional appeal. Some other researchers (e.g. Beck, McKeown, and Worthy 1995) have also demonstrated that readers' interest can be influenced by making the text wording more dynamic, using a conversational tone of language, or by marking connections between reader and text. Involving readers' imagery and emotional responses to the texts has also been shown to increase text comprehensibility and readers' situational interest (Wade et al. 1999).

Wade et al. (1999) added two other categories to be comprised by situational interest, namely those of importance and unexpectedness. The im-

portance of content, assigned by Alexander and Jetton (1996; 2000) as a variable related to interest in comprehension and learning from texts, was presented as author-, reader- or teacher- determined. This means that whereas the author creates a hierarchical text, it is the reader who provides his/her personal response to it by considering additionally teacher values. Interestingly, the relationship between interest and importance has been found to be largely genre-dependent. While narratives read for main ideas are found to be both important and interesting, expository texts, mainly those containing much explanatory and factual information, are typically identified as important but not interesting (Wade and Adams 1990). As for unexpectedness, it is generally associated with some novelty and surprise that generate interest.

As already mentioned, in discussing the issue of situational, or in other words reader-text interest, L2/FL mainstream literature has not proposed any principled treatment to incorporate the concept into the interpretation of the multidimensional nature of the reading process (for more detailed discussion of all those issues see Chodkiewicz 2016). In designing her L2 compensatory reading model based on empirical data, Bernhardt (2003, 2005) claims that whereas literacy and L2 language knowledge components explain 50% of variance in reading, many other factors such as comprehension strategies, engagement, content and domain knowledge, interest, motivation have not been be adequately researched so far. In her view, the affective aspects in L2 reading, including engagement, interest, and purpose have not been well understood and appropriately defined. When Bernhardt, one of the best known L2 reading experts, uses the concept of interest, she assigns it a general sense with no distinction made between individual or situational interest, which is also the case with the majority of EFL publications.

An promising attempt to conceptualize situational interest as a variable in L2 reading comes from Brantmeier's (2006), whose empirical study was motivated by the theoretical and empirical studies into L1 reading carried out in the area of cognitive and educational psychology, some of which were mentioned above. The model she offered aims to contribute to the understanding of the interrelationship between the variables of situational and perceived interest and reading comprehension. The goal of Brantmeier's study was to establish a range of factors that elicit situational interest in L2 reading. The research instruments she used for the purpose of the study were the Sources of Interest and Perceived Interest Questionnaires. The findings showed that the five dimensions of Sources of Interest that accounted for

71% of the variation were: cohesion – 31%, prior knowledge – 13%, engage-ment – 12%, ease of recollection – 10%, and emotiveness – 6%. Significant correlations were observed between all those factors and the total recall score, as well as between: (1) cohesion and engagement/ease of recollection, (2) prior knowledge and engagement/ease of recollection, (3) engagement and ease of recollection/emotiveness. As for the readers' perceived interest in the content of the text, the researcher revealed that it did not influence the recall of the reading material, which was not like the results of L1 studies. Nor did she find that prior knowledge play a significant role in text compre-hension, which she explained by the fact that the subjects were able to re-member story details.

Motivated by the availability of research instruments, that is question-naires developed in investigating situational and perceived interest in L1 and L2 contexts, the present author designed a study with the goal of providing a richer understanding of the complexities of text-based interest generated by EFL learners in a regular classroom setting, which is characterized by the presence of a variety of reading-based activities as one of the basic sources of language input and practice.

2. THE PRESENT STUDY

To the knowledge of the author, so far the issue of EFL learners' situ-ational interest has not been examined with reference to reading tasks Polish students are instructed to perform in school conditions. The present study thus aimed to find answers to a number of questions concerning learners' situational and perceived interest by researching a group of upper secondary learners' working on different types of reading texts in their regular class-room environment while being taught by their English class teacher.

The goals of the present classroom-based study were to search the an-swers to the following questions:
- Is the level of the students' Situational Interest (Sources of Interest) de-pendent on the type of text the students read?
- Is the level of the students' Perceived Interest dependent on the type of text the students read?
- Is the level of comprehension gained by the students in the two tests re-lated to the types of texts they read?

