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A QUALITATIVE STUDY OF MOTIVATION TO READ FOR PLEASURE

WITH ADOLESCENT STRUGGLING READERS

USING A THEORETICAL MODEL:

HOW TO BEGIN?

By

GARY A. FISHER

B. A., SPALDING UNIVERSITY 2002

M. Ed. UNIVERSITY OF LOUISVILLE 2007

A Dissertation

Submitted to the faculty of the

College of Education and Human Development of the University of Louisville

In Partial Fulfillment of the Requirements

for the Degree of

DOCTOR OF PHILOSOPHY

Curriculum and Instruction

University of Louisville

Louisville, Kentucky

May2013

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A Dissertation Approved on

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By the following Dissertation Committee:

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I wish to acknowledge a former student. Her transformation from a disengaged reader into an avid reader put me on a quest to address the question: how to motivate struggling adolescent readers to read for pleasure. The life changing process both she and I went through motivated me to extend my learning and ultimately earn the Ph.D.

My heartfelt thanks go out to my committee whose advice and coaching guided this study from beginning to end. Dr. Nichole Fenty's visit to my school, early in the process, motivated me to continue writing the literature review and to formulate the methodology. Dr. Marcos Munoz's vast experience with quantitative methods guided me through the statistical analysis of the seemingly messy data. Dr. Christine Sherrtez's single statement during my content studies propelled me to change my thinking, she said, "We have to do something different to motivate our struggling readers to read for pleasure." Dr. Norton- Meier bolstered my confidence. Her words of wisdom and on-going confidence in my work allowed me to set clear attainable deadlines. Finally, Dr Shelly Thomas who has been with me in this six year process requires special thanks. Almost six years ago I asked her become my program advisor. All the while she was never too busy to answer my phone calls or e-mails and her calm and steady voice offered me respite when my angst reached new highs.

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ABSTRACT

A QUALITATIVE STUDY OF MOTIVATION TO READ FOR PLEASURE

WITH ADOLESCENT STRUGGLING READERS

USING A THEORETICAL MODEL:

HOW TO BEGIN?

Gary A. Fisher

04/15/2013

A mixed method study explored a theoretical model that employed, combined, and added to the theories of self-determination, the reading engagement perspective, and the four-phase model of interest to motivate adolescent struggling readers to read for pleasure. The model adds to the existing body of research because it specifies an instructional starting point focusing on the powerful intrinsic motivation to read constructs of curiosity, involvement, and interest.

Three teachers at different schools implemented the model with 18 students. The results and implementation varied with each teacher. Initially, students responded with an increased motivation to read for pleasure. From there, success varied with the remaining phases. Teachers had limited success with the second phase of the four-phase model of interest development. One teacher aptly maintained interest, one was unsuccessful, and the last teacher maintained interest with motivated students and led the others to more titles. All encountered difficulties when motivation to read waned. All teachers also encountered obstacles and implemented methods to restart pleasure reading. Two teachers had limited knowledge of young adult literature which affected motivation to read for pleasure. Throughout the study positive social interaction patterns positively affected students' motivations to read.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
LIST OF FIGURES.....	viii
LIST OF TABLES.....	ix
1. INTRODUCTION.....	1
Statement of the Problem.....	7
Purpose of the Study.....	8
2. REVIEW OF THE LITERATURE.....	9
The Study and What Brought Me to It	9
Classroom Cultures that Foster Reading Engagement	14
Theoretical Framework on Reading Engagement: A Process Model	16
Summary of Self-determination Theory and Reading Engagement.....	23
Interest	24
Model for Reading for Pleasure: How to Begin?.....	29
The Benefits of Reading for Pleasure	30
Cognitive Benefits of Reading for Pleasure	31
Affective Benefits: The Formation of Self-Identity and Possible Selves	35
Young Adult Literature.....	37
Summary	40

3. METHODOLOGY	42
Statement of the Problem	42
Purpose of the Study	42
Research Design and Instructional Setting.....	43
Procedures	45
Trustworthiness	57
Coding Scheme	58
Second Cycle of Coding	64
4. RESULTS.....	66
Overview	67
Review of Research Questions and Theoretical Model.....	67
Themes	70
Research Questions.....	77
Triggered Situational Interest and Curiosity.....	77
Maintaining the Triggered Situational Interest	81
Question Three: How Can Teachers Nurture/Support an Emerging Personal Reading Interest?.....	87
The “Wall”	97
Summary of the “Wall”	101
Student Data	103
5. DISCUSSION AND IMPLICATIONS FOR FUTURE RESEARCH	116
Overview	116
Summary of Findings and Relationship of the Current Study to Previous Research	118
Future Research	124
Implications for Practice and Policy.....	125
Limitations	126
Conclusion.....	127

Epilogue: Follow Up with Teachers	130
REFERENCES.....	134
APPENDIX	
A. IN CLASS OBSERVATION PROTOCOL.....	146
B. INTERVIEW QUESTIONS.....	147
C. FIRST CYCLE PROCESS CODES WITH DESCRIPTIONS AND SAMPLE QUOTES	148
D. SECOND CYCLE PATTERN THEMES, FIRST CYCLE PROCESS CODES WITH SAMPLES AND QUOTES.....	155
E. ILLUSTRATIVE QUOTES FOR QUESTIONS ONE AND TWO ELEMENT TRIGGERED SITUATIONAL INTEREST AND CURIOSITY	157
F. ILLUSTRATIVE QUOTES FOR QUESTIONS ONE AND TWO, ELEMENT: MAINTAINING TRIGGERED SITUATIONAL INTEREST	160
G. CATEGORIES, DIMENSIONS, AND ITEMS INCLUDED IN THE MOTIVATION FOR READING QUESTIONNAIRE.....	163
CURRICULUM VITAE.....	162

LIST OF FIGURES

1. Processes of Engagement in Reading	17
2. Processes for Motivation and Creation of a Well Developed Interest to Read for Pleasure	30
3. Frequency Counts for the “Wall” Efforts by Teachers to Restart Reading for Pleasure	102
4. Frequency Counts for the Theme: Searching for Reading Interest	102
5. Processes for Motivation and Creation of a Well Developed Interest to Read for Pleasure	103
6. Efficacy Time 1 2, 3.....	109
7. Processes for Motivation and Creation of a Well Developed Interest to Read for Pleasure	118

LIST OF TABLES

1. The Data Gathering Methods and How Each Answers the Research Questions.....	53
2. First Cycle Process Codes	61
3. First Cycle Process Codes with Sample Quotes	62
4. Second Cycle Pattern Themes and First Cycle Process Codes.....	64
5. Second Cycle Pattern Themes with Sample Quotes.....	76
6. Illustrative Quotes for Question Three, Element: Nurturing the Emerging Personal Interest.....	91
7. Illustrative Quotes for Question Three, Element: Nurturing the Emerging Personal Interest.....	93
8. Illustrative Quotes for Question Three, Element: Nurturing the Emerging Personal Interest.....	95
9. Shapiro-Wilk Test of Normality.....	106
10. Dimension Means, Standard Deviations.....	107
11. Domain Means, Standard Deviations.....	107
12. Pairwise Comparisons Efficacy Time 1, Time 2, and Time 3.....	108

CHAPTER 1

INTRODUCTION

Students in remedial programs read roughly 75% less than their peers in regular reading classes. No matter how much instruction students receive in decoding vocabulary, improving comprehension, or increasing fluency, if they seldom apply what they learned in the context of real reading experiences, they will fail to improve as much as they could.(Allington, 2011)

In the above quote Richard Allington is referring to students with underdeveloped reading ability when compared to their same age peers. He posits that these students should read more to practice skills and strategies learned in school. However, and more importantly, in addition to underdeveloped reading ability, these students tend to have **no motivations to read for pleasure**. Educators need to increase knowledge on how to motivate pleasure reading. Educators should have a process for “how to begin.”This chapter begins with a literature review on motivation theories and their importance for struggling readers. This chapter also introduces the purpose for the study and the problem it seeks to solve.

Public school teachers all face a challenge educating students from diverse backgrounds with varying abilities. One of the larger concerns is accountability of the No Child Left Behind legislation and the rigorous Common Core State Standards. Both require teachers in public education to have all students reading at proficient levels. In addition, for students to be prepared for college as well as career ready after the first twelve years of school, whether to pursue post-secondary education or work, reading ability must reach a certain level. However, many students do not reach that level and are struggling readers.

Some students, for a host of reasons, do not keep up with reading demands of school curriculum. These students have been referred to by numerous labels: slow reader, low reader, reader with a disability, at-risk reader, alliterate, alienated, and not readers (Guthrie & Davis,

2003; p. 8; Strommen & Mates, 2004). The research literature also refers to such a student as a struggling reader (Guthrie & Davis, 2003; Wigfield et al., 2008).

Many reading interventions implement methods to increase reading ability for these struggling readers. Literacy curriculums are restructured to include evidence based programs (Allington, 2011; Ivey & Broaddus, 2000). Scripted, teacher-proof reading programs are put into practice to offset ineffective instructional practices. These scripted reading programs are created with word for word scripts and strict guidelines that teachers are required to follow (Ivey & Baker, 2004). This approach assumes reading skill deficits alone need to be remediated in order to raise reading ability (Ivey & Baker, 2004; Ivey & Broaddus, 2000). However, the teaching of these cognitive competencies alone may be ineffective at increasing reading ability to the very students they are trying to help (Alvermann, 2001; Wilhelm, 2011). Gallagher (2009) argues that the ways schools present and teach reading has led to what he calls "Readicide." Attempting to teach reading solely as cognitive competency has not worked. "The way we teach reading by focusing on skills and strategies takes away from the pleasures of reading... it takes us away from the power of enrapturing and immersive experiences," (Wilhelm, 2011, p. 84). If skill based programs had been effective in the past, high scores from standardized reading tests would have increased to a level to satisfy law and education policy makers. The ability to obtain a high test score on year end reading assessments should not be the only desirable outcome of reading instruction. Diane Ravitch laments this preoccupation with testing and accountability;

Testing, I realized with dismay has become a central preoccupation in the schools and was not just a measure but an end in itself. ...Accountability now a shibboleth that everyone applauds had become mechanistic and even antithetical to good education (Ravitch, 2010, pp. 12-13).

Many students require reading instruction with a focus on increasing motivation to read not only school based reading but also reading for pleasure (Guthrie & Anderson, 1999).

A key factor for positive outcomes in literacy instruction is motivation (Alvermann, 2001; Gambrell, 1996; Guthrie & Wigfield, 1999; Strommen & Mates, 2004; Verhoeven & Snow, 2001; Wigfield & Guthrie, 1997). "Increasing the proportion of children who read widely and with evident

satisfaction ought to be as much a goal of reading instruction as increasing the number who are competent readers,” (Anderson, H., Scott, & Wilkinson, 1985, p. 15). When students are intrinsically motivated to read, cognitive competencies increase (Flowerday, Schraw, & Stevens, 2004). A national survey sent to reading teachers regarding students becoming engaged readers found motivation to be important. Out of 99 reading topics teachers participating in the survey listed as being important, “creating an interest in reading,” was the top choice (O’Flahavan et al., 1992). Three other topics related to motivation appeared on the top ten: increasing the amount and breadth of reading; developing an intrinsic desire for reading; and exploring the roles teachers, peers, and parents play in increasing children’s motivation to read. Motivation is the difference between learning that is superficial and shallow and learning that is deep and internalized (Gambrell, 1996). The following is a review of the literature that addresses this question: what is motivation?

Motivation

The traditional emphasis of teaching and reading research focused on the “how” of reading. Cognitive and educational research revealed how strategies, skills, and background knowledge enhance comprehension. In contrast, motivation is the “why” of reading. It is common sense that people read for a reason. Reading is a conscious deliberate act prompted by a plausible purpose. However, the “how” is different from the “why”. Understanding the reasons “why” one reads is valuable because wide and frequent reading confers many benefits. First, let us step back and explore the development of motivational theories.

Motivation study is an inquiry into the why of behavior (Deci, 1985; Deci, Koestner, & Ryan, 2001). In a comprehensive work on the progression of motivational theories, Deci and Ryan (1985) compiled a review on early empirical studies that led to motivational theories. I will use their work *Intrinsic motivation and self-determination in human behavior* (1985) to summarize the history of motivation theory. The following five paragraphs summarize the history behind the development of motivation theory that led to intrinsic motivation and eventually the self-determination theory.

Current motivations to read theories developed over time based upon the work of experimental and psychoanalytic psychology. Two early competing theories of human behavior emerged: mechanistic and organismic. Mechanistic theories focused on drive reduction that viewed human behavior as passive, being pushed and pulled by physiological drives and the environment. Organismic theories of behavior viewed behavior as active and volitional. According to organismic theories, behavior decisions are based on preference and choice rather than the need to reduce physiological drives (Deci, 1985).

Early studies of human behavior used mechanistic theories assuming human and animal behavior is motivated, directly or indirectly, by physiological drives. In the early 1900s, researchers determined human motivation was an interaction of physiological drives and environmental stimuli. Freud's psychoanalytic work alleged humans have motivations to reduce the two main physical drives of sex and aggression. Later, empirical studies by Hull, asserted there were four physical drives: hunger, thirst, sex, and the avoidance of pain. For many years the drive theory explained animal and human behavior.

However, both research fields discovered several unexplained phenomena. Humans and animals are motivated by latent constructs. The psychoanalysts found that drive theory and its focus on cognitive pathology was inadequate for several reasons. Drive theories did not explain normal development patterns. Also the experimental empirical work with animal learning through reinforcement discovered that animals will forgo the drive to reduce hunger or pain if given the opportunity to explore novel spaces or manipulate objects. For example, experimental psychologists found that hungry rats skipped provided meals or crossed electrified grids if given the opportunity to explore novel spaces. Other species exhibited the same phenomena when chimpanzees manipulated a puzzle apparatus with no reinforcement other than enjoyment. It became clear that the drive theory was inadequate in explaining the complexities of behavior.

In the later 1900s, a reformulation of the motivational drive theory took place. Researchers found many behaviors occurred independently by non-drive based motivation. Some other construct was at play other than drive reduction. It became necessary to posit a

fundamentally different motivational source. The organismic theory emerged suggesting, “an active organism; humans and animals act on their internal and external environments to be effective and to satisfy the full range of their needs,” (p. 8). The term intrinsic motivation emerged. First called effectance motivation by White (1959), this new motivation concept was found to motivate a wide variety of behaviors. Essentially, intrinsic motivation was an innate energy source central to human development and was conceptualized as psychological needs rather than physiological needs.

“In essence, the central concerns of intrinsic motivation relate to the human needs for free and effective interactions with the environment and to the feelings of interest and enjoyment that are integrally involved with these needs” (Deci & Ryan, 1985. p.26).

This innate energy source of intrinsic motivation referred to behaviors performed: without external controls (Ryan & Deci, 2000), that are inherently interesting and enjoyable (Niemi & Ryan, 2009), activities completed for their own sake and out of interest in the activity (Guthrie et al., 2004), and the need to be effectively self-determining (Deci, 1975).

The need, rather than drive reduction, of intrinsic motivation is a component of the human needs of competence, autonomy, and relatedness. All three are basic psychological needs inherent to humans and when in place a person is self-determined (Deci, Vallerand, Pelletier, & Ryan, 1991; Ryan & Deci, 2000). Self-determination increases intrinsic motivation. The theory and its relatedness to intrinsic motivation will be explained further in the next section.

Self-determination Theory

The self-determination needs of competence, autonomy, and relatedness do not occur in a vacuum. They occur within—and are the product of—a supportive nurturing environment. Thus, self-determination theory focuses on those basic needs and the environments that lend support for these them (Deci et al., 1991). Competence is the accumulated result of a person’s interactions with the environment. This competence is learned through exploration, learning and adaptation. Further, competence is gained through learning, and the need for enhanced competence motivates more learning. The reward is a sense of satisfaction. Autonomy is the

internal perceived locus of causality (Niemic & Ryan, 2009) . Behaviors are experienced as coming from within oneself and not from controlling external factors and feelings of curiosity and interest follow the experience (Deci, 1985). Relatedness is the extent that one feels emotional and personal bonds with others. Humans have this need to connect and receive support from others in ways that produce a feeling of well-being (Ryan & Powelson, 1991). Put simply, self-determination theory posits human nature can be nurtured or supported by social contexts or violated or damaged by social environments.

Self-determination theory is a macro theory of human motivation concerned with contexts that increase intrinsic motivation (Katz & Assor, 2006; Ryan & Deci, 2000). It was derived from years of research on motivation and posits that humans have among others three basic needs: need for competence, need for autonomy and the need for relatedness (Deci, 1985). When these needs are met, intrinsic motivation tends to increase. Conditions supporting the individual's experience of competence, autonomy, and relatedness are argued to foster the most volitional and high quality forms of motivation and engagement for activities, including enhanced performance, persistence, and creativity. In contrast, self- determination theory proposes that the degree to which any of these three psychological needs is unsupported or thwarted within a social context will have a robust detrimental impact on wellness in that setting (Deci, 1985; Deci & Ryan, 2000; Reeve, 2009; Ryan & Niemic, 2009).

As examples, it is the felt humiliation by a teacher that causes despair; it is the experience of mastery accompanying a student's accomplishment that sustains further effort; it is the feeling of being emotionally supported that helps a classroom cohere; and it is the experience of threat when being controlled that incites reactance or rebellion. (Ryan & Niemic, 2009, pp. 265-267).

Grolnick, Farkas, Sohmer, Michaels, & Valsiner (2007) found an important component of the theory is to specify environments, circumstances, milieus, or in the case of their study, classroom situations that facilitate experiences of competence, autonomy, and relatedness which lead to intrinsic motivation. The researchers formed two after school science clubs for at-risk students, one included competence and autonomy enhancing elements and another used teacher-led activities. The students in the competence and autonomy enhancing group reported

statistically significant higher scores on self-report measures of autonomy, competence and intrinsic motivation.

Self-determination theory concerns factors that increase intrinsic motivation with environmental factors that support and enhance autonomy, competence, and relatedness. The theory may be applied to several environments such as education, psychotherapy, workplace, and sports (Deci, 1985). The scope of this study is struggling readers and classroom conditions that foster motivations to read for pleasure. The self-determination theory is useful as a starting point to begin thinking about motivating struggling readers to read for pleasure.

Several questions come to mind. In essence, how does one create a context that supports competence, autonomy, and relatedness that will lead to intrinsic motivations to read for pleasure? Also, how do intrinsic motivations lead to an engaged reader with a well-developed personal reading interest? I address these questions by employing two more theories. The additional theories provide a starting point “how to begin.” The four-phase model of interest development describes how interest develops and the reading engagement perspective delineates the constructs of reading motivation. The last two theories will be described in subsequent sections.

Statement of the Problem

The problem is many struggling adolescent readers tend not to read for pleasure and teachers are uncertain how to spark motivations to read for pleasure. These students lack sufficient reading motivations that will foster wide independent reading for pleasure. Without sufficient independent reading, they will not have opportunities to practice reading strategies taught in school meant to increase reading ability. Reading is not viewed as pleasurable and a form of entertainment. As a consequence, these students are not aware of the young adult literature written about them and for them that may engender a personal reading interest.

Even though motivation is recognized as an important condition for students to read for pleasure, educators continue to have difficulties with unmotivated students. Educators do not

have a clear understanding of their potential role or the instructional sequences in motivating students to develop an interest in reading (Hidi & Renninger, 2006).

Purpose of the Study

The purpose of this study was to explore a theoretical model that employed, combined, and added to the theories of self-determination (Deci, 1985), the reading engagement perspective (Guthrie & Anderson, 1999), and the four-phase model of interest (Hidi & Renninger, 2006) to motivate adolescent struggling readers to read for pleasure. The model adds to the existing body of research because it specifies an instructional starting point focusing on the powerful intrinsic motivation to read constructs of curiosity, involvement, and interest. The model uses young adult literature to create and maintain a situational interest in reading.

Factors were explored that motivated students to read for pleasure and the classroom practices that affected these motivations. Insights were sought from both teachers' and students' perspectives on how the emerging personal interest in reading emerged and was nurtured in the hope of establishing a well-developed interest in reading for pleasure.

CHAPTER 2

REVIEW OF THE LITERATURE

The Study and What Brought Me to It

This study came about from my experiences motivating adolescent struggling readers to read for pleasure. One student stands out and her story is woven throughout the study. Her name is Kate. At the start of her eighth grade year Kate and I had a conversation about reading. I assessed her motivations to read through simple conversations. “I hate reading,” was the response. However, at the end of the school year Kate read 30 books and formulated a plan for summer reading. Over the course of one school year Kate transformed from a disengaged reader to a ludic reader; one who reads for pleasure

The last day I saw Kate something else happened. On a perfect spring morning my middle school conducted an eighth grade promotion ceremony. Once the ceremony ended all parents, students, and teachers filed out of the school into the crisp cool air. Several hundred gathered under trees ablaze with blossoms to take pictures. For some students saying goodbye with tearful hugs meant, “I’ll never see you again.” I stood back from the crowd watching the pageant. I wondered if my year with this group would have any lasting impact. Would all those days spent together amount to anything. Suddenly, a hand reached out and touched my arm. A woman I had never met touched my arm saying, “Thank you for inspiring my daughter to read. I have never seen such a change in her.” Kate looked on with a sheepish grin. I said, “Make sure she gets to the library for books to read over the summer.” “We are going right away.”

Motivation struggling adolescent readers to read for pleasure is a bit like playing golf. I am not a proficient golfer. Never shot a score less than one hundred. But I keep going back. Although I never know when it will happen occasionally I hit a perfect shot---straight down the fairway— the ball rolling within inches of the cup. Tapped in for a birdie. I have never hit a hole in

one. But with Kate I did. Her transformation into a ludic reader and her mother's response— was a hole in one. This study came about because of my experience with Kate.

The following section begins with a discussion of past and current research viewpoints regarding struggling readers. Next, I will discuss the constructs of motivation for reading, self-efficacy, and disengagement from reading. The section will conclude with a description of the engaged reader.

Struggling Readers

In the past, the view of a struggling reader was based on one criterion: one who had not mastered the basic reading skills when compared to one's same age peers. Researchers now take a broader view. Struggling readers have had numerous negative reading experiences engendering a low confidence in reading ability. Based on these past reading experiences the student lacks motivation to read and becomes disengaged from school reading tasks. Reading is a task performed in school to satisfy teacher requirements. Pleasure reading is seldom attempted. The opposite is true for the engaged reader. Past reading experiences were positive and engendered confidence in reading ability. These students read widely for pleasure and reading is viewed as a form of entertainment. For these students school was a place that nurtured and supported their reading.

As stated earlier, a struggling reader was viewed as a low achiever who lacks cognitive competencies to read at a certain level of proficiency when compared to their same age peers (Guthrie & Davis, 2003). These cognitive competencies include among others: phonemic awareness, decoding, vocabulary, fluency, which cumulate to enhance reading comprehension. Comprehension is the goal of reading and is achieved when the reader is able to make sense of text (National Reading Panel 2000). A review of reading research finds a more complex view of the struggling reader. No longer is a student who has difficulty reading viewed as merely failing to master basic reading skills. The current view of the struggling reader is a student who lacks motivation to read both in and out of school, has reduced confidence in reading ability referred to in research as low self-efficacy, which subsequently create a disengagement from school literacy

(Guthrie & Davis, 2003; Guthrie, Wigfield, Metsala, & Cox, 1999). This disengagement from literacy activities, if begun in the early grades, will hinder future learning, create self-defeating thoughts, and make schooling a frustrating and very challenging task (Stanovich, 1986). If one misses the opportunity to learn to read, then one will, consequently, not read to learn, or at best struggle to learn information stored in books (Morgan, Fuchs, Compton, Cordray, & Fuchs, 2008).

Motivations for Reading Intrinsic and Extrinsic

A struggling reader tends to lack motivations to read. Motivation is a two part construct, intrinsic and extrinsic. When students are intrinsically motivated, they complete activities for their own sake and out of interest in the activity (Wigfield, Guthrie, Tonks, & Perencevich, 2004). The motivation comes from within the student and not from external sources. Students intrinsically motivated to read tend to do so frequently both in and out of school seeking pleasure, to build on what they know, to satisfy an interest, all the while increasing cognitive competencies involved in reading. They tend to have a high reading curiosity and tend not to shy away from challenging texts (Wigfield & Guthrie, 1997). The motivation to read comes from within; for these students reading is pleasurable and worthwhile.

Extrinsic motivation occurs when a benefit or reward is anticipated after a specific activity is performed. The motivation comes from what will be received for performing the activity not the activity itself (Wigfield et al., 2004). Examples of extrinsic motivation to read are grades or recognition for reading such as stars or points redeemed for a prize. Most educators use some form of extrinsic motivation but intrinsic methods to motivate reading can lead to long term engagement and reading will occur for enjoyment even when there is no external payoff (Guthrie & Davis, 2003; Lutz, Guthrie, & Davis, 2006).

Self-efficacy for Reading

A struggling reader tends to have a low self-efficacious view of reading. The broad definition of self-efficacy is the belief that a task can be performed favorably. In essence it is an “I can do it” attitude when approaching a task. This, “I can do it,” attitude comes from past successes on the specific task or similar tasks, or a generally positive outlook toward life. The

narrower definition pertains to specific self-efficacy. Self-efficacy specific to reading is an individual's assessment of their competence to accomplish a reading task (Wigfield et. al 2004). Student reading self-efficacy comes from past success in reading activities and the positive feedback and encouragement from others (Wigfield et. al 2004). Students with high reading self-efficacy tend to persist on difficult reading activities, try difficult reading tasks, and be open to different reading activities (Bandura, 1997). Struggling reader tends to lack reading self-efficacy.

Disengagement from Reading

Reading motivation research found that struggling readers tend to lack intrinsic motivation to read and possess low self-efficacy. This low self-efficacy is based upon negative past experiences when presented a reading task (Morgan et al., 2008; Stanovich, 1986; Strommen & Mates, 2004). Struggling readers tend to become disengaged from reading. They do not have confidence in their reading ability and reading must have an external payoff for them to engage. For such students reading tends to be viewed as an onerous task and completed only to satisfy a requirement. For these students reading is often only performed in school to complete assignments and does not generate a desire to pursue additional information. A book read and discussed in class typically will not be taken home and read for enjoyment. Guthrie and Davis (2003) define a struggling reader as those who are disengaged from reading activities related to school. These researchers found disengaged readers exhibit self-handicapping strategies such as not studying, and avoiding tasks that require one to read to complete assignments. Thus, a student that refuses to participate in literacy activities meant to improve reading ability will continue to fall behind their peers in reading achievement (Morgan et al., 2008; Stanovich, 1993). Reading to learn will become problematical and at times almost impossible without intense interventions.

The Engaged Reader

It is important for the context of this study to get a sense of what researchers have found regarding the opposite; the engaged reader. If an educator wishes to transform a child who views reading as unimportant into an avid reader, or at best, one that views reading in a positive light,

the educator should have a clear image of the engaged reader. An engaged reader is a student who reads for pleasure, views reading as worthwhile and an important part of social life. Strommen & Mates (2004) conducted a qualitative study of 151 sixth and ninth grade students to determine attitudes toward reading and identify factors associated with the development of a love of reading. Avid adolescent readers responded to interview questions in ways such as, "I like reading so much that I can't picture myself without it" (p. 194). Through the perspectives of older children and teens, the researchers inductively reasoned that these children loved to read because reading stimulated their imagination. Books could take the child to new places and provide a wealth of detail that television and movies could not. Through a ten page survey followed up with one-on-one interviews with sixth and ninth grade students in a suburban school outside a large northeastern U.S. city the researchers found commonalities in responses from students that loved to read. Students who read for pleasure saw reading as a part of their social life. They regularly discussed reading with friends and family. Interaction with friends and family regularly included reading experiences. The students also reported that approval from peers who chose not to read for pleasure was not important but they thought friends who did not read for pleasure missed out on something good.

Family influence was another commonality among the engaged reader. At home reading was viewed as a recreational activity and something to be enjoyed. Parents and family members used reading for entertainment and when asked to describe a perfect weekend the students always included reading. Books were also readily available in the home. Family members provided access to books from a variety of sources guided by student choice. Many reported favorably about receiving a book as a gift. The students owned many books and reported having "boxes full of them." Moreover, the students reported that they loved to read. Vivid fond memories were recanted about having books read to them when very young. They recalled bedtime routines when a family member would read them to sleep. Most still have bedtime rituals that include reading before turning out the light.

In addition, the students mentioned the portability of books. A book could be carried anywhere and taken out to ward off boredom. Many described a rainy day spent reading a book. Interestingly, none of the students in the study mentioned school as a major factor in developing reading pleasure. They all described reading experiences outside of school. Reading skill and reading instruction was also not mentioned during the interviews. On the other hand, the students who viewed reading negatively consistently reported that reading at home was not stressed as important. Trips to the library and parent read-alouds ended when the students entered school.

Summary of Struggling and Engaged Readers

A struggling reader is disengaged from literacy activities. They lack adequate motivations and confidence to read. However, a thoughtful teacher and a supportive reading context that enhances the needs of competence, autonomy, and relatedness will increase intrinsic motivations to read. If all are in place the student may become a self-determined reader and reverse disengagement. The central goal of reading instruction for struggling readers is to foster the love of reading. The next section will review literature on classrooms that foster reading engagement.

More about Kate. Early in her eighth grade year Kate fit this profile of the disengaged reader. She lacked motivation to read both in and out of school. Day after day in class she went through the motions of reading. She only read to complete assignments. She complied with written assignments but never participated in class discussions. Kate did not disrupt learning and on the surface appeared to be a model student. She came to class organized and prepared. However, something was missing. Kate did not read for pleasure— she hated to read. I needed to create conditions that supported her humans needs outlined in the self-determination theories. I had to stop merely asking, “Tell me what kind of books you are interested in.”

Classroom Cultures that Foster Reading Engagement

Struggling readers are disengaged from literacy activities. Teachers play a critical role in creating a classroom culture that fosters reading motivation and engagement. Since reading and literacy activities tend to be first learned and take place in a school setting it is important to look at classrooms that foster reading engagement. In addition to family influence and positive beliefs

toward reading, classroom conditions may also cultivate engaged readers. Gambell (1996) conducted interviews with students in first, third, and fifth grades to gain insight on what motivated the students to read for pleasure. The interviews revealed classroom cultures that foster reading motivations have key factors in common; a teacher who models high-quality reading, access to books in the classroom, opportunities to self select books, familiarity with books and social interactions with books. Students reported teachers modeling reading and exhibiting enthusiastically a love to read. Students got a sense that reading is an important part of their teacher's life not only in school but at home.

Students described their classrooms as being 'book-rich.' When asked to tell about a most interesting book, the majority of students spoke about a book selected from the classroom rather than the school, community library, or from home.

The freedom to select books of their own choosing had a great impact on students' motivations to read. When asked about the most interesting book they had read, 80% of the students said the book was of their own choosing. Also, students reported expending more effort in reading the book or learning the information with books they had selected. Choice seemed to encourage reading independence. Consequently, only 10% of the students interviewed spoke about books that were teacher assigned. The opportunity for choice of reading material tended to develop students intrinsic motivation to read for pleasure (Wigfield et al. 2004; Strommen & Mates 2004)

During interviews as part of the afore-mentioned research, students spoke about familiarity with various books. When students talked about the most interesting book they had read, they frequently mentioned that a friend told them about it. They became familiar with the book and became curious and motivated to read the book. Curiosity also motivated them to read books by familiar authors or contained the same characters as previously read books. Thus, students like to read books they know something about. When asked about future reading, students reported wanting to read familiar books. The researchers reported that curiosity motivated students' reading for pleasure.

Social interaction was talked about enthusiastically by many of the students. They read books suggested by their peers and enjoyed book sharing experiences. Reading partners were spoken of favorably.

Strommen & Mates (2004) found teachers hold an idealized view of an engaged reader. Engaged readers seek information, they find pleasure in the escape a good piece of literature can provide, they are knowledgeable and able to use reading to create new understandings, they are strategic and automatically employ a variety of cognitive competencies to satisfy their specific reading purpose, and they are socially interactive sharing knowledge of reading with others. Gambrell (1996) suggests that teacher's revise the question, "How can I motivate this student to read?" revised to state, "How do I create an environment in which this student will be more motivated to read?" (p. 17). Gambrell's revised question is consistent with the self-determination theory. However, before the question can be answered one must understand the motivational processes that create reading engagement.