◆ Is there a correlation between Sources of Interest, Perceived Interest and comprehension results?

2.1. METHOD

2.1.1. *Participants*

Twenty eight students from the second form in Upper Secondary School aged 16–17 years participated in the study. All of them were in the same class and they were following an EFL course preparing them for the Matura Exam (secondary school leaving exam). They had studied English for over 10 years and their proficiency level was described as upper-intermediate. They were familiar with the text types and tasks used in the study as they were typical of their school context.

2.1.2. *Materials*

The texts. For the purpose of the study 12 texts were chosen – 8 expository and 4 narrative texts. The expository texts were taken from the leading coursebook used by the students (*New Matura Solutions* by Falla, Davis and Sobierska, 2013, Oxford University Press) together with a set of tasks which aimed at stimulating the students' communicative response as well as enhancing vocabulary and language skills development. Whereas the four texts represented the so-called general comprehension texts, the four other texts were devoted to culture issues. Since narrative texts were not available in the students' coursebook, they were prepared by the English class teacher. Yet, an attempt was made to preserve the same form of presentation for all the texts. The texts whose effect on interest was explored in the study were then categorized into 3 main types of texts (4 of each): General Comprehension, Culture Focus and Narrative texts.

The questionnaires. Two questionnaires using the Likert scale were employed to collect the data on the pupils' situational and perceived interest. The first questionnaire measuring situational interest was labeled Sources of Interest Questionnaire, and it comprised five text variables assumed to stimulate reader interest, namely Cohesion, Prior Knowledge, Engagement, Ease of Recollection, and Emotiveness. The second questionnaire, called Perceived Interest Questionnaire referred to the feeling of interest, or perceptions of interest, developed by students while reading, that is, as a conse-

quence to the subjective experience of interest. Both of them with slight modifications were taken after Brantmeier (2006).

Table 1. Sources of Interest Questionnaire Likert-type statements.

1	Text cohesion	The information in the text was well organized. The text was easy to understand. The text's main ideas were presented clearly.
2	Prior knowledge	The text contained the information I was not familiar with. The text covered a topic I have read / heard about before. The text dealt with a topic I know a lot about.
3	Engagement	The text was thought provoking. The text dealt with highly relevant issues. The text included vivid and exciting details.
4	Ease of Recollection	The text was easy to remember. The text was easy to concentrate on. The text was easy to picture in my head. The text contained some unforgettable information.
5	Text emotiveness	The text stimulated positive emotions. The text stimulated negative emotions. The text content was indifferent to me.

Table 2. Perceived Interest Questionnaire Likert-type statements.

1	I thought the text was very interesting.
2	I'd like to discuss this text with others at some point.
3	I got caught-up in the text content without trying to.
4	This text really grabbed my attention.
5	I would like to read more texts like this in the future.

Comprehension tests. The two comprehension tests were another supplementary element added by the English class English teacher so as to measure the students' understanding of the main ideas of the texts and the retention of supporting details. Thus a 5-item sentence completion test scoring 10 points and 5 true/false/no evidence statements scoring 5 points were provided as a final component of each of 12 sequences of activities based on the 12 texts read by the participants of the study. Apart from being a comprehension measure, the two tests were to ensure the students' expectancy of

the testing component and thus contribute to their more effortful processing and learning from the texts they read and reflected on.

2.1.3. *Design and procedure*

The instruction took place in regular lessons conducted by the school English teacher that had already been teaching the group for more than one year and had been appointed to do so until the secondary school leaving exam at the end of the third grade. The students worked on the texts during 45-minute-long classes. They used their coursebook to deal with General Comprehension and Culture Focus texts or received worksheets with Narrative texts. As the coursebook material is designed in such a way that it covers the themes and topics included in the Matura Exam, all the texts were clearly subsumed under particular topics. The texts were provided to the students over the course of 20 weeks and were not distributed in any special way due to the teacher's need to systematically deal with the remaining material from the coursebook.

2.2. RESULTS AND DISCUSSION

2.1.1. *Sources of Interest Questionnaire results*

In order to answer the first research question concerning the dependence of the level of Situational Interest, that is Sources of Interest as rated by the students reading the three types of texts General Comprehension, Culture Focus and Narrative texts, the analysis was conducted to establish the main effect of Text Type, the main effect of Sources of Interest and the interaction between Text Type and Sources of Interest. All the tests were conducted using IBM SPSS Statistics v.19 PL statistical set (International Business Machines Corporation, Armonk, NY).