The next section describes the process for reading engagement. The process encompasses both cognitive and motivational reading theories that foster engaged reading. The process model organizes the process of reading engagement linearly and identifies several intrinsic reading motivation constructs. The section will be followed by a review of the literature on one very important construct— interest.

Theoretical Framework on Reading Engagement: A Process Model

There is a process to create reading engagement. This process is a guide "how to begin." Guthrie and Anderson (1999) proposed a theoretical framework on reading engagement. It encompasses both cognitive and motivational reading theories. The framework provides a broad starting point, an antecedent; a road map for an educator to begin the process. They posit that reading engagement is based on the joint functioning of motivational processes, cognitive strategies, conceptual knowledge, and social interactions among readers. When all components are in place and functioning in concert the ultimate goal of reading occurs—comprehension of

text. The reader thus creates meaning from written words. All four components are central to an engaged reader.

These processes operate dynamically and increase over time. One process leads to the growth of the next and as the second process increases the subsequent process develops further.

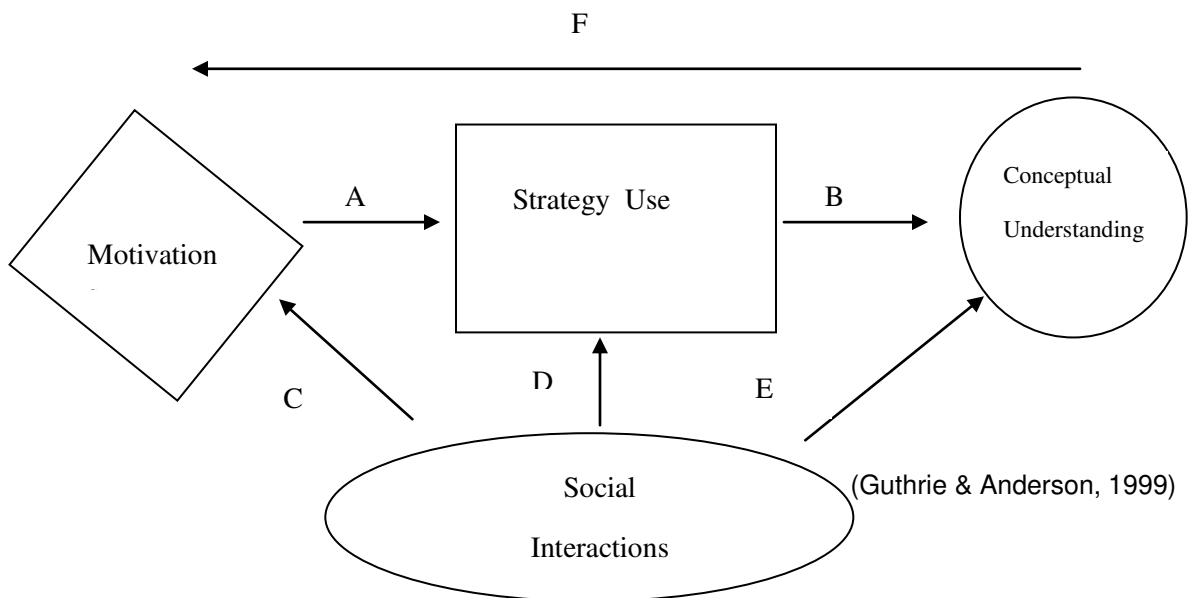


Figure 1. Processes of engagement in reading.

Guthrie and Anderson's view of reading is submerged within the construct of engagement (1999). They view engagement as a dynamic system shown in Figure 1. An engaged reader begins with a desire or motivation to read. As the motivation turns intrinsic and the reader begins to read more, cognitive strategies begin to develop (Path A). The cognitive strategies include word identification, comprehension, predicting, summarizing, self-monitoring, and when applied properly lead to conceptual understanding (Path B). Social interaction regarding literacy activities in both classroom and home may strengthen or diminish intrinsic motivation, which in turn may affect favorably or hinder the use of cognitive strategies and attainment of conceptual knowledge (Path C, D, E). As the readers' conceptual understanding grows their specific self-efficacy for reading increases and intrinsic motivation to read intensifies (Path F).

The model places strategies in a central location. Learning the basic reading skills, such as decoding, is difficult for some readers which may lead to problems with comprehension. However, with powerful intrinsic motivations in place the reader will tend to overcome these obstacles and apply the needed attention and effort. These powerful intrinsic motivations in Path A need further explanation.

Motivation for Reading Path A

Path A encompasses the powerful intrinsic motivations for reading. Path A's motivations are the starting point to reading engagement. Guthrie and Anderson place motivation at the head of the reading engagement model (see Figure 1). Motivation is a two part construct, intrinsic and extrinsic; both have been described earlier, but only intrinsic motivation leads to long term reading engagement (Baker & Wigfield, 1999; Grolnick, Farkas, Sohmer, Michaels, & Valsiner, 2007; Guthrie & Davis, 2003; Guthrie et al., 2004; Unrau & Schlackman, 2006). The focus of this study is the engaged reader and only intrinsic motivation will be further described in this section. Intrinsic motivation is the antecedent, a starting point, to becoming an engaged reader. Intrinsic motivation to read is an internalized desire that can be deconstructed into seven separate constructs:

- Involvement
- Curiosity
- Challenge
- Social
- Interest
- Importance
- Efficacy

As described in subsequent sections the foremost intrinsic motivation for reading is involvement. Involvement is the desire to "get lost in a book." Involvement can be viewed as a change in consciousness. Nell (1988) described this consciousness change as absorption or entrancement. Both changes in consciousness seem to accompany pleasure reading but entrancement is most sought by avid readers. The writer of a novel has the goal for each reader to be taken away into the world of the book. Once entrancement occurs while reading the reader

can resist distractions and to spend, for hours on end, transported to a faraway place. If awakened from the entrancement the reader will apologize, "I'm sorry; I was lost in the book." Nell describes this type of reading as "ludic reading" from the Latin word *ludo* for play. "Reading is viewed as play and extremely pleasurable. It takes place at circumscribed places and times and is engaged for its own sake," (p. 2). Once this entrancement occurs the reader seeks books that may replicate the experience and intense involvement begins all over again.

Csikszentmihalyi(1990) described this intense involvement with an activity as a flow experience. The subjects of his studies reported that when engaged in an activity especially enjoyable it felt like being carried away by a current— like being in a flow (p. 127). Hallmark of flow experience in reading is a feeling of joy while deeply concentrating on nothing but the activity – not even oneself or one's emotions. When involvement is entrancing one loses sense of self-consciousness. Problems in life fade from consciousness by intense involvement with text. Wilhelm and Novak (2011) describe involvement as; "The evocations of textual experience... an intensely satisfying transformational pleasure," (pp. 84-85).

. The second and third intrinsic motivations to read are curiosity and interest. Curiosity refers to an intense attentiveness in a particular topic. Interest is content specific concept always related to specific topics, tasks, or activities (Dewey, 1913; Schiefele, 1991). Dewey (1913) proposed that "interest is not some one thing: it is a name for the fact that a course of action, an occupation or pursuit that absorbs the power of an individual in a thorough-going way, (p. 65). Interest is a predilection, fondness, or preference for particular topics. Curiosity may lead to interest. However, curiosity may become satisfied and interest fails to develop. If curiosity leads to interest both may motivate one to interact with the environment to acquire new information (Renninger, Hidi, & Krapp, 1992). Curious students tend to have a desire to explain and understand topics (Guthrie & Anderson, 1999). Interest in a particular topic motivates the reader to seek out books on the topic and read with rapt attention (Edmunds, 2006) and high interest leads to high comprehension of text on that topic (Schiefele, 1996). If a particular author or book series is introduced to a reader and if motivated by curiosity an interest develops for the author or

series and reading amount increases (Gambrell, 1996; Wilhelm, 1997). Research by Guthrie and Anderson (1999) found the most significant of all seven intrinsic motivations to read constructs are curiosity and involvement:

Curiosity refers to an intense interest in a particular topic, such as turtles, astronauts, or gardening. Interests such as these propel people to seek books and magazines on the topics. In our view, specific interests often become generalized into a curiosity, a desire for learning overall about the world through reading. In several studies, these two motivations—involvement and curiosity have predicted students' frequency of reading and amount of time spent reading books (p. 22).

A fourth motivation for reading is social. Engaged readers experience enjoyment sharing and discussing book reading with friends and adults. They like to keep pace with friends and will read the same books. This social exchange is a motivation to read (Bergin, 1999; Ivey & Broadbuss, 2000; Strommen & Mates, 2004). However, negative social interactions around reading may diminish motivation to read .

Challenge is another motivation to read. Some readers' choose to read a certain book because of the challenge it presents. A book may have a complicated plot or the learning of complex concepts is intriguing. They persist and are motivated to read albeit demanding.

The sixth intrinsic motivation for reading is importance. Importance of reading is motivating. To be a good student is to read a quantity of material. If a student believes that reading bestows "good student status" reading will gain importance. Finally, the construct of efficacy is a motivation to read. To believe in one's ability to read motivates future reading. Reading is not viewed as difficult and future reading achievement is looked at with optimism. Efficacious students participate more readily, work harder, persevere longer in the face of difficulties, and achieve at higher levels (Guthrie 2009).

In the engagement perspective one path in the process leads to the growth of the next. As the second process increases the subsequent process develops further. However, the process begins with motivations at the head. Without sufficient motivations subsequent paths fail to develop. Motivations are the reasons for reading and the starting point for the process.

Strategies Path B

With adequate motivations in place multiple opportunities to practice reading strategies occur. Reading strategies are separate from but inherently related to reading skills (Afflerbach, Pearson, & Paris, 2008; Guthrie & Anderson, 1999). Skills are reading performances accomplished quickly and without much effort. All should be executed automatically. Word recognition and word meaning skills should be achieved without effort. Effortless word reading allows more mental processing to make meaning from text. Strategies, however, are controlled and monitored. Engaged readers use the strategies according to the reading task. They consciously employ a certain strategy and monitor whether or not it is working. The advancement of conceptual understanding is dependent upon these strategies (Santa, 2006). An engaged reading strategist also uses prior knowledge to comprehend new information. Prior knowledge is used while reading to comprehend new knowledge. Prior knowledge is retrieved from long term memory and held in the working memory. The new and old knowledge are combined (Sousa 2005).

As they read engaged readers know when comprehension breaks down and apply fix-up strategies. They reread and reduce their rate of reading seeking clarification. They ask themselves questions about the text. Imagery or mental representation of text also increases comprehension and interest (Hibbing & Rankin-Erickson, 2003). The ability to form vivid mental images from text is vital to becoming “lost in a book”—the powerful entrancing involvement motivation to read.

On the other hand, disengaged readers are poor strategists and are unaware when comprehension problems occur. They do not self-monitor and consequently do not develop conceptual understandings and the subsequent motivation to read more. The strategies necessary to expand conceptual understanding are difficult to learn without the prerequisite sustaining motivations.

Social Interactions Path C, D and E

Social interactions around reading may increase or decrease strategy use, motivations, and conceptual understanding. Social interaction patterns affect motivations (Path C). Readers

interact with friends and adults sharing positive reading experiences. Reading is viewed as entertaining and a valuable source for fun and consequently reading becomes important. However, negative social interactions may decrease reading motivations.

Social interaction patterns also affect the development of strategies (Path D). Peer interaction during classroom reading and writing instruction enhances strategy development. Students listen and learn from one another during literature discussions.

These social interaction patterns affect conceptual understanding (Path E). Distinctive social goals of the engaged reader lend themselves to positive classroom behaviors such as, following teacher direction, completing assignments, and active participation in classroom literacy discussions (O'Brien, Beach, & Scharber, 2007)

Conceptual Understanding Path F

If sufficient intrinsic motivations are in place (Path A) that affords multiple opportunities to practice reading strategies (Path B) and aided by positive social interactions (Path C, D, E) then conceptual understanding increases. In turn conceptual understanding increases intrinsic motivation (Path F). Rich mental models result from conceptual understanding of what is read. When an intrinsically motivated reader reads and deploys well-developed comprehension strategies, new concepts are quickly learned. New learning is used to restructure existing knowledge. Intrinsic motivation is a basic condition for conceptual understanding. Intrinsically motivated readers' develop a curiosity to explain and understand concepts and themes through reading. They intensely read and focus on text meaning giving more thought and planning.

Students motivated to read for pleasure are engaged and interact with texts. These motivated interactions are strategic and purposeful. When students are engaged in reading they increase reading cognitive competencies and have better reading outcomes. Guthrie and Anderson (1999) posit that engaged reading encompasses both cognitive and motivational reading theories. They posit that reading engagement is based on the joint functioning of three major processes:

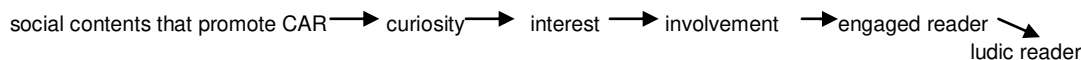
- Motivational processes,

- Cognition processes (reading strategies and conceptual knowledge),
- Social interactions among readers.

Reading should be conceptualized as an engagement. Engaged readers not only have acquired reading skills, but use them for their own purposes in many contexts. They possess beliefs, desires and interests that energize the hard work of becoming literate. **From this perspective, motivation and social interactions are equal to cognitions as foundations for reading** (p.17).

Summary of Self-determination Theory and Reading Engagement

At this point in the literature review I present a cluster of themes. Self-determination theory is the “why” behind intrinsic motivation development and the processes for reading engagement model is a guide “how” to use intrinsic motivations. Self-determination theory applied to education has at its premise to create contexts/social environments that meet human needs of competence, autonomy, and relatedness (CAR) that promote intrinsic motivation (Deci, 1985). Consequently, if these needs are met intrinsic motivation is enhanced. Apply these processes to the area reading engagement. Reading engagement is a process headed by motivations. At the head of reading engagement is the multidimensional construct of motivation both intrinsic and extrinsic. The most powerful intrinsic motivations are curiosity and involvement. Curiosity is an intense awareness in a particular topic. Interest is a fascination with a topic. Classroom instruction meant to motivate struggling readers to read for pleasure should begin with a situation that sparks a curiosity in text that leads to a personal interest in reading. That interest may lead to involvement with the text and a desire to repeat the positive reading experience. The flow chart below illustrates this concept.



It is becoming clear “why” but the “how” needs refining. The next section will explore this idea by reviewing the literature on the motivational construct of interest and describe the differences between situational and personal interest. The four-phase model of interest development will also be explained as it pertains to education and moreover how it may be used to motivate struggling readers to read for pleasure.

Back to Kate. Keep in mind at the time I had Kate as a student, I had not read the multitude of research presented in this literature review. Nor had I written and carried out the study. I was essentially running blind. However, at the time something told me I could motivate her to read for pleasure. Through subsequent conversations and classroom observations I realized Kate did not hate reading. She was not apathetic or averse to reading. Her classroom reading and completion of assignments were both adequate. Kate simply had no reading interest. She had never read a book for pleasure and had idea how to find a book. Though I coined the term much later, Kate did not know “how to begin.” I realized it was up to me to find a book for Kate. Kate did not know “how to begin” and furthermore, at the time, neither did I.

Interest

As stated in the introduction, a national survey sent to reading teachers regarding students becoming engaged readers found motivation to be important. Out of 99 reading topics teachers’ participating in the survey listed as being important, “creating an interest in reading,” was the top choice (O’Flahavan et al., 1992). Given that “creating an interest in reading,” is still important especially with struggling adolescent readers interest deserves a closer look.

Interest is also a multidimensional motivational construct (Schraw & Lehman, 2001). John Dewey (1913) believed that appealing to students to try harder and demanding more effort was not productive without fostering interest. He made the claim that interested students are active learners but this interest could not be outwardly contrived but may be fostered using preexisting preferences and motivations. Educational opportunities would appear if student interests were known. Dewey believed learning that did not include student interest was essentially coerced learning.

To some researchers interest is nothing more than intrinsic motivation. Deci and Ryan (1985) stated, “An important directive role in intrinsic motivated behavior is that people naturally approach activities that interest them,” (p. 34). They found that interest was a function of intrinsic motivation but did not fully describe nor delineate interest from other intrinsic motivations. Nor did they discover how interest develops.

Subsequent researchers have found two forms of interest: situational and personal (personal interest is often referred to as individual or topic interest) (Schiefele, 1999). Teachers identify situational interest as the anticipatory set; the initial classroom opening activity that piques curiosity and captivates student attention. Researchers describe situational interest in several ways: it can be spontaneously evoked and of temporary value (Schraw & Lehman, 2001) an emotional state brought on by a stimuli (Schiefele, 1991) is evoked within a particular setting and short lived (Alao & Guthrie, 1999) and context dependent (Flowerday et al., 2004). Situational interest temporality engenders curiosity and if sustained an interest emerges. However, this curiosity can be quickly satisfied if not sustained.

Personal interest is explained as: stable and content specific (Flowerday et al., 2004), based on preexisting preferences, knowledge, personal experience, and emotions (Schiefele, 1999), less spontaneous, of enduring personal value, and activated internally (Schraw, Flowerday, & Lehman, 2001). In classroom settings teachers strive to “catch and hold” student interest. Situational interest is the ‘catch’ and personal interest is the ‘hold’ (Bergin, 1999; Mitchell, 1993).

Schiefele’s (1991) research review on interest delineated personal interest into two components, feelings related and value related. Feelings related interests are positive emotions related to a topic or object. Typical feelings are enjoyment or involvement. Value related interests are based upon personal significance or qualities about the topic or object that a person may find appealing. Stated differently in the context of reading, personal reading interest may be reading texts by a favorite author, or particular genre or series for pure enjoyment. Or, the personal reading interest may be pursued to gain valuable knowledge about a favorite topic found to be appealing. The mere act of reading and the pursuit of the personal reading interest are beneficial. Personal interest is essential when cognitive resources are limited; struggling readers’ comprehension of texts increases when they find texts personally interesting (Flowerday et al., 2004; Guthrie & Wigfield, 1999; Guthrie et al., 2004; Naceur & Schiefele, 2005; Schiefele, 1991; Schraw & Lehman, 2001).

The research on interest has implications for reading educators. Teachers of struggling adolescent readers, “initially have no control over their students interest but may be capable of having a noticeable influence on the students’ outgoing personal interest by the end of the school year,” (Mitchell, 1993, p. 425). Thus, initial reading instruction meant to motivate pleasure reading should start with ‘the catch,’ a reading situation designed to spark a curiosity. The next sections will describe a phase model of interest and describe how interest is developed. Phases one and two are ‘the catch’ and phases three and four are ‘the hold.’

The Four-Phase Model of Interest Development

Hidi&Renninger (2006) proposed a four-phase-model for the development of student interest. The model contains both situational interest and personal interest with each consisting of two phases. Situational interest includes a phase when interest is triggered and a subsequent phase when the triggered interest is maintained (Bergin, 1999). Two phases of personal interest begin with an emerging personal interest followed by a well developed personal interest. The starting point to pique student interest is an interesting situation. This situational interest, if maintained, provides the basis for later emerging personal interests and a possible well developed interest. The four-phase model of interest development will be explained further

Phase 1: Triggered Situational Interest

Triggered situational interest refers to a change in the student’s psychological state of interest. A curiosity develops due to classroom stimuli or with the case of reading surprising text features, surprising information, character identification, or personal relevance. This phase of interest development results in short term changes in affective and cognitive processing. Triggered situational interest is generally externally supported and, if the interest is maintained, may lead to a personal interest in which the student will reengage in the particular content, genre, or book series.

Phase 2: Maintained Situational Interest

This phase is subsequent to the triggered situational interest. Maintained situational interest is a heightened interest and focused attention that persists over time if externally

supported. The interest is maintained through personal involvement, relevance, and meaningful experiences.

Phase 3: Emerging Individual Interest

Emerging individual interest phase is the beginning of an enduring reengagement with a particular content, genre, or book series. Past experiences have created positive feelings and increased knowledge. The opportunity to reengage is valuable and the student will choose the activity over others when given the choice. In this phase, curiosity questions are generated by the student regarding the interest. These curiosity questions lead to self-regulated learning, self-set goals, and the student may exceed the work demands of their teacher. This phase may be self-sustained, but the phase requires external support especially when confronted with difficulty in order to progress to the subsequent phase.

Phase 4: Well-developed Individual Interest

The well-developed individual phase is an enduring reengagement with a particular content, genre, or book series. It is marked by an increase of positive feelings and more stored knowledge than the prior phase based on past experiences. Curiosity questions are generated and the student seeks answers. Tasks seem effortless, comprehension increases, and self-regulation skills begin to develop. This phase is typically self-sustained but may benefit from external support from experts and peers sharing the same personal interest.

Summary of Interest

Once a situational interest is triggered, student interest may endure or wane. If the interest is maintained by external supports the student will have opportunities for positive reengagements and progress to the next phase. "An essential component of the four-phase model is that support and opportunities to pursue interest-related questions are necessary for each phase of interest. "Without these, regression to a previous phase of interest can be expected" (Hidi & Renninger, 2006, p. 117). Nurturing the personal reading interests of students from phase 1 through phase 4 is essential to sustain a well-developed interest in reading for pleasure.

Given the information known about classroom environments that foster student needs of competence, autonomy and relatedness, with the supports afforded by the four-phase model of interest development, and the reading engagement perspective focusing on the powerful motivators of reading: interest, curiosity, and involvement, teachers need a starting point to motivate adolescent struggling readers to begin to read for pleasure in order to become self-determined long term engaged readers. A theoretical model added to the reading engagement perspective or “dropped in” should be developed and tested. The model is the antecedent to the processes of engagement in reading model developed by Guthrie and Anderson (1999). This theoretical model is the starting point when a student has **no motivations to read for pleasure**. This theoretical model focuses on both the ‘catch’ and the ‘hold.’ It is a guide “how to begin.”

My last entry on Kate noted, *Kate did not know “how to begin” and furthermore, at the time, neither did I.* I realized Kate required a book that would capture her interest. It was up to me to find a book for Kate. At the time my knowledge of young adult literature was limited. I had not read any young adult literature for years. The school library had numerous titles, but which one? A few weeks prior I overheard several students talking about the *Hazelwood High School Trilogy*. The series could be a starting point. I read all three over a weekend and came to school Monday morning with a plan. Merely handing the book to Kate, having her read the back of the book or a few pages was futile; tried that approach several times before. I used another approach. Together we took a walk through the book. We noticed the unusual format. We talked a few minutes about the plot and characters. I know now my prior reading of the book gave me an insider perspective. This insider perspective allowed me to guide Kate to interesting aspects of *Tears of a Tiger*. Kate became curious. She read the book overnight. The next morning Kate is ecstatic, “I read it in one day, you got anymore like these!” I had the next book *Forged by Fire* quickly handing it to Kate. She also read that book, “In one day!” Two books in two days! My research since then, unbeknownst at the time, found I utilized the four-phase model of interest development, the motivation to read constructs of curiosity and interest, and most importantly Kate experienced entrancing involvement. Together we created conditions promoting feelings of competence—she

read the book, “In one day.” We created conditions of relatedness—a student and her teacher reading and talking about good books. That day Kate took home the third book in the series *Darkness before Dawn*.

Model for Reading for Pleasure: How to Begin?

This theoretical model is the starting point to motivate pleasure reading and selects the three most powerful intrinsic motivations to read: interest, curiosity, and involvement (Figure 2.). It includes the four-phase model of interest development and focuses specifically on reading for pleasure. In regard to reading instruction, a classroom with unmotivated struggling adolescent readers may benefit from an instructional design that incorporates self-determination theory, reading engagement perspective, and the four-phase model of interest development.

The model posits that initial reading instruction begins with an interesting reading situation that triggers a curiosity and the student will have immediate access to the interesting book (Path 1.) The student experiences entrancing involvement with the book. A personal reading interest begins to emerge (Path 2). The student becomes motivated to reengage/repeat the entrancing involvement experience and seek more books that match the emerging personal interest (Path 3.). This emerging personal interest and self-generated curiosity questions should be nurtured and supported by others. The emerging personal interest is nurtured by social interactions around reading and by providing access to more books that meet the emerging personal interest. If additional reading provides entrancing involvement the student will read more and have multiple opportunities to practice reading strategy use (Paths 4 and 5). Once the well-developed interest in reading for pleasure is established and reading volume increases (Path 6.) the remaining reading motivations of challenge, social, importance, and efficacy strengthen (Path A). Strategy use, conceptual understanding, and social interactions around reading also increase (Paths B, C, D, E and F).

The student views reading as a form of entertainment and pleasure. This intense involvement with reading may strengthen intrinsic motivations to read and lead to a well developed interest in reading for pleasure. The students will seek books that match their personal

interest and share the experiences with others. Reading is an important part of their life and reading self-efficacy increases. Further, large amounts of pleasure reading have enormous benefits that research, both theoretical and empirical, have found in the cognitive and affective domain of reading. The next section will review the research on reading for pleasure and its specific benefits. First the cognitive domain will be reviewed followed by the affective domain.

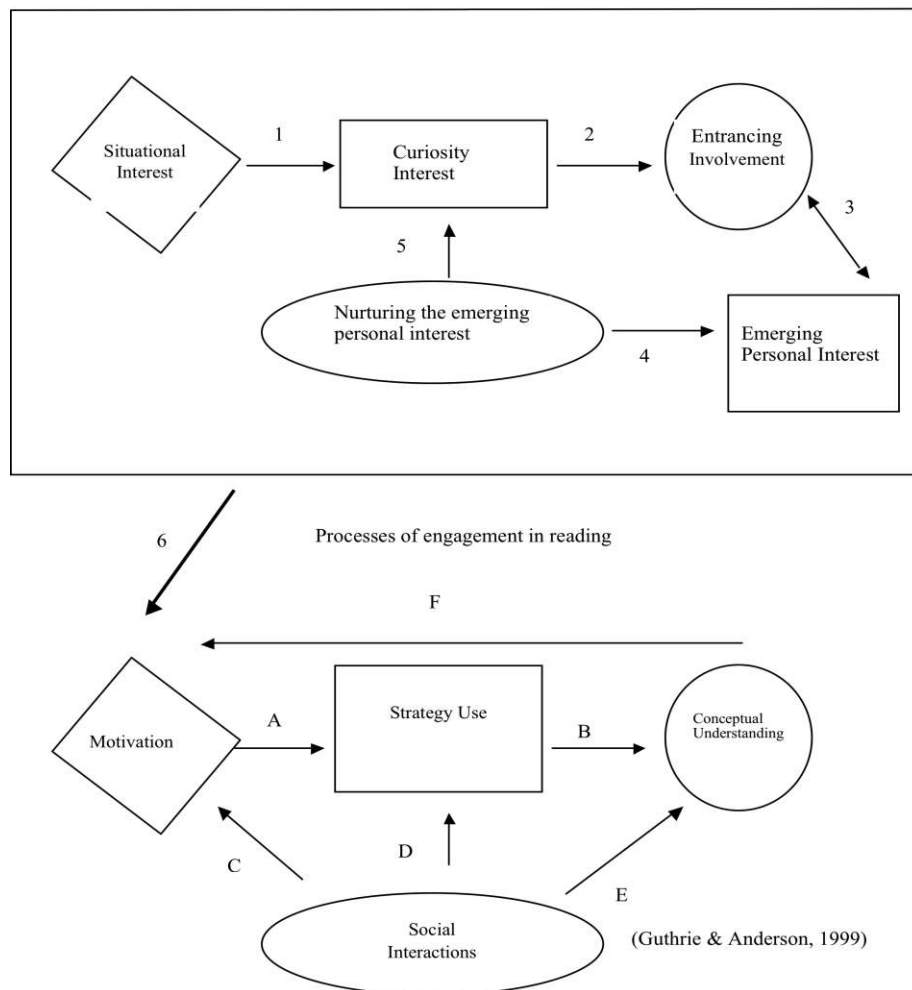


Figure 2. Processes for motivation and creation of a well developed interest to read for pleasure

The Benefits of Reading for Pleasure

Reading for a wide variety of purposes has various terms for essentially the same phenomenon: reading amount (Guthrie et al., 1999), time spent reading (Anderson, Wilson,

&Fielding, 1988), print exposure (Anne E. Cunningham & Keith E. Stanovich, 1997), reading volume (Cunningham & Stanovich, 2001), reading frequency (McQuillan & Au, 2001), free voluntary reading (Krashen, 1993) and for the purpose of this study reading for pleasure. Reading for pleasure draws from a variety of printed and digital texts that covers a wide range of topics and interests. It is the type of reading that students do for their own entertainment, information and pleasure (Richardson & Eccles, 2007). Reading for pleasure is unlike reading required in school where success is under the scrutiny of various measurements: book reports, comprehension questions at the end of each chapter, or memorizing vocabulary words. Reading for pleasure includes abandoning a book one doesn't like and choosing another one instead (Krashen, 1993). Reading for pleasure is a form of entertainment providing a foundation for higher levels of proficiency. The following is a review of relevant literature that supports the benefits of reading for pleasure. The benefits in the cognitive domain include increased vocabulary development, acquisition of knowledge, fluency development, and spelling. An equally important benefit for struggling adolescent readers occurs in the affective domain: the formation of self-identity and possible selves.

Cognitive Benefits of Reading for Pleasure

Vocabulary Development

Reading for pleasure will lead to increased vocabulary. Many researchers found that reading volume, rather than oral language, contributes more to children's vocabularies. It is print that provides more word learning opportunities than speech (Cunningham & Stanovich, 1991; Ann E. Cunningham & Keith E. Stanovich, 1997; Echols, West, Stanovich, & Zehr, 1996; Nagy & Anderson, 1984; Stanovich, 1986). Ahrens & Hayes (1988) analyzed the frequency distributions of words in various contexts both in speech and print. The words analyzed from print ranged from scientific journal abstracts to preschool books. Speech was transcribed from television, ranging from prime time adult and children's shows to adult speech. A higher percentage of rare words occurred in print rather than speech. For example, these authors found a higher percentage of rare words in children's books than in the adult speech of college

graduates to friends and spouses. Children's books also contained relatively rarer words than speech used in prime-time television. What was striking is the lexical impoverishment of most speech compared to printed language (Cunningham & Stanovich, 2001). Given these findings, to increase one's vocabulary, one must be exposed to unknown words, and it is print that provides better word learning opportunities.

Reading for pleasure also exposed readers to many more words. A study of the out-of-school time of 155 fifth grade students conducted by Anderson, Wilson, & Fielding (1988) used a diary method in which students recorded their outside of school activities for a period of eight to 26 weeks to calculate time spent reading while not in school. Reading rates were estimated from classroom data to discern words read per minute. Using these reading rates and diary entries the authors' estimated that time spent reading out of school for 65 minutes per day amounted to 4,458,000 words read per year. In contrast, a much less avid reader who averaged less than one minute per day out of school read only 8,000 words per year. The large differences in reading amounts combined with the lexical richness of print over speech contributed to vocabulary learning (Cunningham & Stanovich, 2001).

Reading for pleasure also increases the cognitive competencies of decoding, spelling, verbal fluency, word knowledge, and general knowledge. Cunningham & Stanovich (1991) created the Title Recognition Test (TRT) to assess the amount of reading performed outside of school. The TRT was designed to measure relative individual differences in exposure to print not a measure of absolute levels of time spent reading or number of words read. TRT measures relative print exposure from a checklist of book titles not used in schooling. The student simply scans the list and checks the names of known titles. The list also contains a number of foils. The number of correct items can be corrected for differential response biases revealed by incorrectly selecting the foils. The method has advantages over time consuming diary methods and social desirability confounds of self-report questionnaires. The TRT can also account for the variance of print exposure on one criterion variable after controlling for the effects of other variables. The TRT has been used with multiple regression statistical techniques to reduce possible spurious

relationships to other cognitive competencies by partially out the various subskills and examining the residual effects of print exposure (p. 265).

Cunningham & Stanovich (1991) applied the TRT to measure the unique effects of print exposure on other reading criterion variables. They assessed 134 fourth, fifth, and sixth grade students from the San Francisco Bay area on various reading cognitive competencies and print exposure. They found after controlling for decoding ability and general intelligence reading volume as measured by the TRT contributed to a significant amount of variance in vocabulary knowledge.