First, the quantitative analysis was conducted that involved computing the means and standard deviations for Sources of Interest (Cohesion, Prior Knowledge, Engagement, Ease of Recollection, and Emotiveness). A two-way repeated-measures analysis of variance (ANOVA) was performed with the following between-subject variables: Sources of Interest (Cohesion, Prior Knowledge, Engagement, Ease of Recollection, Emotiveness) and Text Type (General Comprehension, Culture Focus and Narrative). The post-hoc Bonferroni test was used as variances were not equal.

The ANOVA revealed the main effect of Text Type (F (2.26)= 19.90, p<.001, η2= .55). The post hoc Bonferroni test showed that the highest mean of Situational Interest (the Sources of Interest) for Narrative (M = 3.46, SE = 0.05) was statistically different from General Reading texts (M = 3.21, SE = 0.05) and Culture Focus texts (M = 3.09, SE = 0.06) with p < .001 in both cases. However, there was no statistical difference between the means of Sources of Interest for General Reading and Culture Focus texts (p = .072). See Figure 1 below:
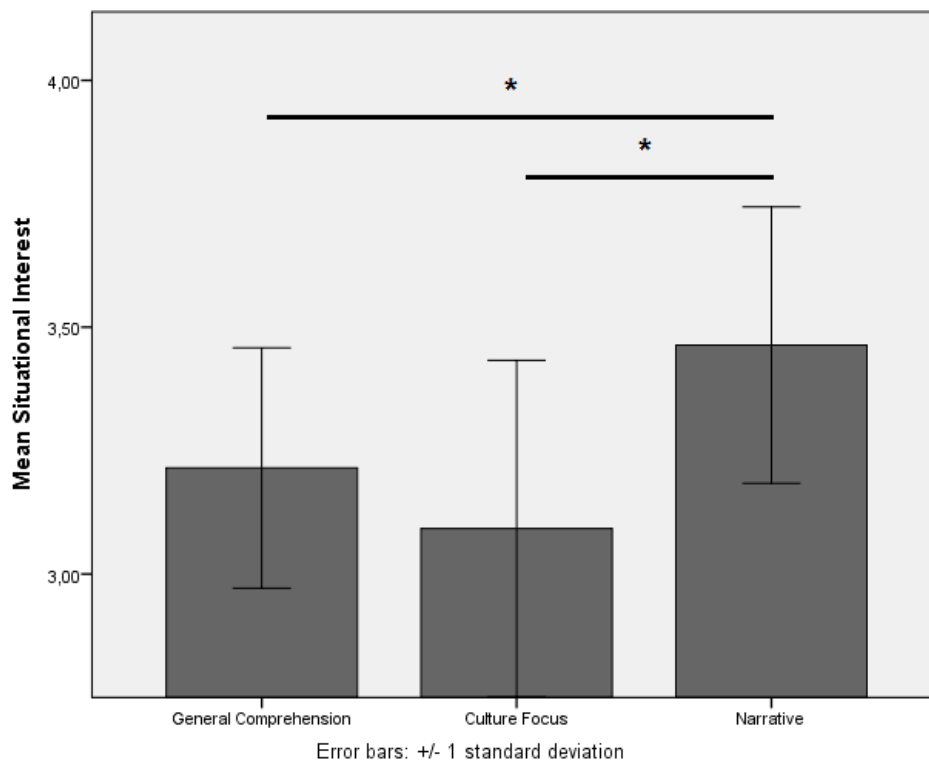

Fig. 1. Main effect for Text Type.