In a similar study using a variation of the TRT that used author names rather than book titles (Author Recognition Test ART) college students reading volume contributed significant variance to multiple measures of vocabulary and general knowledge after controlling for the effects of reading comprehension and nonverbal ability (Stanovich & Cunningham, 1992).

Acquisition of Knowledge

Reading widely and for pleasure also increases knowledge acquisition. Two studies illustrate this finding. First, using multiple measures of print exposure and declarative knowledge, Stanovich, West & Harrison (1995) conducted a study of college students (mean age = 19.1) and older individuals (mean age = 79.9) to discern if reading volume contributed to knowledge growth and maintenance. Hierarchical multiple regression analyses indicated that within each age group print exposure was a significant contributor to vocabulary and declarative knowledge after the effects of working memory, general ability, and education were controlled.

Second, in a prior study of 268 college students Stanovich & Cunningham (1993) found that 37.1 % of the variance on a knowledge composite measure was accounted for by print exposure after controlling for measures of four cognitive abilities. "Reading is a very special type of interface with the environment, providing the organism with unique opportunities to acquire declarative knowledge" (p. 819). Cunningham & Stanovich (1997) suggest that the most powerful determinants to individual differences in vocabulary and declarative knowledge is exposure to print (p. 935).

Fluency Development

Reading for pleasure will lead to increases in fluent reading. Reading practice in any form such as: wide reading, repeated practice of particular pieces, or independent reading, increases fluency (Rasinski, Homan, & Biggs, 2009; Sousa, 2005). Fluency is the ability to read text with speed, accuracy, and prosody (Manzo, Manzo, & Albee, 2004). "It involves rapid and automatic word identification processes as well as bridging the gap between word recognition and comprehension," (Sousa, 2005 p. 61). Fluent readers read orally or silently in a manner that is smooth and naturally phrased as spoken language, with intonation and expression that appropriately represents the meaning of texts (Sousa, 2005).

Little & Hines (2006) developed a 12-week after school reading program for 155 students in grade three through six with a three phase model of supported interest development in reading. The three phase model was similar to Hidi&Renninger's (2006) four-phase-model for the development of student interest. The study examined the effects the program had on reading fluency measure by words read correctly per minute. Phase one of their model exposed students to books through book talks, short read-alouds from a variety of texts, and strategies for selecting books. Phase two provided adult support in the form of reading conferences while students read independently their choice of books. During phase three, adults supported the newly discovered reading interests with engaging activities.

The participants were pre and post tested on grade level passages and the calculated reading rates were compared to national norms. Reading rate measured words correctly read in one minute. Additionally, a rate of increase was calculated. Paired sample *t* tests were calculated and the resulting gains from pre and post tests were statistically significant with small to medium effect sizes (third grade $d = .46$, fourth grade, $d = .36$, fifth grade, $d = .51$, sixth grade $d = .47$). Rate of increase gains were also statistically significant. Results of the study indicated that reading volume supported by adults increased fluency as measured by reading rates. Students in the study also increased reading volume over what was provided at school. The study had limitations. Student participation was voluntary and prior reading motivations may have contributed to the

gains. Additionally, only one attribute of fluency was measured, words read correct per minute. A measure of prosody that incorporated pitch, stress, and the appropriate use of phrasing, may have enriched the findings. Readers who have not achieved fluent reading read without proper phrasing or in a monotonous word by word a manner (Kuhn, 2005).

Spelling

Reading for pleasure will lead to increases in spelling accuracy. For most students reading practice improves the spelling of words. Reading practice strengthens the phonological-orthographic connection between how a word sounds, the phonological form, and its spelling, the orthographic form (Sousa, 2005). This strengthening between sound and spelling is created by repeated exposure to words.

There is strong empirical evidence and theoretical rationale to assert that reading for pleasure increases the important cognitive domains of vocabulary development, acquisition of knowledge, fluency development, and spelling. The sheer reading volume of an avid reader has the potential to develop reading skills and knowledge bases. Avid readers tend to have more practice in reading and they become more proficient while students who struggle with reading spend less time reading and are not afforded opportunities to consolidate the skills and strategies taught in school (Gambrell, Malloy, & Mazzoni, 2007).

Affective Benefits: The Formation of Self-Identity and Possible Selves

Adolescence is a time period marked by change. Physiological, emotional, and cognitive changes occur in a short period of time. Adolescence is also a time of becoming. This concept of adolescent as a time of becoming can be construed as “a time between many spaces: childhood and adulthood: work and play; home, school, and community: romance and sex, history and science class, the list of inbetweens goes on and on,” (Moje, 2002, p. 222). Reading for pleasure may help navigate this time of becoming and the multitude of between spaces (Richardson & Eccles, 2007). Reading for pleasure may provide learning opportunities that scaffold self-identity formation and allow the reader to try on and privately rehearse possible selves. The possible self is how one thinks about one’s future potential, ideas about ideal selves, what one would like to

become, or dread becoming. Possible selves are represented by an individuals' significant hopes and fears and the direct result of social comparisons (Markus & Nurius, 1986). An area in which adolescents can safely contemplate possible selves, find strategies for navigating spaces and settle on personal values and beliefs is through reading for pleasure (Richardson & Eccles, 2007).

Common themes of identity formation and the concept of trying on possible selves were found in a study of adolescent pleasure reading (Moje, Overby, Tysvaer, & Morris, 2008). Students in the study reported that pleasure reading provided examples of negative behavior to be avoided, "when reading about somebody else's mistakes—you can learn from them," (p. 143). Texts provided a means to process actual experiences and place themselves into the story, "certain books make you realize not to make the same mistake they did. Makes you think of what would happen if it was you...And...what would you do in the person's place," (p. 143). Another dominant theme was reading for positive identity models of resilience, inspiration and guidance. The students liked to identify with characters a lot like themselves and valued texts that talked about resiliency through struggles, working through relationships, and characters who were trying to figure out who they are. Students in the study consistently reported seeking out texts for models of identities.

Summary of the Benefits of Reading for Pleasure

Reading for pleasure both in and out of school has numerous positive consequences. The benefits in the cognitive domain include increased vocabulary development, acquisition of information, fluency development, and spelling accuracy.

Reading has cognitive consequences that extend beyond its immediate task of lifting meaning from a particular passage. Furthermore, these consequences are reciprocal and exponential in nature. Accumulated over time—spiraling either upward or downward—they carry profound implications for the development of a wide range of cognitive capabilities (Cunningham & Stanovich 2001 p. 137).

The benefits in the affective domain include the formation of identity, a way to contemplate possible selves or impossible selves and a realization that reading is fun; a form of entertainment. Reading for pleasure has benefits that extend beyond higher test scores. The

nature of adolescent struggling readers and this time in-between spaces, requires instructional design that both motivates and introduces interesting reading material. Young adult literature has the potential to do both.

Young Adult Literature

“If we want children to learn to read well, we must find a way to induce them to read lots” (Adams, 1990, p. 5). The right book in the hands of a struggling adolescent reader will induce lots of reading (Lesesne, 2005; Wilhelm, 1997; Worthy, 1996). Young adult literature has the potential to create a long-term engaged reader. Young adult literature provides a way for adolescents to formulate self-identity and try on possible selves. These texts with contemporary problems provide an opportunity to “find oneself” (Knickerbocker & Rycik, 2002). This type of literature is written for and about adolescents. “Through literature, students learn to explore possibilities and consider options for themselves and humankind. They come to find themselves, imagine others, value difference, and search for justice. They gain connectedness and seek vision,” (Langer, 1995, p. 1). This type of literature enhances intrinsic motivations of curiosity and involvement through the exploration of the human experience expressed vividly with words (Verhoeven & Snow, 2001).

Young adult literature has text based features that are amenable to creating situational interest in reading. The books include details that lure the reader to continue reading until the end. These details include seductive segments that are highly interesting and memorable because they deal with controversial or sensational topics: sex, death, romantic intrigue, risky dilemmas (Schraw & Lehman, 2001). These books also have vivid segments that stand out and are memorable. Vivid segments that create suspense and surprise sustain the interest until the end of the book. Texts that contain vivid segments may produce rich imagery and character identification (Schraw et al., 2001).

Avid adolescent readers report enjoying young adult literature that is written in a series. (Castle, 1994; Greenlee, Monson, & Taylor, 1996; Ivey & Broaddus, 2000; Wilhelm, 1997) These texts appeal to adolescents and have an important role in teacher-directed literature studies as

well as reading for pleasure (Hayn & Nolen, 2012; Knickerbocker & Rycik, 2002). They are selected by students for comfort because of the familiar characters, predictable setting, and plot written with a familiar narrative voice (Allington, 2011; Zirinsky & Rau, 2001). After reading several books written in a series the student becomes familiar with the central characters' predictable behavior. Reading is less difficult than reading material excerpted from a variety of genres with various authors, characters and plot structures. Series books also lessen the word recognition load particularly proper nouns that appear in traditional reading anthologies that use excerpts from books with a plethora of new names and places (Allington, 2011, pp. 78-80) When a reader chooses a series, he or she has the benefit of staying "with material that he or she finds interesting," and taking advantage "of background information to make the text more comprehensible" (Cho & Krashen, 1994, p. 665). The reader experiences an intense involvement followed by a desire for something "more", something more challenging and sophisticated (Wilhelm, 1997). Wilhelm's (1997) study of engaged readers aptly titled *You Gotta Be the Book* found that books written in a series, which he termed formulaic fiction, led to the reading of more challenging books. His students read R. L. Stine's Goosebumps series that led to reading Stephen King, Ray Bradbury, and Ursula Le Guin. These easily read books lead to the discovery of the power of reading that led to reading other more difficult material matching the interest.

Struggling adolescent readers need help finding interesting books. When introduced to a series of books that match their personal interest it makes selecting the next book much easier (Greenlee et al., 1996). The job of teachers is to put children in touch with books that speak to them and fit their abilities. If this is done it gives the struggling reader many reasons to read. However, many interesting young adult literature books that may 'hook' a struggling reader are written at a reading level far too difficult. Audio books of this literature have been found to make these books accessible.

Audio Books

Adolescent struggling readers do not 'see or hear' the text in their minds (Beers, 1998; Keene & Zimmermann, 2007; Wilhelm, 1997). They cannot comprehend difficult texts at the level

required to construct vivid mental images while reading. Therefore, their reading ability is not at the level required to experience the intense motivation of involvement. Mental imagery while reading has been shown to have powerful effects by encouraging students to access and apply their prior knowledge as they read, connect the reading to life and other texts, remember what has been read, and increases comprehension (Wilhelm, 1997). This form of comprehension—thinking while reading—can be called listening to the mind’s ear (Bomer, 2008) It is akin to Langer’s (1995) term of envisionment; a way inhabiting the world of a text. It is making a movie of the text in the mind; one can place one’s self in the story experiencing the setting and characters. The ability to form mental image, or visualizing text, brings joy to reading and increases involvement with characters making reading personal and enjoyable. Audio books and teacher read-alouds with instruction of metacognitive techniques from interesting texts can help struggling readers to listen to their inner conversations and form mental images (Goudvis & Harvey, 2007). Since listening comprehension is more developed in struggling readers than reading comprehension, laborious word identification and decoding is removed by listening to text and the student can experience a pleasurable reading experience. It allows focusing on the meaning of the author’s words. Thus, reading aloud serves as a commercial for the pleasure of reading (Trelease, 2006). “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children” and “It is a practice that should continue throughout the grades” (Anderson et al., 1985, p. 23), but this practice is not employed in middle schools (Wolfson, 2008). By reading text while listening to audio a student may have the first positive experience with young adult literature written above their reading ability. The audio acts as a scaffold that allows them to read above their actual level. “It is a way to develop a reader’s ear— that ability to hear what printed text sounds like even while reading silently,” (Beers, 1998, p. 35).

Summary of Young Adult Literature

Struggling adolescent readers need to be introduced to books written about them and for them. Many have no idea that ‘good books’ exist and reading is a form of entertainment. Past

reading experiences have been unpleasant and future reading is viewed negatively. Reading is viewed as something done in school for a grade. Research on struggling readers and their reluctance to read has found success with young adult literature books that are written in a series. However, many are too difficult to be read independently. Audio books can be the bridge to exposing these students to interesting literature and removing the barriers that prevent intense involvement.

It took Kate several days to read *Darkness before Dawn*. The book is thrice the length of the first two books. I began to notice Kate reading during school. Several times I gently reminded her, "I'm happy you're reading, but this is math class." Always with a smile she put the book away. We repeated this routine many times during the day. More than once Kate asked, "Can we just read for the whole period?" I was thrilled at her increased motivation and growth in reading rate. Suddenly, I realized the need to stay ahead of Kate. After a few days Kate was nearing completion of *Darkness before Dawn*, "What am I going to read next?" Soon she would need the next book. A trip to the school library discovered Draper wrote another trilogy. Every night, during the next week, I read Draper.

Summary of Main Points

The self-determination theory described the "why" of intrinsic motivation. This theory posits social contexts and nurturing environments have the capacity to promote the human needs of competence, autonomy, and relatedness. When these basic needs are met intrinsic motivations increase. The reading engagement perspective described a process and an in-depth understanding of motivations to read for pleasure. It distinguished the most powerful motivation to read constructs of curiosity, interest, and involvement. The four-phase model of interest development classified two forms of interest: situational and personal. The model made clear how to "catch" student interest and how to "hold" it. It described "how" to move from one phase of interest to the next.

The benefits of reading for pleasure have several positive outcomes. Reading for pleasure benefits the cognitive domain by increasing skills and knowledge. Reading young adult

literature for pleasure benefits the affective domain. It aids with navigating the in-between spaces encountered by adolescence. Reading young adult literature also helps form identities and allows the trying on of possible or impossible selves. The theoretical model in Figure 2 combined and employed the three theories and specified a starting point. The literature review discovered the “why” of motivation and “how to begin” motivating struggling adolescent readers to read for pleasure.

CHAPTER 3

METHODOLOGY

This chapter presents the research methodology for the study. Research methodology is a guideline system for solving a problem with specific components such as design, sampling, site selection, data collection and analysis. It includes well thought out procedures for making systematic observations, obtaining data, evidence, or information as part of a research project or study. The chapter begins with a review of the problem and the purpose for the study. Subsequent sections describe the methods to collect and analyze data.

Statement of the Problem

The problem is many struggling adolescent readers tend not to read for pleasure and teachers are uncertain about how to spark motivations to read for pleasure. These students do not have sufficient reading motivations that will foster wide independent reading. Reading is not viewed as pleasurable and a form of entertainment. As a consequence, they are not aware of the young adult literature written about them and for them that may engender a personal reading interest. Without sufficient independent reading they will not have opportunities to practice reading strategies taught in school meant to increase reading ability

Even though motivation is recognized as an important condition for students to read for pleasure educators continue to have difficulties with unmotivated students. Educators do not have a clear understanding of their potential role or the instructional sequences in motivating students to develop an interest in reading (Hidi & Renninger, 2006).

Purpose of the Study

The purpose of this study was to explore a theoretical model that employed, combined, and added to the theories of self-determination (Deci, 1985), the reading engagement perspective (Guthrie & Anderson, 1999) and the four-phase model of interest (Hidi & Renninger, 2006) to

motivate adolescent struggling readers to read for pleasure. The model adds to the existing body of research because it specifies an instructional starting point focusing on the powerful intrinsic motivation to read constructs of curiosity, involvement, and interest. The model used young adult literature to create and maintain a situational interest in reading.

Factors were explored that motivated students to read for pleasure and the classroom practices that affected these motivations. Insights were sought from both teachers' and students' perspectives on how the emerging personal interest in reading emerged and was nurtured in the hope of establishing a well-developed interest in reading for pleasure.

The study sought answers to the following research questions:

Research questions

- 1) To what extent do teachers use elements of the new model; *Processes for motivation and creation of a well developed interest to read for pleasure* to create an emerging personal interest in reading?

The elements include:

- The four- phase model of interest development
 - The motivation to read constructs of curiosity, interest, and involvement.
 - The processes of engagement in reading
 - A self-determined reader
- 2) How do these elements effect struggling adolescent readers' motivations to read for pleasure?
 - 3) How can teachers nurture/support an emerging personal reading interest?

Research Design and Instructional Setting

Design

A large body of research indicates there are classroom practices that effectively foster reading for pleasure using theories of self-determination, the reading engagement perspective, and the four-phase model of interest development. This study combined as well as added to all three theories to identify an instructional starting point for educators to motivate students to read

books for pleasure. The study used existing theory as a source for new theory (Merriam, 1988). It specified where to begin reading instruction when students have **no motivations to read for pleasure**. The study employed a qualitative cross case study design to answer the research questions. Qualitative research aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the *why* and *how* of decision making, not just *what*, *where*, *when*. Hence, smaller but focused samples are more often needed than large samples (Saldana, 2009). Qualitative research uses words and phrases to understand phenomena as opposed to quantitative research that analyzes numbers.

The cross case study design closely examined student and teacher perspectives of elements of the model and the effects on motivations to read for pleasure. This case study design was a “test” of the theories and the model and the appropriate design to answer the research questions. Case study is an appropriate design for understanding observations of educational phenomena (Merriam, 1988). Case study is suited to research where it is impossible to separate the phenomenon’s variables from their context. It is a process which analyzes and describes the phenomenon of interest as it unfolds over period of time. The design addressed the practical problems of students not reading for pleasure and what teachers can do about it. This design method provided insights from the interactions of teachers and students as they progressed through the processes of developing an emerging individual reading interest into a well developed personal interest in reading. The cross case study used multiple sites, teachers, and students to increase transferability of the findings and strengthen the model’s theoretical framework. The goal of qualitative research is not generalizability in the quantitative research logic but transferability of the findings (Merriam, 1988; Miles & Huberman, 1994). It would be good to know the relevance or applicability of the findings to other similar situations. To develop sophisticated descriptions and explanations data was triangulated from interviews with students and teacher, teacher and researcher, teacher observations, a questionnaire, reading assessments, student blogs, and student response logs to reading.

The design of the study employed the four phase model of interest development including an initial reading event—a situation that triggers a reading interest—meant to spark a curiosity in a book, a classroom library with interesting young adult literature to permit immediate access to books, and a nurturing supported environment during the maintaining and emerging phase of interest development. As described earlier, adolescent struggling readers require classroom situations that pique their interest and curiosity.

Young adult literature, specifically urban adolescent angst was the featured genre. This design method using literature written for them and about them supports the sociocognitive view of learning that posits as students learn literacy, and the ways in which they approach, become engaged with, and think about the material is affected by social experiences both in their lives and in the classroom. Classroom literacy instruction should make a connection to student lives and restructure the ways students demonstrate competence in conceptual understandings and comprehension strategy implementation.

Procedures

Site Selection and Sampling

I did not select two of the middle schools to participate in the study. The teachers from these schools volunteered to be in the study. Earlier in the year I contacted the district's middle school literacy resource teachers and described the study. They e-mailed all middle school language arts teachers requesting help. Two teachers responded and volunteered. We had several phone conversations. I met with both teachers and discussed the theories and the applicability to their current classroom practice. Both agreed the study would supplement instruction and the data collection would not be a burden. I recruited the third teacher

Each teacher selected six students to participate in the study. The teachers purposefully selected the students based upon certain criteria: they read below grade level but exhibit positive school behavior such as: being prepared for class, put forth adequate academic effort, and not a disruption to classroom instruction. The main criterion is they do not read for pleasure.

“Purposeful sampling is based on the assumption that one wants to discover, understand, gain insight: therefore one needs to select a sample from which one can learn the most” (Merriam, 1988, p. 48), “Choices of informants, episodes, and interactions are being driven by a conceptual question, not a concern for representativeness” (Miles & Huberman, 1994, p.29). These students may be amenable to the study’s interventive style and likely will develop a personal reading interest providing data both from observations and interviews. Using the criteria the teachers had the discretion to choose which students to study. The selection should represent the typical struggling adolescent reader. We also discussed each teacher selecting one student that may not read for pleasure after the study’s interventions. This negative case data may add to the richness of the study. However, the teachers did not select a negative case.

Instructional Procedures

The idea for the model—the ‘how to begin’— came to fruition from a pilot study I conducted the year after Kate left. The pilot study meant to motivate students to read for pleasure. The model used a series of young adult literature books to catch and hold students’ interest. The four students in the study read 85 books for pleasure during their eighth grade school year—an increase of 65 books read the prior school year. The students read others books by the same author and sought out readings of the same genre. Three experienced the motivating power of involvement with its entrancing effects. Several times they read a book overnight because, “It was so good I could not put it down,” and “I like to read books I can get my mind around.” They shared reading experiences with friends and family and eventually most had a well developed personal reading interest by the end of the eighth grade year. I nurtured/supported this process of discovering good books matching personal interests. Eventually they began to find books to read on their own. During student interviews I asked them, “Why have you read so many books for pleasure?” The common response was, “I found books that I like.” Subsequent interviews revealed more information about the emerging interest. I asked one student why she read 28 books in the eighth grade but none in the seventh grade, “There were no good books out there.” Good books were available but no one in the past had triggered

or maintained a situational reading interest sufficiently to create an emerging personal interest.

The following is a brief description of the pilot study

Pilot Study

Phase one of the four-phase model was the triggered situational interest. The students became curious and interested in reading a series of books by Sharon Draper: *The Hazelwood High School Trilogy: Tears of a Tiger* (Draper, 1994), *Forged by Fire* (Draper, 1997), and *Darkness before Dawn* (Draper, 2001). I chose this series of books because of past success with creating adolescent personal reading interest. It also matches the literature review regarding young adult literature—filled with vivid and seductive segments—especially books written in a series. The first book, *Tears of a Tiger* also has text features that are useful for teaching comprehension strategies which many middle school struggling readers require to make sense of texts.

Initial student curiosity was triggered by a PowerPoint slideshow about the Carrolton bus crash in 1988. Most students do not know about the crash and why they have bus evacuation drills and several emergency exits. Next, a short introduction about the author was followed by a book walk. Turning the pages of the book the students and I noticed the unusual text features. I prompted questions from students by asking, “Look at page 52, I see someone’s homework assignment.” “I wonder why...” This added to the curiosity and an interest was triggered.

I maintained interest in the series using an audio version of the book. Students listened while they read. The audio took word decoding labor away and allowed students to form vivid mental images of the story and experience pleasure and involvement. The audio modeled fluent reading and the audio selected was especially good at creating suspense. Class discussions and sharing of written responses also maintained the interest. Interest was continually maintained with the second book *Forged by Fire* and its audio version. The audio was faded and more silent reading was required. Involvement with the entrancing effects occurred and the students wanted to reengage/replicate the experience from classroom reading. *Forged by Fire* was the book that always created the entrancing involvement and once it occurred an emerging personal interest

developed in reading more of Draper's work. When emerging interest occurred it was supported by leading the students' to literature that matched the interests. Students began to take books home to read for pleasure. They talked to family members and friends about the reading experiences. Private discussions around the emerging interest took place between teacher and student. I monitored the pleasure reading progress of each student selected for the study. My classroom library was stocked with "hot books" that matched the reading interest so library visits would not be necessary and books were readily accessible.

Comprehension and vocabulary skills instruction was embedded into the reading and listening of the series. Comprehension instruction focused on monitoring and listening to the inner conversation. These two strategies allowed the students to form mental images and "talk back to the text." Vocabulary instruction used word play. Reading and reading instruction were viewed as fun.

A small segment of the pilot study became the building block to seek information about the processes of the model from the perspective of other teachers and students. I had the belief that the positive results from the pilot study could be replicated in a similar setting. "Challenges to traditional research [quantitative methods] assert that all discovery and truths emerge from the researcher's prejudgments and predilections. Those espousing these positions argue that such predispositions should be used as building blocks for acquiring new knowledge." The segment of the pilot study incorporated into the current study utilized books from the Draper's series and the accompanying audio. Both meet the research criteria supported by empirical studies regarding increasing intrinsic motivations to read. The series of books met the criteria of having text based features that are amenable to creating situational interests in reading. To meet the criteria of soundness of the study, especially confirmability, the teachers had freedoms to design instruction using the model and the choice whether or not to use the three books. They had the option of using the suggested books. Confirmability captures the concept of objectivity and removes researcher bias placing the findings of the study and future implications squarely on the data (Marshall & Rossman, 1999). I did not give the teachers' in the study detailed information of the

pilot study. I only` supplied information about the model and the books with audio from the Hazelwood High School Trilogy. The study design kept in mind the findings must be applicable to similar situations with various teachers, methods, and materials. Answers to the research questions came from data documenting the process of individual teacher implementation of the model—as they understood it—and how these disparate implementations effected reader motivation to read for pleasure.

A qualitative researcher must have an in-depth understanding of the research participants. As a classroom teacher of struggling adolescent readers I was aware of the challenges of implementing new instruction all the while feeling pressure to raise test scores. This pressure to perform is especially true for Kentucky language arts teachers who currently must simultaneously learn and implement new national education standards. By merely presenting the model and sending them off to seek books and design plans would have added to their workload. In order to alleviate those concerns I supplied the books and audio versions to initiate the study. If all teachers used the same books to trigger and maintain the situational interest consistency would be maintained across all sites. Additionally, by all teachers using the same series of books, the four-phase model of interest development would be put to good use. By using the books to trigger a situational reading interest teachers may develop an interest in literature written about and for their students— a potential positive byproduct of the study. However, only two chose to use the series. The third teacher chose a different series based on past success.

To address researcher bias I informally talked to the teachers about the pilot study. I explained the model and the rationale for using it to motivate pleasure reading. I provided them with the research proposal with the pilot study section removed. After reading the proposal the teachers and I met and I formally presented the study and instructional model. I answered all questions they had generated from reading the research proposal. I also answered all questions they had regarding the formal presentation of the study.

The teachers had the freedoms to design instruction, bring in their own methods of vocabulary and comprehension strategy instruction, additional young adult literature, and set the

pace according to student needs. Additionally, at the start of the school year, all language arts teachers received a classroom library of 300 young adult literature books. However, the decision to provide the libraries was made at the district level with no prior teacher consultation regarding titles or authors. The libraries are meant to increase independent reading but arrived without any implementation training. The teachers in the study had the freedom to implement the library to increase independent reading in various ways. These freedoms ensured that the findings reflected the participants and the inquiry itself rather than a fabrication of researcher bias. The disparate methods and student outcomes added to the richness of the data. The purpose of the study was to discover how teachers use elements of the model to create and nurture/support an emerging personal interest in reading. The study attempted to discover how the elements of the model effected struggling readers' motivation to read for pleasure.

Data Collection

Data was collected from both students and teachers. Student data was gathered from 1) observations, 2) interviews, and 3) The Motivation to Read Questionnaire (MRQ). Teacher data was gathered from 1) teacher/researcher interviews, 2) electronic journals and 3) observations. Student and teacher names were replaced with pseudonyms to ensure confidentiality.

Observations

Recording classroom reading observations of students has been an established practice of teachers for many years (i.e. running records, status of the class, etc.) Teachers participating in the study used observation as a data gathering method. Initially, classroom observations were recorded about the triggered situational interest phase to determine which students were curious and what made them curious. Later, observations of the six selected students reading behaviors were recorded by teachers to determine when and how the emerging interest occurs; what teachers saw and heard regarding the emerging interest. I developed an observation protocol to create a systematic way to gather observational data. It was completed daily on each student selected for study. See appendix A.

Teacher Researcher Interviews

I conducted three separate semi-structured interviews to collect data on perspectives of the emerging personal interest. Interviews were recorded using an audio recording device. This interview attempted to discover teacher perceptions on the first two phases of interest development: triggered situational interest and maintaining situational interest. This interview discovered which student motivational construct(s) was/were most effective in fostering reading for pleasure. Through interviews the various teaching methods/processes were uncovered to allow comparison. Data between sites were compared.

The interviews also collected data regarding teacher perceptions of the theories and model into practice. Interviews attempted to discover teacher perceptions on the last two phases of interest development: emerging individual interest and well developed interest. Did they see the model and theories work in the classroom with real students? What methods did they apply to maintain interest, nurture the emerging interest, and support the well developed interest? What books and methods did they bring in to nurture the interest? Which methods were successful or unsuccessful? Through interviews the various teaching methods/processes were uncovered to allow comparison. Data between sites were compared.

Electronic Teacher Journals

Teachers documented their thinking about the model by on ongoing electronic journal using Microsoft Word. Journal entries captured what occurred both in the classroom and teacher reflection on the process. The journals captured what was occurring in real time of the process. In an effort to help the teachers organize their thoughts I initially included several writing prompts that sought to answer the first research question; to what extent do teachers use elements of the model; *Processes for motivation and creation of a well developed interest to read for pleasure* to create an emerging personal interest in reading? The first journal entry teachers responded to prompts that pertained to the triggered situational interest

1. Briefly describe your method(s) to create a triggered situational reading interest.
2. What did you do to create a curiosity in the book?

3. What were the student reactions (both positive and negative) to the book and your methods?
4. Describe what when well.
5. Describe what did not go well.

Subsequent journal entries sought answers to both research questions by prompts that inquired about maintaining the situational interest.

1. Briefly describe your method(s) to maintain the situational reading interest.
2. What were the student reactions (both positive and negative) to the book and your methods?
3. What when well.
4. What did not go well.
5. Are there instances of involvement in the book?

Later entries included prompts that evoked responses regarding the emerging personal reading interest of the four students selected for study. These later entries attempted to answer the second research question; how do the elements of the new model effect struggling adolescent readers' motivations to read for pleasure.

1. Described your methods to nurture/support the emerging personal reading interest in the four students selected for study.
2. What are they reading for pleasure?
3. What do you think is motivating them read for pleasure?
4. If they are not reading for pleasure explain their lack of motivation

Teachers made one journal entry per week. The journals were e-mailed to me at the end of each week. Data between sites were compared.

Student Reading Conferences

Student/teacher reading conferences are an established practice. Semi-structured reading conference interviews are common practices of reading instruction. The interview was recorded using an audio recording device. Reading conferences are formative assessments used to determine next steps for reading instruction. Conferences took place between teacher and students regarding their perceptions of the phases of interest development and motivations to read for pleasure. The interview used data from the Motivation for Reading questionnaire to develop probing questions. Conference one protocol see Appendix B.

The Motivation for Reading Questionnaire

Surveys, interest interviews, and reading questionnaires are an established classroom practice among reading teachers. These instruments allow teachers to individualize and differentiate reading instruction based on the results. The students completed one survey: The Motivation for Reading Questionnaire (MRQ). This 54 item four point Likert scale quantitative instrument measures 11 dimensions of reading motivations: efficacy, curiosity, involvement, importance, challenge, recognition, for grades, social, competition, compliance, and reading work avoidance. The MRQ also condenses the 11 dimensions into three reading motivation domains: efficacy, intrinsic, and extrinsic. The MRQ was useful to confirm and validate the findings. Reliabilities range from .52-.81 (Wigfield, Guthrie, & McGough, 1996) to .56-.74 (Wigfield & Guthrie, 1997). Students completed the MRQ at three separate time points. The MRQ was analyzed using one-way repeated measures ANOVA to determine statistical significant changes in motivations to read.

Duration of Study

The study began in January and ended in May of school year 2011-2012

Data Gathering Methods

Table 1
The Data Gathering Methods and How Each Answers the Research Questions

Method	Research Questions	How the data gathering methods answers the research question
Observations Field notes	1, 2, 3	Teachers will observe and record student reading behaviors regarding the emerging personal interest. Observations include, <ul style="list-style-type: none">• Incidents of students talking about books with peers.• Students taking books home to read.• Number of books read, author/genre• Classroom or home conversations about books.• Questions about books• SSR behavior The method will gather data to explore how the model is effecting student motivations to read. <ul style="list-style-type: none">• What were the effects of the situational interest: were they curious and interested in the book.• Did students seek more books from the author/ genre?• Has the student experienced involvement with a book?• Are they sharing reading experiences with peers and adults?

Table 1 – *Continued*

Method	Research Questions	How the data gathering methods answers the research question
Teacher researcher interviews	1	Interviews will <ul style="list-style-type: none"> • Discover patterns and differences in teaching methods aligned with the new model. • Discover which elements of the new model were most effective in creating an emerging reading interest. • Discover problems with implementing the new model. • Discover teacher understandings on the elements of the new model.
Student conferences	1, 2	Student reading conferences will discover how the elements of the new model motivated them to read. <ul style="list-style-type: none"> • Which motivations appeared first? • Which motivations were most effective in fostering more reading? • How did teacher behaviors effect reading motivations?
Electronic teacher journals	1, 2, 3	<ul style="list-style-type: none"> • Teacher reflection on the process will discover how they used the new model and their perceptions of the new model's effect on creating an emerging interest. • Teachers will record their thoughts/feelings about the using new model process. • What occurred in the classroom and the next steps they used to engender pleasure reading?
MRQ	2	The survey will develop probing interview questions. Pre, mid, and post tests will discover if motivation increased.

Data Analysis

Student Data

Student data (observations notes, interviews) were coded first with provisional codes determined *a priori* from reading motivation theories and the MRQ's ten dimensions of reading motivations: efficacy, curiosity, involvement, importance, recognition, for grades, social, competition, compliance, and reading work avoidance. "Provisional coding is appropriate for qualitative studies that build on or corroborate previous research and investigations," (Saldana, 2009, p. 121). It is the method of creating a provisional start list of codes prior to the start of fieldwork from a conceptual framework or key variables the researcher brings to the study (Miles & Huberman, 1994, p. 58). The ground work from the pilot study and literature review found certain dimensions of reading motivation had a greater effect on pleasure reading. If the study replicated the pilot study findings it may create implications for classroom practice or further research.

The second round of coding linked the provisional codes to teacher action patterns. This second round attempted to find relationships between teacher action patterns (pattern codes) and student motivations. In other words, is there a relationship between student motivations and teacher action patterns?

Teacher Data

Teacher data (researcher/teacher interviews, electronic journals, observations) were first analyzed using process coding. Process coding is appropriate for studies that search for ongoing action, interactions, and emotions that occur during the process of reaching a goal (Saldana, 2009). These actions were teacher use and perspectives on the model with the goal to motivate students to read for pleasure. Process coding used gerunds (adding ing to a word that converts a verb into a noun (i.e. study becomes studying)) to code the processes of human action (Saldana, 2009). In the pilot study I nurtured each student's emerging personal reading interest. Several processes were used to nurture the emerging interest; to keep them reading and help them find more books. For example, we made several trips to the library and I guided them to the section containing the author or genre of interest. This process could have been coded "guiding." For example, if a student reading began to decrease, I would open their book to the bookmarked page and say, "You won't believe what happens next." The student's reading pace immediately increased. They became motivated to read the interesting part of the book. This process may have been coded "dislodging." Other times a student reading pace would decrease. They simply had chosen a book that did not engender the entrancing effects sought. I taught them that it was perfectly fine to abandon a book and choose another. This process may have been coded "discarding."

The second round of coding used pattern coding to find relationships among the process codes from multiple sites. These process codes were reduced to pattern codes. Pattern codes are explanatory and aid with identifying emerging themes. Process coding is useful for summarizing data and pattern coding is a way to group those summaries into smaller themes (Miles & Huberman, 1994). "For multi case studies, pattern coding lays the groundwork for cross

case analysis by surfacing common themes and directional processes,” (Miles & Huberman, 1994, p. 69). In the pilot study the process codes of dislodging and discarding may have been reduced to the pattern code of “increasing reading pace.”

Analytic Memos

Patterns emerged between teacher actions and student motivations. By writing memos as I analyzed the data separately, connections were made between patterns and processes from teacher data and motivations from student data.

The Motivation for Reading Questionnaire

Pre, middle, and post composite scores were obtained on each site and analyzed for increases or decreases in motivation over time using a one-way repeated measures ANOVA statistical technique. Pairwise comparisons were computed to compare differences on the specific motivation dimensions of curiosity, interest, and involvement. The MRQ was utilized to generate student interview questions.

Data Management

All data was placed into a master Word document. An experienced transcriptionist transcribed all interviews. Teachers sent the journals via e-mail at the end of every week. Every four weeks I collected teacher observations..

The first data collected was the MRQ. The next data collected was teacher journals. These teacher journals were useful to develop the teacher/researcher questions. After four weeks of teacher observations, and journaling I collected the data. The data was used to develop a student interview. Teachers reviewed and gave feedback on the interview protocol. Afterwards student interviews were conducted.

Data Collection Timeline

January

- Information session with teachers (develop reader logs, finalize blog, distribute books and audio)
- First MRQ
- Teacher journals (one per week)
- Observations (collect every four weeks)
- Reading response logs (collect every four weeks)
- Initial integrated reading of data

February

- Teacher journals (one per week)
- Observations (collect every two weeks)
- First round of coding

March

- Teacher journals (one per week)
- Observations (collect every four weeks)
- Second MRQ
- Debriefing with committee and peer

April

- Teacher journals (one per week)
- Observations (collect every four weeks)
- Develop student interview protocol
- Develop teacher interview protocol

May

- Teacher journals (one per week)
- Observations (collect every four weeks)
- Student interview
- Teacher interview
- Third MRQ
- Member checks
- Debriefing with committee and peer
- Second round of coding

Finish data collecting

June 2012 –March 2013

- Analyze data
- Write up Findings

Trustworthiness

Researchers must respond to the criteria of soundness. Marshall & Rossman (1999) state the canons of quality must be satisfied by responding to questions of trustworthiness. The four domains of trustworthiness in the naturalistic paradigm: credibility, transferability, dependability, and confirmability parallel the paradigms typically found in quantitative research: internal validity, external validity, reliability, and objectivity (Merriam, 1988). The attempts to satisfy them are described below.

Credibility

Several methods demonstrated the credibility of the findings. The interview from both students and teachers was checked by the members. Teachers had the opportunity to read the transcripts and verify them. Fellow doctoral students and the research committee checked the codes generated from the data..

Transferability

To argue that the findings are useful to others in similar situations the data came from several sources. These triangulations of data confirmed the research by gathering data from multiple sites and informants. The study used purposeful sampling. Teachers chose the students in the study based on the criteria mention earlier.

Dependability

Triangulation of data sources added to the dependability of the finding. The data included both quantitative and qualitative sources. I responded to the changing situations of the various sites.

Confirmability

Confirmability captures the traditional construct of objectivity. Could the findings be confirmed by another? Are the findings placed squarely on the data and not some inherent characteristic of the researcher? To achieve confirmability I did not oversell my idea or give the teachers in depth details how I used the two books. The teachers were informed of the model and given the choice to use the books. The books were only meant to be used during the triggered situational and maintained interest. The teachers had the freedom to use any method and choice of young adult literature to nurture the emerging personal interest.

I created data trail as I analyzed first and second rounds of coding. The data findings went through an audit by the research committee to confirm the findings. The final product underwent an extensive audit.

Coding Scheme

This section describes the methodology for development of the coding scheme. The section begins with a brief explanation of codes and the coding processes and their use in qualitative research. The subsequent sections describe how the coding scheme developed from the initial first cycle process codes that were reduced into second cycle pattern themes.

The Coding Process

“A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence capturing and/or evocative attribute for a portion of language- based or visual data,” (Saldana, 2009 p.3). Coding captures meaning by assigning units of meaning to a word or phrase to a portion of data. When we reflect on a passage of data and decipher the meaning then determine an appropriate label, we are coding (Saldana, 2009 pp.3-5). Coding qualitative data is analysis by meaningfully dissecting the corpus of data then finding relationships among the collection of field notes, interviews, videos, and linking them together. It is not the words in the data themselves but their meaning that matters (Miles & Huberman, 1994). Coding generally is a two cycle process. The first cycle of coding is the dissection and linking process. The second cycle of coding develops a set of categorical, thematic or conceptual organization from the first cycle of coding. The following section describes how the codes were developed and applied to the data.

First Coding Cycle

The first cycle of coding consisted of reading the teacher journals. The teacher wrote journals on a weekly basis. These journals told the story how they implemented elements of the model as the study unfolded and the school year progressed. During this initial reading I applied process codes to journal excerpts to connote action in the data. The process codes are written in the form of gerunds (ing words) that described actions the teachers reported using. At the same time I recorded analytical memos that associated teacher journal excerpts to elements of the model. These analytical memos allowed a reflection on the coding process and code choices. The memos recorded my thoughts as they moved back and forth from evidence to theory.

A second reading of the journals focused on teacher reported student statements and actions. These journals excerpts were coded using provisional codes taken from the reading motivation constructs of: efficacy, challenge, curiosity, involvement, importance, compliance, recognition, grades, social reasons for reading, and competition.

Teacher/researcher interviews and teacher written observations were coded in the same manner. The first reading applied process codes to teacher actions and a second reading applied provisional codes to teacher reported student reactions. The interview questions probed for more in-depth teacher processes on model implementation and student reactions. The interviews used direct quotes from the teacher journals to glean more information. For example during an interview I would read a quote from the teacher's journal and ask, "Tell me more about this event," and "Tell me more about this student."

Teacher/student interviews were coded initially with provisional codes taken from the reading motivation constructs of: efficacy, challenge, curiosity, involvement, importance, compliance, recognition, grades, social reasons for reading, and competition. I exercised caution while providing these provisional codes keeping in mind the classic fieldwork saying, "Be careful: if you go looking for something, you'll find it," meaning that if your preconceptions of what you expect to find in the field may distort your objective and even interpretive observations of what is "really" happening there. (Saldana, 2009 p. 122). I did not wish to run the risk of trying to fit the data into a set of codes that may not apply. I initially applied the provisional codes to students responses to interview questions but after analyzing both teacher and student data patterns emerged between the teacher action patterns (pattern themes) and student motivations. These pattern codes and provisional codes were, after the second round of coding, collapsed into emerging themes. Patterns were noted between teacher actions and student motivations.

Code Validation

The initial credibility check on the coding scheme led to a revision of the codes. The codes went through a validation process with two reviewers. Several codes were merged together due to conceptual similarity. These codes were revised and several codes discarded. I conducted a second validation check after the revision and the codes were validated at 100 % accuracy by a member of the dissertation committee. See appendix C for first cycle process code descriptions. Table 2 is a list of the first cycle process codes.

Table 2
First Cycle Process Codes

Process codes
Selling
Connecting
Searching for Interest
Conversing
Accessing
Rule breaking
Managing Reading Behavior
Accounting
Administering
Achieving
Noticing
Restarting

Table three is a list of the first cycle codes with sample quotes from the three teachers. The quotes are excerpts from Teacher electronic journals, teacher/researcher interviews, and teacher observations. See appendix C for an expanded list of teacher quotes.

Table 3 First Cycle Process Codes with Sample Quotes

Process Codes	Sample Quotes
Accounting	<i>My biggest struggle this week has been the reading logs. They are pitiful and have been since before this book. I insist on at least 3 complete sentences and have since the beginning of the year but this group has really struggled with getting ideas on paper.</i> “ (Selena Week 3 2.24.12.)
Achieving	<i>That’s why I chose this book, even though her reading level is so much higher, I wanted to get her to read something to get consistency in there, and with her it’s the more upper level reading skills.</i> ” (Ann. Interview)
Administering	<i>“I’m responsible for all of their grammar standards. I’m responsible for all of the writing standards that they’re going to be tested on. and I get them in small group equivalent to two and one- half days a week.”</i> (Ann. interview)
Rule Breaking	<i>“I allow the subjects to continue reading beyond the normal SSR time period (as in bell work time)”</i> (Thomas interview)
Restarting	<i>“BE is one example—I had to go back from curiosity back to the trigger and try a different book, and then I tried get her up to curiosity, but for some reason this is the one particular case where I’m just stuck between the trigger and the curiosity, and I can’t get her past the curiosity.”</i> (Ann interview)
Accessing	<i>“To keep students reading for pleasure I have acquired more copies of the last book so they can take them home.”</i> (Selena journal entry)
Managing reading behavior	<i>“The positives have obviously been that these girls are reading and have asked, several times, to skip the other rotations of Read180 (computer time and small group instruction) to continue reading. I can’t do that because of the structure of the class but I think it’s encouraging that they want to.”</i> (Selena journal entry)
Searching for Interest	<i>Asking the subjects questions about what types of books interest them personally and directing them to those titles in my classroom and school library.”</i> (Thomas journal entry)
Owning	<i>“The idea that they were going to get to keep a book, they were real excited about that. The books were going to be their books.”</i> (Selena interview)

Table 3 – *Continued*

<i>Process Codes</i>	<i>Sample Quotes</i>
Conversing	<i>They are into it that much and they will discuss what they're reading with me, they will ask questions.</i> (Thomas interview)
Connecting	<i>"Some of the girls asked if it was like a Bluford book and I told them that yes, if they liked Bluford books they would like these."</i> (Selena journal entry)
Selling	<i>"I tell them the setting. I give them a little bit about the books, the characters, just a brief little preview of what we're going to read, you know, what's in the book."</i> (Thomas journal entry)
Noticing	<i>"I noticed a lot of the kids, which is also new, I don't know if it has anything to do with our involvement or not, but they're trading the books around."</i> (Thomas interview)

Second Cycle of Coding

This section describes the second cycle of coding. “Second cycle coding methods are advanced ways of reorganizing and reanalyzing data coded through the first cycle methods. They require “fitting categories one with another” to develop a coherent synthesis of the data corpus,” (Saldana, 2009 p. 149). I analyzed the first cycle process codes using the qualitative web-based software Dedoose. Dedoose is web-based software as service program for the management and analysis of qualitative and mixed method research. The research documents were imported into the Dedoose program and excerpts were coded a second time using the first cycle coding scheme. I analyzed the document excerpts for patterns among the process codes

The first cycle process codes were reorganized based on their conceptual similarity and reduced into smaller themes. The data analysis found similar processes (first cycle codes) used by the teachers to motivate students to read for pleasure. Patterns emerged in the various teacher processes. Table 4 lists the pattern themes reduced from the first cycle of process coding. Pattern themes will be discussed in chapter five.

Table 4

Second Cycle Pattern Themes and First Cycle Process Codes

Pattern Themes	Process codes
Searching for Reading Interest	selling, connecting, searching for interest, conversing
Making time for reading	accessing, rule breaking, managing reading behavior
Keeping score	accounting, administering, achieving
Becoming aware	noticing
The Wall	restarting

Summary of Coding Scheme

Through several reading of excerpts using inductive methods and I applied first cycle codes to teacher data. The second cycle of coding reorganized the process codes based on their

conceptual similarity and reduced these process codes into pattern themes. Fourteen first cycle process codes reduced into five pattern themes.

Searching for Reading Interest emerged as a pattern theme to motivate reading for pleasure. Teachers reported using similar methods create curiosity in a certain book or sustain interest in a specific book. Making time for reading emerged as a pattern theme to motivate reading for pleasure. Teachers made efforts to make books readily accessible. They found time during the school day to allow for more pleasure reading. Keeping score emerged as a pattern theme but was not a pleasure reading motivating factor. Becoming aware emerged as a pattern theme as teachers reported their thought processes. The Wall emerged as a pattern theme as teachers reported a decrease or increase in motivation to read for pleasure.

CHAPTER 4

RESULTS

It appears that teachers' beliefs about reading as well as their reading habits have a significant effect upon the motivation and engagement level of their students (Applegate & Applegate, 2004, p. 555).

This chapter presents the results from the study. The teachers in the study implemented the first phase of the four-phase model of interest development with varying methods. Initially, students responded with an increased motivation to read for pleasure. All three teachers triggered a situational reading interest and students became curious with reading the book selected by their teachers. From there, success varied with the remaining phases. Teachers had limited success with the second phase of the four-phase model of interest development. One teacher aptly maintained interest, one was unsuccessful, and the last teacher maintained interest with motivated students and led the others to more titles. All encountered difficulties when motivation to read waned. All teachers also encountered obstacles and implemented methods to restart pleasure reading. Two teachers had limited knowledge of young adult literature which affected motivation to read for pleasure. Throughout the study positive social interaction patterns positively affected students' motivations to read.

The chapter begins with an overview for purpose for the study followed by a brief review of the research questions and theoretical model. Next, are sections which provide background information for each teacher who participated in the study and a discussion of pattern themes induced from teacher journals, teacher observations, and teacher/student interviews. Subsequent sections present findings for the three research questions. The final section presents data from The Motivation for Reading Questionnaire (MRQ) and teacher/student interviews.

Overview

As stated in chapter two the purpose of this study was to explore a theoretical model that employed, combined, and added to the theories of self-determination (Deci, 1985), the reading engagement perspective (Guthrie & Anderson, 1999) and the four-phase model of interest (Hidi & Renninger, 2006) to motivate adolescent struggling readers to read for pleasure. The model adds to the existing body of research because it specifies an instructional starting point focusing on the powerful intrinsic motivation to read constructs of curiosity, involvement, and interest. The model used young adult literature to create and maintain a situational interest in reading.

Factors were explored that motivated students to read for pleasure and the classroom practices that affected these motivations. Insights were sought from both teachers' and students' perspectives on how the emerging personal interest in reading emerged and was nurtured in the hope of establishing a well-developed interest in reading for pleasure.

Review of Research Questions and Theoretical Model

Three research questions guided the design of the study. Put simply, the three questions asked: how did each teacher apply the elements of the model, how did their application effect students' motivations to read, and lastly, if a student in the study began to develop a personal reading interest how did the teacher nurture this personal interest.

The model presented in chapter two is linear and sequential process but data demonstrated that the process is recursive. It has a predetermined starting point and ending point. The starting point is the four- phase model of interest development and the end point is the engaged self-determined reader. Embedded between these starting and ending points are the motivation to read constructs of curiosity, interest, and involvement. These constructs are also sequential. A curiosity in reading may lead to a reading interest that in turn may engender involvement in reading. The next sections will provide background information on the participants and describe how each teacher, Thomas, Selena, and Ann applied elements of the model, the effects of their applications on student motivations to read for pleasure, and how each teacher nurtured an emerging personal reading interest. The research questions are as follows:

- 1.) To what extent do teachers use elements of the model; Processes for motivation and creation of a well developed interest to read for pleasure to create an emerging personal interest in reading?
The elements include:
 - The four- phase model of interest development
 - The motivation to read constructs of curiosity, interest, and involvement.
 - The processes of engagement in reading
 - A self-determined reader
- 2.) How do these elements effect struggling adolescent readers' motivations to read for pleasure?
- 3.) How can teachers nurture/support an emerging personal reading interest?

Teacher Background Information

Thomas

Thomas is in his second year of teaching. Teaching is his second career and prior to earning a master's in teaching degree Thomas sold electronics. He teaches at a school with a history of low scores on state tests. Three years ago the school was slated for closure but the community protested and the district school board relented. Following these events, the school was put into "turnaround" status. Numerous initiatives were introduced in an effort to raise state test scores. Many teachers were reassigned to different schools and subsequently Thomas was hired.

I met Thomas the day I presented a reading strategy to the language arts teachers at the school. Once the presentation on the Question and Answer Relationship (Raphael & Au K., 2005) ended Thomas invited me to observe his eighth grade language arts classroom. The class began with twenty minutes of sustained silent reading (SSR). During this time two people were reading; Thomas was one of them. Most student behaviors included fake reading or quiet side conversations. We had a conversation about the study and he agreed to participate. He admitted that as a second year teacher he needed help. I supplied Thomas with the research proposal to increase his knowledge regarding the study. He decided to incorporate the Hazelwood High School Trilogy into the SSR reading program with two of his eighth grade language arts classrooms. I supplied him with sixty copies of the first two books in the series: *Tears of a Tiger* and *Forged by Fire*. In January I formally presented the research study and answered all

questions. Thomas and I did not talk face to face until the interview that occurred in April. All correspondence was done through e-mails. Each week I sent Thomas a set of questions to answer regarding the model. He also kept a written observation log. All were transcribed and used to answer the research questions.

Selena

Selena is in her twelfth year of teaching. Teaching is her second career. Prior to teaching she held positions in the business industry. She holds teacher certifications in both learning and behavior disorders and literacy specialist. Selena and I taught at the same school for three years and forged a professional relationship. Prior to the study, I sent her an e-mail to recruit her to participate in the study, "I have a favor to ask of an old friend ...". She agreed to participate. After gaining an understanding of the study's conceptual framework she remarked, "Why wouldn't any teacher not want to be in the study?" At the time of the study she was the literacy specialist at her school. She taught one reading intervention class and selected six students from that class to participate in the study. She decided to incorporate the Hazelwood High School Trilogy into her sixth grade reading intervention class. I supplied her with nine copies of the trilogy: *Tears of a Tiger*, *Forged by Fire* and *Darkness before Dawn*. In January I formally presented the research study and answered all questions. Selena and I had subsequent phone conversations. She required more copies of the trilogy which I provided. Each week I sent Selena a set of questions to answer regarding the model. She also kept a written observation log and participated in a teacher/researcher interview. All were transcribed and used to answer the research questions.

Ann

Ann is in her thirty-fourth year of teaching. Teaching has been her only career and she holds teaching certifications in language arts and history. Prior to teaching in the Jefferson County Public School System Ann worked at Jefferson Community College as an adjunct instructor. As an adjunct instructor she taught various college and GED classes at the institutional campuses of the Kentucky State Reformatory and Luther Lockett Correctional Complex. Prior to

the study I recruited Ann through conversations about reading and the study's conceptual framework. She is also in a doctoral program and her research interest is European History.

To guard against researcher bias I did not offer Ann any additional information or assistance once the study began. Once the study commenced I would only listen when Ann talked about her classroom. I did not offer advice or encouragement.

She decided to use the young adult literature series *39 Clues* (Rick Riordan, 2008). This mystery series has ten books and Ann reported having "good luck" with the series to motivate reading for pleasure. I supplied 48 books in the series. I also supplied twelve audio CD's for the first four books in the series. In January I formally presented the research study and answered all questions. Ann did not complete any journal entries or observations but participated in the teacher/researcher interviews.

Themes

The first cycle process codes were reorganized based on their conceptual similarity and reduced into smaller themes. I analyzed the data and found similar processes (first cycle codes) used by the teachers to motivate students to read for pleasure. Patterns were discovered in the various teacher processes and pattern themes were determined. "This process is inductive in form, going from the particular—the detailed transcribed data—to the general— codes and themes." (Creswell, 2005, p. 231). The final goal is to consolidate a general picture of the processes and phenomena being studied. The following sections describe the pattern themes of searching for interest, making time for reading, keeping score, and becoming aware.

Searching for Reading Interest

Searching for reading interest emerged as a pattern theme from the process codes of selling, connecting, searching for interest, and conversing. Searching for reading interest generally occurred before a student developed an emerging reading interest. This theme addressed research question one: To what extent do teachers use elements of the theoretical model? The pattern theme was an accumulation of methods to engender student curiosity with

reading a particular book. The following paragraphs describe how teachers focused on the motivational construct of curiosity.

The teachers made various efforts to find books to interest the students. Two reported specific methods they employed to sell books to a student(s). *“Now I’m in the book selling business—I say, “Well, try this one. I know you like it, soldiers, etc., etc., etc., or sports,” or whatever,” (Thomas interview).* *“I laid out a whole lot of books that came with the Read 180 Program at Level 1, Level 3, and Levels 4. And they came over, and they got to choose one,” (Ann interview).* Also, by reading the back of a book or giving a brief summary the teachers attempted to “sell” or create a curiosity about a particular certain book. The teachers reported having conversations with the students to ascertain what book, genre, or author may match student interest. These conversations intended to connect a student’s interest in certain movies as a guide to a book with similar topics. The teacher would also try to connect their perceptions of students’ lives to books written about teenage adolescent angst. *“So if it’s a book with a lot of girl drama in it, that page cannot turn fast enough, because that is where mentally and emotionally her emotion quotient is (Ann interview).*

Teachers also made connections, through conversing with students, between a book the student had previously read and enjoyed and another book with a similar plot, *“I told them if they liked Bluford books they would like these,” (Selena journal entry).* These conversations occurred before the students began reading a book with the intention to glean information about student interest and match that interest with a book.

Making Time for Reading

Making time for reading emerged as a pattern theme from the process codes of accessing, rule breaking, and managing reading behavior. The teachers in the study all reported methods to keep their students reading. This theme addressed research question three: How can teachers nurture/support an emerging personal reading interest? Making time for reading encompassed methods the teachers used to nurture/support the emerging personal reading interest.

Specifically, once a student found a book enjoyable, the teachers frequently devised methods out of the ordinary to allow the students to continue reading either at home or school. Additionally, teachers ensured that access to books was not delayed. If a student completed a book written in a series the student gained quick access to the next book. As described below keeping books in students' hands gained importance for the teachers.

If students repeatedly left books at home, neglected to bring the book to class, or lost the book, teachers obtained extra copies of books so a student could have the same book at home and at school. *"To keep students reading for pleasure I have acquired more copies of the last book so they can take them home."* (Selena journal entry)

Teachers reported searching for a book by student request. If the school library did not have a certain book the teacher attempted to obtain the book. *"Subjects are still asking for the next book in the series. Will check our library,"* (Todd observations).

Furthermore, teachers in the study broke or bent established school procedures allowing students more time to read. They realized students' needed extra time in school to read or talk about their reading. For example, Thomas allowed his students to go to the library at unscheduled times. Several times he extended silent reading time and temporarily forewent regular instruction. His book discussions at times extended into classroom instruction. Selena allowed students to leave class to retrieve books from lockers. She also created a book club that met during class time (Thomas and Selena observations). These exceptions to established school rules allowed students more time to read. They both created extra time for reading that was in opposition to the established school procedures. Rules were bent or broken allowing more reading or to motivate students to continue reading for pleasure by discussions about reading.

Keeping Score

Keeping Score emerged as a pattern theme from the process codes of accounting, administering, and achieving. The theme of keeping score emerged from teachers reporting extrinsic motivational methods to hold students responsible for reading. The pattern theme may have been renamed extrinsic score keeping measures. Extrinsic motivation occurs when a benefit

or reward is anticipated after a specific activity is performed. The motivation comes from what will be received for performing the activity not the activity itself. Examples of extrinsic motivation to read are grades or recognition for reading such as stars or points redeemed for a prize. This theme did not address the research questions. The pattern theme did not motivate reading for pleasure. For example, all teachers required students to complete reading logs, or in class journal entries. Thomas and Selena reported difficulty getting students to write about their reading. Thomas reported, *“Still struggling to get the students to write in their literacy notebooks about their reading. This is a common problem with the new Rampup model, (Thomas observation).”* Selena lamented over her students’ poor effort on the reading logs, *“My biggest struggle this week has been the reading logs. They are pitiful and have been since before this book. I insist on at least 3 complete sentences and have since the beginning of the year but this group has really struggled with getting ideas on paper.”* Selena also required students to take computer comprehension tests. However, toward the end of the study most of her students failed the computer tests, *“Only one student read all three books by the deadline. The other girls failed the Reading Counts quiz and three admitted they had not really finished,” (Selena observations).*

The theme of keeping score encompassed methods to hold students accountable. All are common practices to calculate grades and measure reading progress. However, the theme of keeping score did not have the intent to intrinsically motivate students to read for pleasure. The intent was to extrinsically motivate students to comply with reading assignments. Selena’s initial conversations with students consisted of raising reading test scores or increasing reading ability, *“I told them they had been specially selected to be a part of a very special program that would help them become stronger readers.”* She did not mention the special program would introduce “good books”. Later in the study, when motivation to read for pleasure waned, her extrinsic methods increased. Ann reported selecting a student for the study in order to improve a reading skill, *“But getting her to narrow down her focus or finding a central idea or a central theme for it, that’s what I’m working with her. That’s why I chose her, even though her reading level is so much higher.”*

Lastly, I did not directly inquire about the climate of accountability but inadvertently it surfaced. The teacher data included excerpts regarding the strictures of the current teaching profession. Albeit not directly asked about standards, audits, and assessments all were mentioned. Thomas reported early in the study, *“Gary, I apologize for the slow start as things have been very busy at school. We are getting ready for an audit and have been collecting data, etc. for that,”* (Thomas journal entry). Ann lamented over the substantial time and effort with teaching the common core standards and assessing outcomes, *“I’m responsible for all of the writing. I’m responsible for all of their grammar standards. I’m responsible for all of the writing standards that they’re going to be tested on. Then we have an RDA (reading diagnostic assessment) which may take of two or three days in there, so that screws everything up* (Ann interview).

Becoming Aware

Becoming aware emerged as a pattern theme from the process code of noticing. The teachers noticed changes in student reading behaviors: that is, the students’ behaviors differed from their previous reading behaviors as students in the study and several of their classmates became motivated to read for pleasure. Thomas reported that his SSR program experienced an immediate change. Based on my observation of Thomas’ classroom prior to study implementation, classroom reading time included side conversations with peers and fake reading. However, student reading behaviors changed markedly after he implemented the model. His students read silently and eagerly discussed what they had read, *“100 % positive among the subjects with improved reading during SSR ... less off task behavior, better engagement,”* (Thomas journal entry).

Initially, Selena noticed her student’s excitement over reading *Forged by Fire*. She noted in her journal being “encouraged” by the change in behavior.

“The girls are reading and have asked, several times, to skip the other rotations of Read180 (computer time and small group instruction) to continue reading... I know they want to talk about

the events of the book with each other... I think it's encouraging that they want to (Selena journal entry).

This theme addressed research question three: How can teachers nurture/support an emerging personal reading interest? The teachers reported becoming aware of the elements in the model. Subsequent sections will describe in detail data from journal entries, teacher observation, and interviews where all teachers reported using elements of the model. All became aware of the elements in the model and applied them according to student reading motivational needs. Albeit in various ways, each became aware of how the elements in the model could be used to motivate pleasure reading. For example, Thomas and Ann became aware of individual student reading motivational needs and searched for interest by suggesting various books based on conversations. Selena created her "special book club." Additionally, they used the vocabulary from the model during interviews, journal entries, and observations. They began to listen and observed more intently. They became aware of the elements of the model and its effects on motivating students to read for pleasure.

The Wall

The wall emerged as a pattern theme from the process code of restarting. This theme addressed research question three: How can these elements effect struggling adolescent readers' motivations to read for pleasure?

Initially, the teachers reported being "surprised" and "encouraged" by the students' positive reactions. Subsequent sections will describe in detail how initially the teachers followed the model elements linearly, and as the study progressed, recursively, by creating a triggered situational reading interest that created curiosity with a specific book. Interest in the book developed and most students responded by reading silently in class, reading at home and discussing reading with peers, parents and teacher. The students read the books independently, and it seemed most began to develop an emerging personal reading interest. However, all teachers reached a point when the students stopped reading for pleasure altogether or pleasure reading diminished. Each teacher encountered this "wall" and made adjustments to restart

pleasure reading. They retreated to previous model elements. The “wall” will be discussed in a later section. Table 5 lists the second cycle pattern themes, first cycle process codes, and sample quotes from the three teachers. The quotes include excerpts from teacher electronic journals, teacher/researcher interviews, and teacher observations. Appendix D includes an expanded list of teacher sample quotes.

Table 5

Second Cycle Pattern Themes with Sample Quotes

Pattern Themes	Process codes	Sample Quotes
Searching for Reading Interest	selling, connecting, searching for interest, conversing	<i>“The only thing that is not going well is that the students are finishing the two books on the series and are having some difficulty engaging with another book. I have offered them the book <i>Monster</i> (last Thursday) and they are reading it; time will tell how if they gain a strong interest in this text..” (Thomas journal entry).</i>
Making Time for Reading	accessing, rule breaking, managing reading behavior	<i>“Two other students have forgotten their books but have been reading them. I normally don't let my kids go to their lockers to retrieve item for class because this is an off-team related arts class but I have made exceptions for these student,” (Selena journal entry).</i>
Keeping Score	accounting, administering, achieving	<i>“So they are supposed to have one self selected book, keep it in their folder, so every day with a book mark, so every day that they come in. They pick up where they left off, so they get through that book. That's the process,” (Selena interview).</i>
Becoming Aware	noticing	<i>“Before this study began if I saw one of the students in the building later in the day, I didn't think of them as one of my reading students anymore. They were just students that I work with. So I wasn't asking questions about what they were reading. Now I see them as a whole student, a reader, not just a low reader,” (Selena interview).</i>
The Wall	restarting	<i>“Student SSR engagement is drifting at this time, what to do”? (Thomas observation).</i>

Research Questions

This section presents the findings for the three research questions. The section begins with the findings for research question one: *To what extent do teachers use elements of the model*; immediately followed by the findings for question two: *How do these elements effect struggling adolescent readers' motivations to read for pleasure?* Put simply, 1) what methods did the teachers use to apply the elements of the model and 2) what effect did the methods have on student motivations to read for pleasure reading. The first element is the four-phase model of interest development. The four- phases will be discussed in order.