As shown by the ANOVA, the main effect for the particular Sources of Interest, that is the dimensions of Situational Interest, was significant (F (2, 24) = 22.31, p < .001, η2 = .79). The post hoc Bonferroni test showed that the highest results were for Cohesion (M = 3.83, SE = 0.08), which differed significantly from all the other Sources of Interest (p < .001), with the lowest for Emotiveness (M = 2.95, SE = 0.03). There were no significant differ-

ences between Prior Knowledge and Engagement (p = 1.0), Engagement and Emotiveness (p = .83), or for Prior Knowledge and Emotiveness (p = 1.0). These results are shown in Figure 2.
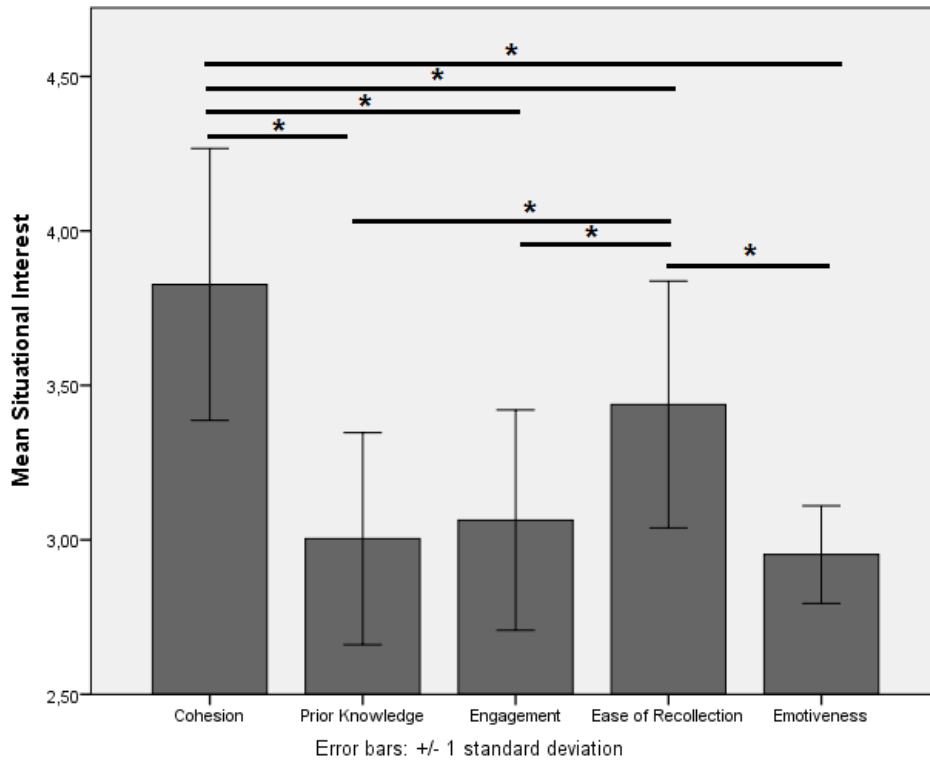

Fig. 2. Main effect for Situational Interest (Sources of Interest).

The effect of the interaction between Text Type and Sources of Interest was significant (F (8.20) = 6.85, p < .001, η2 = .73). The post hoc Bonferroni test for Narrative showed the highest means for Cohesion (M = 4.2; SE = 0.11) and Ease of Recollection (M = 3.9, SE = 0,08), and that there was a statistically significant difference between them (p = .001). The Cohesion mean was also statistically higher than those of all the other sources of interest (p < .001). No statistical difference was found in the results concerning Prior Knowledge and Emotiveness (p = .37) and Prior Knowledge and Emotiveness (p = 1.0), and these two sources of interest had the lowest results for Narrative (PK M = 2.93, SE = 0.11, Emo M = 2.97, SE = 0.05).

As for Emotiveness no differences between Text Types were observed (p = 1.0 for all of them).

It could be concluded then that the students' level of Sources of Interest depended on Text Type. The participants of the study found Narrative to be most interesting to read while General Comprehension and Culture Focus texts were rated in a similar way as less interesting to read.

Cohesion as an interest dimension used in Sources of Interest Questionnaire was rated by the subjects the highest whereas Emotiveness – the lowest. This is a result similar to that of Brantmeier's (2006) study in which the two components have respectively the highest and the lowest factor loading. There was no difference in the level of interest for Prior Knowledge, Engagement and Emotiveness.

As for Narrative, evaluated by the students to be the most interesting type of text, the highest results in Sources of Interest Questionnaire were found for Cohesion and Ease of Recollection, with Cohesion having a higher value. The lowest means belonged to Prior Knowledge and Emotiveness with no difference between the two. Emotiveness was not dependent on the type of text.

2.2.2. *Perceived Interest Questionnaire results*

In order to determine if the level of the students' Perceived Interest was dependent on the type of text the students read the one-way analysis of variance (ANOVA) with repeated-measures with the between-subject factor of Text Type (General Comprehension, Culture Focus and Narrative) was performed.

The results were statistically significant ($F_{(2.54)} = 29.55$, $p < .001$). The post hoc Bonferroni test for Perceived Interest showed that the highest means were found for Narrative (M = 3.80, SE = 0.12), and they differed statistically from General Comprehension (M = 2.96, SE = 0.10) and Culture Focus (M = 2.88, SE = 0.11) with the statistical significance in both cases $p < .001$. No statistical difference was observed for General Comprehension and Culture Focus texts (p = .45).
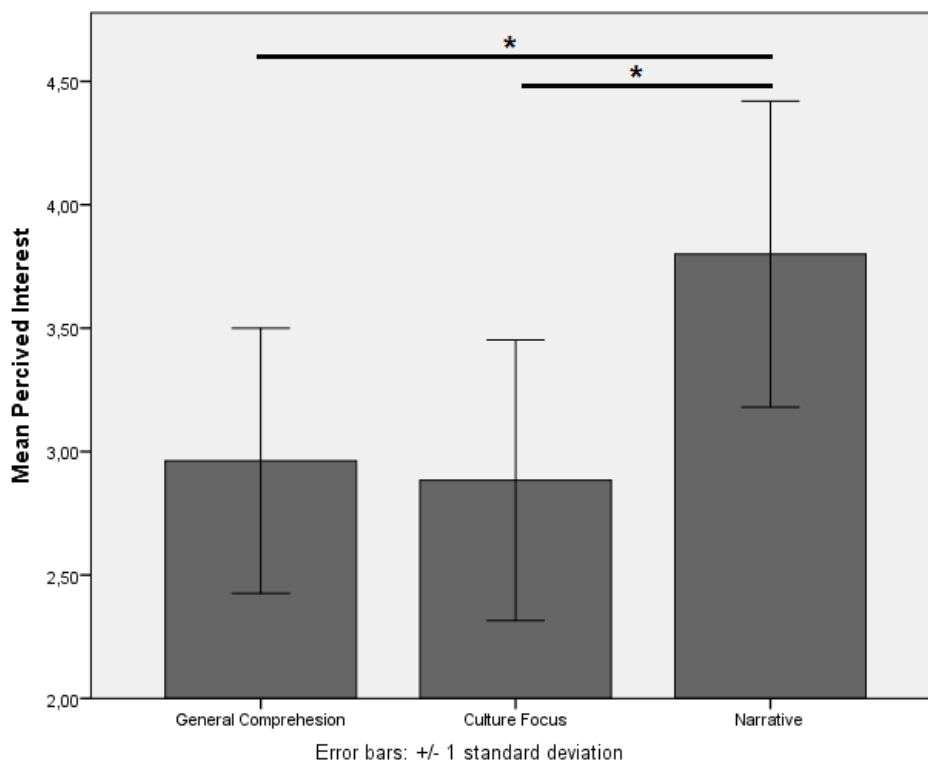
Fig. 3. Main effect for Perceived Interest.

It may be concluded that Narrative was the type of text perceived as the most interesting one by the students who placed the other two texts, that is General Comprehension and Culture Focus at a similar, yet lower level of interest.

2.2.3. *The results of comprehension tests*

With regard to the first comprehension test (understanding of the main ideas), one-way analysis of variance (ANOVA) with repeated-measures with the between-subject factor Text Type (General Comprehension, Culture Focus and Narrative) was performed. The results were statistically insignificant (F (2.54) = 1.51, p = .23).

Thus it was concluded that the level of comprehension as measured by the comprehension test that required completing the sentences based on the main ideas of the texts was similar for all the types of texts the students read throughout the study.