Phase 1: Triggered Situational Interest

Phase 2: Maintained Situational Interest

Phase 3: Emerging Individual Interest

Phase 4: Well-developed Individual Interest

Triggered situational interest refers to a change in the student's psychological state of interest. A student's curiosity develops due to classroom stimuli or, in the case of reading surprising text features, surprising information, character identification, or personal relevance. The successful sequence progresses in this manner: 1) the triggered situational interest creates a curiosity in a specific book; 2) student interest is generated by reading the book in effort to satisfy the curiosity. This phase of interest development results in short term changes in affective and cognitive processing (Hidi & Renninger, 2006). The following sections describe the various methods the three teachers used to create a triggered situational interest to engender curiosity. Each section will address question one: what did the teacher do, followed by question two; the effects on student motivation to read for pleasure.

Triggered Situational Interest and Curiosity

All three teachers understood the specific starting point to motivate pleasure reading. They devised a method to trigger a situational reading interest to piqué student curiosity in a book.

Thomas

Question one: To what extent do teachers use elements of the model; Element triggered situational interest.

Thomas incorporated curiosity into the triggered situational interest. He created a curiosity with *Tears of a Tiger*. He “sold” the book to his classes with a short talk and a preview of the surprising text features. His introductory conversation with students included making a connection between the characters in the book and the perceived lives of his students.

“I told the class it was about high school basketball players that something bad happened to and that the tragedy affected the whole school (not giving too much away.) The whole class is reading Tears of a Tiger for SSR so I put the books in the subject’s hands and explained how great a book it was and that it was about people near their ages,” (Thomas journal entry week one).

Thomas’ first journal entry from week one described what I would call a mild triggered situational interest event. He describes this event as a simple book introduction. However, his responses to my interview question toward the end of the study, “What did you do to create a triggered situational interest?” indicates his students became curious about the book’s surprising text features and controversial or sensational topics

“At first they were still a little bit leery about reading in general, but once they got to flipping through it and seen the cover, ... there was like maybe a newspaper article... there was as a part about the year book... they noticed without me saying was how it was written in different forms.... another thing that they quickly latched onto is how one of the characters had been drinking, made the wrong choice, and drove, ended up killing one of his friends... they took right off,” (Thomas interview).

Question two: How do these elements effect struggling adolescent readers’ motivations to read for pleasure? Element triggered situational interest

Immediately after Thomas triggered the situational reading interest using curiosity reading behavior was remarkably different. His students were very quiet and all read silently for the entire twenty minute allotted time. Thomas’ students were curious and began to develop an interest in the book. He reported a tremendous change in the SSR program. He reported students wanting to read beyond the SSR time and subsequently Thomas bent a rule and allowed the students to continue reading. He was “surprised” by the increase in motivation to read for pleasure.

“100 % positive participation among the subjects with improved reading during SSR, that relates to less off task behavior, better engagement. “They will not put it down even to get started with a lesson on some days.” “I was thinking how surprised (?) I was at the increase of involvement in a book,” (Thomas journal entry/observations week one)..

Thomas’ triggered situational reading interest applied the “catch.” He caught student interest and they responded favorably. During the interview toward the end of the study Thomas reported that on that day the class “got very quiet” and off task behavior suddenly ceased. I asked him if he used the audio for the book or read aloud, “No, didn’t have to they read independently.”

Selena

Question one: To what extent do teachers use elements of the model; Element triggered situational interest.

Selena used a different approach to trigger a situation reading interest. She called her group of students together and invited them to become a member of a “special program.” They had a conversation about the series and the students became curious. The students wanted to know if the *Hazelwood High School Trilogy* was similar to one they were familiar with the *Bluford High Series (Alirez, 2002)* . She gave each student a book to “own” and the students became excited. They wrote their names in the front of “their” book.

“I tried to create reading interest with this group by telling them that they had been specially selected to be a part of a very special program that would help them become stronger readers. The curiosity about the books was built through just the mention of this “special program” but some of the girls asked if it was like a Bluford book and I told them that yes, if they liked Bluford books they would like these. The girls seemed really excited and put their names inside of the books as soon as they received them. We are off and running with Forged by Fire,” (Selena journal entry week one).

Selena did not mention using *Forged by Fire*’s content to trigger a situational reading interest. Her method was to give each student a book to own and form a social group in the form of a book club. During the interview toward the end of the study, she mentioned trying to make her students feel “special.” An emotive aspect accompanied her method to create curiosity.

“Ownership in the book and feeling like they were a part of something special... because I set it out that way that it was going to be a book club... it was just this core group of girls in the 6th class and just that feeling that they were a part of doing something... would meet weekly to talk about it outside of class...they were real curious about what this was going to be,” (Selena interview).

Question two: How do these elements effect struggling adolescent readers' motivations to read for pleasure? Element triggered situational interest

Motivation to read for pleasure increased for most of Selena's students. The students were excited about the book and wanted more time in school to read and talk about the book. However, Selena expected her students to read the books in class during the READ 180 program. The READ 180 program requires students to rotate among reading activities. The reading activities consisted of 20 minute intervals: silent reading, small group skill instruction, and computer instruction. Selena did not deviate from the READ 180 program — not allowing the students more time to read. However, Selena reported feeling “encouraged” when she observed students talking about the reading. They were “excitedly” interacting socially with one another about the book.

“The positives have obviously been that these girls are reading and have asked, several times, to skip the other rotations of Read180 (computer time and small group instruction) to continue reading. I can't do that because of the structure of the class but I think it's encouraging that they want to,” (Selena journal entry).

“They were excited just to say, ‘Have you gotten to that part yet,’ ‘that’s what made me cry,’ ‘I want to kick the mother in the face,’” (Selena observation).

Ann

Question one: To what extent do teachers use elements of the model; Element triggered situational interest.

Ann used her prior knowledge of the school's social studies and reading programs to create a triggered situational interest in reading *39 Clues*. Her 6th grade students were studying world geography and also reading mysteries in their language arts classes. She selected *39 Clues* because the plot encompasses a murder mystery while the characters travel to various global locations.

“I decided to use 39 Clues because I noticed that when we were reading in the Scholastic Excel book and when we were reading in the Holt Elements of Literature book they tended to like mysteries. I also thought that 39 Clues would incorporate the social studies geography core content. They would have some background knowledge where the characters were going in the book,” (Ann interview).

Ann used a method to trigger a situational reading using interest and curiosity in a manner similar to Selena's. She introduced the books to the six students selected for study by having individual reading conferences.

"I talked about the 39 Clues book. I approached each kid and had an individual conference," (Ann interview).

Question two: How do these elements effect struggling adolescent readers' motivations to read for pleasure? (Element triggered situational interest and curiosity)

Ann's students were initially motivated to read for pleasure. A few were motivated to read several books in the series. However, most did not finish the first book. They found the book confusing due to the complex plot and numerous characters.

"Some of them—it got lost in here—their curiosity. Once they got over being curious if the reading was just too hard or if it was too complex for them, they fell off the chart," (Ann interview).

Summary of Triggered Situational Interest and Curiosity

Thomas and Selena each created a triggered situational interest that lead to curiosity about the books. Curiosities then lead to students' interest in the books. Initially their students' motivation to read for pleasure increased as they read and interacted socially about books. In contrast, Ann had limited success. A few of her students were motivated to read *39 Clues*. These few read several books in the series. However, most of the students in the study did not finish the first book.

Appendix E includes sample quotes for research question one and two regarding the triggered situational interest, creating curiosity, and the effects on student motivation to read for pleasure. The appendix also presents sample quotes for each teacher as they answered probing questions regarding elements of the model: the triggered situational interest and curiosity.

Maintaining the Triggered Situational Interest

The second phase of the four- phase model of interest development is maintaining the triggered situational interest. This phase is subsequent to the triggered situational interest. Maintained situational interest is a heightened interest and focused attention that persists over

time if externally supported. The interest is maintained through personal involvement, relevance, and meaningful experiences. The following sections present the various methods used to externally support and maintain the triggered situational interest.

Thomas

Question one: To what extent do teachers use elements of the model; element maintaining the triggered situational interest

Thomas maintained the triggered situational interest by incorporating the first book into his daily class wide SSR program. To that end the class spent first 20 minutes of class reading silently. At the end of each 20 minute SSR the students shared their thinking. The students discussed the reading with Thomas and peers. Over time his social interactions with students about reading increased. He reported students who are usually reserved and do not participate in literature discussions began to share their reactions to the text. He also mentioned in the journal entries of private conversations ... *"asking the subjects privately what they liked about the book, what they did not like, what connected them to their reading."*

Several times he maintained student interest by allowing the class to read beyond the established 20 minute SSR time limit. Thomas reported in his journals students becoming involved with *Tears of a Tiger*. Nell explains involvement as the desire to "get lost in a book." "Reading is viewed as play and extremely pleasurable. It takes place at circumscribed places and times and is engaged for its own sake," (1988 p.2). His students enjoyed reading the book discussing it with each other during class. Thomas also made the next book readily accessible. As soon as the students completed *Tears of a Tiger* he quickly supplied the next book in the series *Forged by Fire*. Consequently, there were no interruptions in reading for pleasure. I asked him to describe methods used to maintain the situational reading interest.

"As soon as the subjects finished Tears of a Tiger they were handed the next book in the series. Asking the subjects privately what they liked about the book, what they did not like, what connected them to their reading. Having the subjects write daily about their reading and then discussing it openly in class," (Thomas journal entry).

Thomas maintained the triggered situational interest by his persistence and by focusing on the books. Student motivation to read increased and he wanted to keep it going. Therefore, he

externally supported/maintained interest through meaningful conversations and tasks that personally involved the students.

Question two: How do these elements effect struggling adolescent readers' motivations to read for pleasure?

Thomas's journal entries and interview also addressed research question two: How do these elements effect struggling adolescent readers' motivations to read for pleasure. I asked him via e-mail and toward the end of the study during the interview what were student reactions (both positive and negative) to the book and your methods? Thomas reported student motivation to read for pleasure increased. Furthermore, an emotive component came about from Thomas' methods because a change in student affective processing occurred. The students enjoyed the books and wanted to read and at times to continue reading past the designated SSR time. The students also took the books home to read for pleasure which increased reading pace. His students were experiencing the motivation to read construct of involvement.

"The subjects are far more engaged during the SSR portion of class and do not have to be prompted to read as they previously have done. This is a major accomplishment for these students are not avid readers, based upon their past performance," (Thomas journal entry.)

"Four out of six have finished Tears and two have completed Tears and Forged," (Thomas journal entry).

"And I knew that when we would 'Okay, our time is over. We need to close our books and we're going to do a lesson,' they didn't want to do that." "Which was new behavior but that's involved with the book," (Thomas interview).

"They were sharing out without being—well, in my classes you might have one or two that wants to share, but now I mean I had kids that would normally not do that, and I knew they were involved in it and they talking about I," (Thomas interview).

Within twelve days four of the students Thomas chose to participate in the study complete *Tears of a Tiger* and two completed both *Tears of a Tiger* and *Forged by Fire*. Thomas experienced the "groan" from students when they are told to "close the books it is time to begin a lesson." In my practice this groan is music to my ear because it always signals involvement and an emerging reading interest.

Selena

Question one: To what extent do teachers use elements of the model; element maintaining the triggered situational interest

Initially, Selena maintained the triggered situational interest by forming a book club with her students. She broke an established school rule and pulled them from a content class each Friday. This book club allowed for conversations and social interactions about reading. Selena also made an effort to converse with them about reading during class. At the start students were excited about being in the special club. The first book read for pleasure was *Forged by Fire*. At first, Selena and her “special group” discussed the content during class and at book club time. However, subsequent journal entries, observations, and transcribed interviews all noted the conversations and social interactions changed to keeping score. *“I also wanted to talk to them about my expectations regarding their reading logs,” (Selena Journal entry).*

As the study progressed both her journal entries and observations began to speak about reading logs and reading quizzes. Selena had difficulty maintaining interest with the second book *Tears of a Tiger*.

“Start-up was great and the middle part was not so good. So I asked them about it every day. I did a little bit of threatening,” (Selena journal entry),

“They are also involved in a Reading Counts quiz competition for a reward,” (Selena journal entry).

“My biggest struggle this week has been the reading logs,” (Selena journal entry).

Question two: How do these elements effect struggling adolescent readers’ motivations to read for pleasure?

The conversations and social interactions around reading changed. The excitement waned. The students became “discouraged” and told Selena they “hated” *Tears of a Tiger*. Curiosity seemed to be satisfied and most of the students were not reading the second book. Selena had difficulty maintaining the triggered situational interest. Student motivation to read for pleasure decreased.

“Book club meeting. Deadline to finish Tears of a Tiger and receive Darkness before Dawn. Only three students are finished. They appear discouraged and don’t seem very excited to start the third book,” (Selena journal entry).

“Several of them were telling me “it’s boring,” “I don’t like it,” “I feel like I’m reading the same thing over again. “Cheyenne has had a melt down with Tears of Tiger. She and the rest have stated they hate the book. The content, how it is written.”(Selena observations).

Selena should have realized that if it became necessary to set guidelines for completing the books then motivations to read for pleasure did not exist. It did not exist for the *Hazelwood High School Trilogy*. At this time she could have abandoned the books and selected another series. The students both told Selena and wrote that they hated the book. Four entries from a student’s reading log stated...*“the book is the worst no one in class likes it... all it talks about is basketball... this book is the worst, I hate this book... if you are into books don’t read this.”*

Ann

Question one: To what extent do teachers use elements of the model; element maintaining the triggered situational interest

Ann soon discovered that the initial curiosity for *39 Clues* had been satisfied. Several students had not developed an interest in the series. She allowed those students to abandon the book. However, Ann was able to maintain the triggered situational interest with a few of the students. Three students became interested in *39 Clues* but were having difficulty following the complex plot with numerous characters. She requested the audio for each book. Ann received the audio for the first four books in the *39 Clues* series. The few students motivated to read the books for pleasure took the audio and book home. Reading rate increased and they read several books in the series.

Student 1: “I did not like the books. Like it sounded like a really good book, but I thought it was going to be better than it was,” (Teacher/student interview).

“I tried Thirty Nine Clues with a couple of them, because they’ll watch a mystery movie on TV and come and tell me all of it, but they’re not able to assimilate the information when they’re reading. It becomes too much and too many clues for them. So, maintaining the situational interest has been the most interesting part of it,” (Ann interview).

“After chapter six if they really didn’t like the book or if it was just too confusing, then they could trade it in and get another one,” (Ann interview).

"I told them we had the CDs, so if they were a struggling reader, it got really hard—and the thing is the CD's helped," (Ann interview).

Question two: How do these elements effect struggling adolescent readers' motivations to read for pleasure?

Data from Ann's interviews with students indicates that supplying the audio for the series increased motivation to read for pleasure. Ann allowed the students to take both the audio and book home to read for pleasure.

Student 2: "I like the scary music in the background because I had the CD," (Teacher/student interview).

Student 3: "I think it was good because it was a mystery, and they were trying to find something, and they had to go through the Thirty Nine Clue,." (Teacher/student interview).

Summary of Maintaining the Triggered Situational Interest

Thomas' implementation of the second phase of the four-phase model of interest development had a positive effect on student motivation to read for pleasure. He maintained the triggered situational interest indicated by the improvement in his SSR program. He incorporated the same book into his daily class wide SSR program. The students began reading for pleasure which engendered social interactions around reading, His student's experienced involvement. *"They are into it that much and they will discuss what they're reading with me, they will ask questions, so I would say it's positive," (Thomas interview).* Several of the students reading rate increased and they read the first two books of the series. At this point in the study it seemed as if a personal reading interest was emerging for several of Thomas's students. Thomas posed a question in a journal entry, *"I did wonder if that motivation would carry through in the future or if this was a temporary event. Even if they are into reading the rest of the series, will that translate over to reading motivation in general?" (Thomas journal entry)* Thomas was contemplating future student reading for pleasure. However, at this point in the study, he did not journal about a plan to further maintain the triggered situational interest nor did he formulate a plan to nurture the

emerging personal reading interest beyond the books the students were currently reading: *Tears of a Tiger* and *Forged by Fire*.

Selena had difficulty maintaining the triggered situational interest with the second book in the series, “*That was the hardest part for me. Forged by Fire was not hard at all. It was the second book trying to keep them interested,*”(Selena interview). Her students did not enjoy the second book in the series. Selena resorted to extrinsic methods to motivate reading for pleasure.

Ann realized that only a few students developed an interest in *39 Clues*. She maintained the triggered situational interest by supplying the audio. Ann allowed the remaining students to abandon the series.

Appendix F presents the findings for research questions one and two: maintaining the triggered situational interest and the effects on student motivation to read for pleasure. The appendix also presents sample quotes for each teacher as they answered probing questions regarding element of the model: maintaining the triggered situational interest.

Back to Kate. I did not experience the difficulties of Selena and Ann. Kate plowed through the readings on her own. A few times her reading rate decreased. So I gave Kate a yellow Post It note to use as a bookmark. My rationale to use the brightly colored bookmark was to monitor Kate’s progress. Every day when Kate came to school I checked the bookmark. When the bookmark began to move slowly we had conversations about the book. I would tell her, “Have you read the part where...” then I abruptly stopped saying no more. I maintained Kate’s interest with conversations. Again, as I now know, my insider perspective came into play.

Question Three: How Can Teachers Nurture/Support an Emerging Personal Reading Interest?

Question Three: How can teachers nurture/support an emerging personal reading interest?

The third research question asked: How can teachers nurture/support an emerging personal reading interest? The question sought to discover methods to sustain motivation to read for pleasure by nurturing/supporting an emerging personal reading interest established through implementation of preceding phases of the four-phase model of interest development.

The third phase of the four-phase model of interest development is the emerging personal interest. This phase is subsequent to maintaining the triggered situational interest.

The emerging personal interest phase is the beginning of an enduring reengagement with a particular content, genre, or book series. This phase may be self-sustained, but the phase requires external support especially when confronted with difficulty in order to progress to the subsequent phase. The following sections present the various methods the teachers used to nurture/support an emerging personal reading interest

Thomas

As described in the above sections, early in the study Thomas was successful with implementing the constructs of curiosity, interest, and involvement. He also was successful with implementing the first two phases of the four-phase model of interest development. He triggered a situational interest and maintained the situational interest while the students were reading the first two books in the *Hazelwood High School Trilogy*. The students were curious at the onset, became interested in the books, and experienced involvement. He noticed a change in student behavior. The students began to carry the books from class to class. They took the books home to read and finished quickly. *“Students are carrying books with them and taking them home to read,.” (Thomas observation).*

However, as the study progressed Thomas was unable to nurture the emerging personal interest. “Personal interest refers to a person’s relatively enduring predisposition to reengage particular content over time as well as to the immediate psychological state when this predisposition had been activated” (Hidi&Renninger, 2005 p. 113). Students were interested in the Hazelwood High School Trilogy and had experienced involvement with the first two books. Personal reading interests emerged with Draper texts but Thomas did not have the third book in the series. His students repeatedly asked for the third book but neither Thomas nor the students had access to the book. *“Subjects are still asking for the next book in the series. Will check our library,” (Thomas observation).*

Thomas asked the librarian for the book but he was unable to access the book through the school. *"Our librarian tells me Darkness Before Dawn is too explicit for our kids and will not order them," (Thomas observations).*

Without the third book Thomas was unable to nurture the emerging person reading interest. A chronological analysis of Thomas' observations written as the study unfolded indicates he was unable to nurture the emerging personal interest because his students did not have access to *Darkness Before Dawn*. He was searching for reading interest but recommended books that were not the genre that previously engendered involvement. *The only thing that is not going well is that the students are finishing the two books on the series and are having some difficulty engaging with another book. I have offered them the book Monster (last Thursday) and they are reading it; time will tell how if they gain a strong interest in this text, (Thomas journal entry).* Thomas' reading of young adult literature was limited. He was familiar with few titles and guided the students to books by other young adult authors. *"Pushing Monster as best I can."* (Thomas observations) However, the books Thomas recommended did not match student interest. Toward the end of the study Thomas reported during the interview that his book recommendations were less than optimal.

Gary: I noticed you recommended Monster.

Thomas: Yes.

Gary: How did that go?

Thomas: That, well, I haven't had a lot of success with Monster. (Thomas interview)

A chronological analysis of Thomas' observation indicates that his students abandoned the recommended books or decreased reading pace.

Thomas observations:

- *3/7 Tick finished Forged by Fire. Asked me for the next book in series Darkness Before Dawn.*
- *3/8 Tustin finished Forged by Fire. Began reading Sunrise over Fullujah*
- *3/15 Noticed a slight slowdown in reading during SSR. Subjects are still asking for the next book in the series. Will check our library.*
- *3/15 Our librarian tells me Darkness Before Dawn is too explicit for our kids and will not order them. Pushing Monster as best I can.*
- *3/19 Tick gave up on Monster. Tarron is reading Forged by Fire. Tonsuurat almost finished with Forged by Fire. Trustin is reading Catching Fire but very slowly.*

- *3/20 Student SSR engagement is drifting at this time, **what to do?** (Thomas observations)*

Thomas' students were seeking to repeat the positive reading experience with the third book in the Hazelwood High School Series; *Darkness Before Dawn*. At this point in the study his students were searching for reading interest as well as Thomas. Thomas had not formulated a plan. He stated in his observation log, "**What to do?**"

Data from early in the study indicates the possibility that Thomas's students experienced an emerging personal reading interest. Their emerging personal interest phase may have been the beginning of an enduring reengagement with the Hazelwood high school series and perhaps more of Draper's work or a title written in the similar genre. The student's past experiences evidenced by increased SSR participation and increased reading pace had created positive feelings and increased knowledge of young adult literature. The opportunity to reengage was valuable and the students had chosen reading activities over others. However, Thomas was unable to provide books students wanted to read. He was unable to nurture their emerging personal reading interest. Thomas had experienced the "wall". "*Student SSR engagement is drifting at this time, **what to do?***" (Thomas observations). *The only thing that is not going well is that the students are finishing the two books on the series and are having some difficulty engaging with another book. (Thomas journal entry).*

During the interview Thomas confirmed that the students experienced involvement with the Draper series and eager to read the last book.

*Gary: When they had completed *Tears of a Tiger* and *Forged by Fire* did anybody say "Is there any more books like these?"*

Thomas: Yes.

Gary: And then what did you do?

*Thomas: I said there is a third but I don't have it, and I said you might check the library for it, **which they did**, but we don't have it there either. What is the last one? *Darkness before Dawn*, I think. And their interests—they were very interested in that third book.*

Gary: So if they had that third book.

Thomas: They would have read it.

Gary: *Just like that?*

Todd: *They would have read it just like that. And yes, they were so involved with the book. They kept asking for it. (Thomas interview)*

Teachers in the study also experienced this “wall” and all reported “restarting.” The circumstances leading to the wall were different for each teacher and all used different methods for “restarting.” Thomas “restarted” by going back to the beginning of the model by triggering a situational reading interest hoping to create curiosity. He “restarted” by searching for reading interest. The classroom had a library of three-hundred Scholastic books and he previewed several each day. Thomas reported that reading was “restarted.”

Table 6 presents the findings from Thomas’s observations that indicate he was unable to nurture the emerging personal reading interest. He had hit the “wall” and subsequently “restarted” by retreating back to phase one of the four-phase model of interest development. He “restarted” reading by previewing numerous book covers from his 300 book classroom library. *“Began a weekly book talk about my class library.” (Thomas observations)*

He used the classroom library to conduct book talks. Both of which created a triggered situational reading interest and incited curiosity. *“Success today. All subjects are reading again,” (Thomas observations).* Table 6 presents Thomas’ “wall” and his method for “restarting.”

Table 6

Illustrative Quotes for Question Three, Element: Nurturing the Emerging Personal Interest.

Teacher	Question three Briefly describe your method(s) to nurture the emerging personal reading interest	The Wall	Methods for restarting
Thomas	Thomas was unable to nurture the emerging personal reading interest. He could not supply the book that matched student emerging personal reading interest.	<p><i>“Noticed a slight slowdown in reading during SSR.” (Thomas observations)</i></p> <p><i>“Subjects are still asking for the next book in the series.” Will check our library.” (Thomas observations)</i></p> <p><i>“Our librarian tells me Darkness Before Dawn is too explicit for our kids and will not order them.”</i></p>	<p><i>“Began a weekly book talk about my class library,” (Thomas observations).</i></p> <p><i>“Previewed book covers and showing on document camera,” (Thomas observations).</i></p> <p><i>“Success today. All subjects are reading again,” (Thomas observations).</i></p>

Table 6 – *Continued*

Teacher	Question three Briefly describe your method(s) to nurture the emerging personal reading interest	The Wall	Methods for restarting
		<i>(Thomas observations)</i>	
		<i>“Pushing Monster as best I can.” (Thomas observations)</i>	<i>“Tick asked to visit our library to find something to read,” (Thomas observations).</i>
		<i>“Tick gave up on Monster.” (Thomas observations)</i>	
		<i>“Student SSR engagement is drifting at this time, what to do?” (Thomas observations)</i>	

Early in the study Thomas posed a question in a journal entry, “*I did wonder if that motivation would carry through in the future or if this was a temporary event. Even if they are into reading the rest of the series, will that translate over to reading motivation in general?*” (Thomas journal entry 2/7) He posed this question early in the study when reading motivations increased as the students read *Tears of a Tiger* during SSR. Three months later, at the study’s conclusion I followed up on his early inquiry. His answer indicates that motivation to read for pleasure was a temporary event and he continually hit the “wall.”

Gary: Did the motivation carry through into the future?

Thomas: That’s still—we’re kind of still in that process (Thomas interview 4/18).

Selena

As the study unfolded Selena’s students’ motivation to read for pleasure began to decrease markedly. They were not motivated to read the second and third books of the Hazelwood High school trilogy. The unusual format of *Tears of a Tiger* did not sustain the curiosity created with the first book in the series. As stated earlier, the students told Selena they, “Hated the book.” The students hated the format and the content. Consequently, the students did not experience an emerging personal reading interest with Draper’s work.

Selena solely focused on The Hazelwood High School Trilogy and attempted to keep her students reading the series. She did not report seeking other young adult literature to motivate pleasure reading. Her knowledge of young adult literature was limited. During the interview she

stated, *“I had better start reading more books.”* Excerpts from her journals also confirm her limited experience with young adult literature. During the book club her students informed Selena that they had discovered a list of other Draper titles, *“They asked me if I had read them and I told them I had not, but that I was looking forward to reading them since this series had been so good,”* (Selena journal entry). *“They did ask if the books were the “same” as the series we just finished.”* *“Since I wasn’t sure I told them that I knew Draper was a young-adult writer so I could only assume the genre would be the same,”* (Selena journal entry). Her students were searching for a book to replicate the involvement they had experienced with *Forged by Fire* but Selena did not provide guidance to the next book.

She realized motivation to read was decreasing and she and her students had hit the “wall.” She attempted to “restart” reading with one student by having a private reading conference. She retreated to the beginning of the model by attempting to maintain reading interest hoping to create curiosity. *“I encouraged her to just read the first two pages and see if it doesn’t capture her interest,”* (Selena journal entry).

Table 7 presents the findings from Selena’s journal entries and observations that indicate she was unable to nurture the emerging personal reading interest. She continued to use extrinsic methods such as grades to motivate pleasure reading, *“I reminded them that the Reading Counts quiz would really boost their grade in LA”* (Selena journal entry), and goal setting, *“Have set a goal with the girls to have the last book finished by Spring Break 4/10.”* (Selena journal entry), and planned a “special group” celebration *“Our incentive would be a short celebration at the end,”* (Selena journal entry).

Table 7

Illustrative Quotes for Question Three, Element: Nurturing the Emerging Personal Interest.

Teacher	Question three Briefly describe your method(s) to nurture the emerging personal reading interest	The Wall	Methods for restarting
Selena	<i>“It’s hard to tell if the students I’m working with are developing an emerging personal interest in</i>	<i>“I still have one student who doesn’t appear to have gotten very far and</i>	<i>“I encouraged her to just read the first two pages and see if it doesn’t capture her interest.</i>

Table 7 – *Continued*

Teacher	Question three Briefly describe your method(s) to nurture the emerging personal reading interest	The Wall	Methods for restarting
	reading because they have been so inconsistent in bringing the books back to class to journal write about what they have read (which is an in class assignment).” (Selena journal entry)	left her book in her folder today so I called her down to my office a few minutes ago.” “I gave her the book and told her to finish reading it over the weekend like we had planned.” “She admitted that she hadn’t even started the book.” (Selena journal entry)	She couldn’t tell me why she hadn’t started it yet.” “She generally does her work and is a great student so I’ll be checking on her again Monday.” (Selena journal entry)
	“I reminded them that the Reading Counts quiz would really boost their grade in LA” (Selena journal entry)		
	“Our incentive would be a short celebration at the end.” (Selena journal entry)	“Book club meeting. Deadline to finish Tears of a Tiger and receive Darkness before Dawn.” (Selena observations)	
	“Have set a goal with the girls to have the last book finished by Spring Break 4/10.” (Selena journal entry)	“Only Malia, Stacy and Samitria are finished. They appear discouraged and don’t seem very excited to start the third book.” (Selena observations).	
		“Sill having to encourage Seja and Cassaady and Halia to pick up Darkness before Dawn.” (Selena observation)	
		“Only Malia has read all three books by the deadline. The other girls failed the Reading Counts quiz and three admitted they had not really finished.” (Selena observation)	

Ann

Ann realized that only three of her students developed an emerging reading interest in *39 Clues*. She nurtured this interest by insuring the students had quick access to the next book in the series. To keep motivation to read for pleasure Ann requested more books in the series and the audio. “Some of them I was able to nurture because I had all the books in the *39 Clues* series.” (Ann interview)

However, she had hit the “wall” with the other students. Their initial curiosity with *39 Clues* waned and Ann “restarted” by creating another triggered situational interest attempting to

create curiosity with other young adult literature titles. Similar to Thomas’s “restarting” method she conducted a book talk *“I laid a whole lot of books out that came with the Read 180 Program at Level 1, Level 3, and Levels 4. And they came over, and they got to choose one.”* (Ann interview) Her knowledge of young adult literature was vast as she guided other students to various young adult literature titles with some measure of success. She reported having a plan for one particular student. *“My plan is to show her Becoming Naomi and I am going to give her Esperanza Rising which are both girl books that I think would appeal to her.”* (Ann interview) Ann reported that students who lost interest in *39 Clues* students went on to read several books during the study. *“They’ve all progressed on some other type of book.”* (Ann interview) Table 8 presents the findings for research question three for Ann.

Table 8

Illustrative Quotes for Question Three, Element: Nurturing the Emerging Personal Interest.

Teacher	Question three Briefly describe your method(s) to nurture the emerging personal reading interest	The Wall	Methods for restarting
Ann	<p><i>“Some of them I was able to nurture because I had all the books in the 39 Clues series.”</i> (Ann interview)</p> <p><i>“They’ve all progressed on some other type of book.”</i> (Ann interview)</p>	<p><i>“It’s just that she gets bored and honestly part of it is just difficult for her.”</i> (Ann interview)</p> <p><i>“39 Clues got too complicated too fast with too many characters.”</i> (Ann interview)</p> <p><i>“Even with the CD, she has a hard time sitting there for half an hour and listening to anything or doing anything, it’s just difficult for her to get over that.”</i> (Ann interview)</p>	<p><i>“So then –and BE is one example—I had to go back from curiosity back to the trigger and try a different book, and then I can get her up to curiosity, but for some reason this is the one particular case where I’m just stuck between the trigger and the curiosity, and I can’t get her past the curiosity.”</i> (Ann interview)</p> <p><i>“My plan is to show her Becoming Naomi and I am going to give her Esperanza Rising which are both girl books that I think would appeal to her.”</i> (Ann interview)</p> <p><i>“I laid a whole lot of books out that came with the Read 180 Program at Level 1, Level 3, and Levels 4. And they came over, and they got to choose one.”</i> (Ann interview)</p>

Summary of

How Can Teachers Nurture/Support an Emerging Personal Reading Interest?

The third research question asked: How can teachers nurture/support an emerging personal reading interest? This question sought to discover methods to sustain motivation to read for pleasure by nurturing/supporting an emerging personal reading interest established through implementation of preceding phases of the four-phase model of interest development.

As time progressed during the study triangulation of data from teacher journals, teacher observations, and subsequent teacher/researcher interviews began to reveal difficulties each teacher encountered with maintaining student interest with their chosen young adult literature. The triangulation of data also revealed teachers reporting various difficulties with nurturing student emerging personal reading interest. The journals also began to reveal successes with certain students. All were aware that students' required external support in order to develop an emerging personal reading interest. Several students in the study experienced a decrease in motivation to read for pleasure. The books chosen by their teachers had become uninteresting. Conversely, several students in the study experienced an increase in motivation to read for pleasure and had experienced involvement with the books chosen by their teachers. These motivated students required guidance to the next book.

All teachers understood that motivation to read for pleasure was decreasing for some students and increasing for others. They realized that students and their teacher had hit a "wall." All teachers reached this "wall" at different points along the four-phase model of interest development. The data from the study does not support that students reached phase four; a *well-developed individual reading interest*. Nor did the students progress to the reading engagement perspective and finally become a self-determined reader that is competent, autonomous, and able to form relatedness around reading for pleasure. Below is a list of the theoretical model illustrating where the "wall" was found.

1. Phase 1: Triggered Situational Interest
2. The motivation to read constructs of curiosity, interest, and involvement.

3. Phase 2: Maintained Situational Interest
4. Phase 3: Emerging Individual Interest
5. **The “WALL”**
6. Phase 4: Well-developed Individual Interest
7. The processes of engagement in reading
8. A self-determined reader

The next section will present the theoretical model that frames the study. The section will describe the point in the model where teacher encountered the “wall’ and the point in the model where they retreated to “restart.”

Back to Kate. Kate was on fire! She read the two Draper trilogies and several more Draper novels. Of course I stayed one step ahead of her. She was always asking, “What is my next book.” The more I read the more Kate read. The adolescent urban angst genre emerged as Kate’s reading interest. We read several novels by Sharon Flake, all fifteen books in the Bluford High School Series. Every day we made time, even if only a few minutes, to talk about reading.

The “Wall”

The wall emerged as a pattern theme from the process code of restarting. Initially, the teachers reported being “surprised,” or “encouraged,” by students’ positive reactions. At the study’s onset the teachers’ followed the theoretical model elements by creating a triggered situational reading interest that engendered curiosity with a specific book. Interest in the book developed and most students responded by reading silently in class, reading at home and discussing reading with peers and teacher. The students read the books independently and it seemed some were developing an emerging personal reading interest. However, all teachers reached a point when some students stopped reading for pleasure altogether or pleasure reading diminished. Each teacher encountered this “wall” and made adjustments to restart pleasure reading. Each teacher encountered the “wall” at different points in the model and all attempted to restart pleasure reading. The next section will describe each teacher’s “wall”

Thomas

Thomas encountered the “wall” at Path 3 (see Figure 5). His students’ became curious, gained an interest, and experienced involvement with the *Tears of a Tiger* and *Forged by Fire*.

This involvement may have engendered an emerging reading interest with the next book or a similar author or genre. The students may have subsequently sought more reading to repeat the positive experience of entrancing involvement "*Subjects are still asking for the next book in the series,*" (*Thomas observations*) (Path 3). However, Thomas was unable to provide the book the students were seeking to repeat the positive experience of involvement. He did search for reading interest but the books he recommended did not replicate the involvement experience with *Tears of a Tiger* and *Forged by Fire*. He "restarted" by retreating to Path 1 the triggered situational interest by conducting the book talk.

Selena

Selena encountered the "wall" at Path 2: curiosity and interest (see Figure 5). Initially her creation of the "special book club" triggered a situational interest and engendered curiosity and interest. The students read and gained an interest in *Forged by Fire*. However, her student's curiosity was satisfied and most did not develop an interest with the second book *Tears of a Tiger*. "*So that part was difficult, maintaining the situational interest as we were going with that second book.*" (*Selena interview*)

She resorted to extrinsic measures to motivate pleasure reading. Deadlines were set and students were reminded about tests. "*We even devised a plan of how many pages everyone would need to read to be done by the end of the 6 weeks (Friday). They thought it would be impossible, but with only 6-8 pages to read each day it seemed more attainable.*"(*Selena journal entry*)

Selena did not abandon the series and search for other reading interest. She focused on Path 2 and tried to maintain interest with the second book. "*I still have one student who doesn't appear to have gotten very far. I gave her the book and told her to finish reading it over the weekend like we had planned. She admitted that she hadn't even started the book. I encouraged her to just read the first two pages and see if it doesn't capture her interest. She couldn't tell me why she hadn't started it yet.*" (*Selena journal entry*) For four months she attempted to keep the students reading the series by retreating to Path 2: curiosity and interest. "*Building the curiosity is*

probably the hardest one that I found for me to talk to the kids about—getting them curious.”

(Selena interview)

Her journal entry on February 3 stated, *“The girls seemed really excited and put their names inside of the books as soon as they received them. We are off and running with Forged by Fire.”* (Selena journal entry 2/3) Four months later her journal entry stated, *“4 students finished all 3 books by our deadline but they all have a copy that they can take home now to finish. They still have the incentive of the Reading Counts tests in the library (and these books are worth more points than they are accustomed to).”* (Selena journal entry 4/18) The data indicates Selena continued to use extrinsic measure to motivate reading of all three books in the series. I asked this question for her last journal entry, *“Journal about your implementation of the model.”* She responded, *“I think it is a great model because the extra attention and focus really helped the girls stay focused on the goal of finishing the book. The interest level of the books was really important, too, along with them feeling like they were doing something special by reading outside of the READ180 books that are pre selected for this class.”*(Selena journal entry 4/18)

Selena seemed focused on completing the series and not motivating pleasure reading. She did not abandon the series and search for other reading interest. Four students took almost three months to read the trilogy.

Ann

Ann encountered the “wall” at Path 1 (see Figure 5). Albeit three of the students were motivated to read several books in the *39 Clues* series the rest lost interest. *Student 1: “I did not like the books. Like it sounded like a really good book, but I thought it was going to be better than it was. (Ann teacher/student interview)* She allowed them to abandon the series. With these students Ann continued to retreat to Path 1 in effort to trigger a situational reading interest attempting to create curiosity that may lead to a reading interest that in turn may engender involvement. She oscillated back and forth between the triggered situational interest and curiosity. Her interview indicates she understood the concepts behind the model. *“So the trigger has been the most interesting part of it... they all showed curiosity about the books at the beginning... once*

they got over being curious if the reading was just too hard or if it was too complex for them, they fell off the chart.”(Ann interview).

The student/teacher interview that occurred at the conclusion of the study confirmed Ann’s statement regarding why student curiosity waned with *39 Clues ... the reading was just too hard or if it was too complex for them.*

Amanda: This is KS. What did you think about the Thirty Nine Clues?

KS: I didn’t like it.

Amanda: How come?

KS: It was boring.

Amanda: What did you think was boring about it?

KS: I didn’t get it.

Amanda: Oh, you didn’t get it? Did you understand any part of it?

KS: It had too many people.

Amanda: So, what about all of those people? Why did it make it hard to understand?

KS: Because it was like too many people, and I didn’t like what they were talking about. I forgot like their names and stuff and _____. (Ann teacher/student interview)

Ann did not focus solely on the *39 Clues* series and attempted to meet the needs of each student using the model while she searched for reading interest. She reported working with a particular student, *“I had to go back from curiosity back to the trigger and try a different book, and then I can get her up to curiosity.”* (Ann interview) Her understanding and implementation of the model was evident when she spoke about one of the three students motivated to read *39 Clues*.

“Andrew, he managed to go from curiosity, got really involved in it. He got book three today, so he is developing an emerging personal reading interest...so he’s very much completing the whole cycle. His curiosity is still high so right now I don’t have to apply the trigger to him...he’s very involved in the book, and as soon as he gets done he wants the next one.” (Ann interview)

Vygotsky’s theory of the zone of proximal development applies to the concept of the “wall”. This theory stipulates that the development of a child’s mental processes depends on the presence of mediating agents in the child’s interaction with the environment (Kozulin, 2003). One of the concerns of this theory was to elucidate how activities between the child and adult become internalized as the child’s own psychological functions. This internalization is the progressive transfer from external activity through mediation to internal controls (Dixon-Krauss, 1996). This zone of proximal development encompasses the gap between the child’s level of actual

development and their level of potential development supported by adult or capable peer. The zone represents the gap between what the child can do alone and what they can accomplish with assistance.

The teachers were the mediating agents trying to motivate reading for pleasure. At the onset of the study the students of Thomas and Ann required intense assistance with finding a book to read for pleasure. The zone of proximal development gap was narrow. The gap widened with the triggered situational interest event. Student read for pleasure on their own without teacher much assistance. However the gap narrowed again as time went on and motivation to read for pleasure diminished.

Thomas and Ann took the students as far they could with their limited knowledge of young adult literature. They both also have small gaps in their zones of proximal development. They require assistance from a capable peer to find books to match student interest.

Summary of the “Wall”

Figure 5 presents the theoretical model presented in chapter two. The three teachers' names have been added to the model to exhibit the point in which each encounter the “wall”. Thomas encountered the “wall” at Path 3. His students experienced involvement but did not develop an emerging personal interest. He “restarted” by retreating to Path 1 the triggered situational interest by conducting the book talk. Selena encountered the “wall” at Path 2: curiosity and interest. Her students did not experience involvement and interest waned. Selena was stuck at Path 2 and resorted to extrinsic methods to motivate reading for pleasure. Ann encountered the wall at Path 1. Three of her students developed an emerging personal reading interest and she reported that one student completed the entire cycle, “...so he is developing an emerging personal reading interest...so he’s very much completing the whole cycle.” (Ann interview) With the remaining students Ann continued to retreat to Path 1 in effort to trigger a situational reading interest attempting to create curiosity that may lead to a reading interest that in turn may engender involvement. She oscillated back and forth between the triggered situational interest and curiosity. Figure 3 presents frequency counts for the pattern theme the “wall.” Data gathered

from teacher journals, teacher observations, and teacher/researcher interviews indicate that Ann made several more attempt to “restart” reading for pleasure than both Thomas and Selena. Figure 4 presents frequency counts for the pattern theme of searching for reading interest. Triangulation of data also indicates that Ann reported spending more time than both Thomas and Selena searching for reading interest.

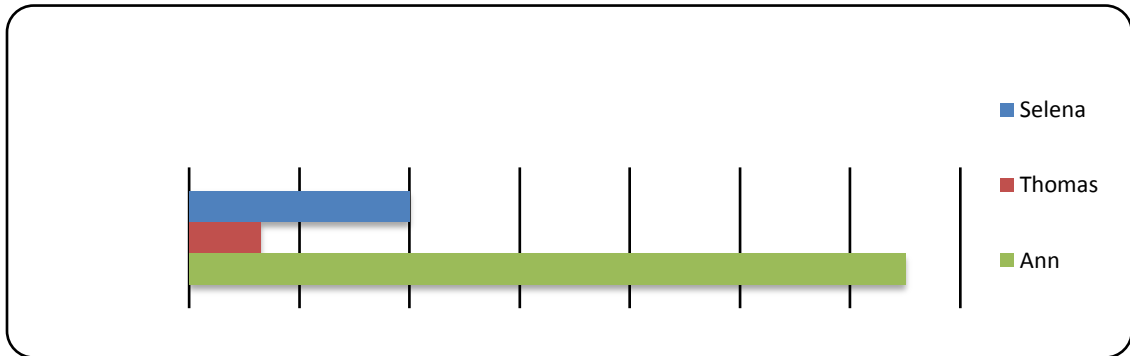


Figure 3. Frequency Counts for the “Wall” Efforts by teachers to restart reading for pleasure

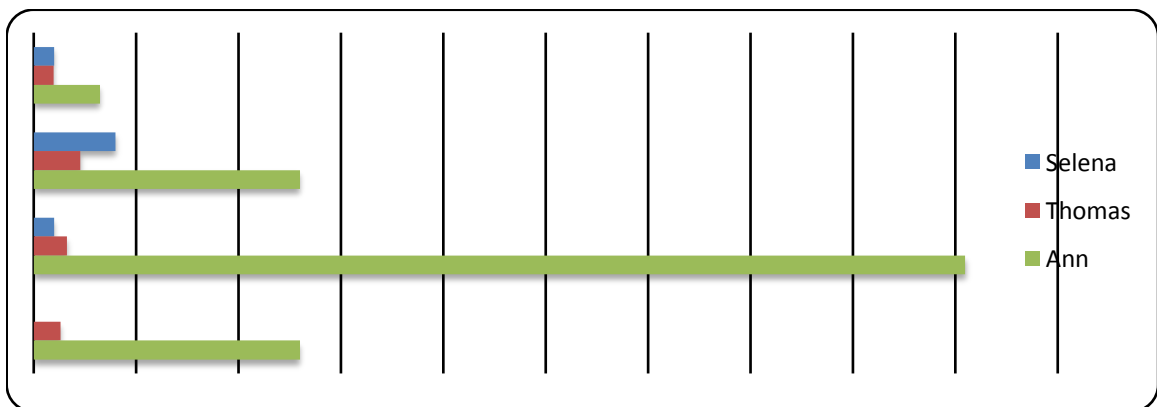
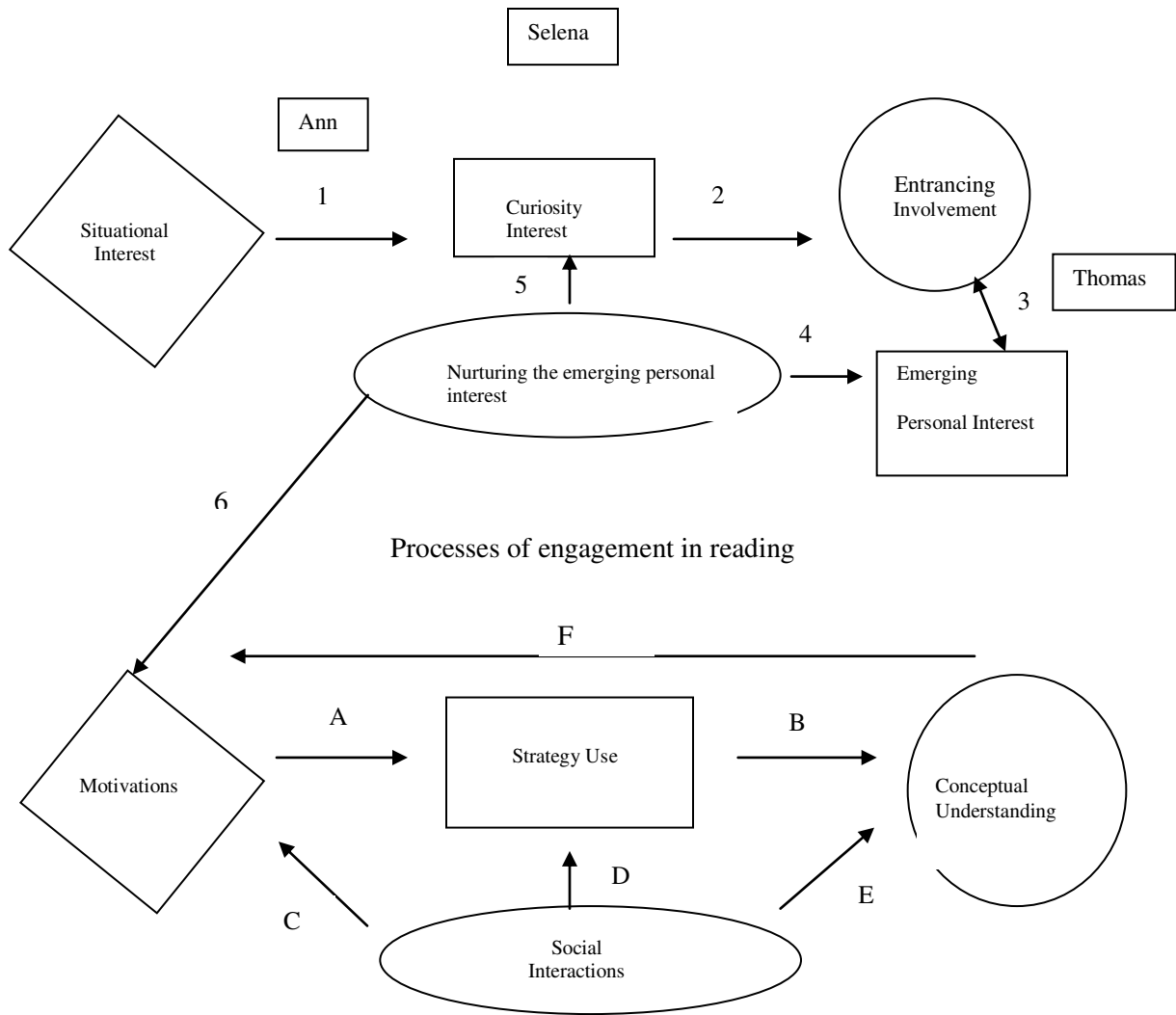


Figure 4. Frequency counts for the theme: Searching for Reading Interest.



(Guthrie & Anderson, 1999)

Figure 5. Processes for motivation and creation of a well developed interest to read for pleasure.

Student Data

Student data collection included teacher/student interviews and the MRQ administered at three time points. Surveys, interest interviews, and reading questionnaires are an established classroom practice among reading teachers. Semi-structured reading conference interviews are also common practices of reading instruction. Conferences took place between teacher and

students regarding their perceptions of the phases of interest development and motivations to read for pleasure. The MRQ determined increases or decreases in students' motivations for reading. The section below begins with a description of a mixed method design followed by the analysis of the one-way ANOVA statistical technique. The final section describes the social interactions around reading.

Motivation for Reading Questionnaire

The study employed a mixed method design for collecting and analyzing data. A mixed methods design "mixes" both qualitative and quantitative data in a single study to understand a research problem (Creswell, 2005). "When one uses the quantitative processes of careful measurement, generalizable samples, experimental control, and statistical tools combined with qualitative processes of up-close, deep, credible understanding of complex real world contexts, we have a powerful mix" (Miles & Huberman, 1994, p. 42). This style of research design can provide a linkage between distinct data types. Qualitative data from observations, field notes and interviews can be linked to quantitative data gathered from surveys or questionnaires. The mixed methods research design allows for assessing both the outcomes of the study (i.e. quantitative) as well as the processes (i.e. qualitative) (Miles & Huberman, 1994) . In the present study qualitative data gathered from teachers (teacher journals, observations, and teacher/researcher interviews) determined answers to all three research questions listed below. Both qualitative and quantitative data determined answers for research question two listed below: teacher journals, observations, teacher/researcher interviews, teacher/student interviews, *and the MRQ*. The MRQ measured student reading motivation outcomes and allowed for confirmation of teacher data. This mixing of data collecting and analysis added credibility to the findings.

Qualitative methods

- 1) To what extent do teachers use elements of the model; Processes for motivation and creation of a well developed interest to read for pleasure to create an emerging personal interest in reading?

Qualitative and quantitative methods

- 2) How do these elements effect struggling adolescent readers' motivations to read for pleasure?

Qualitative methods

- 3) How can teachers nurture/support an emerging personal reading interest?

The students selected for study completed the MRQ at three separate time points. Students completed the MRQ at the beginning, middle, and at the conclusion of the study. This 54 item four point Likert scale quantitative instrument measures 11 dimensions of reading motivations: efficacy, curiosity, involvement, importance, challenge, recognition, grades, social, competition, compliance, and reading work avoidance (see Appendix G for categories, dimensions, and items included in the MRQ). The MRQ also condenses the 11 dimensions into three reading motivation domains:

- 1) Efficacy domain: efficacy and challenge
 - 2) Intrinsic domain: curiosity, involvement, and importance
 - 3) Extrinsic domain: recognition, grades, social, competition, and compliance.
- Note:* reading work avoidance is not factored into a motivation domain.

Responses to the 54 items are measured on a scale from 1-4: 1) very different from me, 2) a little different from me, 3) a little like me, and 4) a lot like me.

A one-way repeated measures ANOVA was conducted to compare the differences between students' responses at three time points in the study on each of the 11 reading motivation dimensions and three reading motivation domains.

A one-way repeated measures ANOVA is utilized when the same people participate in all conditions. This statistical technique is practical when the question also concerns performance trends over time. Repeated measure designs are economically and practically advantageous because far less participants are required (Stevens, 2002). This last advantage is important because numerous subjects are not easily acquired in educational research

Through the one-way repeated measure ANOVA technique the variables are all measured using the same participants at three different times. This statistical technique can test if three or more means are equal (Field, 2005). It tests if the value of a single variable differs significantly among three or more levels of a factor. The results measured the differences of the 11 dimensions and the three domains between time 1 and time 2, time 2 and time 3, and time 1 and time 3.

The assumptions of normality and sphericity were met. To assess normality, I examined Shapiro-Wilk statistic, Q-Q plots, and histogram plots for each dimension and domain. All variables appeared to be normally distributed. The assumption of sphericity was met by the non-significant Mauchly's tests. The results from separate Mauchly's tests were not significant $X^2(2, .66) p = .72$. The means and standard deviations for the 11 reading motivations and the three reading motivation domains are presented in Table 10 and 11.

Table 9

Shapiro-Wilk Test of Normality

Dimension	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
efficacy T1	.14	15	.20*	.95	15	.60
efficacy T2	.15	15	.17	.94	15	.47
efficacy T3	.13	15	.20*	.99	15	.50

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Table 10

Dimension Means, Standard Deviations

Dimension	Mean	Std. Deviation
Challenge T1	2.38	.69
Challenge T2	2.62	.65
Challenge T3	2.65	.87
Competition T1	2.71	.73
Competition T2	2.78	.80
Competition T3	2.76	.58
Compliance T1	2.85	.38
Compliance T2	3.09	.65
Compliance T3	2.64	.62
Curiosity T1	2.43	.74
Curiosity T2	2.76	.75
Curiosity T3	2.72	.69
efficacy T1	2.78	.51
efficacy T2	2.61	.54
efficacy T3	3.01	.60
Involvement T1	2.36	.84
Involvement T2	2.40	.68
Involvement T3	2.47	.76
Grades T1	3.00	.64
Grades T2	3.33	.67
Grades T3	2.99	.59
Importance T1	3.26	.86
Importance T2	3.23	.82
Importance T3	2.70	.92
Recognition T1	2.62	.78
Recognition T2	2.76	.74
Recognition T3	2.73	.57
Social T1	1.97	.63
Social T2	2.1	.76
Social T3	2.09	.63

Note. N = 15

Only one dimension of reading motivation was found to be statistically significant.

Table 11

Domain Means, Standard Deviations

Domain	Mean	Std. Deviation
Efficacy T1	2.58	.56
Efficacy T2	2.65	.58
Efficacy T3	2.82	.70
Extrinsic T1	2.63	.47
Extrinsic T2	2.81	.60
Extrinsic T3	2.68	.48
Intrinsic T1	2.68	.69
Intrinsic T2	2.79	.71
Intrinsic T3	2.61	.67

Note. N = 15

The one-way repeated measures ANOVA with a Greenhouse-Geisser correction determined an overall statistically significant difference in efficacy $F(1.979, 3.915) p= 0.032$. This omnibus F test determined an overall significant difference in efficacy among the three separate administrations. A follow up test was needed to determine which time points showed the most significant difference. Post hoc pairwise comparison analysis tests using the Bonferroni correction revealed that efficacy increased nearly significantly between time 2 and time 3 ($p = .05$) (See Table 12 and Figure 6).

Table 12

Pairwise Comparisons Efficacy Time 1, Time 2, and Time 3

Measure:MEASURE_1

(I) efficacy	(J) efficacy	Mean		Sig. ^a	95% Confidence Interval for Difference ^a	
		Difference (I-J)	Std. Error		Lower Bound	Upper Bound
1	2	.16	.13	.73	-.20	.54
	3	-.23	.14	.37	-.62	.15
2	1	-.16	.13	.73	-.54	.20
	3	-.40	.15	.05	-.80	.08
3	1	.23	.14	.37	-.15	.62
	2	.40	.15	.05	-.00	.80

Based on estimated marginal means

Adjustment for multiple comparisons: Bonferroni.

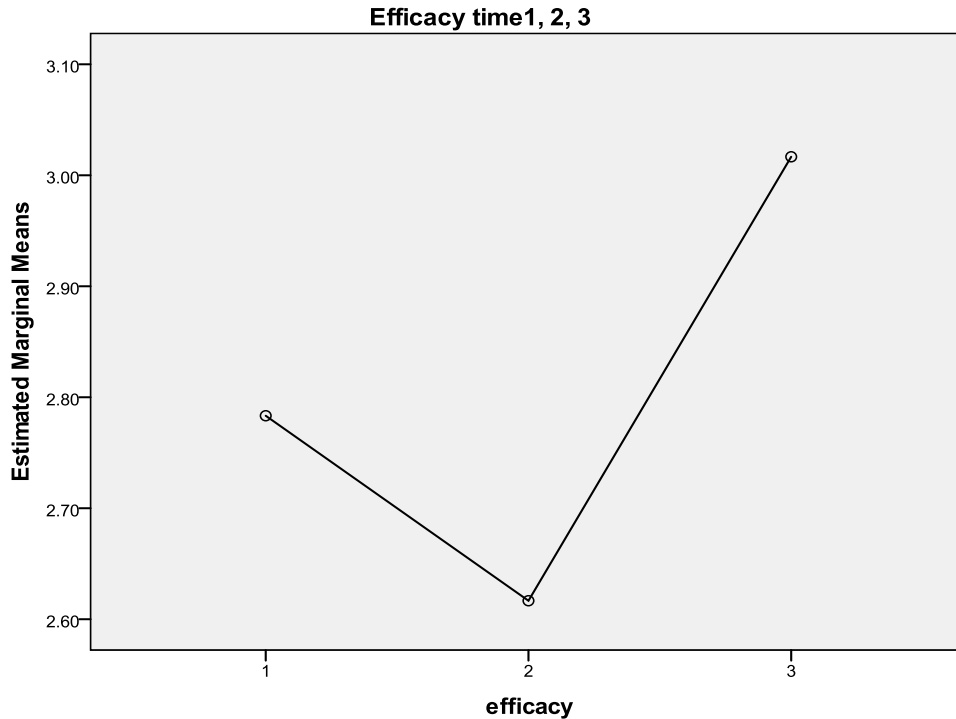


Figure 6. Efficacy Time 1 2, 3

The items from the efficacy scale asked students to rate themselves on a scale from 1-4 on four items:

1. I know that I will do well in reading next year.
2. I am a good reader.
3. I learn more from reading than most students in the class.
4. In comparison to my other school subjects, I am best at reading. (Wigfield et al., 1996)

As stated in chapter two reading self-efficacy refers to the extent of a person's positive expectation to perform well on a reading task (Bandura, 1997; Wigfield et al., 2004). These positive reading expectations are contingent on positive past reading performances. In the past the domain of efficacy was considered a component of the intrinsic domain (Wigfield & Guthrie, 1997). Subsequent reading motivation research has found that efficacy represents a precondition and is not an inherent component of intrinsic reading motivation (Guthrie, 1999; Schiefele, 2012; Wang & Guthrie, 2004). It could be reasoned that student efficacy grew based on positive past reading performances required throughout the school year (such as classroom assignments and tests) while intrinsic motivations to read for pleasure waned. The qualitative data supports this

reasoning. The sample below from teacher/student interviews conducted toward the end of the study indicates that students perceived their reading ability to be increasing.

Compare your reading for pleasure in middle school with your reading behavior in elementary school.

My reading has improved 110% throughout my years of schooling. In elementary I didn't really like to read, but now in middle school I look at it as a hobby I could not spell in elementary. I can spell better now. My handwriting stayed the same. I enjoy reading more now than I did then (Thomas teacher/student interviews)

Results from the statistical analysis of the MRQ are consistent with the qualitative findings. Most of the students in the study, based on qualitative data, did not develop a well-developed personal reading interest. The rationale to use MRQ in the study was to measure intrinsic motivations to read for pleasure specifically the dimensions of curiosity and involvement. The quantitative results show that curiosity did increase from time 1 to time 2 but waned from time 2 to time 3. Involvement showed small increase across all time periods (see Table 10). This increase in curiosity is also consistent with the qualitative findings. At the onset of the study teachers created a situational interest that engendered student curiosity with a specific book. However, as the study progressed the teachers had difficulty maintaining the situational interest and hence curiosity waned.

The results of the MRQ also indicate social motivation did not increase during the study. However, an analysis of the item contents from the social dimension suggest that this dimension assesses the preference for and frequency of literacy practices more within the family than the peer group (Schiefele, 2012). Only three of the seven items from the MRQ reference reading within the peer group. The remaining five items reference reading practices within the family. It may be reasoned that low scores on the social scale was caused by limited preference for and frequency of literacy practices within the family by students in the study. More items assessing peer group/ teacher social purposes for reading may have yielded higher responses. The results from the MRQ social dimension are inconsistent with the qualitative findings. As described in the next section social interactions around reading increased motivation to read for pleasure. As

stated earlier only three of the seven items from the MRQ reference reading within the peer group (bolded items). The remaining five items reference reading practices within the family (see list below).

Social purposes of reading

- 1. I visit the library often with my family
- 11. I often read to my brother or my sister
- 20. I sometimes read to my parents
- 21. My friends and I like to trade things to read**
- 34. I talk to my friends about what I am reading**
- 38. I like to help my friends with their schoolwork in reading**
- 42. I like to tell my family about what I am reading

Social Interactions

Social interactions around reading among students and between students and teacher increased motivation to read. Positive social interaction patterns in the classroom have been shown to positively affect students' motivations to read... "motivation and social interactions are equal to cognitions as foundations for reading" (see Figure 1) (Guthrie & Anderson, 1999). Initially, reading for pleasure increased due to the social exchanges around reading.

Motivation theory has seen a recent shift from considering context as an independent variable toward considering motivation itself as being socially constructed (Nolen, 2007). Social contexts can be a motivational factor (Deci et al., 1991; W. S. Grolnick et al., 2007; Katz & Assor, 2006; Ryan & Deci, 2000). Motivation develops over time within particular contexts. As described in previous sections, at the onset of the study social factors played a part in maintaining the triggered situational interest. Both Selena and Thomas initially created novel situations that triggered an interest in reading. Thomas incorporated the same book into his class wide SSR program and Selena created a "special book club." Ann conducted several individual student reading conferences. All three promoted and supported social interactions in the context of reading for pleasure. These teacher action patterns support prior research that found the impact of socialization contexts is relevant to the development of motivation to read for pleasure (Klauda S. & Wigfield, 2012; Schiefele, 2012)

As described earlier, initially motivations to read increased but waned over time. Positive social interactions played a role in motivation to read for pleasure. Students experienced positive emotions around reading contexts.

Excerpts from Selena's early journal entries indicate the social context around reading she created was motivational factor ... *The girls seemed really **excited**...like they were a part of something... like a book club... because we would meet weekly to talk about it outside of class... feeling that they were a part of doing something special... their **excitement** over saying how great it was, and how awesome it was...they were **excited** just to say, "have you gotten to that part yet"* (Selena journal entries).

An excerpt from Selena's interview with a student also indicates the social context was a positive experience.

Selena: The next question is why would those changes make reading more enjoyable? So can you think of anything that would make reading more enjoyable?

Student: If we could like after we read a book like talk to our friends about how the book was and the chapter and all of that (Selena teacher/student interview).

Selena also spoke of another student who in the past was unmotivated and disengaged from school activities. Selena reported that this student became "excited" and spoke to her everyday about reading. The student's overall performance improved and her "confidence" increased.

*She's the one that has **improved the most** in my class with not breaking down in to tears if she doesn't get it the first time. And so I feel like being able to get through these books has helped her earn a little bit of **confidence** maybe that she didn't have before, because she thought the others girls were smarter than her. I think. And they're struggling to get through the second book and **she's ahead of them**.*

She comes to me every day at the beginning of class and tells me where she is in the book. "Look, I'm on chapter eleven. Look I got this far this weekend." She's excited. And it's hard for me to tell if she's excited for herself if she wants my approval to say "great job, "keep going," or whatever. For whatever reason she's talking to me more than the other girls... (Selena interview)

The student was experiencing self-determination with reading for pleasure. Again, self-determination theory focuses on human needs of competence, autonomy, and relatedness and the environments that lend support for these needs. Therefore, Selena acted as

the socializing agent whose warm, active involvement in reading activities helped facilitate the internalization of motivation by fulfilling the basic psychological needs of relatedness, and competence (Grolnick, 2002).