As far as the second comprehension test is concerned, the results of one-way analysis of variance (ANOVA) with repeated-measures with the between-subject factor of Text Type (General Comprehension, Culture Focus and Narrative) proved to be statistically significant (F (2.54) = 17.47, p < .001). The post hoc Bonferroni test for Comprehension Test 2 showed statistically significant differences between the test results for all the texts: General Comprehension and Culture Focus (p= .021), Culture Focus and Narrative (p < .001), and Narrative and General Comprehension (p = .003). The highest comprehension results were found for Narrative (M = 3.64, SE = 0.18), lower for General Comprehension text (M = 2.89, SE = 0.16), and the lowest for Culture Focus (M = 2.50, SE = 0.12). See Figure 4 below.
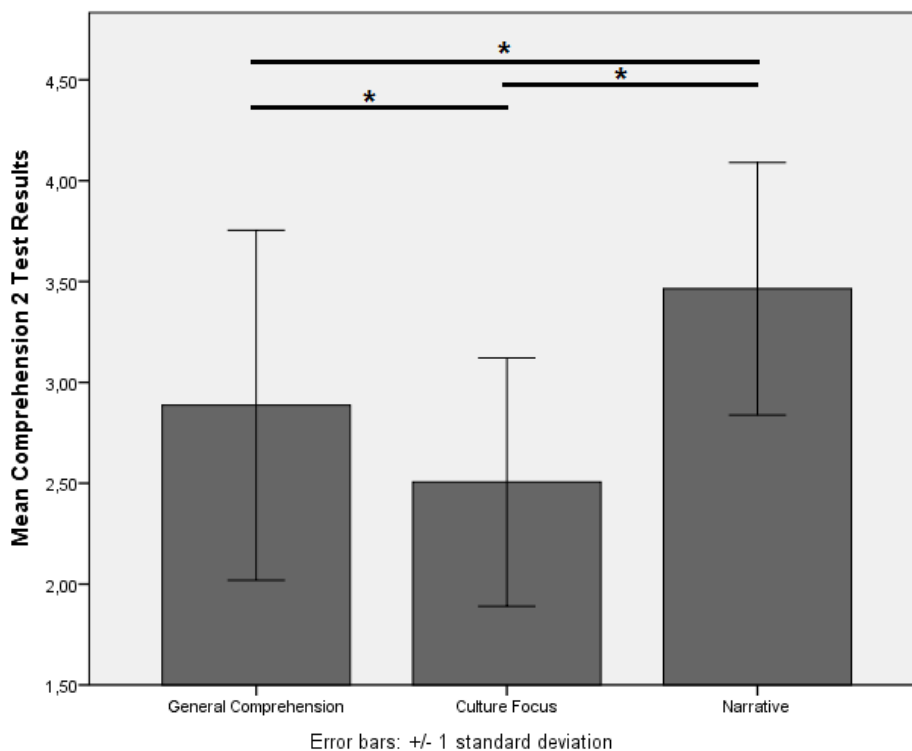

Fig. 4 Main effect for Comprehension Test 2.

It was possible to conclude then that the students' level of understanding that concerned the supporting information in the texts was related to the type of texts the students read – they found the least difficulty in understanding detailed information contained in Narrative texts.

2.2.4 *Correlation between interest variables and comprehension tests' results*

In order to establish the correlation between all the variables concerning interest considered in the study, that is the results of the five dimensions in the Source of Interest Questionnaire (Situational Interest), Perceived Interest Questionnaire and Comprehension results Pearson's correlation coefficient was computed.

Table 3. Pearson's correlation results.

	Comprehension Test 1		Comprehension Test 2	
	Pearson's r	p	Pearson's r	p
Cohesion	0.48	.009*	0.51	.005*
Prior Knowledge	-0.16	.42	-0.15	.43
Engagement	-0.5	.80	0.19	.33
Ease of Recollection	0.19	.37	0.37	.07
Emotivenes	-0.42	.027*	-0.31	.11
Perceived Interest	0.15	.44	0.36	.06
Comprehension Test 1	1	-	0.74	.001*

As shown in Table 3 above, a positive correlation was found between the dimension of Cohesion of the Sources of Interest and both comprehension tests (respectively 0.48, and 0.51). The two comprehension tests also correlated with each other (0. 74). A low negative correlation was revealed for Emotiveness and Comprehension Test 1.