Excerpts from Thomas' researcher/teacher interview also indicate that social contexts can be a motivational factor. Midway through the study he selected the novel *The Hunger Games* to read aloud to his class. At the time the movie version was playing at theaters and he chose the novel as an instructional tool to demonstrate the cognitive processes of engaged reading. *"It is the hot book. I'm using the Hunger Games for my read aloud/think aloud/talk aloud. That's the other part of the ramp up literacy model. So with that I read it. I demonstrate what good readers do, and the kids—that's been a real motivator to read the series" (Thomas interview)*. As he read aloud motivation itself was being socially constructed. Albeit the novel read aloud intent was instructional, the social context of reading aloud and discussing the content motivated reading for pleasure. Several students read the series outside of class. *"I noticed a lot of the kids read the series on their own, **which is also new**. I don't know if it has anything to do with involvement or not, but they're trading the books around. Like somebody will have *Catching Fire* which is the next book in the series, they'll trade them around. And then of course the movie has helped out a lot (Thomas interview)*. Student interviews confirmed Thomas' read alouds as a motivational factor. Thomas was unable to conduct the teacher/student interviews due to time constraints. However, the six students participating in the study completed the interview protocol independently. Because they answered the questions independently they were free to express their ideas without the presence of their teacher. All six enjoyed Thomas's read aloud. Their answers to question nine from the interview protocol are listed below:

Name some activities that your reading teachers do that you like?

Student 1: Read to us.

Student 2: Read outloud and stop at certain points to explain something..

Student 3: Read books such as Hunger Games.

Student 4: Read to us

Student 5: Read books such as Hunger Games.

Student 6: Read a lot in class (Student interviews)

Successful environments for struggling readers involve social contexts that promote interaction among students and between students and their teacher during literacy activities. “When teachers read aloud interesting books and demonstrate their own enthusiasm for reading, their zeal may become contagious,” (Ivey, 1999b, p. 375).

However, once again, Thomas did not anticipate the motivational influence of social contexts on reading motivation. The school owned only a few copies of the *Hunger Games* series and the students had to share copies. The read aloud served as a triggered situational interest that piqued curiosity with the *Hunger Games* series. He missed another opportunity to nurture an emerging personal reading interest by not acquiring multiple copies.

Gary: Do they have the book in front of them while you read aloud? Do you have a class set?

Thomas: I don't. (Thomas interview)

When the study began Thomas posed a question in the journal entry regarding the triggered situational interest, “*I did wonder if that motivation would carry through in the future or if this was a temporary event. Even if they are into reading the rest of the series, will that translate over to reading motivation in general?*” (Thomas journal entry 2/7) He posed this question early in the study. Three months later, at the study’s conclusion I followed up on his early inquiry.

Gary: Did the motivation carry through into the future?

Thomas: That's still—we're kind of still in that process (Thomas interview 4/18).

Triggered situational interest events are temporary and require maintenance. As presented in chapter two, nurturing the personal reading interests of students from phase 1 through phase 4 is essential to sustain a well-developed interest in reading for pleasure (Hidi & Renninger, 2006). Thomas noticed new behaviors but missed opportunities nurture an emerging personal reading interest due to limited access to *Hunger Games* series and a lack of planning.

Summary of Student Data

Student data collection and analysis utilized a mixed method design. The quantitative MRQ measured 11 dimensions of reading motivation for fifteen students. A one-way repeated

measure ANOVA indicated a significant increase in reading efficacy among students. The students participating in the study reported a positive outlook of their reading ability. The most important of motivations to read constructs of curiosity and involvement did not increase significantly. The social dimension scale also showed no increase. However, qualitative data analysis indicated positive social interactions around reading increased student motivations to read for pleasure. The social context was shown to be motivational factor. Motivation was socially constructed around reading because teachers created social situations that set the stage. Thomas and his students experienced a positive reading motivation change in their SSR program. They read and discussed “good books”. Selena’s special book club engendered excitement among her students.

Back to Kate. The social interactions around reading expanded beyond Kate and I. Kate’s emerging reading interest had collateral effects. Several students wanted the books, “That Kate is reading.” I purchased several more copies of Draper’s trilogies. One day three seventh grade girls came to my room to look at the growing library. They wanted to check out books that, “Kate was reading on the bus.” Kate also began to read books suggested by her cousin, “She’s in college.” Kate brought to school a novel suggested by her cousin; *Go Ask Alice*, “Have you read this book.” Both Kate and her cousin read the book and Kate thought I may also wish read it. I had read it years ago but I took the book, “Thank your cousin for me.” I reread the book that night.

Kate shared her reading experiences both at home and school. I know now Kate’s motivation to read for pleasure developed within a social context. I unknowingly, at the time, constructed a social context and a supportive environment that increased Kate’s motivations to read for pleasure.

CHAPTER 5

DISCUSSION AND IMPLICATIONS FOR FUTURE RESEARCH

“Increasing the proportion of children who read widely and with evident satisfaction ought to be as much a goal of reading instruction as increasing the number who are competent readers,” (Anderson et al., 1985, p. 15).

This chapter begins with an overview of the present study. The findings of the study, its relationship to previous research, and implications future research are discussed.

Overview

The study’s purpose examined a process as teachers applied elements of a theoretical model and the effects on student motivations to read for pleasure. Reading research demonstrates increasing reading amounts, specifically the amount of reading for pleasure has far reaching benefits. Many literacy researchers have found reading amounts, rather than oral language, contributes more to children’s vocabularies. Essentially, print provides more word learning opportunities than speech (Cunningham & Stanovich, 1991; Ann E. Cunningham & Keith E. Stanovich, 1997; Echols et al., 1996; Nagy & Anderson, 1984; Stanovich, 1986). In order to increase one’s vocabulary, one must be exposed to unknown words, and print provides the better word learning opportunities compared to speech. Furthermore, reading for pleasure exposes readers to many more new words.

The study combined and arranged the theories and constructs described in the literature into a linear process, and described later, was found to be recursive. The model specified an instructional starting point to motivate reading for pleasure with students who previously had no motivations to read for pleasure. Using the model, teachers attempted to create curiosity with specific book by triggering a situational reading interest (Path 1). Teachers then attempted to maintain the triggered situational reading interest in hope that the student(s) would experience an entrancing involvement while reading (Path 2). This entrancing involvement engendered an

emerging reading interest with the book, author, or genre. The student would subsequently seek out more reading to repeat the positive experience of entrancing involvement (Path 3). All the while, using various methods, the teachers attempted to nurture/support the emerging personal reading interest (Path 4 and 5). If the process is successful the student will form a well-developed reading interest. This well-developed personal reading interest may accentuate the reading engagement perspective by increasing motivations to read, strategy use, conceptual understandings, and positive social interactions around reading (Guthrie & Anderson, 1999). The student may then become a self-determined reader that is competent in their reading ability, can seek further pleasure reading autonomously, and form relationships with reading material and with other readers (Path 6).

However, as the study progressed this linear process was found to be recursive (see Figure 7). Once student motivation to read for pleasure began to decrease teachers retreated to a preceding path, became “stuck,” or remained at the “wall”. Thomas encountered the “wall” at Path 3 the emerging reading interest and retreated to path 1 the triggered situational interest. Selena encountered the “wall” at Path 2 curiosity and interest and became “stuck”. She persistently tried to engender curiosity and interest. Ann encountered the “wall” at Path 1 between triggered situational interest and curiosity. She retreated to the triggered situational interest attempting to engender curiosity and interest. She oscillated back and forth searching for student reading interest.

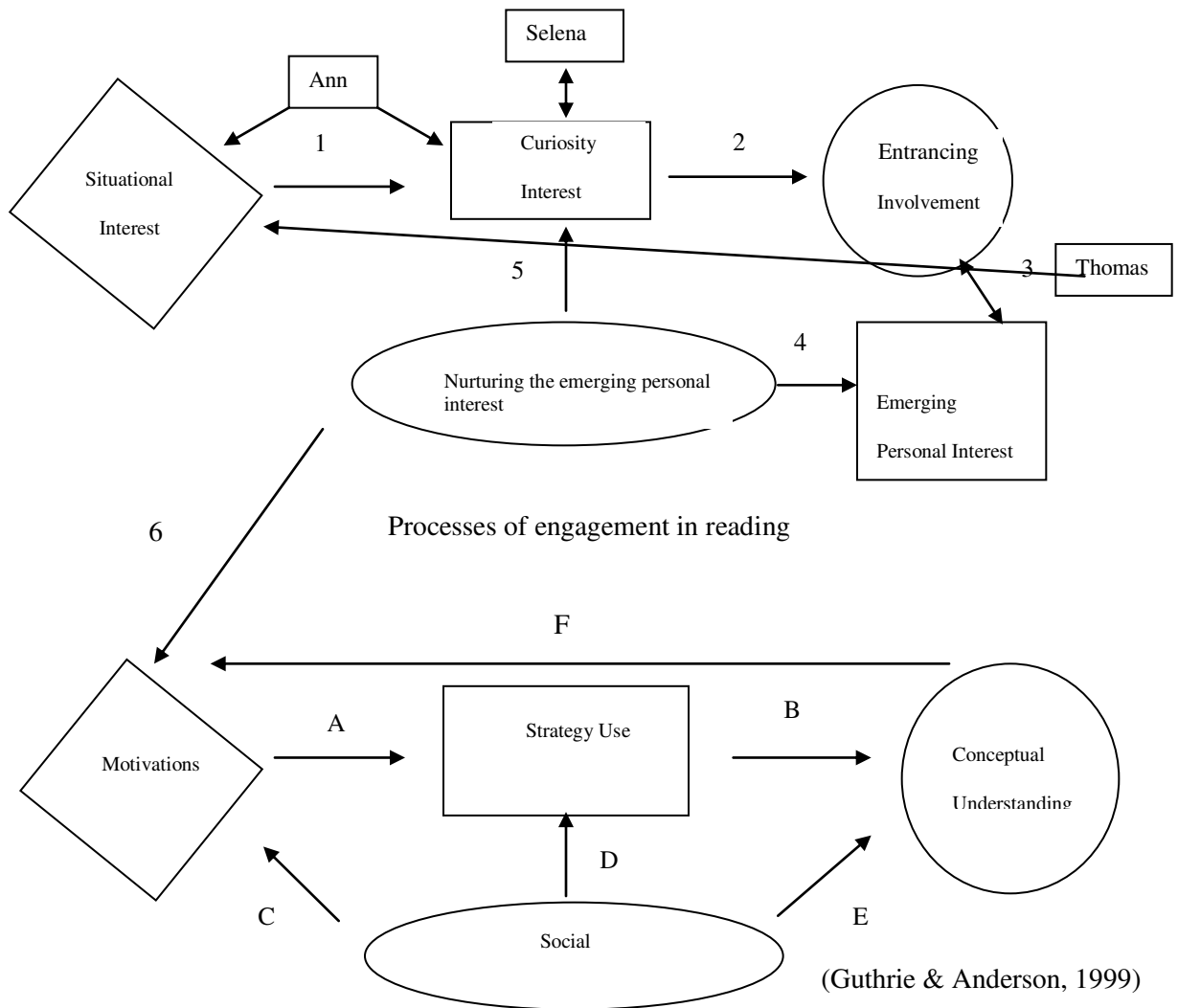


Figure 7. Processes for motivation and creation of a well developed interest to read for pleasure.

Summary of Findings and Relationship of the Current Study to Previous Research

In the review of literature for my study, I summarized and contextualized previous research on struggling adolescent readers and motivations to read for pleasure. I will now fit my study within that literature.

As described, three teachers in the study applied elements of the model to motivate reading for pleasure with eighteen students' selected for study. Data collected from teachers included: journals, observations, and researcher/teacher interviews. Data collected from students

included: teacher/student interviews and the MRQ. The study took place in three different middle schools and lasted five months.

Teachers in the study applied certain elements of the model and the effects increased student motivations to read for pleasure. They all had initial success with motivating pleasure reading but as they progressed with model implementation student motivation waned. After the initial success with triggering a situational reading interest to create curiosity all teachers reported difficulty with maintaining the situational reading interest, "So, maintaining the situational interest has been the most interesting part of it." (Ann interview), "Start-up was great and the middle part was not so good." (Selena journal entry), "Student SSR engagement is drifting at this time, what to do?" (Thomas observations). Although a few students developed an emerging personal reading interest with the books selected by teachers most students did not develop an emerging personal reading interest.

The initial success was due to teachers effectively using the motivation to read constructs of curiosity and interest in linear fashion. They created a triggered situational reading interest that engendered a curiosity with a specific book. The teachers intentionally set aside time during classroom instruction in the attempt to get students curious about a specific book. The students were motivated to read for pleasure and enjoyed the books their teachers selected. This finding is consistent with previous research. Curious students tend to have a desire to explain and understand topics. If a particular author or book series is introduced to a reader and if motivated by curiosity an interest develops for the author or series and reading amount increases (Bergin, 1999; Guthrie & Anderson, 1999; Renninger et al., 1992). Interest in a particular topic motivates the reader to seek out books on the topic and read with rapt attention (Edmunds, 2006; Gambrell, 1996; Schiefele, 1996; Wilhelm, 1997).

The time set aside to read and discuss books, the book club, and individual reading conferences served as the "catch." As mentioned in the literature review the first two phases of the four-phase model of interest development are the "catch" the third and fourth phases are the "hold." These initial novel activities and affirming results mirror a study in mathematics

classrooms. Mitchell's (1993) study on mathematics classrooms describes activities to trigger situational interest as catch facets. He proposed...: "the very essence of catching lies in finding various ways to stimulate students." He designed mathematics lessons with catch facets such as puzzles, group work, and computers. In open-ended questionnaires students explained the catch facets provided a "change of pace and a variety to the usual state of affairs," (p. 426-427). Likewise, the novel activities created by Selena, Thomas, and Ann stimulated student curiosity because of the change of pace from the usual classroom activities.

As the study progressed the teachers' success at motivating students to read for pleasure became limited. They met obstacles with the final phases of the four-phase model of interest development—the "hold." Student motivation waned as two of the teachers, Selena and Ann, encountered various difficulties with maintaining the triggered situational interest. Their students began reading for pleasure and experienced positive emotions toward reading. However, as their initial curiosity became satisfied, their teachers resorted to extrinsic motivational methods to encourage continued reading.

Early in the study, on February 3rd, Selena's students informed her about a series they enjoyed reading, "*Some of the girls asked if it was like a Bluford book and I told them that yes, if they liked Bluford books they would like these,*" (Selena journal entry 2/3). Her students indirectly made a book choice. The Bluford High School series is a set of fifteen books with average lengths of 120 pages. Written at the fifth grade level these short texts illustrate the teenage experience of high school in an urban setting. This student choice of books is consistent with the findings of Worthy (1996) and Ivy (1999b) who found middle school students frequently choose books that are not cognitively demanding. Regardless of ability many middle school students choose light reading with predictable plots. However, Selena pushed forward with the Hazelwood High school Trilogy even though motivation to read for pleasure diminished. She may have abandoned the Hazelwood High School trilogy and opted for the Bluford series for good reasons. First, Selena's reported in her journal entry, "*Cheyenne and the rest have stated they hate the book.*" Second, her students were familiar with the Bluford High School series and had read the

first book early in the school year during the school library sponsored Read Across America. On that day the librarian inadvertently created a triggered situational reading interest by allowing an entire grade to read the first book in the series. During Read Across America normal content instruction was put aside. As the students progressed from class to class each teacher read the book aloud picking up where the last teacher ended. They read book in a single day. At the end of the day all students received the next book in the series.

"We gave every kid in the reading program, any of our reading programs, a free Bluford books at the end start the school year. Ms. C purchased them for us. And so they knew that we had handed out free books, so I think they thought this is the Bluford thing where they handed out," (Selena interview).

Ivey's (1999b) case study finding that when a struggling reader found a text appropriately matched to ability and personal interest, that reader demonstrated persistence, investment, and remarkable use of cognitive skills. To that end, perhaps abandoning the Hazelwood High School series and adopting the Bluford series for the book club may have "restarted" reading for pleasure.

In another note worthy situation, Selena failed to abandon the Hazelwood High School Series and "restart" with the Bluford High School series her students found interesting, but she did make a critical decision regarding interest. She chose to begin the Hazelwood High School series with the second book rather than the first. She had her students read *Forged by Fire* first rather than *Tears of a Tiger*. During a phone conversation she stated, "I think I will go with *Forged by Fire*, I think it will get them curious and interested quicker." She correctly surmised the book would capture their interest early. Her choice of book is parallel with past research on interest. The book contains details to interest struggling readers including vivid segments to produce imagery and character identification and seductive segments that lure the reader to continue reading until the end (Schraw et al., 2001; Schraw & Lehman, 2001). The story also "jumped right in" to an interesting segment. A qualitative study conducted at two middle schools looked closely at what students liked about books they read. Students in the study reported character identification and more importantly "wanted books to grab them right away," (Kelley, Wilson N.,

&Koss, 2012, p. 85). The following is an excerpt from the first page of *Forged by Fire* that illustrates this concept of “wanted books to grab them right away,”

If you don't sit your stinkin' useless butt back down in that shopping cart, I swear I'll bust your greasy face in!” she screamed at the three-year-old in front of her. He studied her face, decided she was serious, and put his leg back inside the cart. He was standing near the front end of the cart, amidst an assorted pile of cigarette boxes, egg cartons, and pop bottles. He didn't want to sit down anyway because of the soft, uncomfortable load in his pants, which had been there all afternoon and which felt cold and squishy when he moved too much. He rarely had accidents like that, but when he did, Mama sometimes made him keep it in his pants all day to “teach him a lesson.” (*Forged by Fire* pg. 1)

Selena's decision to form the book club is consistent with research that emphasizes the importance of social contexts to increase reading motivations. Her book club parallels Alvermann's (2001) experience while conducting case study research. While working with a struggling adolescent reader she came to realize, “Rather than thinking about reading as a subject, I came to view it as a practice that is socially, culturally, and institutionally situated—one that is rarely just about written words,” (p. 686). Ivey (1999b) concluded from a case study of three adolescents over a five month period that engagement in literacy was an outcome of person-situated relationship. Selena's students came together in a social context where their reading was not viewed as deficit; their culture was not seen as depriving. They were simply part of a book club.

Thomas progressed further with implementation of the model. He effectively maintained the triggered situational interest. His students read the first two books in the Hazelwood High School Trilogy and repeatedly asked for the third book. Data analysis from his teacher journals and observations indicate his students' experienced entrancing involvement (Nell, 1988). They sought to repeat the experience with the third book in the series. However, Thomas did not provide this third book. Subsequently, his students were unable to develop an emerging personal reading interest. Thomas never mentioned reading other titles from Draper. In fact he admitted, “*I did not read the third book in the Hazelwood High School series.*” If he had read more of Draper's work he may have nurtured the emerging personal reading interest by guiding the students to other titles. Elliot-Johns (2012) reminds us, “Like everything else, we as teachers cannot do for children what we cannot do first for ourselves,” (p. 43). Reading more young adult literature that

matched the emerging interest would have given him an insider perspective regarding Draper's work or the work of another author. Ivey (1999a) discussed the importance making available interesting material that hook the reader... "in my experience getting the right books into middle school students hands has made a world of difference in their inclination to read,"(p. 373).A similar finding by (Moje et al., 2008) suggest that adolescents will read but they need suggestions on what to read. In my practice, when a student develops an emerging personal reading interest created by the Hazelwood High School Series I nurture this interest by guiding them to a similar series written by Draper: *The Battle of Jericho* (Draper, 2003), *November Blues* (Draper, 2007), and *Just another Hero* (Draper, 2009). I have read the books. All record the urban high school experience with familiar characters. The texts have vivid segments and seductive details that keep the pages turning. "As a teacher, a great skill is to be knowledgeable about authors, series, and genres that appeal to adolescents... this leaves the door open for you to suggest titles and reading materials you think may be of interest," (Kelley et al., 2012, p. 90). During the pilot study I asked a student why she read 28 books in the eighth grade but none in the seventh grade, she grinned, "There were no good books out there."

When Ann realized that only two students were motivated to continue with the *39 Clues* series and she restarted implementing the model's elements of triggered situational interest and curiosity with the remaining student

Access to Books

All three teachers in the study provided quick access to books. The ability to keep a book in the hand of a student became important. The teachers did not rely on scheduled class trips to the library. They supplied the students with books. For example, if a book became misplaced the teacher provided a new book. When a student finished reading a book the teachers supplied the next book immediately. Availing students with convenient access to reading material contributes to increased reading for pleasure is consistent with past research (Gambrell, 1996; McQuillian & Au, 2001; Pachtman & Wilson, 2006).

Future Research

Because works young adult literature are about and for adolescents, they put students at the center of the learning experiences we devise. ((Salver, 2000, pp. 96-97)

Future research may explore the use of young adult literature as curriculum. A recent literature review by Hayn& Nolen (2012) regarding young adult literature studies found out of 382 studies only 36 studies focused on user of the text. Most of the studies focused on topics such as: the text itself, multicultural themes, authors taught, constructs of racial identity, gender choices, technology, and studies of stylistic elements. "Little empirical research exists about the transaction that occurs when young adult literature is taught in the classroom setting," (Hayn & Nolen, 2012, p. 8). The literature review found a dearth of studies focusing on pervasive empirical studies using young adult literature as a curriculum. Future research on this topic may measure outcome variables including achievement, motivations to read, and the development of personal reading interest.

The current study began as an exploration of a multifaceted model but essentially, found only a small portion of the model was utilized by teachers. The portion of the model that gained the most mileage was the four-phase model of interest development specifically the first and second phases: triggered situational interest and maintaining the triggered situational interest. I believe this portion of the model gained the most traction for both teachers and students. The teachers dug in their heels and came out of the gate running. Students immediately responded favorably. Beyond its practical implications for the classroom, this portion from my exploratory study also provides several possible tangents for future research. Very little is known about how initial fleeting situational interest may develop into long-standing personal interests. This developmental process carries tremendous weight for educators. Schraw& Lehman (2001) suggest longitudinal studies to examine these processes in more detail. The studies may explore how interest is created, nurtured, and sustained.

Future research may extend my pilot study. In the pilot study, one of my students exemplified the four-phase model. In the beginning she stated, "I hate reading." Later in the school year she came to me the day before the week long spring break asking for books.

Knowing that she would not attend school for nine days— we gathered four books, “I have to make sure I have enough reading,” Considering the success of the pilot study future research would extend the current study with myself as a participant and designed as a collaborative model.

Future research should focus on questions such as:

- What transactional occurrences happen between teachers and students?
 - What transactional occurrences happen between students and students?
 - What transactional occurrences happen between readers and texts?
- Ivey & Broaddus (2000) suggest novice and preservice teachers as well as veteran

teachers conduct case studies with struggling readers. The case studies may incorporate the above research questions. By incorporating these questions the case studies may explore the transition from the triggered situational reading interest to personal reading interest. Future research should use an instructional design that considers the “wall.”

Furthermore, the MRQ should be utilized to measure reading motivations over time. Data from the MRQ should be analyzed using trend analysis techniques.

Implication for Practice and Policy

This study has several implications for classroom practice. Many struggling adolescent readers are from educational impoverished backgrounds especially void of pleasure reading. They require guidance to good books and positive social interactions built around reading. First, teachers need to be knowledgeable about current young adult literature that may appeal to urban youth. Many books written about teenage urban angst are not promoted by school libraries nor used as curriculum by classroom teachers...“these texts are not sanctioned within the literacy curriculum... these books and students that read them are at times marginalized because they do not draw upon practices that emulate the practices privileged in traditional classrooms,” {Edwards, 2010 p. 51}. Books such as these level the playing field because many students believe that reading for pleasure is not “cool.” Teacher who read these texts and gain an insider perspective increase the “cool” factor around reading. Second, as a starting points the teachers should formulate a plan. This plan requires finding and reading books written in a series. The teacher should have multiple copies of popular series that will allow students to have access. For

example, The Bluford High School series is available from Townsend Press for one dollar per book. If the teacher is knowledgeable about several book series then perhaps the “wall” will not be encountered. Or if the “wall” does appear the teacher and student will have options to get around it.

Current school literacy policies do not emphasize motivation to read for pleasure. Well thought out silent sustained reading programs are not widespread. Thomas saw the positive effect of using “good books” to turn around a classroom of nonreaders, even if for a short time. At this time, soon after the implementation of the common core state standards, many teachers are under the assumption that independent reading is to be done at home, not at school. This practice creates obstacles for struggling adolescent reader who have no reading interest. It also removes the motivational social context built around reading.

Some naysayers may balk at selecting some of the texts used in the study. They may insist students must read texts at a certain grade or lexile level. These naysayers take the new standards as law. However, struggling adolescent reader have difficulty reading books written at their grade level. English and language arts common core state standard ten addresses text complexity:

Students need opportunities to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the standards allow for. Factors such as motivation must come into play in text selection. Teachers who have had success using particular texts that are easier than those required for a give grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity (Common Core state standards p. 97)

Student’ ability to read complex text does not always develop in a linear fashion. Furthermore, motivation to read for pleasure does not always develop in a linear fashion. We have to start somewhere. We must see students as potential lifelong avid readers.

Limitations

The preceding results should be interpreted in light of several limitations. Although the study includes rich and detailed descriptions of the experience of three teachers and their students the findings are specific to the participants and to the contexts of school.

The small sample size of three teachers and eighteen students may limit the transferability of the findings. However, the sample represented a range of teacher experience each working at different schools. Also, the small student sample may inhibit the ability to generalize to larger populations.

Another limitation is the timing of the study. The study began in January when typically reading motivation tends to wane. I have found in my practice that after the traditional two week winter break students require a “restart.” Without a well-developed personal reading interest they tend not to read over the extended breaks from school. The study’s original start date was scheduled for the second week of school. However, several circumstances delayed the planned start date. If began at the start of the school year, when motivations for general school work is high perhaps the results would differ.

Lastly, this study was conceptualized, designed, implemented, and the data interpreted in light of my own convictions as a teacher and researcher. As Denzin and Lincoln (1994) remind us, “qualitative researchers can never overlook the fact that they are gendered, multiculturally situated, and theoretically inclined to view phenomena in ways that influence what questions get asked and what methodology is used to answer those questions,” (p. 296). My interpretation of the data was partially based upon my previous successes and failures motivating pleasure reading with students. I could never separate my own experiences from the experiences of Thomas, Selena, and Ann. Nor would I want to. I believe the more multiple experiences represented, the more meaningful the text (Alvermann, O’Brien, & Dillon, 1996). The reader should take into account the degree of subjectivity when evaluating the credibility and usefulness of the study findings.

Conclusion

The study had a purpose and guiding questions. Put succinctly, the study explored a process using a theoretical model to motivate pleasure reading; seeking answers to the overarching question; **how to begin**. The theoretical model combined three theories: self-determination, the reading engagement perspective, and the four-phase model of interest. The

“how to begin” commences with the “catch” a reading situation designed to spark a curiosity. This portion of the model was implemented effectively. Teachers encountered difficulties with the “hold.”

The “hold” became problematic. Teachers encountered a “wall” and subsequently the study results only focused on the four-phase model of interest specifically the first and second phases: the “catch.” The students did not progress to the end of the model; the “hold.” Initial success waned. Along the way mistakes occurred and opportunities missed. Teachers realized motivation decreased and adjustments became necessary.

Blame is not to be placed upon the teachers. Middle school structures are not conducive to applying the theoretical model. Middle school tends to depersonalize students. Eccles et al (1993) found, “middle school classrooms, as compared to elementary classrooms, are characterized by greater emphasis on teacher control and discipline; a less personal and positive teacher/student relationship; and few opportunities for student decision making, choice, and self-management,” (pp. 558-559). Middle school teachers have the responsibility to teach a large number of students which limits their time to get to know their students. Every hour of every school day thirty students file out of the classroom immediately replaced by thirty more. Friendly social interactions are required for teachers to discover student backgrounds, interests, needs, and personalities. The teachers knew this. Selena espoused this idea with her book club. She reiterated this idea during the interview. I asked what changes in the school day would have helped with model application, *“First thing I would do is see the kids at the first part to the day, and not during related arts... if magically you could have an extra period a day that wasn’t a core class or related arts so they didn’t feel stigmatized... like a little class,”* (Selena interview). I asked Ann the same question, she echoed Selena’s thinking, *“ I miss the days back before we had enrichment when we actually had like a seventy five minute period, because you had more time for one on one personal attention,”* (Ann interview). Both referred to the social embrace of a literacy community so desperately needed by struggling adolescent readers (Ryan & Deci, 2000). These comments confirm research that found struggling adolescent readers are highly sensitive

to contexts. "Given the right situation, with an attractive text and peer or teacher support, students who are otherwise considered struggling can be seen to read attentively and skillfully," (Guthrie & Davis, 2003, pp. 66-67).

How to Begin: Why Use Theory

This study was conceptualized, designed, implemented, and analyzed using theory. I feel the need to defend my reliance on theory. I wish to affirm the usefulness of theory.

Some educators express resistance to theory. They presume that formal theory is an imposition on the phenomena that interest educators. Their resistance may stem from a belief that theory reflects the hegemonic forces entrenched in society or scientific methods reduces humans as mere objects in causal chains (Ryan & Niemiec, 2009). Other educators are suspicious of theory because it imposes constraints on events and people rather than allowing educators to rely on their own experience to guide their actions. However, as the study demonstrates theory is useful.

The "how to begin" explains and clarifies several theories. Its all encompassing theory posits reading experiences and the psychological events that follow, can be violated or supported by social contexts. Psychological events are the interpretive thought processes that follow experiences. As an example, a student's experience of a controlling dictatorial math teacher will suppresses their feelings of ease to ask for clarification when comprehension breaks down. On the contrary, the experience of a caring teacher and supportive classroom environment that welcomes questions will enhance feelings of ease when one encounters difficulty solving two-step equations. Psychological events are not simply brain processes that energize human reactions and reactions. A teacher is not likely to influence behavior by manipulating students' brains, but by influencing how they interpret and experience material before them. "Psychological events are not only the proximal causes of behavior, *but they are the most, if not only, practical level at which we can typically intervene,*" (Ryan & Niemiec, 2009, p. 266). An educator cannot change a student's psychological event following experience by redirecting neurons but student experience may be changed by interpersonal interactions that impact learner motives, values and

goals. We can only intervene or manipulate the environment and its social contexts. The environments and social contexts are the most proximal and most meaningful aspect of experience we can influence. Environment and social context are the proximal causes of behavior. This leads us back to the “how to begin: question at the start of this section; why use theory: educators may use the theories from this study to change the social context around reading; to change the reading experience, to produce a positive psychological event.

One purpose for theory is generalizability and transferability. Theory provides us with guides and principles to organize our actions. The intent of the theories that guided this study was to organize a framework for perception and practice to motivate struggling adolescent readers to read for pleasure. Without theory to organize and guide action we would not know “how to begin.”

Epilogue: Follow Up with Teachers

The findings may place the teachers in a less than favorable light. One may think that they could have done more to motivate students to read for pleasure. Selena could have read more young adult literature, Thomas may have redoubled his effort to acquire the third book, and Ann could have chosen a more engaging series. These were my thoughts as I read their journal entries and observations over the course of the study. Each week while reading their journal entries I became the muted coach on the sidelines silently and simultaneously—cheering and scolding.

Approximately ten months after the study’s conclusion I conducted a follow-up. Selena is reading young adult literature with her students; Thomas did receive more copies of the third book in the Hazelwood High School series and uses the series with students, and Ann realized that *39 Clues* was the wrong choice. The “wall” was a learning experience. Perhaps now they anticipate the “wall” and plan accordingly.

Approximately ten months after the study ended I contacted sent Selena, Thomas, and Ann via e-mail asking two questions:

1. Did your experience participating in the study make a difference in what you do this year regarding motivating students to read for pleasure?

2. As the result of experience have there been changes in your thinking and/or practice?

Thomas continues to have the same difficulties with his SSR program as he did the day we met.

However, now he is armed and ready for the challenge,

"We have a very high number of non-readers and a large part of each block is silent sustained reading. Therefore, many were non-motivated to read and spent much of the SSR time flipping through various books, faking reading, or just plain off task. However, once I approached these students with the series we used in the survey many took an immediate interest." "This is not to say that all students became avid readers but many did," (Thomas follow-up).