3. LIMITATIONS OF THE STUDY

There are some limitations of the study that have to be mentioned. Since it was a classroom-based study, it involved a relatively small group of students, who constituted an intact group of learners belonging to the same class. Also, conducting the study in classroom conditions meant that many sources of variance remained uncontrolled. Yet, it was the purpose of the study to investigate the implementation of the mainstream curriculum materials used in preparing learners for the secondary school leaving exam in Poland. Whereas the expository texts and the tasks accompanying them were taken from the students' coursebook, a set of narrative texts were added in order to maintain the opposition between exposi-

tory and narrative genre. An attempt was made, however, to present them in the same way as all the reading units. A further division of expository texts into General Comprehension and Culture Focus texts was based on the distinction between general comprehension/general interest reading passages and those devoted to culture topics. Although it is not a clear-cut distinction, the latter type of texts frequently appear in contemporary EFL coursebooks and they are typically associated with heavily fact-loaded texts.

4. CONCLUSION

The aim of the present study has been to open an opportunity to enrich the understanding of how situational interest operates in natural classroom environment in which the principles of the mainstream EFL methodology are adopted. The study reported in this paper has presented a portrait of a group of EFL secondary school learners working on selected reading texts thorough a sequence of classroom activities, which they evaluated in terms of situational and perceived interest. The findings of the study have demonstrated that the narrative texts incorporated into the lessons generally stimulated a higher level of the students' interest. Even though narrative texts are not the preferred text type in the current Matura Exam coursebooks in Poland, the participants of the study read them as efficiently as expository text types, yet with significantly more interest generated in their content. What is more, the results of the study also revealed that General Comprehension or Culture Focus texts offered to the students by their coursebook certainly did not simulate the expected amount of students' situational and perceived interest.

The results of the present study make it clear that students' situational interest arising in specific FL learning/teaching situations, also dependent on a type of text read, should be properly defined and adhered to by L2/FL theoreticians and practicing teachers alike. Whereas foreign language learners come to the classroom with their own purposes, abilities, prior knowledge, motivation and topic interests, it is situational and perceived interest generated in classroom conditions that should be given an adequate consideration as a significant factor in learners' reception of reading material. It is an interrelationship between the various aspects of students' cognitive and emotional processing of the content of a particular text that contributes to the final reading and learning outcomes.

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ZAINTERESOWANIE SYTUACYJNE I PERCEPCJA ZAINTERESOWANIA U UCZNIÓW CZYTAJĄCYCH RÓŻNE TYPY TEKSTÓW W JĘZYKU ANGIELSKIM

Streszczenie

Artykuł omawia badanie empiryczne przeprowadzone w warunkach klasowych, którego celem było ustalenie poziomu zainteresowania sytuacyjnego oraz percepcji zainteresowania przez uczniów języka angielskiego jako obcego czytających trzy rodzaje tekstów (teksty wymagające ogólnego zrozumienia, teksty o tematyce kulturowej oraz teksty narracyjne). Zainteresowanie sytuacyjne przeanalizowano jako składające się z pięciu źródeł, tj. ze spójności tekstu, posiadanej wiedzy, zaangażowania, łatwości zapamiętania, i zabarwienia emocjonalnego. Analiza oceny zawartych w ankiecie stwierdzeń w odniesieniu do czytanych tekstów przez uczniów wykazała istotny efekt główny dla rodzaju tekstu, przy czym poziom zainteresowania narracją okazał się być najwyższy. Poziom zainteresowania zależał także od źródła zainteresowania, a najwyższą średnią uzyskała spójność tekstu. W percepcji uczniów również narracja postrzegana była jako najbardziej interesujący typ tekstu z trzech, jakie uczniowie czytali. Wyniki badania wykazały, że zainteresowanie sytuacyjne oraz percepcja zainteresowania przez uczniów czytających różne rodzaje tekstów stanowią ważny czynnik w czytaniu i uczeniu się, który wymaga odpowiedniego ujęcia przez specjalistów w zakresie dydaktyki języków obcych.

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Słowa kluczowe: czytanie w języku obcym; typy tekstów; źródła zainteresowania; zainteresowanie sytuacyjne; percepcja zainteresowania; spójność tekstu.