Thomas used the same words to describe his methods to create pleasure reading as he did in the study. He is still in the book "selling" business; *I have changed my thinking in that I think any child, however reluctant, can attain an interest in reading. I just have to find the right book for the right child. I have to **sell** the book. (Thomas follow up)*

Selena spoke of reading more young adult literature to gain an insider perspective. She reported reading the same books as her students as a means to increase reading motivations. Requiring students to simply read independently is now not enough. Perhaps she is acquiring the skills mentioned above, "a great skill is to be knowledgeable about authors, series, and genres that appeal to adolescents... this leaves the door open for you to suggest titles and reading materials you think may be of interest," (Elliot-Johns, 2012 p.42)

"I believe there has been one major difference in my practice that I didn't follow through with before; now, if I have a struggling reader that's reading a book I've not read, I make sure I read it with them and ask questions just in conversation, like you would about last night's ball game or popular TV show. If I think it's dragging, I say so, if I'm ahead of them I try and peak their curiosity. I think it's made a real difference," (Selena follow-up).

Selena reported a change in her thinking. At the end of the study she spoke about this change in thinking—of becoming aware. Before the study, once her students left her classroom they became just another kid in the school. Now, she now regards herself as a reading teacher at all times and perceives her students as readers not merely children with skill deficits. She no longer allows her students to fend for themselves.

Before the Study

Sylvia: I think before I was much more concentrated on what was going on in my classroom, and I know this sounds terrible, but when my class is over I do PD with the teachers, I do walkers, I do all kinds of stuff in the building outside of being a reading teacher. And so if I saw them in the building later, I didn't think of them as one of my reading students anymore. They were just students that I work with. So I wasn't asking questions about what they were reading or if they had their homework done, or asked them questions. I wasn't their reading teacher in the hallways anymore. Does that make sense, like? (Selena interview 4/18)

Follow up

*Gary: What are you doing differently that's getting them to read for pleasure that you didn't do in the past based on what you know from the model?
"I only got to teach one class this year for 3 weeks (not read 180, just reading), however, I took extra time to really get to know my students, their interests and attitudes toward reading." (Selena follow up)*

During the study Ann did not complete any journal entries or record daily observations of students reading behaviors. However, she did provide an extensive detailed in-depth interview which provided data for analysis. In light of the limited data I needed to confirm the findings. To do so I sent her a follow-up e-mail stating the study's findings. Ann's responses added credibility to the study.

Ann confirmed that her choice to use *39 Clues* did not motivate reading for pleasure, "*I soon realized that I had chosen the wrong book.*" She reported her choice to use *39 Clues* initially triggered the situational reading interest engendering curiosity but motivating to read for pleasure soon waned.

"Initially, more students were interested. At least half attempted to read the first 2/3 books. As students chose not to finish the book or the series, I talked to each. Comments included that there were too many characters, the series went too fast, the students did not understand all the places the characters were visiting, and they didn't like some of the character," (Ann Follow up).

She also confirmed her constant search for student reading interest. Once she realized her mistake of choosing *39 Clues* Ann began searching for reading interest.

"If a student choose not to participate, then it was necessary to revisit interest. I asked each student (all in the class, not only those participating) what kind of movies, television shows, music and stories they liked to watch. I also asked them what articles they liked to read from the Read 180 selections and why they liked them. From this discussion, I could discern genres which might provide high-interest topics. Then I placed several books out that fit student interest criteria," (Ann Follow up).

She also confirmed her vast knowledge of young adult literature. Her follow up comments mention many titles and her practice of reading current young adult literature.

"I try to read current student literature appropriate to all reading levels. That allows me to lead students to books they might enjoy, such as Tunnels for the historical fan who likes mysteries to solve, to Rick Roirdan's new series.

Ann repeated her mistake this school year and selected a title that did not motivate pleasure reading. She selected the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* (Konigsburg, 1967). The choice was again based on past success. However, the students did not like the book and only eight students from a class of twenty-eight finished the novel.

"The novel that I choose for the 8th grade comprehensive group was a failure. I choose a brother-sister adventure that included running away from home, a mysterious statue, and hiding in a museum. This book had been successful with a 7th grade group a few years ago. Well, I found out that many of these students had never been in a museum and could not relate to the situation at all. Only 8 students actually finished the novel and passed the Reading Counts test," (Ann follow-up).

Ann reflected on the negative outcome of choosing *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. She wrote in the follow-up that elements of the model may have been useful with the class.

"I did not follow through with the curiosity-interest section as I should have, and the results displayed the fact that low level readers are not going to read something to which they cannot relate. A test score was not enough motivation to make them read," (Ann follow-up).

Hopefully, the teachers in the study learned as much as I did from the study. The next time they find themselves, or a student, encountering the "wall" the theoretical model will may come to mind.

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APPENDIX A

IN CLASS OBSERVATION PROTOCOL

In class Observation Protocol

Date

Student

Time spent looking at book pages during Silent Sustained Reading (SSR) circle one

25%

50%

75%

100%

Page numbers from book reading during SSR.

Questions asked about the reading after each SSR

Instances of talking about books with peers or adults. At home and school.

Instances of reading other than SSR.

Did the student take the independent reading book home.

Number of books reading for pleasure during the study.

Title and author of books read for pleasure

Out of class observation protocol

Anecdotal evidence of reading behaviors

(i.e talking with peers or family members about reading, sharing books etc.)

APPENDIX B
INTERVIEW QUESTIONS

Compare your reading for pleasure in middle school with your reading behavior in elementary school.

1. Where do you get your books?
2. What type of books do you enjoy reading?
3. Why do you select those type of books?
4. Talk about your favorite book or author.
5. What do you think about when you read these books?
6. Do any of your friends read these type of books?
7. What type of reading occurs at home by your family members?
8. Name some things that your reading teachers do that you like?
9. What do you like about the reading activities done in your reading classes?
10. If you could change your reading class procedures what changes would you make?
11. Why would those changes make reading more enjoyable?
12. Name some things that motivated you to read for pleasure.
13. How would you motivate a reluctant reader to read for fun?
14. Name the next book that you plan to read

APPENDIX C

FIRST CYCLE PROCESS CODES WITH DESCRIPTIONS AND SAMPLE QUOTES

Process Codes	Descriptions	Sample Quotes
Accounting	<p>Reading activities or instruction designed to ensure students are reading.</p> <p>Methods used by teachers to keep track of the student(s) reading</p> <p>Methods used to determine whether or not the students are enjoying and comprehending the reading.</p> <p>The activities are regularly collected and graded.</p>	<p><i>“My biggest struggle this week has been the reading logs. They are pitiful and have been since before this book. I insist on at least 3 complete sentences and have since the beginning of the year but this group has really struggled with getting ideas on paper.” (Selena Week 3 2.24.12.)</i></p> <p><i>“They all had to read the first seven chapters for me. I gave them a series of questions that they had to do. And it was like: Pick your favorite character. What did this chapter do in chapter one? I gave them vocabulary that with the first ones. All they had to do is use the word in a sentence.” (Ann interview)</i></p> <p><i>“Having the subjects write daily about their reading and then discussing it openly in class.” (Thomas week 2 2.19.2012).</i></p>
Achieving	<p>Reading activities or teacher classroom instruction designed to increase:</p> <ul style="list-style-type: none"> • Reading test scores • Reading efficacy • Reading grades • These activities are not directly intended to foster reading for pleasure. 	<p><i>“The girls are ready to start reading! I tried to create reading interest with this group by telling them that they had been specially selected to be a part of a very special program that would help them become better readers. (Selena WEEK 1 2.3.2012)</i></p> <p><i>“That’s why I chose this book, even though her reading level is so much higher, I wanted to get her to read something to get consistency in there, and with her it’s the more upper level reading skills.” (Ann. Interview)</i></p>

Appendix C – Continued

Process Codes	Descriptions	Sample Quotes
Administering	Assessment duties and responsibilities that teachers must perform.	<i>"I'm responsible for all of their grammar standards. I'm responsible for all of the writing standards that they're going to be tested on, and I get them in small group equivalent to two and one half days a week."</i> (Ann. interview)
	Duties mandated by the district or principal that do not have anything to do with motivating students to read for pleasure.	<i>"Then we have a Reading Diagnostic Assessment which may take of two or three days in there, so that screws everything up."</i> (Ann .interview)
	Duties intended to measure reading performance and other academic subject performance.	<i>"Gary, I apologize for the slow start as things have been very busy at school. We are getting ready for an audit and have been collecting data, etc. for that."</i> (Thomas week 1 2.7.2012)
Rule Breaking	A deviation from normal classroom instruction or school procedures that allows the student(s) to have more time to read during school.	<i>"I met with my girls for the first time as a group on Friday afternoon. I pulled them out of Content Literacy and probably will for the remainder of this project. I think they are really excited to have the individual attention (even if it's with a group of 6). We met in the cafeteria and I shared with them their journal entries from this week." (Selena week 3 2.20.12)</i>
	Have quick access to books	
	To discuss reading with peers or adults	<i>"I allow the subjects to continue reading beyond the normal SSR time period (as in bell work time)" (Ann interview)</i>
	The teacher breaks or bends a rule in order to keep books in the student(s) hands to keep them reading.	<i>"And they, you know, in my class we go to the library once a week, but they pretty much are allowed to go, if they request... I'll let them go during SSR time."</i> (Thomas interview)
Restarting	A student or class of students has lost interest in a certain book suggested by their teacher.	<i>"BE is one example—I had to go back from curiosity back to the trigger and try a different book, and then I tried get her up to curiosity, but for some reason this is the one particular case where I'm just stuck between the trigger and the curiosity, and I can't get her past the curiosity."</i> (Ann interview)
	Restarting is a method used to create curiosity with another book (or maintain interest with the initial book).	
	The teacher will create a situation that triggers a curiosity with a new book or try to increase	<i>"So that part was that difficult—creating a situational interest as we were going with that second book. Start-up was great and the middle part was not so good. So I asked them about it every day." (Selena interview)</i>

Appendix C –Continued

Process Codes	Descriptions	Sample Quotes
Restarting	<p>curiosity with the initial book. The teacher does this to keep the student(s) reading for pleasure.</p>	<p><i>“I still have one student who doesn't appear to have gotten very far and left her book in her folder today so I called her down to my office a few minutes ago. She admitted that she hadn't even started the book. I encouraged her to just read the first two pages and see if it doesn't capture her interest. She couldn't tell me why she hadn't started it yet. She generally does her work and is a great student so I'll be checking on her again Monday”. (Selena interview)</i></p>
Accessing	<p>Methods used by teachers to keep books in the hands of students.</p> <p>Methods increase reading by allowing students to go to the school library during unscheduled times.</p> <p>The teacher has a well stocked classroom library which students' may select any book at any time to read for pleasure.</p> <p>If a reading interest emerges the teacher will quickly provide the next book in a series or a book by the same author so the student will not have to search for the book on their own.</p> <p>The teacher will supply books for students who have lost a book or left the book at home.</p>	<p><i>“To keep students reading for pleasure I have acquired more copies of the last book so they can take them home.” (Selena journal entry)</i></p> <p><i>“Having the next book in the series, Forged by Fire, readily available for the subjects.”(Thomas journal entry)</i></p> <p><i>“My copies of Darkness before Dawn have vanished. I checked out five copies from the library.” (Selena journal entry)</i></p>
Managing reading Behavior	<p>Managing classroom reading behavior by not allowing students to have side conversations during designated silent reading time.</p> <p>The teacher may find time during the day for</p>	<p><i>“The positives have obviously been that these girls are reading and have asked, several times, to skip the other rotations of Read180 (computer time and small group instruction) to continue reading. I can't do that because of the structure of the class but I think it's encouraging that they want to.” (Selena journal entry)</i></p>

Appendix C –Continued

Process Codes	Descriptions	Sample Quotes
Managing reading behavior	students to read for pleasure. The teacher may: plan (or impromptu) for more pleasure reading during class.	<i>“Giving the subjects ample library time to select a new book.” (Thomas journal entry)</i>
	Allow a student to read for pleasure and not participate in a classroom assignment.	
Searching for Interest	Methods teachers used to determine what book, author, series, or genre a student may enjoy reading (but the teacher has yet to determine the students reading interest).	<i>“I laid a whole lot of books out that came with the Read 180 Program at Level 1, Level 3, and Levels 4. And they came over, and they got to choose one.” (Ann interview)</i>
	Brief conversations with the student to ascertain the students’ reading preferences	<i>“I’ve had success with that book for girls who like realistic fiction about girls growing up and trying to find out more about themselves.” (Ann interview)</i>
	Suggest an author or book to the student based on the information gleaned from conversations	<i>“The methods that I am using to nurture/support the emerging personal interests in the six subjects are as follows: Asking the subjects questions about what types of books interest them personally and directing them to those titles in my classroom and school library.” (Thomas journal entry)</i>
	The teacher may have read a book or know of a book that is popular among students and suggest it to the student.	
	The teacher does this because the student has not developed a reading interest and cannot select the initial book or the next book to read.	
Owning	A student owns a book.	<i>“Initially they were more excited than I thought they would be about the ownership to the actual book. They wanted their own book; they wanted their name on it. They wanted to be able to take it back and forth to home, and after doing the interviews that we did over the past couple of days, it’s because most of them don’t have anybody else reading at home, so they might be the only person in the household, so they might be the only person in the household that actually owns a book. They had a book to bring back</i>
	The book is theirs to keep and not checked out from a library or borrowed from a teacher.	
	Many times a student has not had the opportunity to own a book.	

Appendix C –Continued

Process Codes	Descriptions	Sample Quotes
Owning		<p><i>and forth- not a library book but their own book.” (Selena journal entry)</i></p> <p><i>“He read Tears of the Tiger and Forged by Fire or was in the middle of Forged by Fire, and we had a book fair here at school. He asked his parents if they could buy him those books so he could keep them.” (Thomas interview)</i></p> <p><i>“The idea that they were going to get to keep a book, they were real excited about that. The books were going to be their books.” (Selena interview)</i></p>
Conversing	<p>Conversations between student(s) and teacher about reading books for pleasure</p> <ul style="list-style-type: none"> • To determine the student’s reading interests • To form a relationship with the student, • To maintain interest in the book, author, or series the student(s) is currently reading. • The student(s) may initiate the conversation by sharing reading experiences with the teacher and the student(s) may enquire about the teacher’s reading interests. • Meant to motivate reading for pleasure and not about grades or reading performance • Positive social interactions around reading and never meant to hold the student accountable for reading 	<p><i>“She’s excited. And it’s hard for me to tell if she’s excited for herself if she wants my approval to say “great job, “keep going,” or whatever. For whatever reason she’s reading the books on her own.” (Selena interview)</i></p> <p><i>“I have one student (Ch) who has repeatedly forgotten to bring her book to class but she has clearly started reading it because she is able to communicate her feelings about it so far with me and her classmates. She’s commented that the book is “too emotional” and that the mother makes her angry.” (Selena journal entry)</i></p> <p><i>“They can tell me—at least they care enough about a book now to know whether they like it or not. They are into it that much and they will discuss what they’re reading with me, they will ask questions.”(Thomas interview)</i></p>
Connecting	<p>The teacher attempts to make connections between a book and a movie a student(s) may</p>	<p><i>“Some of the girls asked if it was like a Bluford book and I told them that yes, if they liked Bluford books they would like these.” (Selena journal entry)</i></p>

Appendix C –Continued

Process Codes	Descriptions	Sample Quotes
Connecting	have seen.	
	<p>The teacher may try to connect a book with the life or perceived life of a student(s).</p> <p>This connecting is meant to create a curiosity with a book to get the students to begin reading it or the connecting may maintain interest in the book the student is currently reading.</p>	<p><i>“The thing that really got them sold on it was the characters in the books were kids their own age—teens, basketball players, and I even sold it as far as saying that Draper was a former teacher”. (Thomas journal entry)</i></p> <p><i>“I feel that what is motivating the subjects to read is a personal connection with the texts they have selected. In other words, they enjoy the young characters and find reading such texts pleasurable, instead of a chore.” (Thomas journal entry)</i></p>
Selling	<p>Methods used by teachers to create a curiosity with a book.</p> <ul style="list-style-type: none"> • Preview the text with the student(s) by telling them a little about it • Read a short excerpt • Call student attention to the front and back of the book. • Call student attention to the unusual format of the book. 	<p><i>“I tell them the setting. I give them a little bit about the books, the characters, just a brief little preview of what we’re going to read, you know, what’s in the book.” (Thomas journal entry)</i></p> <p><i>“Then the curiosity is bringing the book in, let them look through them, give them the CDs, you know, reading part of the first chapter and talking about it.” (Ann interview)</i></p> <p><i>“I talked briefly to the whole group, and then I asked them all if they’d ever heard about the books, and then the ones that expressed any interest I pulled over and had a conversation in class about them saying what it be about and that we would have as many books as they could possibly read if they were interested into it.” (Ann interview)</i></p>
	<p>Teachers observing and listening to students when they talk about reading</p> <p>Carry books home, or read silently.</p> <p>By noticing reading behaviors such as these the teacher tries to ascertain the student reading interest.</p>	<p><i>“I noticed a lot of the kids, which is also new, I don’t know if it has anything to do with our involvement or not, but they’re trading the books around.” (Thomas interview)</i></p> <p><i>“The positives have obviously been that these girls are reading and have asked, several times, to skip the other rotations of Read180 (computer time and small group instruction) to continue reading.”(Selena journal entry)</i></p> <p><i>“For next week, I’d like to make more time to meet with this group as a</i></p>

Appendix C –Continued

Process Codes	Descriptions	Sample Quotes
Noticing	<p>The teacher notices changes (positive or negative) in the students reading behavior</p> <p>An improvement in reading for pleasure is also accompanied by an improvement in other school behaviors.</p> <p>By noticing reading behaviors the teacher mentally formulates a plan to keep the student(s) reading for pleasure.</p>	<p><i>group and not individually. I know they want to talk about the events of the book with each other but R180 is not really designed to lend itself to group discussions.” (Selena journal entry)</i></p>

APPENDIX D

SECOND CYCLE PATTERN THEMES,
FIRST CYCLE PROCESS CODES WITH SAMPLE QUOTES

Pattern Themes	Process codes	Sample Quotes
Searching for Reading Interest	selling, connecting, searching for interest, conversing	<p><i>“The only thing that is not going well is that the students are finishing the two books on the series and are having some difficulty engaging with another book. I have offered them the book Monster (last Thursday) and they are reading it; time will tell how if they gain a strong interest in this text.” (Thomas journal entry)</i></p> <p><i>“So if it’s a book with a lot of girl drama in it, that page cannot turn fast enough, because that is where mentally and emotionally her emotion quotient is. She’s trying to find girls she has things in common with, that don’t put her down, that support her, all of those things with twelve and thirteen year old girls that are really important.” (Ann interview)</i></p> <p><i>“But I don’t have Becoming Naomi, but I do Esperanza Rising. Those are both books about girls her age that are realistic fiction that I think she would more relate to, because the characters’ are in a less than optimal home environment and it’s by girls growing up and trying to find their group and becoming more mature.” (Ann interview)</i></p>
Making Time for Reading	accessing, rule breaking, managing reading behavior	<p><i>“The interest was there. Well, I mean the kids that I picked are good readers as far as they can read. It’s just getting them to want to read is a whole another side of the story. “It’s boring ugh,” you get stuff like that. So as soon as they finished Tears, I whipped out the other book.” (Thomas interview)</i></p> <p><i>“Two other students have forgotten their books but have been reading them. I normally don’t let my kids go to their lockers to retrieve item for class because this is an off-team related arts class but I have made exceptions for these students.” (Selena journal entry)</i></p> <p><i>“Tick asked to visit our library to find something to read.” (Thomas journal entry)</i></p>

Appendix D – Continued

Pattern Themes	Process codes	Sample Quotes
Keeping Score	accounting, administering, achieving	<p><i>“They still have the incentive of the Reading Counts tests in the library (and these books are worth more points than they are accustomed to).” (Selena journal entry)</i></p> <p><i>I also wanted to talk to them about my expectations regarding their reading logs. We discusses text-to-self, text-to-text, etc. and how they could write about connections they were making with the book not just whether they “like” or “didn’t like” something or someone in the story.” (Selena journal entry)</i></p> <p><i>“So they are supposed to have one self selected book, keep it in their folder, so every day with a book mark, so every day that they come in. They pick up where they left off, so they get through that book. That’s the process.” (Selena interview)</i></p>
Becoming Aware	noticing	<p><i>“She’s the one that has improved in my class the most with not breaking down in to tears if she doesn’t get it the first time. And so I feel like being able to get through these books has helped her earn a little bit of confidence maybe that she didn’t have before, because she thought the others girls were smarter than her. And they’re struggling to get through the second book and she’s ahead of them.” (Selena interview)</i></p> <p><i>“Before this study began if I saw one of the students in the building later in the day, I didn’t think of them as one of my reading students anymore. They were just students that I work with. So I wasn’t asking questions about what they were reading. Now I see them as a whole student, a reader, not just a low reader.” (Selena interview)</i></p> <p><i>“Building the curiosity is probably the hardest one that I found for me talk to the kids about—getting them curious.” (Selena interview)</i></p>

APPENDIX E

ILLUSTRATIVE QUOTES FOR QUESTIONS ONE AND TWO ELEMENT:
TRIGGERED SITUATIONAL INTEREST AND CURIOSITY

Teacher	<i>Question: One Briefly describe your method(s) to create a triggered situational reading interest.</i>	<i>Question: One What did you do to create a curiosity in the book?</i>	<i>Question Two: How do these elements effect struggling adolescent readers' motivations to read for pleasure?</i>
Thomas	<p><i>"The whole class is reading Tears of a Tiger for SSR so I put the books in the subject's hands and explained how great a book it was and that it was about people near their ages." (Thomas journal entry)</i></p> <p><i>"I said that it took place in Cincinnati so it was near us and it was written by a teacher." (Thomas journal entry)</i></p>	<p><i>"I told the class it was about high school basketball players that something bad happened to and that the tragedy affected the whole school (not giving too much away." (Thomas journal entry)</i></p> <p><i>"I tell them the setting. I give them a little bit about the books, the characters, just a brief little preview of what we're going to read, you know, what's in the book. And then the thing that really got them sold on it was they were kids their own age—teens, basketball players, and I even sold it as far as saying that Draper was</i></p>	<p><i>"100 % positive participation among the subjects with improved reading during SSR, that relates to less off task behavior, better engagement. (Thomas journal entry)</i></p> <p><i>They will not put it down even to get started with a lesson on some days." (Thomas journal entry)</i></p>

Appendix E – Continued

Teacher	<i>Question: One Briefly describe your method(s) to create a triggered situational reading interest.</i>	<i>Question: One What did you do to create a curiosity in the book?</i>	<i>Question Two: How do these elements effect struggling adolescent readers' motivations to read for pleasure?</i>
		<p><i>a former teacher. You know what I mean. It kind of peaked it.” (Thomas journal entry)</i></p>	
Selena	<p><i>“I tried to create reading interest with this group by telling them that they had been specially selected to be a part of a very special program that would help them become stronger readers.” (Selena journal entry)</i></p> <p><i>“I tried to make them feel special (and of course they are).” (Selena journal entry)</i></p> <p><i>“I also emphasized the “free” books and that they would get 3.” (Selena journal entry)</i></p> <p><i>“Lastly, I told them I would be reading the books with them so that we could talk about them at together.” (Selena journal entry)</i></p>	<p><i>“The curiosity about the books was built through just the mention of this “special program” but some of the girls asked if it was like a Bluford book and I told them that yes, if they liked Bluford books they would like these.” (Selena journal entry)</i></p>	<p><i>“The positives have obviously been that these girls are reading and have asked, several times, to skip the other rotations of Read180 (computer time and small group instruction) to continue reading. I can't do that because of the structure of the class but I think it's encouraging that they want to.” (Selena journal entry)</i></p> <p><i>“They were excited just to say, “Have you gotten to that part yet,” “that’s what made me cry,” “I want to kick the mother in the face.” (Selena journal entry)</i></p>
Ann	<p><i>“Talked about the 39 Clues book, started off with a different kind of a mystery, I approached each kid and</i></p>	<p><i>“So the trigger has been the most interesting part of it.</i></p>	<p><i>“It really diverged, because some of them I was able to nurture it; they really liked their journals. They wrote really good answers to questions the first part of the book. They asked me for reading</i></p>

Appendix E – Continued

Teacher	<i>Question: One Briefly describe your method(s) to create a triggered situational reading interest.</i>	<i>Question: One What did you do to create a curiosity in the book?</i>	<i>Question Two: How do these elements effect struggling adolescent readers' motivations to read for pleasure?</i>
Ann	<i>had an individual conference.” (Ann interview)</i>	<i>Some of them, once I did the trigger, they almost all showed curiosity about the books at the beginning when I first brought it up and I bought them the journals.” (Ann interview)</i>	<i>logs, you know. They tracked everything they were doing.” (Ann interview) Some of them—it got lost in here—their curiosity. Once they got over being curious if the reading was just too hard or if it was too complex for them, they fell off the chart.” (Ann interview)</i>

APPENDIX F

ILLUSTRATIVE QUOTES FOR QUESTIONS ONE AND TWO, ELEMENT: MAINTAINING TRIGGERED SITUATIONAL INTEREST

160

Teacher	<p><i>Question One</i> <i>Briefly describe your method(s) to maintain the situational reading interest.</i></p>	<p><i>Question Two:</i> <i>How do these elements effect struggling adolescent readers' motivations to read for pleasure?</i></p>
Thomas	<p><i>"Having the next book in the series, Forged by Fire, readily available for the subjects." (Thomas journal entry)</i> <i>"As soon as the subjects finished Tears of a Tiger they were handed the next book in the series." (Thomas journal entry)</i> <i>"Having the subjects write daily about their reading and then discussing it openly in class." (Thomas journal entry)</i> <i>"Asking the subjects privately what they liked about the book, what they did not like, what connected them to their reading." (Thomas journal entry)</i></p>	<p><i>"The subjects are far more engaged during the SSR portion of class and do not have to be prompted to read as they previously have done. This is a major accomplishment for these students are not avid readers, based upon their past performance." (Thomas journal entry)</i></p> <p><i>"And I knew that when we would "Okay, our time is over. We need to close our books and we're going to do a lesson," they didn't want to do that." "Which was new behavior but that's involved with the book." (Thomas interview)</i></p> <p><i>Four out of six have finished Tears and two have completed Tears and Forged. (Thomas journal entry)</i></p> <p><i>"Part of our SSR is sharing out, and they were really doing it." (Thomas journal entry)</i></p> <p><i>"They were sharing out without being--well, in my classes you might have one or two that wants to share, but now I mean I had kids that would normally not do that, and I knew they were involved in it and they talking about it." (Thomas interview)</i></p>
Selena	<p><i>"That was the hardest part for me. Forged by Fire was not hard at all. It was the second book trying to keep them interested. That's the book that they would take home and not bring back, and I had to go check it out from the library to</i></p>	<p><i>"Book club meeting. Deadline to finish Tears of a Tiger and receive Darkness before Dawn. Only Malia, Stacy and Samitria are finished. They appear discouraged and don't seem very excited to start the third book." (Selena journal entry)</i></p>

Appendix F – Continued

Teacher	<p><i>Question One</i> <i>Briefly describe your method(s) to maintain the situational reading interest.</i></p>	<p><i>Question Two:</i> <i>How do these elements effect struggling adolescent readers' motivations to read for pleasure?</i></p>
	<p><i>have my own copy.” (Selena interview)</i></p> <p><i>“So that part was difficult, maintaining the situational interest as we were going with that second book. “ (Selena interview)</i></p> <p><i>“Start-up was great and the middle part was not so good. So I asked them about it every day. I did a little bit of threatening.” (Selena journal entry)</i></p> <p><i>“My biggest struggle this week has been the reading logs.” (Selena journal entry)</i></p> <p><i>“They are also involved in a Reading Counts quiz competition for a reward.” (Selena journal entry)</i></p>	<p><i>“Several of them were telling me “it’s boring,” “I don’t like it,” “I feel like I’m reading the same thing over again.” (Selena observations)</i></p> <p><i>“Cheyenne has had a melt down with Tears of Tiger. She and the rest have stated they hate the book. The content, how it is written.” (Selena observations)</i></p>
Ann	<p><i>“I tried Thirty Nine Clues with a couple of them, because they’ll watch a mystery movie on TV and come and tell me all of it, but they’re not able to assimilate the information when they’re reading. It becomes too much and too many clues for them. So, maintaining the situational interest has been the most interesting part of it.” (Ann interview)</i></p> <p><i>“After chapter six if they really didn’t like the book or if it was just too confusing, then they could trade it in and get another one.” (Ann interview)</i></p>	<p><i>Student 1: “I did not like the books. Like it sounded like a really good book, but I thought it was going to be better than it was. (Teacher/student interview)</i></p> <p><i>Student 2: “I like the scary music in the background because I had the CD.” (Teacher/student interview)</i></p> <p><i>Student 3: “I think it was good because it was a mystery, and they were trying to find something, and they had to go through the Thirty Nine Clues.” (Teacher/student interview)</i></p>

Appendix F – Continued

Teacher	<i>Question One</i> <i>Briefly describe your method(s) to maintain the situational reading interest.</i>	<i>Question Two:</i> <i>How do these elements effect struggling adolescent readers' motivations to read for pleasure?</i>
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Ann	<i>"I told them we had the CDs, so if they were a struggling reader, it got really hard—and the thing is the CD's helped. " (Ann interview)</i>
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APPENDIX G

CATEGORIES, DIMENSIONS, AND ITEMS INCLUDED IN THE MOTIVATION FOR READING QUESTIONNAIRE

Competence and efficacy beliefs

Self-efficacy

- 3. I know that I will do well in reading next year
- 9. I am a good reader
- 15. I learn more from reading than most students in the class
- 50. In comparison to my other school subjects I am best at reading

Challenge

- 2. I like hard, challenging books
- 7. I like it when the questions in books make me think
- 26. I usually learn difficult things by reading
- 44. If the project is interesting, I can read difficult material
- 48. If a book is interesting I don't care how hard it is to read

Work avoidance

- 23. I don't like reading something when the words are too difficult
 - 27. I don't like vocabulary questions
 - 28. Complicated stories are no fun to read
 - 52. I don't like it when there are too many people in the story
- Goals for reading

Curiosity

- 5. If the teacher discusses something interesting I might read more about it
- 8. I read about my hobbies to learn more about them
- 13. I read to learn new information about topics that interest me
- 16. I like to read about new things
- 35. If I am reading about an interesting topic I sometimes lose track of time
- 45. I enjoy reading books about people in different countries

Involvement

- 10. I read stories about fantasy and make-believe
- 24. I make pictures in my mind when I read
- 30. I feel like I make friends with people in good books
- 33. I like mysteries
- 41. I enjoy a long, involved story or fiction book
- 46. I read a lot of adventure stories

Importance

- 53. It is very important to me to be a good reader
- 54. In comparison to other activities I do, it is very important to me to be a good reader

Recognition

- 14. My friends sometimes tell me I am a good reader
- 17. I like hearing the teacher say I read well
- 29. I am happy when someone recognizes my reading
- 31. My parents often tell me what a good job I am doing in reading
- 36. I like to get compliments for my reading

Appendix G – *Continued*

Grades

- 19. I look forward to finding out my reading grade
- 37. Grades are a good way to see how well you are doing in reading
- 39. I read to improve my grades
- 40. My parents ask me about my reading grade

Competition

- 12. I like being the only one who knows an answer in something we read
- *18. I like being the best at reading
- *22. It is important for me to see my name on a list of good readers
- 43. I try to get more answers right than my friends
- 49. I like to finish my reading before other students
- 51. I am willing to work hard to read better than my friends

Social purposes of reading

Social

- 1. I visit the library often with my family
- 11. I often read to my brother or my sister
- 20. I sometimes read to my parents
- 21. My friends and I like to trade things to read
- 34. I talk to my friends about what I am reading
- 38. I like to help my friends with their schoolwork in reading
- 42. I like to tell my family about what I am reading

Compliance

- *4. I do as little schoolwork as possible in reading
- *6. I read because I have to
- 25. I always do my reading work exactly as the teacher wants it
- 32. Finishing every reading assignment is very important to me
- 47. I always try to finish my reading on time

Note. Numbers in front of the items indicate placement in the questionnaire.

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